Grace College & Grace Theological Seminary Catalog 2026-2027

INTRODUCTION

JULY 2026

Introduction

Grace College and Grace Theological Seminary is a Christ-centered community of higher education applying biblical values in strengthening character, sharpening competence, and preparing for service. It is a private, not-for-profit Christian liberal arts institution.

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 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 seven schools. These seven schools are comprised of the following programs and departments, each of which is described in more detail in the catalog.

School of Arts and Humanities

- Department of Communication, Social, and Historical Studies
- Department of English, Literature, and Languages
- Department of Visual and Performing Arts

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 of Elementary Education
- Department of Secondary Education
- Department of Special Education

School of Ministry Studies

- Department of Biblical Studies
- Grace Theological Seminary

School of Professional and Online Education

- Adult degree completion
- A.S. in Liberal Arts
- M.S. in Athletic Administration
- M.S. in Higher Education
- M.S. in Nonprofit Management

School of Science and Engineering

- Department of Engineering
- Department of Science and Mathematics
- Nursing Program (in collaboration with Bethel University)

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, academics, 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 by the institution's Academic Office.

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 & Theological Seminary

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

1 Lancer Way
Winona Lake, IN 46590
www.grace.edu

Establishment of Grace College and Seminary

Affiliated with the Charis Fellowship (formerly Fellowship of Grace Brethren Churches), Grace Theological Seminary was founded first, in 1937, and the college was established 11 years later in 1948. The founders – including Alva J. McClain, the institution's first president – drew distinctive features from their Brethren heritage, which, in turn, drew from a variety of historical traditions. 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 19th and early 20th 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 an increasingly robust and influential movement in the 1930s and 1940s. 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. 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 Grace 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 16th and 17th centuries and 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 seven schools that constitute Grace College and Theological Seminary: The School of Arts and Humanities, the School of Behavioral Sciences, the School of Business, the School of Education, the School of Ministry Studies, the School of Professional and Online Education, and the School of Science and Engineering.

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 a Christ-centered community of higher education applying biblical values in strengthening character, sharpening competence, and preparing for service. In support of the institution's mission, Grace Theological Seminary is a learning community dedicated to teaching, training, and transforming the whole person for local church and global ministry.

Values and Goals

The mission of Grace College is supported by five core values: live God's Word, serve humbly, pursue excellence, value mentorship, and engage our community. Institutional mission, values, and brand promise are articulated on the institution's website.

Accreditation and Affiliations

Grace College is accredited by the Higher Learning Commission and it is an active member of the Association of Christian Schools International, Council for Christian Colleges & Universities, Council of Independent Colleges, Independent Colleges and Universities of Indiana, International Alliance for Christian Education, and National Association of Independent Colleges and Universities. Several of its academic programs also have specialized accreditation. 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]

---

[1] See Richard T. Hughes, *How Christian Faith Can Sustain the Life of the Mind* (Grand Rapids: Eerdman's 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*.

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 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 classrooms and offices. We will no doubt consider specific portions of the Bible. And we may engage students in

[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. 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.”

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: *"We are a Christ-centered community of higher education applying biblical values in strengthening character, sharpening competence, and preparing for service*" 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.

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

[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).

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 disciplines [13]intersect with the depths of the Christian faith. This is an issue of character that enhances competence and empowers us for service.

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 compassion for the struggles of mankind.

Community Life and Biblical Philosophy

Members of the Grace College and Grace Theological 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 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.

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

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

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 Charis Fellowship (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 the 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:
1 Lancer Way
Winona Lake, IN 46590
Phone 574-372-5100

Akron Site:
565 South Cleveland Massillon Road
Fairlawn, Ohio 44333
Phone 330-422-3150

Columbus Site:
8225 Worthington Galena Road
Westerville, Ohio 43081

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 in the area make it a fast-growing community and offer a variety of leisure and employment opportunities.

Students at Grace College may have a car on campus subject to the regulations indicated in the Student Handbook. Wireless network is available campus wide.

Campus facilities include:

1. **Dr. Dane A. Miller Science Complex** houses the School of Science and Engineering and Lilly Center for Lakes & Streams at Grace College contains offices, laboratories, classrooms, and a computer lab.
2. **East Hall** houses office, lab, and classroom space for the Department of Engineering.
3. **Encompass** houses the Institute for Global Studies, the Modern Languages program, and the Global Living-Learning Community in the 6 apartments of Encompass, as well as classroom and event spaces.
4. **Gordon Health and Wellness Center** houses the Center for Movement and Wellbeing, the Sport Management Department, the Exercise Science Program, the Nursing Program (in cooperation with Bethel University), several coaches' offices, and provides recreational facilities for the campus and community including playing courts and aerobic and weight rooms. It also houses faculty and staff offices, classrooms, the Exercise Science Lab, the Nursing Lab and simulation rooms, and student Health Center.
5. **Indiana Hall** houses a student service center/residence hall, provides student housing for more than 100 students and administrative offices for Student Affairs, Student Involvement, offices of Student Diversity and Inclusion and Student Success, Center for Career Connections, counseling offices, School of Professional Online Education, Human Resources (including student employment) as well as the Student Services Hub (including student accounts, registrar, and financial aid services).
6. **McClain Hall** houses marketing, administration, advancement and alumni offices**,** classrooms, campus safety, the business office, academic administration, the president's office, and an auditorium seating approximately 450.
7. **The Morgan Library – Learning Center**, built in 1969, is a multilevel facility housing the library, learning center (math & writing lab, disabilities services, tutoring, and testing) and college and seminary archives designed to provide academic resources and support services to the students, faculty, staff, and community of Grace College and Seminary.
8. **Mount Memorial Art Gallery** is located on the lower ("Garden") level of Mount Memorial Hall. The gallery features a variety of exhibits throughout the school year displaying work of regional artists, students, and faculty. Gallery hours are 9am – 5 p.m. weekdays as well as select evenings; admission is free. Schedules of exhibits and receptions are available from the Department of Visual and Performing Arts or on the Grace website. For more information contact artgallery@grace.edu.
9. **Mount Memorial Hall** houses the School of Behavioral Sciences, School of Education, and the School of Arts and Humanities. It is the location of the Center for Literacy and Learning, Department of Visual Arts art studios and workrooms, photography studio, darkroom, and design lab. Faculty offices. Classrooms, and the campus post office and bookstore are also located in Mount Memorial Hall.
10. **Philathea Hall** houses the Office of Information Technology, the Little Theatre, and classrooms. The *Lancer Coffee Shop*, which serves Starbucks Coffee is also located in Philathea.
11. **Ronald and Barbara Manahan Orthopaedic 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, and the William P. Gordon Institute for Enterprise Development.

12. **William Male Center** houses Grace Theological Seminary, the undergraduate Department of Biblical Studies, and Worship Arts and Music Production programs, as well as faculty offices and classrooms, performance areas, the recording studio, music lab, and practice rooms.

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 guided by grace into transformational community 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 include:

1. **Alpha Hall**, housing 200 women and providing 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. **Boyer Apartments** has units that house four students each. The units include air conditioning and a laundry facility. 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.
4. **Encompass** is a 6-unit apartment-style residence designated as a living-learning community for domestic students who are passionate about cross-cultural learning as well as international and exchange students. Each apartment is equipped with a kitchen, two bedrooms, two baths, and a living/dining area in each apartment. Encompass also has a large community lounge.
5. **Gamma** is an apartment-style hall that 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 kitchen.
6. **Kauffman Townhouse** houses 30 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.
7. **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.
8. **Lamp Post Manor** consists of one bedroom, one bath apartments for graduate and married students.
9. **Lancer Lofts** are 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.
10. **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.

11. **Oak Hill Apartments** is a house with apartment units, each equipped with a kitchen, 2-3 bedrooms, bathrooms, laundry and a living/dining area.
12. **Omega Hall** 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.
13. **Westminster Hall,** housing approximately 135 students, is a historic hotel renovated into a modern residence hall. It includes the Grace Welcome center, admissions offices, campus store, Winona History Center featuring the Homer Rodeheaver and Billy Sunday collections, game room and lobby, commuter student lounge, and a large community meeting room. The Sub Hub and the Westy (Mexican) Grille, alternative student dining options, are located here as well.

Activities on the Main Campus

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. Activities at Grace may vary from year-to-year.

Academic Clubs and Teams

Accounting Club

The Accounting Club 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.

American Marketing Association

This club empowers students to understand and apply professional marketing through development and networking opportunities.

Council for Exceptional Children (CEC)

The Grace College CEC is a student led chapter aligned to the vision and goals of the national CEC organization. This student led chapter exists to raise awareness on campus of individuals with disabilities, to serve those in the community affected by disabilities, and to provide professional development and leadership opportunities to our members.

Mediation Team
This varsity academic team focuses on learning and practicing important mediation skills and participation includes competition in regional and national mediation conferences and tournaments.

Psychology Club
The Psychology club provides a place for discussion of psychology and learning outside of the classroom, as well as to connect Grace College students with psychology professionals around the Midwest.

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

Sport Management Club
The Sport Management Club seeks 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 Student Managed Investment Fund prepares 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 Women in Business (WiB) club at Grace College is 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.

Community Life

Council for Diversity and Inclusion
CDI creates support and community among underrepresented groups on campus and generates conversation to promote cultural competency and engagement through celebration, connection, and education. Students are invited to participate in student organizations, clubs, community connections, and affinity groups such as the Black Student Association, Esperanza Latina, International Student Family, Asian Student Heritage, Student Accessibility Association, and Native American Student Organization.

First-Generation & Transfer Students
The first-gen liaison and transfer liaison work within Student Involvement to provide opportunities for connection and support for first-generation and transfer students through events and educational offerings.

The Joust
The Joust is an annual, end-of-the-year event in which four teams compete in a variety of events over four days. Events include opening and closing ceremonies, a lip sync battle, fear factor and "nug" eating, sidewalk chalk, card games, brain teasers, cake decorating, and sports. The Joust brings the whole campus together to compete, celebrate, and have fun!

Senate
Senate is a representative body of elected and appointed students from each incoming 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.

& Action
The purpose of & Action is to transform God-given passions into a lifestyle of service. & Action desires to broaden a students' involvement in ministry opportunities and local community service opportunities while not interfering with their active participation in a local body of believers.

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.

Red Zone
Theme nights and school spirit get the student section pumped to cheer on the Grace Lancers at sporting events and tailgates.

Other Student Clubs and Organizations
Grace provides a variety of other opportunities for involvement in the life of the campus such as Chess Club, Board Game Club, Delight, Grace Outdoor Club, Korean Club, Students for Life, Turning Point USA at Grace College, Mu Kappa (Third culture Kid Club), Grace Campus Prayer, Just for Kicks: Dance Class, Wise Walkers, and the Pre-Health Club.

Music Opportunities

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 music opportunities below and choose how you want to showcase your talents!

Wind Ensemble - WMU 2101 Wind Ensemble (0 or 1 credit)
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 (music@grace.edu) for more information.

Guitar Ensemble – WMU 2103 Guitar Ensemble (0 or 1 credit) 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 (music@grace.edu) for more information.

String Ensemble – WMU 2102 String Ensemble (0 or 1 credit)
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 (music@grace.edu) for more information.

Lancer Pep Band – WMU 2105 Pep Band (0 or 1 credit)
The pep band is open to students who enjoy playing a variety of music. They will perform at select home sporting events. Contact the director (music@grace.edu) for more information.

Lancer Chorus – WMU 2100 Lancer Chorus (0 or 1 credit)
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 (music@grace.edu) for more information.

Private lessons – Grace offers private instruction for guitar, voice, piano, percussion, and violin. Students interested in private lessons can contact music@grace.edu, for information on instructors and fees. Contact musci@grace.edu for more information.

Musical Theater - Musicals and student-led productions offered through the theatre program are opportunities for actors/actresses, vocalists, and musicians to perform. The small, intimate setting of the Little Theatre and the larger venue, Rodeheaver Auditorium in the Village at Winona, 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 & Action ministry teams. Email (music@grace.edu) for more information.

Athletic and Sport Opportunities

Varsity and JV 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 varsity baseball, basketball, cross country, golf, soccer, softball, tennis, bowling, and track. Women have opportunities to compete in varsity basketball, cross country, soccer, softball, tennis, track, bowling, and volleyball. Some varsity sports also field JV teams. Grace College is a member of the Crossroads League and dually affiliated with the NAIA and the NCCAA. All teams compete for championships in the Crossroads League, NAIA & NCCAA. The Grace College cheer team is a co-ed squad consisting of 16 – 20 members. Tryouts are typically held in the spring. Lancer mascot Sir Red also helps lead fan support.

Club Sports

A variety of club sports are available for those who want to participate in intercollegiate sports without the demands of being a varsity athlete. Current club sports include women's rugby, ultimate frisbee, Grace Outdoors, shooting sports, e-sports and bass fishing.

Disc Golf
Open to the campus and the public, Grace is pleased to offer a recreational 9-hole disc golf course.

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. Sports offered include: basketball, volleyball, soccer, flag football, pickleball, broomball, sand volleyball, and kiddie pool kickball.

CAMPUS OFFICES AND RESOURCES

Academic and Library Services

The Morgan Library-Learning Center is the home for quality resources and learning assistance such as tutoring, math and writing assistance, disabilities services, and student accountability. The Morgan Library provides an assortment 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 (grayscale, color, and 3D) 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, and support with mathematics, writing, studying, accountability, disabilities services, language or other needs affecting learning, students may contact the Learning Center.

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, chat, and email. The library provides access to more than 800,000 items including books, e-books, reference materials, e-journals, and audiovisual materials. It also subscribes to hundreds of periodicals in print and more than 170,000 in electronic format through more than 140 research databases. Resources not available through the library's holdings may be accessed through cooperative relationships with other libraries around the world. 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 Charis Fellowship (Grace Brethren) agencies.

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 and Theological Seminary 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 Connie Burkholder, Coordinator of Student Disability Services at x6423, via email at burkhoc@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 a student would like accommodations for any classes, it is the student's responsibility to inform their course instructors of any 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, the DOGC will work with the Disability Office and the student to determine what accommodations are available for fulfilling the educational requirements

Note the respective links for accessible entrances and parking places.

Academic Policies

Academic-related policies and procedures such as those related to course registration and withdrawal, academic status, advising, appeals, credit hours, grading, and graduation are available on the Academic Policy Webpage of the institution's website or by contacting the registrar's office. Credentials awarded and program-specific graduation requirements are described in each program's section of the catalog.

Academic Terms and Calendars

Grace College operates on a semester (or term) basis in which one or two sessions occur within each fall or spring semester for traditional, on-campus undergraduate, graduate, and seminary programs. These semesters are typically 7.5-week sessions during a 15-week semester.

Summer sessions for traditional residential students enrolled in online courses are 8-week sessions and one 12-week session.

The length of summer sessions for students enrolled in graduate, seminary, or School of Professional and Online Education programs varies depending on the specific program.

Courses in adult-degree completion programs are generally offered in 5-week sessions year-round.

Students with questions about the length of sessions in an online course or program are encouraged to speak directly with the registrar or the department chair of the unique program in which they are enrolled.

The institution's general academic calendar is available on its website.

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, practicums and internships, 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.

Campus Bookstore

The Campus Bookstore operates out of the Campus Post Office in Mount Memorial Hall. Textbooks for classes are distributed to students through their resident assistants (RAs) each session. Additional books ordered can be picked up when they arrive. Textbooks are returned to the Campus Post Office at the conclusion of each quarterly class session.

Campus Store

Grace Gear, the Grace College campus store, is located in the lobby of Westminster Hall and carries Grace College gear and accessories. It stocks a variety of items that appeal to students, parents, visitors and alumni. Students can use their flex dollars from their meal plan at Grace Gear or purchase items using cash or card.

Career Services

The Center for Career Connections provides an array of career-readiness information for students related to aptitudes, strengths, job seeking, internships, and employment opportunities.

- In years 1 and 2, staff will help you explore majors and career paths that fit your personality, strengths and talents.
- In years 2 and 3, staff will help you network with employers to find valuable internships directly related to your field of study.
- In your final year, staff will work with you to strengthen your ability to candidate for the perfect job after graduation.

Curriculum

Each program's section of this catalog describes each academic program and its curriculum, course descriptions, credits, pre-requisites, and program completion requirements.

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 Affairs

The Office of Student Affairs exists to see every student belonging, beholding, and becoming in community. This vision is accomplished through 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, as well as in the *Student Handbook*, and *Academic Policies Manual*. 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.

Faculty/Administration Directory

Board of Trustees

Matt Abernethy	California	Businessman
Jonathan Allan	Massachusetts	Attorney
Jenn Avey	Maryland	Ministry Leader
Robert Bishop	Indiana	Businessman
Quentin Blackford	California	Businessman
Jessica Bricker	Indiana	Businesswoman
Cory Colman	Indiana	Businessman
Kip Cone	Indiana	Pastor
Adam Copenhaver	Washington	Pastor
Greg Dosmann	Missouri	Businessman
Drew Flamm	Indiana	Grace Schools President
James Grady	Iowa	Businessman
Randy Lake	Georgia	Businessman
Phyllis Marwah	International	Businesswoman
Keith Minier	Ohio	Pastor
Seth Nash, Vice Chair	Indiana	Businessman
Loren Neuenschwander	Georgia	Businessman
Daniel Renner, Chair	Ohio	Businessman
Daniel Sandoval	Indiana	Ministry Leader
Karen White	Ohio	Businesswoman
Letitia Williams	Michigan	Businesswoman
Mike Yoder	Ohio	Pastor/Businessman
Janine Zeltwanger	Indiana	Businesswoman

Trustee Emeritus

James L. Custer, Th.M., D.D., B.D., B.A.
Trustee Emeritus

William J. Burke, M.B.A., M.A., B.A.
Trustee Emeritus

Butch Shook, B.S.
Trustee Emeritus

Cabinet

Flamm, Andrew R., Ph.D., M.A., B.A.
President

B.A. in Comprehensive Communications, Cedarville University; M.A. in Organizational Communication and Leadership, Gonzaga University; Ph.D. in Educational Leadership, Indiana State University

Baumgardner, Douglas S., M.B.A., B.S.
Vice President of Financial Affairs
Chief Financial Officer
Chief Operating Officer

B.S. in Mathematics and Management of Information Systems, Grace College; M.B.A., Indiana University

Cardoza, Freddy, Ph.D., M.A., B.S.
Professor of Christian Ministry and Leadership
Vice President and Dean, School of Ministry Studies and Grace Theological Seminary

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

Crabtree, Aaron T., Ph.D., M.A., B.S.
Vice President and Dean of Student Affairs

B.S. in Communication and Biblical Studies, Grace College; M.A. in Global Leadership, Fuller Theological Seminary; Ph.D. in Higher Education, Azusa Pacific University

Kreklau, Emi, Ph.D., M.S., B.A.
Executive Director, Catalyst Corridor

B.A. in Biochemistry, Northwestern University; M.S. in Pharmacology & Toxicology, UND School of Medicine Health Sciences; Ph.D. in Pharmacology & Toxicology, University of Louisville School of Medicine

Pohl, Mark, Ph.D., M.A., B.S.
Vice President of Enrollment Management

B.S. in Communication and Intercultural Studies, Grace College; M.A. in Ministry Studies, Grace Theological Studies; Ph.D. in Organizational Leadership, Indiana Wesleyan University.

Roberts, Kevin, W., Psy.D., M.A., B.S., LMHC, LCAC
Professor of Behavioral Science
Provost and Vice President of Academic Affairs

B.S. in Criminal Justice and Psychology, Grace College; M.A. in Counseling, Grace College; Psy.D., Adler School of Professional Psychology

Roth, Kelsi B., M.S., B.S.
Chief of Staff

B.S. in Business Administration and Counseling, Grace College; M.S in Nonprofit Management, Grace College

Sloat, John S., M.Div., B.S.
Vice President of Advancement

B.S. in Youth Ministries, Grace College; M.Div. in Exegetical Studies, Grace Theological Seminary

Emeritus Faculty and Administration

Darr, William E., Sp. L.I.S., M.L.S., M.S.A., M.S.Ed., B.A., C.P.D.
Librarian Emeritus

DeYoung, Donald B., Ph.D., M.Div., M.S., B.S., A.S.
Professor Emeritus

Gordon, William P., M.S., B.S.
Professor Emeritus

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

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

Lovelady, Edgar J., Ph.D., Th.M. B.D., A.B.
Professor Emeritus

Palmer, Rhoda, M.L.S., B.A
Librarian Emeritus

FACULTY

Angier, Derrick, Ph.D., M.A., B.A.
Assistant Professor of Behavioral Science

B.A. in Psychology, B.A. in History, Dordt University; M.A. in Psychology, University of New Hampshire; PhD in Psychology, University of New Hampshire.

Arney, Kelly L., Ph.D., M.S., B.S.
Professor of Criminal Justice
Dean, School of Behavioral Science

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

Bailey-Robinson, Cokiesha L., M.Div., B.A.
Associate Dean of Student Diversity and Inclusion

B.A. in English, Mass Communication Concentration, Fisk University; M.Div., Preaching Concentration, Beeson Divinity School, Samford University; D.Min., Theology Concentration, Truett Seminary, Baylor University (in process)

Belton, Rebecca L., Ph.D., M.A., B.A.
Assistant Professor
Clinical Coordinator

B.A. in Comprehensive Bible, Minor in Psychology, Women's Ministry, Cedarville University; M.A. in Clinical Mental health Counseling, Grace College; Ph.D. in Counselor Education & Supervision, Regent University

Bosch, Nathan S., Ph.D., B.A.
Professor of Environmental Science
Creighton Brothers Endowed Director, Lilly Center for Lakes & Streams
Dean, School of Science and Engineering
Director, Environmental Science Program

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

Bowald, Mark A., Ph.D., Th.M. M.Div., B.S.
Professor of Theological Studies

B.S. in Psychology/Business Administration, Grace College; M.Div., Christian Education, Grand Rapids Baptist Seminary; Th.M., Systematic Theology, University of Toronto; Ph.D. Theology, Wycliffe College, University of St. Michael's College, Toronto, Canada

Brath, Walter J., D.W.S., M.A., B.M.
Associate Professor of Worship Arts
Associate Dean School of Arts and Humanities
Director, Worship Arts Program

B.M. in Piano Performance, University of Cincinnati Conservatory of Music; M.A. in Ethnomusicology, Liberty University; D.W.S. in Worship Studies, Robert E. Webber Institute for Worship Studies

Bremer, Cheryl L., Ed.D., M.A., B.S.
Professor of Special Education
Dean, School of Education
Chair of Special Education

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

Briscoe, Chad C., M.A., B.A.
Athletic Director

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

Brue, Jill S., Ph.D., M.A., B.A., L.P.C.
Professor of Graduate Counseling
Chair, Graduate Counseling Department

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

Burkholder, Jared S., Ph.D., M.A. B.A.
Professor of History
Chair, Communication, Social, and Historical Studies

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, Freddy, Ph.D., M.A., B.S.
Professor of Christian Ministry & Leadership
Vice President and Dean, School of Ministry Studies and Grace Theological Seminary

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

Casey, Anthony F., Ph.D., M.Div., B.S.
Associate Professor of Intercultural Studies
Interim Associate Dean, School of Ministry Studies

B.S. Interpersonal and Organization Communication, University of Wisconsin – Stevens Point; M.Div. Missions Concentration, The Southern Baptist Theological Seminary; Ph.D. Missions Concentration and Cultural Anthropology and Evangelism and Church Growth minors, The Southern Baptist Theological Seminary

Chappell, Melissa K., M.B.A., B.A.
Assistant Professor of Management
Business Department Chair

B.S. Management, Grace College; M.B.A., Grace College

Christmas, Christopher, Ph.D., LMHC (IN)
Assistant Professor of Graduate Counseling

B.A. in Speech Communication and Photojournalism, Ball State University; M.A. in Counseling, Reformed Theological Seminary; Ph.D., Counselor Education and Supervision, University of Central Florida

Crabtree, Aaron T., Ph.D., M.A., B.S.
Vice President and Dean of Student Affairs

B.S. in Communication and Biblical Studies, Grace College; M.A. in Global Leadership, Fuller Theological Seminary; Ph.D. Higher Education, Azusa Pacific University

Douglas, Steve, Ph.D., B.S.
Assistant Professor of Biology

B.S. in Nutritional Science, University of Missouri; Ph.D. Nutrition Sciences, Purdue University

Duff, Danielle D., M.B.A., B.S., C.P.A.
Assistant Professor of Accounting
Roger Stichter Endowed Chair of Accounting

B.S. Accounting, Grace College; M.B.A., Grace College

Dutkowski, Sharon L., M.S., B.S.
Assistant Professor of Behavioral Science

B.S. Business and Psychology, American International College; M.S. Human Services, Organizational Leadership, Springfield College

Edgington, Thomas J., Ph.D., M.Div., M.A., B.A.
Professor of Behavioral Science
Associate Dean, School of Behavioral Sciences

B.A. in Psychology, Grace College; M.A. Biblical Counseling, Grace Theological Seminary; M.Div., Grace Theological Seminary; Ph.D. in Counseling Psychology, Ball State University

Fawcett, Tonya L., M.L.S., B.A.
Director, Morgan Library

B.A. in English, Cedarville College; M.L.S., University of Maryland

Feaver, Amy L., Ph.D., M.A., B.S.
Associate Professor of Computer Science

B.S. in Mathematics, Rensselaer Polytechnic Institute; M.A. in Mathematics, University of Colorado; Ph.D., in Mathematics, University of Colorado

Flamm, Andrew R., Ph.D., M.A., B.A.
President

B.A. in Comprehensive Communications, Cedarville University; M.A. in Organizational Communication and Leadership, Gonzaga University; Ph.D. in Educational Leadership, Indiana State University

Fox, Cosette, Ph.D., B.A, B.Sc.
Director, Office of Teaching and Learning

B.Sc. in Biology, University of Ottawa; B.A. in Psychology, University of Ottawa; Ph.D. in Experimental Psychology, University of Ottawa.

Frentzel, Joseph W., Ph.D., B.S.
Dr. Eugene Inman Endowed Chair
Assistant Professor of Biology
Chair, Department of Science and Mathematics
Director, Biology Program

B.S. in Biology, Indiana University – Purdue University at Ft. Wayne; Ph.D. in Biochemistry and Molecular Biology, Michigan State University

Graham, Joe A., Psy.D., M.A., B.S.
Professor of Behavioral Science

B.S. in Psychology and Communication, Grace College; M.A. in Biblical Counseling, Colorado Christian University; Psy.D. in Clinical Psychology, Adler School of Professional Psychology

Grossman, Glenn, M.A., B.A.
Assistant Professor of Business
Director of Gordon Center for Entrepreneurial Development

B.A. in Economics, College of William & Mary; MA in Special Education, College of William & Mary; MA in Business Administration; Arizona State University

Grill, Stephen A., Ed.D., M.A., B.A.
Professor of Nonprofit Management

B.A. in Speech Communication, Grace College; M.A. in Communications, Ball State University; Ed.D. in Educational Administration for Higher Education, Ball State University

Halquist, Carrie H., M.L.S., B.A.
Student Engagement Librarian

B.A. History, Grace College; M.L.S., Indiana University-Purdue University Indianapolis

Harmon, Matthew S., Ph.D., M.Div., B.S.
Professor of New Testament Studies

B.S. in Communication, Ohio University; M.Div., Trinity Evangelical Divinity School; Ph.D. in Biblical Theology, Wheaton College Graduate School

Hill, Christine M., Ph.D., M.A., B.A.
Professor of Spiritual Formation and Women's Studies

B.A. in Christian Education, Wheaton College; M.A. in Christian Education, Talbot School of Theology; Ph.D. in Educational Studies (Character Development and Spiritual Formation), Talbot School of Theology

Hoffert, Rachael L., Ed.D., M.Ed., B.A.
Professor of Education
Chair of Elementary Education
Executive Director, Center for Literacy & Learning

B.A. in Elementary Education, Anderson University; M.Ed. in Curriculum and Instruction, Olivet Nazarene University; Post-graduate study in literacy development, Purdue University; Ed.D. in Education, Concordia University

Ikuton, Abidah, Ph.D., M.Sc., B.Sc.
Assistant Professor of Computer Science
Director, Computer Science Program

B.Sc. in Mathematical Science, Federal University of Agriculture (Nigeria); M.Sc., Computer Science, University of Lagos (Nigeria); Ph.D. Computer Science, University of Kwazulu-Natal (South Africa).

Johnson, Danielle H., Ph.D., M.A., B.S.
Assistant Professor of Graduate Counseling

B.S. in Psychology; Ferrum College; M.A. in Clinical Mental Health Counseling and Certificate of Graduate Studies in Trauma Counseling, Regent University; Ph.D. in Counselor Education & Supervision, Regent University

Johnson, Darrell L., Ed.D., M.A., B.S.
Professor of Sport Management

B.S. in Physical Education, Grace College; M.A. in Physical Education; Kent State University; Ed.D. in Sport Sociology, University of Alabama

Johnson, Ryan T., Ph.D., B.S.
Professor of Mathematics
Director, Mathematics Program
B.S. in Mathematics, Hope College; Ph.D. in Mathematics, Iowa State University

Koontz, Richard D., D.B.A., M.B.A., B.S.
Professor of Management
Interim Dean of School of Business

B.S. in Computer Science and Business Administration, Grace College and Seminary; M.B.A., Stetson University; D.B.A., Anderson University

LaGioia, Rock M., D.Min., Th.M., M.Div., B.A.
Professor of Pastoral Studies
Director, Doctoral Studies

B.A. in Pastoral Studies, Moody Bible Institute; M.Div., Trinity International University; Th.M. Practical Theology, Trinity International University; D.Min. in Preaching, Trinity International University

Lewis, Denise Y., Ph.D., M.A., B.A., L.P.C., N.C.C.
Associate Professor of Graduate Counseling

B.A. Sociology/Psychology, Ohio Dominican College; M.A. in Counseling Ministry, Methodist Theological School in Ohio; Ph.D. Counselor Education and Supervision, Ohio University

Liethen, Miriam E., M.L.I.S., M.A., B.A.
Digital Services Librarian

Advanced Levels: Communication Studies, English Literature, IT, Wigan and Leigh College, U.K.; B.A. English Literature, University of Glasgow, U.K.; M.A. Applied Linguistics, Biola University; MLIS, Indiana University

Loebs, Patrick S., Ph.D., M.A., B.A.
Professor of Communication
Director, Communication Program

B.A. in Communication Studies, Northwestern College; M.A. in Speech Communication, Minnesota State University; Ph.D. in Communication Studies/Rhetoric, University of Memphis

Martin, Michelle R., M.A., B.S.
Assistant Professor of Biology

B.S. in Holistic Health, Minor in Biology, McPherson College; B.S. in Anatomy and Physiology, Andrews University; M.A. in Physical Therapy, Andrews University.

McEvoy, Debra S., Psy.D., M.A., L.M.H.C.
Assistant Professor of Graduate Counseling
Director, Health and Counseling Services

B.A. in Elementary Education, Grace College; M.A. in Counseling, Grace College; Psy.D. in Clinical Psychology, Adler School of Professional Psychology

McGehee, Karla L., Ph.D., Th.M., M.Div., B.A.
Associate Provost
Associate Professor of Ministry Studies

B.A. in Christian Ministry, Leavell College; M.Div. in Christian Education, New Orleans Baptist Theological Seminary; Th.M., New Orleans Baptist Theological Seminary; Ph.D., Christian Education (Leadership in Higher Ed/Educational Foundations), New Orleans Baptist Theological Seminary

McGregor, Carol J., M.A., B.A.
Assistant Professor of Sports Management
Director, Sports Management Program

B.A. English, Purdue University; M.A. Sports Management, Northwestern University

Mencarelli, Brent, M.Div., B.A.
Assistant Professor of Youth Ministries
Director, Youth Ministry Program
Dean, Chapel and Community Life

B.A. in Advanced Biblical Studies, Grace College; M.Div. in Exegetical Studies, Grace Theological Seminary

Meyer, Alicia, M.A.
Instructor of Communication
Director Student Involvement

B.A. Communication Arts, Public Relations Concentration, Malone University; M.A. Communication, Grand Canyon University

Miller, Heidi C., DBA, M.S., B.S.
Associate Professor Marketing
MBA Program Director

B.S. Retail Management, University of South Carolina; M.S. Business Management, Indiana Wesleyan University; D.B.A. in Marketing, Anderson University

Moodie, Scott, M.B.A, MRes
Associate Professor of Marketing and International Business

B.S. in Management Information Systems and Marketing, Cedarville University; M.B.A., University of Wisconsin; MRes in Management Sciences, ESADE

Moore, Christopher K., M.S., B.A., F.S.A.
Assistant Professor of Actuarial Science

B.A. Mathematics, Malone College; M.S Statistics, The University of Akron

Norris, Mark Marston, Ph.D., M.Sc., B.A.
Professor of European and World History
Director, History and Political Science Program
Director, Winona History Center

B.A. in History and English, Spring Arbor College; M.Sc. in British History, The University of Edinburgh, U.K.; Ph.D. in British History, University of Edinburgh

Owen, Laurinda A., Ph.D., M.A., B.S.
Distinguished Professor of Education
Director of Student Teaching

B.S. in Elementary Education, Eastern Illinois University; M.A. in Education, Ball State University; Ph.D. in Early Childhood Education, Walden University

Pace, Ronnie L. Jr., Ph.D., Ed.S., M.A., B.A., L.M.H.C., L.P.C.C., L.M.F.T., L.P.C.
Associate Professor of Graduate Counseling

B.A. in General Studies of Counseling and Psychology, Louisiana Tech University; M.A. in Counseling, Louisiana Tech University; Ed.S. Counseling Program, Louisa Tech University; Ph.D. in Counselor Education and Supervision, Walden University

Poch, John E., Ph.D., M.F.A., B.A., A.A.
Professor of English

A.A. Physics/Pre-Engineering, Clayton State College; B.A. in English, Georgia State University; M.F.A. in Creative Writing/Poetry, University of Florida; Ph.D. in English, University of North Texas

Pycraft, Thomas R., Ph.D., J.D., B.S.
Assistant Professor of Finance and Law
MBA Director

B.S. in Accounting, Grace College; Juris Doctor-Concentration in Tax, Cleveland State University; D.B.A in Finance and Accounting, Jacksonville University (in process)

Ray, David B., M.S., B.A.
Assistant Professor of Engineering

B.S. in Mechanical Engineering Technology, Purdue University; M.S. in Manufacturing Management, Kettering University; M.S. in Statistics, Texas A&M University

Reiff, Kim M., Ph.D., M.F.A., M.B.A., B.F.A.
Professor of Visual Art
Dean, School of Arts and Humanities
Director, Mount Memorial Art Gallery

B.F.A., Indiana University; M.B.A., Indiana Wesleyan University; M.F.A., Azusa Pacific University; Ph.D., Institute for Doctoral Studies in the Visual Arts

Rich, Lauren G., Ph.D., M.A., B.A.
Professor of English
Chair, Department of English, Literature, and Languages
Director, Office of Faith, Learning, and Scholarship

B.A. in English, Baylor University; M.A. in English (in passing) and Ph.D. in English, Twentieth Century British and Irish Studies, University of Notre Dame

Richmond, Kristen R., D.N.P., M.S.N., B.S.N., R.N.
Assistant Professor of Nursing
Program Director, Nursing

B.S.N., Ball State University; M.S.N., Ball State University; D.N.P. Regis College

Richter, Lindsey K., Ph.D., M.A., B.A.
Associate Professor of Modern Languages
Director, Modern Languages Program
Director of Institute for Global Studies

B.A. in French Studies, Miami University; M.A. in French Studies, Miami University; Ph.D. Princeton University

Roberts, Kevin W., Psy.D., M.A., B.A., L.M.H.C., L.C.A.C.
Professor of Behavioral Science
Provost and Vice President of Academic Affairs

B.A. in Criminal Justice and Psychology, Grace College; M.A. in Counseling, Grace College; Psy.D., Adler School of Professional Psychology

Roberts, Richard C., Ph.D., M.S., B.S.
Associate Professor of Biology
Associate Dean, School of Science and Engineering
Coordinator, Pre-Health Professions

B.S. in Microbiology, Colorado State University; M.S. in Microbiology, Colorado State University; Ph.D. in Molecular Biology, University of California, San Diego; Post-Doctorate, Molecular Biology, Stanford University

Schram, Jacqueline S., Ph.D., M.A., B.A.
Associate Professor of Modern Languages
Dean of Academic Engagement and Success

B.A. in Art Education, Grace College; M.A. in French, Middlebury College; Ph.D. in Higher Education, Azusa Pacific University

Schramm, Scott, M.S., B.A.
Instructor, Business and Accounting

B.A. in Secondary Science with a Teaching Major, Grace College and Seminary; M.S. in Education, Indiana University.

Scott, Tyler D., Ph.D., M.S., B.A.
Associate Professor of Physics
Director, Physical Sciences Program

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

Soto, Cèsar L., Ph.D., M.A., B.A.
Assistant Professor of English

B.A. in Honors English and Chicano Studies, California State University, Northridge; M.A. in English Literature, California State University, Northridge; Ph.D. in English Literature (British Romanticism and Mexican Literature), University of Notre Dame

Stowers, Rebecca, M.A., B.S.N.
Associate Dean of Students

B.S.N. Cedarville University; M.A. in Human Services: Executive Leadership, Liberty University

Thrasher, Courtney, M.Ed.
Assistant Professor of Education

B.A. Grace College, M.Ed., American College of Education

Tillett, Luke M., Ph.D., M.Div., M.A., B.A., L.P.C.
Assistant Professor of Graduate Counseling

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

Voogt, Kevin J., Ph.D., B.A.
Associate Professor of Education
Chair of Secondary Education

B.A. in Secondary Education Mathematics, Calvin College; Ph.D. in Mathematics Education, Michigan State University

Walters, Christina L., M.S., B.S., L.A.T., F.M.S.
Assistant Professor of Exercise Science
Director, Exercise Science Program
Director, Center for Movement and Well-Being

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

Wentorf, Fred A., Ph.D., M.S., B.A.
Associate 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

Winey, Aaron C., M.F.A., B.S.
Associate Professor Visual Communication Design
Director, Visual Arts Program

B.S. in Business Management, Grace College and Seminary; M.F.A. Vermont College of Art and Design

Yocum, Carrie A., Ph.D., M.S.W., B.S, ACSW, LSW
Professor of Social Work
Vice President of Administration and Compliance
B.S. in Social Work, Manchester College; M.S.W., Andrews University; Ph.D. in Leadership, Andrews University

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

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

Ziebarth, Timothy J., Ed.D., M.B.A., M.A., B.S.
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; Ed.D. in Educational Leadership, Concentration in Organizational Management, Oakland City University

Zinke, Timothy J., Ed.D., M.S., B.S.
Assistant Professor of Exercise Science

B.S. in Applied Health Science, Wheaton College; M.S. in Athletic Training, University of Tennessee; Ed.D. in Kinesiology, University of North Carolina at Greensboro

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 disclosures 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 Grace 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:

- 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 disabilities 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 Student Right to Know page of the institution's website.

Family Education Rights and Privacy Act (FERPA)

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 FERPA policy can be found on the Student Right to Know page of the institution's website.

Students who would like to inspect or amend their educational record should contact the registrar's office for assistance or refer to the institution's FERPA policy.

Public Notification of Directory Information (FERPA)

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 (FERPA). Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if disclosed. Students may refer to the complete policy on the Student Right to Know page of the institution's website for a list of designated directory information. Students may restrict the public disclosure of directory information by notifying the Registrar's Office in writing.

Notice of Nondiscrimination

Grace College and Grace Theological Seminary ("Grace") is a private, not-for-profit, faith-based organization, and, as such, is permitted religious exemptions set forth in Title VII of the Civil Rights Act of 1964. Grace does not engage in unlawful discrimination or harassment based on race, color, ancestry, religion, age, sex, national origin, citizenship status, genetic information, pregnancy or childbirth, disability, or military veteran status in its educational programs and activities. Grace maintains its Christian mission and reserves the right to make decisions in alignment with its religious mission, values, Covenant of Faith, and community life standards to the extent permitted by Federal and State law. To report incidents of discrimination, harassment, or sexual misconduct, contact the Chief Human Resources Officer (574-372-5100 x6074, Indiana Hall), the Title IX Coordinator (574-372-5100 x6491, McClain 102), the Coordinator of Disabilities Services (574-372-5100 x6423, Morgan Library Learning Center), and/or the United States Department of Education's Office of Civil Rights at OCR or 800-421-3481. (Updated May 5, 2026)

Undergraduate Curriculum

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Introduction

Grace College and Grace Theological Seminary is a Christ-centered community of higher education applying biblical values in strengthening character, sharpening competence, and preparing for service. It is a private, not-for-profit Christian liberal arts institution.

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 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 seven schools. These seven schools are comprised of the following programs and departments, each of which is described in more detail in the catalog.

School of Arts and Humanities

- Department of Communication, Social, and Historical Studies
- Department of English, Literature, and Languages
- Department of Visual and Performing Arts

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 of Elementary Education
- Department of Secondary Education
- Department of Special Education

School of Ministry Studies

- Department of Biblical Studies
- Grace Theological Seminary

School of Professional and Online Education

- Adult degree completion
- A.S. in Liberal Arts
- M.S. in Athletic Administration
- M.S. in Higher Education
- M.S. in Nonprofit Management

School of Science and Engineering

- Department of Engineering
- Department of Science and Mathematics
- Nursing Program (in collaboration with Bethel University)

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, academics, 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 by the institution's Academic Office.

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.

School of Arts & Humanities

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Arts and Humanities

Kim M. Reiff, Ph.D., M.F.A., M.B.A., Dean
Wally Brath, D.W.S., M.A., B.M., Associate Dean

Introduction

The School of Arts and Humanities includes the Department of Communication, Social, and Historical Studies; the Department of English, Literature, and Languages; and the Department of Visual and Performing Arts. Exciting co-curricular opportunities include field trips, internships, student publications, visual and performing arts productions, professional conferences, and teaching assistantships. The Winona History Center and Billy and Helen Sunday Home provide opportunities for local and expanded historical research, while the Office for Civic Engagement supports nonpartisan programing and learning opportunities in an effort to encourage student participation in social and civic life. The award-winning Mediation Team competes on a national and international level. The Mount Memorial Art Gallery, Worship Arts Recording Studio, and Little Theatre provide opportunities for showcasing creative excellence, while music ensembles and theatre troupes engage communities beyond campus. The Institute for Global Studies offers students cross-cultural 'Go Encounter' trips and immersive studies abroad. Departments invite cultural engagement in a variety of ways that include artist talks, book signings with acclaimed authors, and community service events for students in the modern languages program.

Purpose

The School of Arts and Humanities is dedicated to a Christian liberal arts education that leads to transformative learning in the humanities, arts, 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 discipline 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.

FACULTY

Kim R. Reiff, Ph.D., Dean
Walter Brath, D.W.S.
Jared Burkholder, Ph.D.
Patrick Loebs, Ph.D.
Bethany Lucas, B.A.
Alicia Meyer, M.A. Mark
Norris, Ph.D. John Poch,
Ph.D. Lauren Rich, Ph.D.
Lindsey Richter, Ph.D.
Cesar Soto, Ph.D. Aaron
Winey, M.F.A. Michael
Yocum, M.A,

Degrees

UNDERGRADUATE DEGREES

Majors

Art and Visual Culture
Communication
Digital Communication
Eco-Art
English
English Education
French
Graphic Design
History
Music Production
Photography
Political Science
Professional Communication
Social Studies Education and History
Spanish
Spanish Education
World Languages
Worship Arts

Minors

Archaeology
Art and Visual Culture
Communication
Creative Writing
Digital Communication
English
Film
French
Geography
History
International Communication

Journalism
Museum Studies
Music Arts
Photography
Political Communication
Political Science
Pre-Law
Public Relations
Spanish
Theater
Visual Communication Design
Worship Arts

Department of Communication, Social, and Historical Studies

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Communication, Social, and Historical Studies

Faculty

Jared S. Burkholder, Ph.D.
Department Chair, Professor of History
Interdisciplinary Studies Advisor

Patrick S. Loebs, Ph.D.
Professor of Communication
Communication Program Director

Mark Marston Norris, Ph.D.
Professor of History
History and Political Science Program Director, Winona History Center Director
Pre-Law Advisor, Mediation Team Coach

Alicia Meyer, M.A.
Instructor of Communication

Part-time Instructors:

Charles Lobato Johnson, M.A.

Cokiesha Bailey-Robinson, M.Div.

Jeff Grose, M.Ed.

Gregory Jones, Ph.D.

Nathan Daugherty, M.A.

Julie Parke, M.A.

David Phelps, CMO, Orange Marketing Group

Tim Sprankle, D.Min.

Robert Lamkin, M.A.

PURPOSE

The Department of Communication, Social, and Historical Studies exists to promote student learning and civic engagement by studying human societies and human interactions across a wide spectrum of places and subcultures, both in the past and present. This includes the critical study of human communication, both in practice and in theory, within a variety of circles, including interpersonal, social and religious contexts, as well as corporate, media, and government spaces.

Our various programs of study equip students to be thoughtful Christians and engaged members of local, national, and global communities and in the marketplace of ideas. We do this through providing engaging student-centered classroom experiences, practical application through internships, and community activity.

Our department is home to the Winona History Center and the Billy and Helen Sunday Home Museum, the Mediation Team, The Center for Civic Engagement, and includes opportunities to study at Károli Gáspár Reformed University (Budapest, Hungary) or Handong University (South Korea).

We seek to practice and model academic faith integration as we study human communities as they exist and have changed over time and appreciate human society as a historical stream in which we all live. In this reality, both fallen humanity and God's act of reconciliation are evident. As life-long learners, we also hope to promote Christ-centered peace and reconciliation in a world of conflict.

CORE OFFERINGS

Grace Core courses offered through the Department of Communication, Social, and Historical Studies are:

COM 1100 Public Speaking in Society

HIS 1050 Current Issues in Historical Context

PROGRAMS OF STUDY

Communication Program

Grace College's Communication program is designed to equip students with a deep understanding of how messages are created, interpreted, and influence audiences across a spectrum of cultural and social contexts. The curriculum explores the foundational principles of effective messaging, persuasion, and public relations. Students engage in coursework that emphasizes ethical and strategic communication, preparing them to analyze and craft messages that resonate across different media platforms and audience demographics. Through a faith-based perspective, the program fosters critical thinking about the role of communication in shaping public discourse, fostering relationships, and influencing communities.

A key emphasis of the program is on the intersection of communication and culture, ensuring students develop the skills to navigate complex social and professional environments. Courses integrate theoretical knowledge with practical application, allowing students to study rhetorical strategies, crisis communication, and media ethics while gaining hands-on experience through

internships and projects. By focusing on audience analysis, message framing, and the power of storytelling, graduates are well-prepared for careers in public relations, media, ministry, corporate communication, and beyond.

Majors include communication, professional communication, and digital communication. All communication majors select three credits of experiential learning, such as an internship or workshop. Communication majors may be pursued as part of a B.A. or B.S. degree. Minors offered through the Communication Program include public relations, communication, digital communication, political communication, and international communication.

Program Learning Outcomes

1. Students become critical thinkers who appreciate complexity and deliberation, and who respond to ideas with an acknowledgement of personal bias, and personal ethics.
2. Students appropriately adapt their written and oral communication for various audiences, genres, media, and purposes.
3. Students demonstrate ability in communication research processes.
4. Students apply communication praxis to real world outcomes.

BUSINESS COMMUNICATION MAJOR

The requirement for the major in business communication is **63** credit hours in the department. A minor is not required. The business communication major may be completed as either a B.A. or B.S. degree.

Communication Foundation (27 Credits):

MAT 1185 Quantitative Reasoning
COM 2130 Interpersonal Communication
COM 2170 Communication Theory
ENG 2300 Advanced Writing
COM 3030 Persuasion
HUM 3100 Cross-Cultural Communication
COM 3320 Critical Media Studies
COM 3500 Communication Research Methods
HUM 4900 Capstone Seminar

Business Comm Courses (9 hours)

COM 2700 Public Relations Principles
COM 3440 Professional Communication
COM 3460 Organizational Communication and Behavior

Experiential Learning (3 credits)

COM 4910-4930 Internship

BUSINESS FOUNDATION (18 credits)

BUS 1010 Foundations of Business
MGT 2430 Principles of Management
MKT 2150 Marketing Principles
ACC2110 Financial Accounting
BUS 3130 Business Law
BUS 3570 Foundations of Int'l Business

Choose two of the following:
FRE 1010+ Any 'FRE'-coded courses
SPA 1010+ Any 'SPA' coded courses
PSY 2600 Multicultural Psychology
PSY 3600 Motivation and Emotion
COM 3800 Selected Topics in Communication
COM 3600 Social Media Communication
COM 3650 Digital Publishing Tools
COM 4140 Argumentation and Debate

BUDAPEST INTENSIVE:
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business in Context

COMMUNICATION MAJOR

The requirement for the major in communication is **57** credit hours in the department. A minor is not required. The communication major may be completed as either a B.A. or B.S. degree.

Communication Foundation (30 hours):
COM 2130 Interpersonal Communication
COM 2170 Communication Theory
COM 2700 Public Relations Principles
COM 3030 Persuasion
HUM 3100 Cross-Cultural Communication
COM 3320 Critical Media Studies
COM 3440 Professional Communication
COM 3460 Organizational Communication and Behavior
COM 3500 Communication Research Methods
HUM 4900 Capstone Seminar

Required Complimentary Courses (6 Credits)
MAT 1185 Quantitative Reasoning
ENG 2300 Advanced Writing

Experiential Learning – (3 hours):
COM 4910-30 Communication Internship

Communication Electives - choose from the following (18 hours):
COMM ELECTIVES
COM 2610 Political Communication
COM 3340 American Political Rhetoric
COM 3600 Social Media Communication
COM 3650 Digital Publishing Tools
COM 3800 Selected Topics in Communication
COM 4140 Argumentation and Debate
COM 4240 Public Relations Writing

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

COMPLIMENTARY ELECTIVES
FRE 1010+ Any "FRE"-coded course
SPA 1010+ Any "SPA"-coded course
MAT 2000 Introduction to Statistics
JOU 2100 Introduction to Journalism
VCD 2310 Intro to Graphic Design
WMU 2460 Introduction to Recording
VCD 2550 Fundamentals of Video Production
PSY 2600 Multicultural Psychology
MAT 1185 Quantitative Reasoning
ISM 2700 HTML and Web Design
WMU 2700 Lighting and Live Production
VCD 3200 Motion Graphics
THT 3210 Introduction to Theatre
CIN 3290 Intro to Film Faith and Contemp. Cult.
PSY 3600 Motivation and Emotion
WMU 4300 Advanced Studio Recording

DIGITAL COMMUNICATION MAJOR

The requirement for the major in Digital Communication is **57** credit hours in the department and related courses. No minor is required with the digital communication major. It may be completed as either a B.A. or B.S. degree.

Digital Communication Foundation (36 hours):
MAT 2000 Introduction to Statistics
COM 2170 Communication Theory
ENG 2300 Advanced Writing Theory and Grammar
COM 2700 Public Relations Principles
JOU 2700 Layout and Design
COM 3320 Critical Media Studies
COM 3460 Organizational Communication and Behavior
COM 3600 Social Media Communication
LIT 3100 Digital Narratives
HUM 4900 Capstone Seminar

Elective – choose one of the following (3 hours):
COM 3030 Persuasion
COM 4140 Argumentation and Debate

Experiential Learning Requirement (3 hours):
COM 4910-4930 Communication Internship

Digital Communication Electives – choose from the following (18 hours):
ISM 1150 Intro to Computer Science
ART 2110 Art and Design Fundamentals
MAT 2000 Introduction to Statistics
ISM 2150 Object Oriented Computer Programming
VCD 2310 Visual Communication Design

WMU 2460 Introduction to Recording
PHT 2600 Digital Photography
WMU 2800 Live Sound Production
JOU 3130 Editing
VCD 3200 Multi-media Design
ISM 3800 Database (SQL)
COM 3500 Communication Research Methods
ART 3520 Contemporary Visual Culture
PHT 3600 Photography II - Studio Lighting
COM 3650 Digital Publishing Tools
PHT 3800 Photography III - Alternative Processes
ISM 4110 Client-side Programming (JavaScript)
ISM 4120 Server-side Programming (PHP)
PHT 4300 Advanced Photography

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

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

PROFESSIONAL COMMUNICATION MAJOR

The requirement for the major in professional communication is **63** credit hours. No minor is required for the professional communication major. It may be completed as a B.A. or B.S. degree.

Professional Communication Foundation (51 hours):
Humanities Courses
COM 2130 Interpersonal Communication
COM 2170 Communication Theory
COM 2700 Public Relations Principles
COM 3030 Persuasion
COM 3440 Professional Communication
COM 3460 Organizational Communication and Behavior
COM 3500 Communication Research Methods
HUM 4900 Capstone Seminar

Additional Courses
MAT 2000 Intro to Statistics
ENG 2300 Advanced Writing

Behavioral Science courses
PSY 2420 Organizational Psychology
PSY 3600 Motivation and Emotion

Business courses
MGT 2430 Principles of Management
BUS 3050 Business Spreadsheet Applications
MGT 3405 Organizational Behavior
MGT 4240 Human Resource Management

Electives – choose from the following (9 hours):
BUS 1010 Foundations of Business
JOU 2100 Introduction to Journalism
MKT 2150 Marketing Principles
PSY 2170 Abnormal Psychology
PSY 2600 Multicultural Psychology
POS 3010 State and Local Government
LIT 3100 Digital Narratives
PSY 3300 Sports Psychology
COM 3320 Critical Media Studies
COM 3500 Communication Research Methods
PSY 3550 Health Psychology
BHS 4050 Addictive Treatment
COM 4240 Public Relations and Advertising Writing
COM 4140 Argumentation and Debate
HUM 3100 Cross-Cultural Communication
SOC 4150 Gender, Race, and Violence

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

Experiential Learning Requirement (3 hours):
COM 4910-4930 Communication Internship

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

Communication Minors

The Communication Program 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.

COMMUNICATION MINOR

The requirement for a minor in communication is **21** credit hours.

Communication Foundation (15 hours):
COM 2170 Communication Ethics & Theories
ENG 2300 Advanced Writing
COM 3030 Persuasion
HUM 3100 Cross-Cultural Communication
COM 3440 Professional Communication

Electives – select 2 from the following (6 hours):
MAT 2000 Intro to Statistics
JOU 2100 Introduction to Journalism
COM 2130 Interpersonal Communication
COM 2610 Political Communication
COM 2700 Public Relations Principles
HUM 3100 Cross-Cultural Communication
THT 3210 Introduction to Theatre
CIN 3290 Intro to Film Faith and Contemp. Cult.
COM 3320 Critical Media Studies
COM 3460 Organizational Communication and Behavior
COM 3500 Communication Research Methods
COM 3600 Social Media Communication
COM 3800 Selected Topics in Communication
COM 4140 Argumentation and Debate

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

POLITICAL COMMUNICATION MINOR

The requirement for a minor in political communication is 21 credit hours.

Political Communication Foundation (15 hours):
POS 2200 Introduction to American Government
COM 2610 Political Communication
COM 3340 American Political Rhetoric
COM 4140 Argumentation and Debate
POS 2010 Introduction to Political Thought

Political Communication Electives – choose 2 from the following (6 hours):
MAT 2000 Intro to Statistics
POS 3010 State and Local Government
HUM 3100 Cross-Cultural Communication
POS 3100 Global Politics
COM 3460 Organizational Communication & Behavior
POS 3380 The US and Global Issues since 1945
COM 4930 Communication Internship

PUBLIC RELATIONS MINOR

The requirement for a minor in public relations is 21 credit hours.

Public Relations Foundation (15 hours):
MKT 2150 Marketing Principles
MKT 3430 Advertising and Promotion
COM 2700 Public Relation Principles
COM 3500 Communication Research Methods
COM 4240 Public Relations and Advertising Writing

Public Relations Electives – choose from the following (6 hours):
MAT 2000 Intro to Statistics
JOU 2100 Introduction to Journalism
COM 2610 Political Communication
COM 3030 Persuasion
HUM 3100 Cross-Cultural Communication
COM 3440 Professional Communication
COM 3460 Organizational Communication
COM 4140 Argumentation and Debate

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

DIGITAL COMMUNICATION MINOR

The requirement for a minor in digital communication is 21 credit hours.

Digital Communication Foundation (12 hours):
COM 2170 Communication Theory
LIT 3100 Digital Narratives
COM 3600 Social Media Communication

Choose one of the following (3 hours)
COM 3030 Persuasion
COM 4140 Argumentation and Debate

Electives – choose three from the following (9 hours):
MAT 2000 Intro to Statistics
ISM 1150 Intro to Computer Science
JOU 2100 Introduction to Journalism
ART 2110 Art and Design Fundamentals
ISM 2150 Object Oriented Computer Programming
VCD 2310 Intro to Graphic Design
WMU 2460 Introduction to Recording
PHT 2600 Digital Photography
VCD 1010 Graphic Design for Non-Designers
ISM 2700 HTML and Web Design
JOU 3130 Editing
VCD 3200 Motion Graphics
ISM 3800 Database (SQL)
VCD 3510 Graphic Design II: Production Processes
PHT 3600 Photography II: Studio Lighting
COM 3650 Digital Publishing tools
VCD 3700 Graphic Design III: Creative ideation
PHT 3800 Photography III: Alternative Processes
ISM 4110 Client-side programming (JavaScript)
ISM 4120 Server-side programming (PHP)
PHT 4300 Advanced Photography

BUDAPEST INTENSIVE
COM 3090 Cross-Cultural Approaches to Public Relations
COM 3190 Intercultural Communication and Business

INTERNATIONAL COMMUNICATION MINOR

The requirement for a minor in international communication is 15 credit hours. This minor requires 12 credit hours taken via study abroad.

International Communication Foundation (3 hours):
HUM 3100 Cross-Cultural Communication

International Communication Electives (12 hours):
Choose 12 credit hours from the options listed in the Károli Gáspár University (Hungary) course list or Handong University (South Korea) course list, as approved by advisor.

History and Political Science Program

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 program’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 the History and Political Science Program will be a transformational experience that prepares students for a life of service in an engaging profession.

A major in history prepares students for a number of professions and/or graduate work in museums, archives, historic preservation, public history, journalism, government service, law, business administration and management, and research. The pre-law program equips students for law school where they can prepare for a career in advocacy. Careers in political science include 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 prepares students for many of the same careers as the history major while also equipping 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.

Program Learning Outcomes

HISTORY AND POLITICAL SCIENCE

1. Students are able to clearly define a problem or thesis within their discipline and organize a project to address that problem or thesis.
2. Students are able to craft a compelling argument that demonstrates the validity of their solution or the veracity of their thesis.
3. Students are able to demonstrate that they have considered next steps after their college career and demonstrate satisfactory traits related to career readiness.

SOCIAL STUDIES EDUCATION

1. Students will demonstrate they are able to use theory and research to improve their knowledge of social studies.
2. Students will reflect on issues related to diverse populations, justice/injustice, and human rights as well as participate in related professional development.
3. Students will demonstrate knowledge of access, inequitable opportunities, and relevant action/advocacy.
4. Students will demonstrate knowledge of social studies content areas.
5. Students will earn an overall passing score on the Praxis World and U.S. History Content Knowledge exam for licensure in Historical Perspectives.

History and Political Science Program Common Experience

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

HIS 1130 World History and the Historical Method
HIS 2150 American History
GEO 1010 World Geography
POS 2200 American Government
HUM 4900 Humanities Capstone Seminar

The majors take all 15 credit hours plus an experiential learning component; the minors (except pre-law) take 6 credit hours from this list.

HISTORY MAJOR

The requirement for a major in history is 48 credit hours. This major may be completed as a B.A. or B.S. degree, though it is recommended that history majors complete the Bachelor of Arts degree.

Program Common Experience (15 hours):

HIS 1130 World History and the Historical Method
GEO 1010 World Geography
HIS 2150 American History
POS 2200 American Government
HUM 4900 Humanities Capstone Seminar

Experiential Learning Requirement - choose one (3 hours):

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

History Electives - choose from the following (30 hours):

HIS 3280 Colonial & Revolutionary America
HIS 3350 Era of the American Civil War
HIS 3360 Wild, Wild West
GEO 3300 Geography of North America
HIS 3370 The Progressive Era to the Atomic Age
POS 3380 The US and Global Issues since 1945
HIS 3390 Religion in American History
HIS 3590 Ancient History
HUM 3210 Irish Studies

HUM 3220 Medieval Studies
HIS 3660 Renaissance and Reformation Europe
HIS 3720 Europe in the Age of Modernity
HIS 3710 Tudor and Stuart Britain
HIS 3800 History & Geography of Africa
HIS 3850 History & Geography of Asia
HIS 3900 Latin America & the Atlantic World
HIS 3050 Artifacts & Exhibits
POS 3950 Islam, Politics & the Middle East
HIS 4400 Selected Topics in History

POLITICAL SCIENCE MAJOR

The requirement for a major in political science is 48 credit hours. This major may be completed as a B.A. or B.S. degree.

Program Common Experience (15 hours):
HIS 1130 World History and the Historical Method
GEO 1010 World Geography
HIS 2150 American History
POS 2200 American Government
HUM 4900 Humanities Capstone Seminar

Experiential Learning Requirement – choose one (3 hours):
LAW 2500 Mediation Team
POS 4950 Political Science Internship

Political Science Electives- choose from the following (30 hours):
POS 2010 Introduction to Political Thought
SOC 2340 Introduction to Criminal Justice
POS 3010 State & Local Government
POS 3100 Global Politics
COM 3340 American Political Rhetoric
POS 3380 The US and Global Issues since 1945
COM 2610 Political Communication
HIS 3390 Religion in American History
HIS 3710 Tudor and Stuart Britain
POS 3950 Islam, Politics & the Middle East
POS 4400 Selected Topics in Political Science

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

SOCIAL STUDIES EDUCATION AND HISTORY (Embedded Double Major)

The social studies education and history major is approved by the Indiana Professional Standards Board, and the School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Students in this program complete a double major in social studies education and history. The requirement for this double major is **78** credit hours, including 39 professional education credit hours. This meets the requirements for

concentrations in 1) Historical Perspectives, 2) Government and Citizenship, and 3) Geographical Perspectives. This major may be completed as a B.A. or B.S. degree.

Program Common Experience (15 hours)

HIS 1130 World History and the Historical Method
GEO 1010 World Geography
POS 2200 American Government
HIS 2150 American History
HUM 4900 Humanities Capstone Seminar

Education Core Courses (39 hours):

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 2210 Responsive and Differentiated Instruction
SED 3800 Classroom Assessment & Learning Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

Secondary Education Courses (39 hours):

SED 3600 Teaching in the Middle and High School
SED 4670 Methods of Teaching Secondary Social Studies

Social Studies Foundation Courses (24 hours):

POS 2010 Introduction to Political Thought
POS 3010 State and Local Government
GEO 3300 Geography of North America

2 World History electives (3000 level or above)
1 European History elective (3000 level or above)
1 American History elective (3000 level or above)
1 Geography elective (3000 level or above)

The following additional concentrations are also available:

Economics (adds 9 hours):
FIN 3170 Money and Banking
FIN 3240 Corporate Finance
BUS 2230 Economics

Concentration option 2: Psychology (adds 6 hours):

Choose two from the following:
PSY 2100 Introduction to Counseling
PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 3380 Theories of Personality

Concentration option 3: Sociology (adds 9 hours):

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

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 Departments of Elementary, Secondary, and Special Education course listings.

PRE-LAW MINOR

Our pre-law program complements virtually any major including those 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.

Students must complete 21 credit hours for this minor.

Pre-Law Foundation (9 hours):

BUS 3130 Business Law
SOC 4100 Criminal Law
Required Courses
LAW 4400 Selected Topics: LSAT Preparation
HUM 4900 Humanities Capstone Seminar

Pre-Law Electives* (9 hours):

Choose two from the following (6 hours):
POS 2010 Introduction to Political Thought
POS 2200 Introduction to American Government
POS 3010 State and Local Government
POS 3100 Global Politics
HIS 3710 Tudor and Stuart England

Choose one of the following (3 hours):
COM 4140 Argumentation & Debate
COM 3030 Persuasion
ACC 2110 Financial Accounting
MAT 2100 Intro to Proofs
MAT 3200 Probability and Statistics
ENV 3410 Environmental Ethics
PHI 3100 Ethics
SOC 3560 Victimology
SOC 2440 Criminal Procedure

Experiential Learning Requirement – choose one of the following (3 hours):

LAW 2500 Mediation Team
LAW 4980 Pre-Law Internship

*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

This 21-credit hour minor introduces students to the study of archaeology and includes field experience working on a dig site.

Program Common Experience (6 hours):
HIS 1130 World History & the Historical Method

Choose one of the following:
GEO 1010 World Geography
HIS 2150 American History
POS 2200 Introduction to American Government

Archaeology and Related Courses (15 hours):
HIS 3590 Ancient History
HIS 3050 Artifacts and Exhibits

Choose one of the following:
BBL 3140 Biblical Backgrounds
POS 3950 Islam, Politics, and the Middle East

Experiential Learning Requirement:
HIS 4330 Archaeology Field Experience (3-6 hours, off-campus)

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 credit hours.

Program Common Experience (6 hours):
HIS 1130 World History & the Historical Method

Choose one of the following:
GEO 1010 World Geography
HIS 2150 American History
POS 2200 Intro to American Government

Geography Electives - choose from the following (15 hours):
GEO 3300 Geography of North America
HIS 3360 Wild, Wild West
HIS 3720 Europe in the Age of Modernity

POS 3380 The US and Global Issues since 1945
POS 3100 Global Politics
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
GEO 4400 Selected Topics in Geography

HISTORY MINOR

The requirement for a minor in history is 21 credit hours.

Program Common Experience (6 hours):
HIS 1130 World History & the Historical Method

Choose one of the following:
GEO 1010 World Geography
HIS 2150 American History
POS 2200 Intro to American Government

History Electives - choose from the following (15 hours):
HIS 3280 Colonial & Revolutionary America
HIS 3350 The Era of the American Civil War
HIS 3360 Wild, Wild West
GEO 3300 Geography of North America
HIS 3370 The Progressive Era to the Atomic Age
HIS 3390 Religion in American History
POS 3380 The US and Global Issues since 1945
HIS 3590 Ancient History
HUM 3210 Irish Studies
HUM 3220 Medieval Studies
HIS 3660 Renaissance and Reformation Europe
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
HIS 3050 Artifacts & Exhibits
HIS 4400 Selected Topics in History

MUSEUM STUDIES MINOR

Students who minor in museum studies receive a broad introduction to historical preservation and interpretation within a program geared for those interested in working in museums. This minor is 21 credit hours.

Common Experience (6 hours):
HIS 1130 World History & the Historical Method

Choose one of the following:
GEO 1010 World Geography
HIS 2150 American History
POS 2200 Introduction to American Government

Museum Studies and Related Courses (15 hours):
HIS 3050 Artifacts and Exhibits
MKT 3550 Non-profit Marketing
HIS 4560 Museum Internship (6 hours)
ART 3510 Art History: A Global Context

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 and Performing Arts course listings.

POLITICAL SCIENCE MINOR

The requirement for a minor in political science is 21 credit hours.

Program Common Experience (6 hours):
HIS 1130 World History & the Historical Method

Choose one of the following:
GEO 1010 World Geography
HIS 2150 American History
POS 2200 Introduction to American Government

Political Science Electives – choose from the following (15 hours):
POS 2010 Introduction to Political Thought
SOC 2340 Introduction to Criminal Justice
LAW 2500 Mediation Team
POS 3010 State and Local Government
COM 2610 Political Communication
POS 3100 Global Politics
COM 3340 American Political Rhetoric
POS 3380 The US and Global Issues since 1945
HIS 3390 Religion in American History
HIS 3710 Tudor and Stuart Britain
POS 3950 Islam, Politics and the Middle East
POS 4400 Selected Topics in Political Science

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

Classical, Medieval & Renaissance Studies Minor

The requirement for a minor in political science is 21 credit hours.

Minor Requirements (12 hours):
HIS 3590 Ancient History
HUM 3220 Medieval Studies

HIS 3660 Renaissance and Reformation
HIS 4400 Selected Topics: Reading Medieval Latin 1

Minor Electives – choose three from the following (9 hours):
LIT 2150 British Literature I
HIS 3710 Tudor and Stuart Britain
ART 3510 Art History: A Global Context
BBL 3140 Biblical Backgrounds
HIS 3330 Archaeology Field Experience (off campus)
LIT 3750 Selected Topics: Epics

Interdisciplinary Studies Program

Housed within the Department of Communication, Social, and Historical Studies, the interdisciplinary studies major 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 their specific interests. Designed to promote creativity, original problem solving, and greater curriculum flexibility, this unique major requires completion of 15 credit hours 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. Jared Burkholder.

INTERDISCIPLINARY STUDIES MAJOR

Curricular Area #1 (15 hours)
Curricular Area #2 (15 hours)
Curricular Area #3 (15 hours)
Interdisciplinary Studies 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

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 hours.

COM 2130 Interpersonal Communication
An examination of the process of communication in 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 are used to examine truth telling, business pressures, deception, fairness, privacy, social justice, and the relationship between ethics, theories, and practice. Areas of application include 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 works with a community partner to facilitate public relations 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 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 3440 Professional Communication
A course in advanced public speaking and presentation techniques incorporating digital tools. Students learn about and practice video conferencing techniques, digital presentation tools, social media application, and online interviewing with application for communication specialists, aspiring business professionals, and others. Includes best practices, tips, and tricks for each medium and each opportunity. Prerequisite: COM 1100. 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 examine and critique methods, and 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 3650 Digital Publishing Tools
This course covers techniques and processes involved in content creation utilizing such digital publishing mediums as WordPress, Squarespace, and other online platforms. 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 provide 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 4930 Communication Internship
An independent, communication-related internship monitored by a department faculty member and by an on-site supervisor. Credit is awarded based upon the intensity and length of involvement and the number of learning objectives accomplished. Some internships are paid positions. Internships must be arranged through department faculty. Three hours.

HISTORY, POLITICAL SCIENCE, AND SOCIAL STUDIES COURSES

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. Three hours.

HIS 1050 Current Issues in Historical Context
This class examines the historical and political development of at least two broad topics that remain part of contemporary discussion and illustrates the way the past can help students understand current debates and conversations. The topics chosen are meant to represent areas of significant concern for understanding current issues and moral questions. The course asks the question, “How did we get here?” and provides a foundation for discussions of diversity, citizenship, Christian ethics, and cultural awareness. Topics will likely change over time. Three hours.

HIS 1130 World History and the Historical Method
This global history course will examine important developments in the civilizations of Europe, Asia, Africa, and the Western Hemisphere from prehistory 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 the methods historians use in the field. 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 2060 American Journeys II
This topical survey of the history of the United States is a continuation of HIS 2050 American Journeys. Students will be introduced to many of the major issues, broad developments, and perennial questions that cut to the heart of American identity. The chronological scope of the course may vary depending on the needs of the Department of History and Political Science, the School of Professional and Online Education, and those of approved dual credit institutions. Depending on the scope, the course may cover such topics as the Gilded Age, the Progressive Era, America’s role in the World War’s, the Civil Rights movement, the Cold War, and the rise of contemporary political and social movements. Three hours (mainly offered via dual credit arrangement).

HIS 2150: American History
This survey course includes major themes and tensions in American history with attention to citizenship, concepts and processes of historical/social studies inquiry, chronological thinking, and principles related to interpreting primary and secondary sources. It includes politics, major

people, events, and movements in the history of the United States as well as Paleo-Indian cultures. This course also explores the relationship between the US and other nations. 3 credits.

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 3660 Renaissance and Reformation Europe
A study of the era of transition from the Later Middle Ages to the rise of science in the early modern era, c. 1300-1700. Major themes include the Italian and Northern Renaissances; the Continental, English, and Catholic Reformations; religious wars such as the Thirty Years' War; and the rise of science. Special attention will be given to the relationship between social change and shifts in European intellectual life and spirituality. Three hours.

HIS 3710 Tudor and Stuart England
This course is an introduction to the history of England from the Later Middle Ages through the Stuart era. Major themes include social, religious, and economic change and how those changes influenced politics and culture from the Wars of the Roses through the Elizabethan Age, the English Civil War, and the Glorious Revolution. This can be used for Political Science credit. 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 postmodernity 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 may 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 the number of learning objectives accomplished. Students meet regularly with an instructor for encouragement, personal development, and assessment. Three to six hours.

HIS 4570 Public History Lab
This full-semester course provides the framework for - and implementation of - experiential 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. 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 hours.

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, repeatable.

LAW 4400 Selected Topics: LSAT Preparation
This is an investigation into the LSAT exam, study methods, and other tools for student success on the LSAT. The class is open to any student and may also explore other facets of the law school application process, the evaluation of law schools, and what to expect upon enrollment in law school. 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. Credit is awarded based upon the intensity and length of involvement and the number of learning objectives accomplished. Three hours.

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 Global Politics
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 3380 U.S. and Global Issues since 1945
This course covers major themes in post-World War II American history with special focus on foreign policy and American involvement throughout the globe. 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 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 hours.

INTERDISCIPLINARY STUDIES COURSES

HUM 4730 Interdisciplinary Internship
An independent internship monitored by the Interdisciplinary Studies Advisor and by an on-site supervisor. Some internships are paid positions. Internships must be arranged through the Interdisciplinary Studies Advisor. Three hours.

HUM 4810 Interdisciplinary Senior Research Project
An independent research project directed by the Interdisciplinary Studies Advisor in collaboration with 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.

Related Humanities Courses

HUM 3100 Cross-Cultural Communication
This class examines the theory and practice of intercultural communication through readings, discussions, observational research, practicums, and in-class activities, we will identify the barriers to successful intercultural exchanges, and study and implement better practices for communicating across cultural differences. Course assignments and discussions are designed for application to everyday encounters with individuals from other cultures. Prerequisite: COM 1100. Three hours.

HUM 3210 Irish Studies
This seminar-style course offers an interdisciplinary approach to Irish literature, history, politics, and culture. This course may be organized around a particular period or theme, or it may be taught as a general survey. Three hours.

HUM 3220 Medieval Studies
This course offers an interdisciplinary study of the political, literary, and intellectual development of European civilization from the decline of the Roman Empire to the Reformation of the sixteenth century. This course may be organized around a particular theme or taught as a general survey. Three hours.

HUM 3750 Selected Topics in Humanities
Content varies class by class but features an intensive focus on a specific topic within the humanities broadly defined and not already addressed elsewhere in the humanities curriculum. Content will include interdisciplinary components and assignments appropriate to the selected topic of study. Examples of possible course topics include Visionaries and Radicals: The Christian Mystic Tradition, and The Revolutionary Spirit: The Literature and Politics of The French Revolution. HUM 3750 is a cumulative course and may be taken more than once, provided the content is substantially different each time. Three hours.

HUM 4900 Humanities Capstone Seminar
This team-taught and interdisciplinary seminar is among students' final educational experiences before degree completion. As such, its components allow students to showcase the academic

abilities they have acquired through their degree program (through a thesis or project) and to think about and prepare for the next steps in their professional careers. Students participate in both interdisciplinary plenaries and discipline specific seminars. Students give a final presentation of their theses or projects at an interdisciplinary symposium. Prerequisite: COM 3500. Three hours.

Department of English, Literature, and Languages

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of English, Literature, and Languages

Faculty

John E. Poch, Ph.D., M.F.A.
Professor of English
Creative Writing Program Director

Lauren G. Rich, Ph.D.
Professor of English
English and Journalism Program Director

Lindsey K. Richter, Ph.D.
Associate Professor of French
Modern Languages Program Director
Institute for Global Studies Director

César L. Soto, Ph.D.
Assistant Professor of English

Part-time Instructors:

Calla J. Andrews, M.A.

Karen S. Birt, M.A.

Kimberly M. Burkett, M.A.

Brooke E. DeBoest, M.A.

Rebekah Gerber, M.A.

Andi Hobbs, M.A..

Lisa R. Lukens, M.S.

Madison Maxwell, M.A.

Julia K. Porter, Ph.D.

Emily E. Redman, Ph.D.

Deborah A. Sprong, M.A.

Purpose

Words form the world. In the genesis of creation by God's spoken word, in the stories and texts on which human societies are built, the foundational role of language is evident all around us. We believe that sustained engagement with language and literature, story and lyric, brings about human flourishing in every area of life. Our programs foster critical thinking, creative expression, and a deep appreciation for the diversity of human cultures, histories, and experiences as reflected in written and spoken word. Rooted in the liberal arts tradition, we equip students with the tools to read, write, and communicate with clarity, empathy, and purpose, learning thoughtfully from both classical texts and contemporary voices. Through the study of language and literature, students in our courses encounter the complexities of the human condition while recognizing the ways all people reflect the image of God.

Department of English, Literature, and Languages Grace Core Requirements

Department of English and Modern Languages courses provide foundational competencies within the Grace Core curriculum. Grace Core courses offered through the Department of English, Literature, and Languages include ENG 1100 Effective Writing, HUM 2000 Global Perspectives, and French and Spanish courses that may be used to fulfill the language and culture proficiency requirement for the Bachelor of Arts degree. For more information about the B.A. language proficiency requirement, see the Modern Languages Program section below. Additionally, the Cross-Cultural Field Experience, required for all bachelor's degrees, is administered through the Institute for Global Studies

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 curriculum acquaints students with a wide variety of literature and interpretive approaches and enhances students' critical thinking, research, and communication skills. In addition our program provides opportunities for practical, hands-on experience through involvement with our campus newspaper, literary magazine, and other publications, as well as on- and off-campus internships.

The English and Journalism Program offers a major in English, a major in English education, a minor in English, a minor in creative writing, and a minor in journalism.

Program Learning Outcomes

ENGLISH

1. Students become accomplished critical readers who appreciate complexity and variety, and who respond to literary texts with an awareness of aesthetic values, historical content, ideological orientation, critical approach, and competing interpretations.
2. Students demonstrate knowledge of the major traditions of literature written in English as well as the diversity of voices within -- and sometimes marginalized by – those traditions.
3. Students understand, apply, and evaluate a range of interpretive strategies appropriate to literary texts. They are self-reflective about their interpretive assumptions and practices.
4. Students develop and execute literary research projects and locate, evaluate, organize, and incorporate information effectively and ethically.
5. Students write focused, well-organized, and well-supported analytical essays in clear, grammatical prose.

6. Students appropriately adapt their written and oral communication for various audiences, genres, media, and purposes.

ENGLISH EDUCATION

1. Students become accomplished critical readers who appreciate complexity and variety, and who respond to literary texts with an awareness of aesthetic values, historical context, ideological orientation, critical approach, and competing interpretations.
2. Students demonstrate knowledge of the major traditions of literature written in English as well as the diversity of voices within – and sometimes marginalized by – those traditions.
3. Students understand, apply, and evaluate a range of interpretive strategies appropriate to literary texts. They are self-reflective about their interpretive assumptions and practices.
4. Students develop and execute literary research projects and locate, evaluate, organize, and incorporate information effectively and ethically.
5. Students write focused, well-organized, and well-supported analytical essays in clear, grammatical prose.
6. Students appropriately adapt their written and oral communication for various audiences, genres, media, and purposes.
7. Students meet or exceed state and national standards for educator preparation.

ENGLISH MAJOR (B.A.)

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

English Common Experience (30 hours):

LIT 2000 Introduction to Literary Studies
ENG 2300 Advanced Writing
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 3285 Global Shakespeare(s)
ENG 3170 Creative Writing & Workshop
HUM 4900 Humanities Capstone Seminar

English Electives – choose five from the following (15 hours):

LIT 3100 Digital Narratives
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 Author(s)
LIT 4350 Literary Theory
HUM 3210 Irish Studies

HUM 3220 Medieval Studies
JOU 3130 Editing

Experiential Learning Requirement – choose from the following (3 hours):
ENG 4101-03 Literary Magazine Practicum
JOU 1610-30 Practical Journalism
ENG 4830 English Internship

ENGLISH EDUCATION MAJOR (B.A.)

Nationally recognized by the SPA NCTE/CAEP, our English education major equips students to teach English language arts at the secondary level. This major requires **81** credit hours: 39 hours in English and 42 hours in the School of Education. The English education major is a B.A. degree. No minor is required for this major.

English Common Experience (30 hours):
LIT 2000 Introduction to Literary Studies
ENG 2300 Advanced Writing
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 3285 Global Shakespeare(s)
ENG 3170 Creative Writing & Workshop
HUM 4900 Humanities Capstone Seminar

Literature Requirement (9 hours)
LIT 3670 Young Adult Literature

Choose two from the following (6 hours):
HUM 3210 Irish Studies
HUM 3220 Medieval Studies
LIT 3100 Digital Narratives
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 4200 Major Author(s)
LIT 4350 Literary Theory

Education Core (36 hours):
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 2210 Responsive and Differentiated Instruction
SED 3330 Literacy III (Diagnosis & Correction)

SED 3331 Literacy III Diagnosis & Correction Practicum (0 hours)
SED 3800 Classroom Assessment & Learning Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar (9 hours)

Secondary Education Courses (6 hours):
SED 3600 Teaching in the Middle and High School Setting
SED 4620 Methods of Teaching Secondary English

NOTE: SED course descriptions can be found in the Departments of Elementary, Secondary, and Special Education course listings.

CREATIVE WRITING MINOR

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

Creative Writing Foundation (9 hours):
ENG 3170 Creative Writing & Workshop
JOU 3140 Writing for Publication

Choose one of the following writing courses:
ENG 3232 Intermediate Fiction
ENG 3252 Intermediate Poetry
ENG 3180 Selected Topics in Creative Writing

Literature Electives – choose from the following (6 hours):
JOU 3130 Editing
HUM 3210 Irish Studies
HUM 3220 Medieval Studies
LIT 2000 Introduction to Literary Studies
LIT 3100 Digital Narratives
LIT 3240 Christian Classics
LIT 3285 Global Shakespeare(s)
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 3285 Global Shakespeare(s)
LIT 4200 Major Author(s)
THT 4260 Religious Drama Workshop

Practicum Requirement – choose three from the following (3 hours):
ENG 4001-03 Creative Writing Portfolio Practicum
ENG 4101-03 Literary Magazine Practicum

NOTE: THT course description can be found in the Department of Visual and Performing Arts course listings.

ENGLISH MINOR

The requirement for a minor in English is 21 credit hours.

English Common Experience (12 hours):
LIT 2000 Introduction to Literary Studies
ENG 2300 Advanced Writing

Choose any two 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 from the following (9 hours):
HUM 3210 Irish Studies
HUM 3220 Medieval Studies
LIT 3000 Classics of World Literature
LIT 3100 Digital Narratives
LIT 3240 Christian Classics
LIT 3285 Global Shakespeare(s)
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
ENG 3170 Creative Writing & Workshop
JOU 3130 Editing

JOURNALISM MINOR

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

Journalism Foundation (15 hours):
ENG 2300 Advanced Writing
JOU 2100 Introduction to Journalism
JOU 3130 Editing
JOU 3140 Writing for Publication
JOU 1610-30 Practical Journalism

Journalism Electives – choose 2 from the following (6 hours):
PHT 2600 Digital Photography
COM 2170 Communication Ethics & Theories
COM 3320 Critical Media Studies
COM 3600 Social Media Communication
JOU 2700 Layout and Design for Journalists
JOU 3150 Advanced Reporting
JOU 4910–4930 Journalism Internship

NOTE: PHT course description can be found in the Department of Visual and Performing Arts 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 language majors, an immersive study abroad component to enhance language learning.

Modern Languages Program Learning Outcomes

1. Students understand, interpret, and present information on a wide variety of concrete and abstract topics, including in academic, personal, and professional situations.
2. Students investigate and compare the practices, products, and perspectives of the cultures studied while reflecting on connections to home culture(s).
3. Students write clear analysis of authentic texts and materials in the target language.
4. Students develop a personal framework for valuing languages and cultures in light of Christian faith and the Imago Dei.
2. Students serve and collaborate with people from diverse cultural backgrounds.

The Study Abroad Program

Grace's Study Abroad Program enables qualified language majors 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 or in an international dorm, participate in the life of a local church, and are enrolled in some of the world's best-known universities, with which Grace has transfer and credit agreements. Students sign a language pledge committing to speak the target language throughout their experience and therefore attain advanced fluency by the end of the program. With the help of the Institute for Global Studies and in consultation with their advisor, students select a program of study covering a wide variety of areas and disciplines in the target language.

Language majors 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 0430 *Université de Bourgogne* – Dijon, France
STA 0540 *Université Laval* – Quebec, Canada

Students typically register for 15–18 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 (Korean, Arabic, Hungarian, German, etc.):

STX 3000 Handong Global University Exchange
STA 0560 *Sommerhochschule* of the *Universitat 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 Institute for Global Studies. 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.

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 hours) in a single modern or ancient language (e.g., Spanish, French, Hebrew, Greek). 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 $73, with an additional $35 fee for students who choose remote proctoring. Students who score in the “Intermediate Mid” level on the department exam may receive credit for 2010 (3 hours) and enroll in 2020 (3 hours) 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 $73, with an additional $35 fee for students who choose remote proctoring. Students who score in the “Intermediate High” level on the department exam may receive credit for 2010 and 2020 (6 hours), 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 hours) 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. You will need to enter your Grace Student ID. 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 $73, with an additional $35 fee for students who choose remote proctoring. Students who score in the

"Intermediate Mid" level on the department exam receive credit for 2010 (3 credits). Students who score in the "Intermediate High" level receive credit for 2010 and 2020 (6 credits). Students who score below the "Intermediate Mid" level on the department exam receive no credits.

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 credit hours in the department. A minor is required. For most language majors, at least 12 credit hours must be taken through an approved study abroad program.

FRENCH MAJOR

French Common Experience (24 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 French & Francophone Culture & Civilization
OPIc Oral Proficiency Interview by computer (0 credits)
HUM 3100 Cross-Cultural Communication
HUM 4900 Humanities Capstone Seminar

S**tudy Abroad (16 credit hours) ***

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 (STA 0430), or at Laval University, Quebec, Canada (STA 0540).

SPANISH MAJOR

Spanish Common Experience (21 hours):

SPA 2010 Intermediate Spanish I
SPA 2020 Intermediate Spanish II
SPA 2200 Advanced Spanish Conversation
SPA 3200 The Art of Spanish Composition

SPA 3215 Topics in Hispanic Literature
SPA 3225 Topics in Hispanic Culture & Civilization
OPIc Oral Proficiency Interview by computer (0 credits)
HUM 3100 Cross-Cultural Communication
HUM 4900 Humanities Capstone

Study Abroad (16 hours) *
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 12 hours must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina (STA 0400) or Universidad Antonio de Nebrija, Madrid, Spain (STA 0460).

WORLD LANGUAGES MAJOR

World languages is a unique and ambitious major, designed for the language expert. 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 48 credit hours. No minor is required.

World Languages Requirements (33 hours):
SPA 2010 Intermediate Spanish I
SPA2020 Intermediate Spanish II
SPA 2200 Advanced Spanish Conversation
SPA 3225 Topics in Hispanic Culture & Civilization
SPA 3200 The Art of Spanish Composition
FRE 2010 Intermediate French I
FRE 2020 Intermediate French II
FRE 2120 Advanced French Conversation
FRE 3800 Topics in French Literature
FRE 3880 French & Francophone Culture & Civilization
HUM 4900 Humanities Capstone

Modern Languages Concentration (12-15 hours):
STA---- Study Abroad language and culture courses (Korean, Hungarian, German, or Arabic), chosen in consultation with student's academic adviser

Modern & Biblical Languages Concentration (15 hours):
Choose Biblical Language Track: Greek or Hebrew (9 hours):
Greek (9 Credits)
GRE 1010 Greek I
GRE 1020 Greek II
GRE 2010 Greek Exegesis I
Hebrew (9 Credits)
HEB 1010 Hebrew I
HEB 1020 Hebrew II
HEB 1030 Hebrew III

Choose 2 Electives (6 hours):
SPA 3215 Topics in Hispanic Literature
SPA 3810 Spanish Readings
SPA 3930 Spanish Independent Study
FRE 3810 French Readings
FRE 3870 The Art of French Composition
FRE 3930 French Independent Study
ENG 3300 Introduction to Linguistics
HUM 3100 Cross-Cultural Communication

Modern Languages Education Majors

Grace's French and Spanish education programs have achieved National Recognition through ACTFL (American Council for Teaching of Foreign Languages). The requirement for a teaching major in French or Spanish is 36 credit 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 39 credit hours. No minor is required.

FRENCH EDUCATION MAJOR

Our French education major prepares students to teach French at the secondary level. Our French education program has earned National Recognition status from SPA and ACTFL/CAEP.

French Common Experience (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

Study Abroad – upper level electives (16 hours) *

Education Courses (36 hours):
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 2210 Responsive and Differentiated Instruction
SED 3330 Literacy III: Diagnosis & Correction
SED 3331 Literacy III: Diagnosis & Correction Practicum
SED 3800 Classroom Assessment & Learning Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

Secondary Education Courses (6 hours):
SED 3600 Teaching in the Middle and High School
SED 4600 Methods of Secondary Content

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 16 credit hours must be taken overseas at Université de Bourgogne, Dijon, France STA 0430), or Laval University, Quebec, Canada (STA 0540).

SPANISH EDUCATION MAJOR

Our Spanish education major prepares students to teach Spanish at the secondary level. Our Spanish education program has earned National Recognition status from SPA and ACTFL/CAEP.

Language Requirements (18 hours):

SPA 2010 Intermediate Spanish I
SPA 2020 Intermediate Spanish II
SPA 2200 Advanced Spanish Conversation
SPA 3200 The Art of Spanish Composition
SPA 3215 Topics in Hispanic Literature
SPA 3225 Topics in Hispanic Culture & Civilization

Study Abroad - upper level electives (16 hours) *

Education Core Courses (39 hours):

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 2210 Responsive and Differentiated Instruction
SED 3330 Literacy III: Diagnosis & Correction
SED 3331 Literacy III: Diagnosis & Correction Practicum
SED 3600 Teaching in the Middle and High School
SED 3800 Classroom Assessment & Learning Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

Secondary Education Core Courses:

SED 4630 Methods of Teaching Foreign Language
SED 4600 Methods of Secondary Content

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 16 credit hours must be taken overseas at Universidad de Belgrano, Buenos Aires, Argentina (sta 0400) or Universidad Antonio de Nebrija, Madrid, Spain (0460).

Modern Languages Minors

Students complete 21 credit hours of intermediate and advanced language study in order to fulfill the requirements for the minors in French and Spanish.

FRENCH MINOR

French Common Experience (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 Topics in French & Francophone Culture & Civilization
HUM 3100 Cross-Cultural Communication

SPANISH MINOR

Spanish Common Experience (21 hours):

SPA 2010 Intermediate Spanish I
SPA 2020 Intermediate Spanish II
SPA 2200 Advanced Spanish Conversation
SPA 3200 The Art of Spanish Composition
SPA 3215 Topics in Hispanic Literature
SPA 3225 Topics in Hispanic Culture & Civilization
HUM 3100 Cross-Cultural Communication

COURSE DESCRIPTIONS

ENGLISH AND LITERATURE COURSES

ENG 1020 Principles of Writing

A foundational college course designed to prepare students for success in ENG 1100 Effective Writing. Placement in this course is usually automatic and is based on ACT/SAT test scores, Grace's Writing Placement Assessment, and/or other indicators. This course emphasizes transferable academic literacy skills, writing as a recursive process, awareness of genre and audience, organization, and writing mechanics and style. Three hours.

ENG 1100 Effective Writing (General Education Core Required Course)

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 research and writing, with emphasis on finding and evaluating sources, integrating and documenting sources, improving writing structure and organization, implementing rhetorical strategies, practicing revision and peer workshop, and strengthening writing mechanics. Three hours.

ENG 2300 Advanced Writing

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 own and others' writing. Prerequisite: ENG 1100. Three hours.

ENG 3170 Creative Writing and Workshop
An introductory course emphasizing the process of creative writing in a variety of genres. The course offers a workshop approach with revision techniques and mutual criticism. Three hours.

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, creative nonfiction, 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 4003 Creative Writing Portfolio Practicum
An intensive, independent creative writing practicum supervised by a faculty member and culminating in a substantial portfolio of original work. Credit is awarded based upon the intensity and length of involvement and also upon the number of learning objectives accomplished. Registration for this practicum requires instructor approval. Three hours.

ENG 4103 Literary Magazine Practicum
A practical experience organizing, editing, formatting, and promoting Grace College's literary magazine. Credit is awarded based upon the intensity and length of involvement and also upon the number of learning objectives accomplished. Registration for this practicum requires instructor approval. Three hours.

ENG 4830 English Internship
An independent, English-related internship monitored by a department faculty member and by an on-site supervisor. Credit is awarded based upon the intensity and length of involvement and the number of learning objectives accomplished. Some internships are paid positions. Internships must be arranged through department faculty. Three hours.

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. Three hours.

LIT 2150 British Literature I
A study of British literature from the Anglo-Saxon era through the eighteenth century. The course introduces the major political, historical, cultural, and literary influences of each period, and considers how these forces shaped individual literary texts and vice versa. Three hours.

LIT 2160 British Literature II
A continuation of the previous course, concentrating on Romantic, Victorian, modernist, and postcolonial 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 and vice versa. Three hours.

LIT 2200 American Literature I
A survey of the development of American literature from colonial times through revolutionist, romantic, and transcendentalist literature up to mid-nineteenth century, across multiple genres. 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 multiple genres. 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 3100 Digital Narratives
This course examines how digital technologies have transformed the ways in which stories are told. This course analyzes and discusses films, podcasts, online literature, interactive literature, social media as literature, video games, and story-based marketing. Throughout, the course explores essential features of narrative, and which of these features are effectively expressed in different media forms. These techniques are then applied in the major projects of the course, such as a podcast, a film or photo narrative, and/or an interactive online story. Three hours.

LIT 3240 Christian Classics
A survey of contributions in Christian literature including such authors as Dante, Milton, Bunyan, MacDonald, Chesterton, Tolkien, Sayers, and O'Connor. The course is designed to offer a focused integration of theology and literature. Three hours.

LIT 3285 Global Shakespeare(s)
A study of the aesthetics and techniques of interpreting Shakespeare's dramatic works across a range of media and cultural contexts. Though topics and works under consideration vary, sustained attention is given to the process of adapting canonical Shakespeare--as well as the political implications of doing so--in particular cultural settings. Special consideration is given to the local histories motivating contemporary adaptations. Three hours.

LIT 3420 C.S. Lewis
A course focusing on the works of C.S. Lewis, which may include both fiction and nonfiction writing. This course may focus exclusively on the writing of C.S. Lewis, or it may contextualize Lewis's work in relation to works by J.R.R. Tolkien, the Inklings, and/or other writers. 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, The Graphic Novel, 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 James Joyce), pair of authors (such as Hemingway & Fitzgerald or Austen & Bronte), or small group of authors (such as the Bloomsbury Group or the Shelley Circle). 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.

JOURNALISM COURSES

JOU 1630 Practical Journalism
Practical experience in journalism involving work on the campus newspaper, *The Sounding Board*, and/or related website. Course credit is determined by the faculty advisor of the

publication commensurate with the nature of the student's involvement and responsibility. Three hours, repeatable.

JOU 2100 Introduction to Journalism
A course devoted to learning how to write news stories, feature stories, broadcast stories, and opinion pieces, all using the Associated Press Stylebook. The course stresses information gathering and interviewing, as well as the ability to produce under a publication deadline. Pre- or co-requisite: ENG 1100. Three hours.

JOU 2700 Layout & Design
A hands-on course in which students are exposed to InDesign and Adobe Photoshop while learning principles of layout and design for newspapers, magazines, websites, and other media. Contact the English & Journalism Program Director for current information about software and hardware required for this course. Three hours.

JOU 3130 Editing
A course that focuses on building skills in preparing copy for publishing in various formats. Topics include proofreading, copy editing, writing style, writing headlines and cutlines/captions, cropping photos, typography, and legal considerations. Basics of page design and layout will also be introduced. Three hours.

JOU 3140 Writing for Publication
A course involving the writing and marketing of freelance articles to periodicals and online publications. Publication of articles is a goal of the course. Prerequisite: ENG 1100. Three hours.

JOU 3150 Advanced Reporting
A course that builds on the fundamental reporting and writing skills introduced in JOU 2100. Emphasis is placed on developing critical thinking, interviewing, and research skills, as well as conforming to AP style. Non-traditional and digital methods of reporting are also examined. Prerequisite: JOU 2100. Three hours.

JOU 4930 Journalism Internship
The well-qualified student further develops journalistic skills through placement in a professional environment on or off the campus. Supervision and evaluation by on-site supervisor and department faculty member are intrinsic parts of the program. Credit is awarded based upon the intensity and length of involvement and the number of learning objectives accomplished. Three hours.

MODERN LANGUAGES COURSES

FRE 1010 Beginning French Language and Culture I
In this course, students will learn the basics of French, building from the alphabet, numbers, and simple introductions, to being able to carry on basic conversations on everyday topics. We will encounter authentic French in contexts such as songs, videos, advertisements, Bible verses, and recordings of native speakers. Students will also explore French and francophone cultural practices and make comparisons with their own experiences. This course develops students' ability to understand and engage in discussions of topics including description of oneself and one's family, leisure activities, food, classes, daily habits, and news events. Three hours.

FRE 1020 Beginning French Language and Culture II
In this course, students will learn the basics of French, building beyond greetings and simple introductions, to being able to carry on basic conversations on everyday topics. Students will master essential present and past tense constructions, as well as other grammar. Students will develop a vocabulary that enables them to discuss home and city life, holidays, health and childhood. We will encounter authentic French in contexts such as songs, videos, advertisements, and recordings of native speakers. Students will also explore French and francophone cultural practices and make comparisons with their own experiences. Three hours.

FRE 2010 Intermediate French Language and Culture I
In this intermediate French course, students will learn to understand more complex discussions of identity, society, and the modern world in the French language and in francophone cultures. Students will expand their vocabulary and fluency by engaging with extensive and targeted input, provided through in-class conversations and a range of audiovisual and written materials. The class units focus on authentic situations, building students' ability to interpret, speak, and write for particular purposes. Students will also develop frameworks for comparing francophone cultural products and practices with their own home culture. By the end of the course, students will be able to engage in presentational and interpersonal communication at a level of intermediate low, and in interpretative communication at a level of intermediate mid. Prerequisite: FRE 1020 or its equivalent. Three hours.

FRE 2020 Intermediate French Language and Culture II
This intermediate French course builds on students' knowledge from earlier courses and develops their ability to navigate written and oral French with confidence. In the course of the class, students will read five novellas that target high-frequency vocabulary—verbs, phrases, and grammatical structures that form the foundation of the French language as it is used today. Students will develop their speaking and listening skills through discussion of themes from the novels. This course will also focus on writing in the French language, allowing students to reach an intermediate-low ability level. Each novella features a specific francophone culture and historical period, giving insight into the experiences of francophone peoples. As a class, we will engage with these stories through analysis as well as creativity, recognizing that story-telling is fundamental to humankind. Students will produce their own children's books in French by the end of the session. Prerequisites: FRE 2010 or its equivalent. Three hours.

FRE 2120 Advanced French Conversation
Advanced French Conversation focuses intensively on speaking skills, building on grammar and vocabulary from the intermediate level to expand fluency with oral expression. Students will improve their speaking skills through regular French conversation, readings on a wide array of topics, writing activities, and videos and recordings of native speakers. They will also augment their vocabulary in seven areas ranging from everyday life to reflection on contemporary world issues. Prerequisite: FRE 2020 or its equivalent. Three hours.

FRE 3770 French Elective
This advanced French course examines an area of French or francophone culture not normally covered in other required courses. Course materials and assignments focus on an area of cultural expression—such as cinema or music—or an event in French or francophone history—such as Mai 68 or the Algerian War. Prerequisite: FRE 2020 or instructor permission. Three hours.

FRE 3870 The Art of French Composition
In this course, students learn to write in a range of genres—from the descriptive to the analytical as well as in personal and professional contexts. By reading and analyzing short sample extracts from established authors, students develop their confidence in imitating diverse styles. They acquire strategies for adapting to varied written communications contexts. Students will explore written language production at the sentence-level, experimenting with advanced grammar constructions. They will also look at the structure of several traditional genres, such as the European-style resume, and French academic genres like the *compte rendu* and the explication de texte. Prerequisite: FRE 2020 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 learn to analyze poems, short stories, and novels in French, and will engage with important francophone authors and/or literary movements. 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
This course develops students' understanding of the civilizations and cultures in the French-speaking world. It equips students to effectively engage not only with the culture of France, but also of francophone regions in Europe, Africa, and the Americas. In the class, we will explore the historical events that have shaped current economic and political realities, as well as the fabric of everyday life in these regions. Students will also encounter the literature, music, and gastronomy of la Francophonie. Prerequisite: FRE 2120. Three hours.

SPA 1010-1020 Beginning Spanish Language and Culture I and II
Students are put in the presence of authentic, un-simplified 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 2200 Advanced Spanish Conversation
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 Spanish-speaking world. Assignments include oral presentations, debates, interviews, and creative assignments such as podcasts. Prerequisite: SPA 2020 or its equivalent. Three hours.

SPA 3200 The Art of Spanish 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 Spanish. Prerequisite: SPA 2020 or its equivalent. Three hours.

SPA 3215 Topics in Hispanic Literature
A study of Hispanic literary genres, periods, and authors. Topics vary, but may include a thematically-focused survey from medieval to contemporary Hispanic 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 Spanish. Prerequisite: SPA 2020 or its equivalent. Three hours.

SPA 3225 Topics in Hispanic Culture & Civilization
An interdisciplinary study of Hispanic 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 or region. 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: SPA 2020 or its equivalent. Three hours.

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
Variable credit may be earned by readings 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
In these independent study courses, the student will work with the instructor to develop a course of study focusing on culture and/or language. Academic credit will be determined based upon the learning outcomes in the syllabus along with the reading and assignments for the course. 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.

INTERDISCIPLINARY HUMANITIES COURSES

HUM 2000 Global Perspectives (General Education Core Required Course)
Global Perspectives equips students to read and understand contemporary literature from around the world. In this interdisciplinary course, students engage with varied cultural perspectives through novels, short stories, poems, graphic novels, films, and/or essays. The course situates these works with respect to complex contemporary issues such as post-colonialism, cultural hybridity, immigration, and cultural hegemony. Students will enhance their oral and written communication skills as they learn to analyze authors' and filmmakers' creative choices, and to discuss portrayals of culture through a redemptive theological framework. Prerequisite: ENG 1100. Three hours.

HUM 3100 Cross-Cultural Communication
This class examines the theory and practice of intercultural communication through readings, discussions, observational research, practicums, and in-class activities, we will identify the barriers to successful intercultural exchanges, and study and implement better practices for communicating across cultural differences. Course assignments and discussions are designed for application to everyday encounters with individuals from other cultures. Prerequisite: COM 1100. Three hours.

HUM 3210 Irish Studies
This seminar-style course offers an interdisciplinary approach to Irish literature, history, politics, and culture. This course may be organized around a particular period or theme, or it may be taught as a general survey. Three hours.

HUM 3220 Medieval Studies
This course offers an interdisciplinary study of the political, literary, and intellectual development of European civilization from the decline of the Roman Empire to the Reformation of the sixteenth century. This course may be organized around a particular theme or taught as a general survey. Three hours.

HUM 3750 Selected Topics in Humanities
Content varies class by class but features an intensive focus on a specific topic within the humanities broadly defined and not already addressed elsewhere in the humanities curriculum. Content will include interdisciplinary components and assignments appropriate to the selected topic of study. Examples of possible course topics include Visionaries and Radicals: The Christian Mystic Tradition, and The Revolutionary Spirit: The Literature and Politics of The French Revolution. HUM 3750 is a cumulative course and may be taken more than once, provided the content is substantially different each time. Three hours.

HUM 4900 Humanities Capstone Seminar
This team-taught and interdisciplinary seminar is among students' final educational experiences before degree completion. As such, its components allow students to showcase the academic abilities they have acquired through their degree program (through a thesis or project) and to think about and prepare for the next steps in their professional careers. Students participate in both interdisciplinary plenaries and discipline specific seminars. Students give a final presentation of their theses or projects at an interdisciplinary symposium. Three hours.

Department of Visual & Performing Arts

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Visual and Performing Arts

Faculty

Kim M. Reiff, Ph.D., M.F.A.,
Dean, Professor of Visual Art and Design
Art Gallery Director

Walter J. Brath, D.W.S.,
Associate Dean, Associate Professor of Worship Arts
Worship Arts Program Director

Aaron C. Winey, M.F.A.,
Associate Professor of Visual Communication Design
Visual Arts Program Director

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

Part-time Instructors:

Scott Allen B.M

Jorie Bail, M.A.

Shana Brath B.M

Cynthia M. Bryan, M.A.

Nicole Croy, M.A

Ben Essick, M.A.

Ardis R. Faber, D.A.

Josh Hren, M.A.

Bethany G. Muck, M.A.

Steve Wise, B.M.

Scott Workman, M.M.

Purpose

The department's purpose is to prepare students in knowledge and skills for advanced achievement of their combined capabilities in the select areas of visual and performing arts. These include studio, technology, theory, analysis, history, and performance, composition/improvisation, and repertory.

Goal

In preparation for professional careers in the visual and performing arts 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 and Performing 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.

Program Learning 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.[2,3,] 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.[2] 100% participation required. **Assessment:** Students in visual arts program will exhibit a senior body of work in the public setting; students in the worship arts program will perform a final public recital. (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.[2] 100% participation required. **Assessment:** A scholarly product or final presentation relevant to field experience in the major area is required. (Addresses *Service*)?

4. Within the Worship arts and Music Production programs, students will demonstrate the ability to form and defend value judgments about music, and to communicate musical ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. [3] **Assessment:** A scholarly product or final presentation relevant to field experience in the major area is required. (Addresses *Service*)

References:
[1]See The Holy Bible, King James Version (2010). Genesis, (p 1). Grand Rapids, MI: Zondervan.
[2] See NASAD (National Assoc. of Schools of Art and Design) Handbook (2019-20), pp 100. (VIII.B., C.)
[3] See NASM (National Assoc. of Schools of Music) Handbook (2019-20), pp 103. (VIII.C.,1., 2)

OVERVIEW OF VISUAL AND PERFORMING ARTS PROGRAMS

Visual Art and Design

Art and Visual Culture (major and minor)
Eco-Art (Ecological Art) (major and minor)
Photography (major and minor)
Graphic Design (major and minor)

Theatre and Worship Arts Music

Theatre Arts (minor only)
Music Arts (minor only)
Worship Arts (major and minor)
Music Production (major and minor)

Students selecting one of the following majors, Art and Visual Culture, Eco-Art, Photography, or Graphic Design are required to also select one minor for their course of study. Students who have received permission to double major (one major inside the field of visual and performing arts and one major outside the field of visual and performing arts) are not required to fulfill a minor. Elective courses must be unique to each major and/or minor.

Students majoring in Worship Arts or Music Production are not required to fulfill a 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.

Students who select a visual arts major within the department of Visual and Performing Arts will be required to complete a Portfolio Review after 9 credit hours in the major area of study. Visual arts majors include Art and Visual Culture, Eco-Art, Photography, and Graphic Design. Please see the Visual Arts Handbook for details.

The type of work that constitutes a visual arts portfolio includes but is not limited to, concept and ideation sketches, observational drawing, design composition, photography, illustrative rendering, painting, three-dimensional form, as well as art historical research, and artist defense papers.

Visual Art and Design Majors

ART AND VISUAL CULTURE MAJOR

The requirement for this major is 51 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The art and visual culture major focuses on the breadth of studio art informed by art historical and contemporary cultural perspectives. The major is designed to develop the student's visual sensitivity and technical skills through theoretical research and creative practice. Exploring art and artifacts from Western and Non-Western artistic traditions, the student will make workable connections between concept and medium derived from new understandings of cultural artforms from geographic locations across the world.

Studio Art Requirements (18 credits):
ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 2400 Painting I: Acrylic Medium
PHT 2600 Intro to Digital Photography
VCD 2120 Three-Dimensional Design
VCD 2310 Intro to Graphic Design

Art History and Visual Culture Requirements (9 credits):
ART 3510 Art History – A Global Context
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History

Senior Portfolio Requirements (9 credits):
VCD 4480 Advanced Visual Practicum
VCD 4410 Senior Art/Design Portfolio Preparation
VCD 4420 Senior Art/Design Portfolio

Experiential Learning – choose from the following (3 credits):
ART 4730 Art Internship
ART 2030 Applied Field Research in Art

Select one concentration option requirements (15 credits):
Concentration: Illustration
ART 3450 Digital Drawing/Painting
ART 4000 Illustration for Communication
VCD 3420 Typography
VCD 3480 Visual Narrative
Choose 1 of the following:
ART 2720 Drawing II: Observational Rendering
ART 3180 Painting II: Watercolor Medium

Concentration: Studio Art
Choose 5 classes from above or below:
ART 4210 Selected Topics in Art History (may repeat)
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
PHT 3600 Digital Photography II: Studio Processes
PHT 3800 Photography III: Alternative Processes

VCD 2550 Fundamentals of Video Production
VCD 3200 Motion Graphics

Courses not used to fulfill Elective requirements may be used to fulfill total graduation credits.

ECO-ART (Ecological Art) MAJOR

The requirement for this major is 53 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

The degree in “Eco-Art” (Ecological Art) is an interdisciplinary approach to the study of the visual arts and our natural ecosystems. The examination of visual art theory and practice, environmental studies and ethics, and government and social constructs, provides the framework for students to explore environmental issues on a local, regional, and global scale. Through independent studio and collaborative field-based research, students examine and respond to contemporary issues through visual form. This major explores art’s role as a critical and creative catalyst for change.

Visual Arts Foundation Requirements (9 hours):
ART 2110 Art and Design Fundamentals
ART 3520 Contemporary Visual Culture
VCD 2310 Intro to Graphic Design

Concentration Required – select one option (9 hours):

Concentration 1: Graphic Design
VCD 3420 Typography
VCD 3510 Graphic Design II: Production Processes
VCD 3700 Graphic Design II: Creative Ideation

Concentration 2: Studio Arts
ART 1200 Drawing I
ART 2400 Painting I: Acrylic Medium
VCD 2120 Three-Dimensional Design

Concentration 3: Photographic Arts
PHT 2600 Intro to Digital Photography
PHT 3600 Digital Photography II: Studio Processes
PHT 3800 Digital Photography III: Alternative Processes

Visual Arts Portfolio Requirements (9 hours):
VCD 4480 Advanced Visual Practicum
VCD 4410 Senior Art/Design Portfolio Preparation
VCD 4420 Senior Art/Design Portfolio

Environmental Studies Requirements (11 hours):
ENV 2110 General Ecology
ENV 2120 General Ecology Lab
ENV 3210 Aquatic Ecology
ENV 3220 Aquatic Ecology Lab
ENV 3410 Environmental Ethics

Political and Social Science Requirements (9 hours):
POS 2200 Intro to American Government
POS 3010 State and Local Government
SOC 2140 Social Problems

Experiential Learning – choose from the following (3 hours):
VCD/ART/PHT 4730 Internship Graphic Design / Art / Photography
ENV 4810-30 Field Education
VCD/ART/PHT 2030 Applied Field Research in Graphic Design / Art / Photography

Electives – choose from the following (3 hours)
ART 2720 Drawing II: Observational Rendering
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/ Painting
or any ART, VCD, BIO, ENV, GEO, POS

Courses not used to fulfill Elective requirements may be used to fulfill total graduation credits.

NOTE: Course descriptions for ENV can be found in the Department of Science and Mathematics course listings. Course descriptions for GEO and POS can be found in the Department of Humanities course listings. Course descriptions for SOC can be found in the Department of Behavioral Science course listings.

PHOTOGRAPHY MAJOR

The requirement for this major is 51 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 (24 hours):
ART 2110 Art and Design Fundamentals
PHT 2600 Intro to Digital Photography
PHT 3600 Digital Photography II – Studio Lighting
PHT 3800 Photography III – Alternative Processes
VCD 2310 Intro to Graphic Design
VCD 2550 Fundamentals of Video Production
VCD 3200 Motion Graphics
VCD 3480 Visual Narrative

Art History
Select two (6 hours):
(remaining course may be used as elective)
ART 3510 Art History – A Global Context
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History

Senior Portfolio Requirements (9 hours):
VCD 4480 Advanced Visual Practicum
VCD 4410 Senior Art/Design Portfolio Preparation
VCD 4420 Senior Art/Design Portfolio

Experiential Learning – (3 hours):
PHT 4730 Photography Internship
PHT 2030 Applied Field Research in Photography

Photography Electives – (9 hours):
Choose from the following
ART 1200 Drawing I
ART 2400 Painting I: Acrylic Medium
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/Painting
ART 4230 Art Integrations
ART 4830 Advanced Individual Studies
VCD 2120 Three-Dimensional Design
VCD 3840 Selected Topics in Art/Design
WMU 2700 Lighting and Live Production
WMU 2800 Live Sound Production

May select unused art history courses:
ART 3510 Art History – A Global Context
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History *(may be repeated)*

GRAPHIC DESIGN MAJOR

The requirement for this major is 51 credit hours for either a Bachelor of Arts or a Bachelor of Science degree.

A degree in graphic design will provide a strong foundation for careers within the innovative field of visual communication design. This major offers structured concentrations for study in design or illustration. The purpose of the major is to develop skills as visual thinkers through application of concept, process, product, and critique. This major provides opportunities to focus on relationships between audience, context, and content, and to address the physical, cultural, and technological aspects in visual communication design.

The student will choose one of two concentrations: *Design* or *Illustration.* The *Design* concentration offers opportunities for study in static and dynamic formats such as print based, interactive, and environmental application. The *Illustration* concentration focuses on developing artistic abilities in visual imagery in context of an associated narrative through knowledge of illustrative rendering.

Graphic Design Foundation Reqs (30 hours):
ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
PHT 2600 Intro to Digital Photography
VCD 2310 Intro to Graphic Design
VCD 3200 Motion Graphics
VCD 3420 Typography
VCD 3510 Graphic Design II: Production Processes
VCD 3620 Typography II
VCD 3700 Visual Communication Design III
VCD 3770 Visual Identity Design

Senior Portfolio Requirements (9 hours):
VCD 4480 Advanced Visual Practicum
VCD 4410 Senior Art/Design Portfolio Preparation
VCD 4420 Senior Art/Design Portfolio

Experiential Learning (3 hours):
Choose from the following
VCD 4730 Graphic Design Internship
VCD 2030 Applied Field Research in Visual Communication Design

Art History Select two(6 hours):
(remaining course may be used as elective)
ART 3510 Art History – A Global Context
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History

Graphic Design Elective –(3 hours):
Select 1 Course from the Options Below
ART 3450 Digital Drawing/Painting
ART 4830 Advanced Individual Studies
ART 4000 Illustration for Communication
PHT 3600 Photography II: Studio Lighting
VCD 2120 Three-Dimensional Design
VCD 2550 Fundamentals of Video Production
VCD 3480 Visual Narrative
VCD 3840 Selected Topics in Art/Design

Visual Art and Design Minors

ART AND VISUAL CULTURE MINOR

Intended for students pursuing any major area of study. This minor focuses on the breadth of studio art and visual culture. It provides an opportunity for students to engage in creative practice while gaining understanding of art historical and contemporary cultural perspectives. The requirement for the minor is 21 credit hours.

For students majoring inside the field of art:

Art and Visual Culture Requirements (18 hours):
ART 1200 Drawing I
ART 2400 Painting I: Acrylic Medium
ART 2720 Drawing II: Observational Rendering
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/Painting
ART 4230 Art Integrations
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 2120 Three-Dimensional Design

Art History Choose one course from the following (3 hours):
(remaining course may be used as elective)
ART 3510 Art History - A Global Context
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History *(may be repeated)*

ART AND VISUAL CULTURE MINOR

For students majoring outside the field of art

Art and Visual Culture Requirements (12 hours)
ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 3520 Contemporary Visual Culture
VCD 2310 Intro to Graphic Design

Choose one Art History from the following (3 hours):
(remaining course may be used as elective)
ART 3510 Art History - A Global Context
ART 4210 Selected Topics in Art History *(may be repeated)*

Art Electives (6 hours)
Choose Two courses from the following:
ART 2400 Painting I: Acrylic Medium
ART 2720 Drawing II: Observational Rendering
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/Painting
ART 4230 Art Integrations
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 2120 Three-Dimensional Design

NOTE: ART 2110 is required on all visual arts department major checksheets
VCD 2310 is required on all visual arts department major checksheets

If any courses above have been used to meet a requirement for your major in the department, please select another course.

ECO-ART (Ecological Art) MINOR

Intended for students pursuing any major area of study. The requirement for the minor is 22-23 credit hours.

For students majoring inside the field of art:

Requirements (13 hours)
ART 3520 Contemporary Visual Culture
ENV 2110 General Ecology
ENV 2120 General Ecology Lab
ENV 3410 Environmental Ethics
POS 2200 Intro to American Government

Electives (9-10 hours)
Choose any three from the following lists:
Visual Arts:
ART 1200 Drawing I
ART 2720 Drawing II: Observational Rendering
ART 2400 Painting I: Acrylic Medium
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/Painting
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 2120 Three-Dimensional Design
VCD 3420 Typography
VCD 3510 Graphic Design II: Production Processes

Environmental Studies:
ENV 3210 Aquatic Ecology
ENV 3220 Aquatic Ecology Lab

Political and Social Sciences:
POS 3010 State and Local Government
SOC 2140 Social Problems

Note:
ART 2110 is required on all visual arts department major checksheets
VCD 2310 is required on all visual arts department major checksheets

For students majoring outside the field of art:

Requirements (19 hours)
ART 2110 Art and Design Fundamentals
ART 3520 Contemporary Visual Culture
ENV 2110 General Ecology
ENV 2120 General Ecology Lab
ENV 3410 Environmental Ethics
POS 2200 Intro to American Government
VCD 2310 Intro to Graphic Design

Electives - (3-4 hours):
Choose from any three from the following lists:
Visual Arts:
ART 1200 Drawing I
ART 2720 Drawing II: Observational Rendering
ART 2400 Painting I: Acrylic Medium
ART 3180 Painting II: Watercolor Medium
ART 3450 Digital Drawing/Painting
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 2120 Three-Dimensional Design
VCD 3420 Typography
VCD 3510 Graphic Design II: Production Processes

Environmental Studies:
ENV 3210 Aquatic Ecology
ENV 3220 Aquatic Ecology Lab

Political and Social Sciences:
POS 3010 State and Local Government
SOC 2140 Social Problems

Courses not used to fulfill Elective requirements may be used to fulfill total graduation credits.

FILM STUDIES MINOR

This minor is intended for students pursuing any major area of study. The requirement for the film studies minor is 22 credit hours.

Los Angeles Film Studies Center Requirements (16 hours):
CIN 0010 Los Angeles Film Studies Center
(For updated curriculum see https://lafilmstudies.org and Grace College Film Studies minor checksheet)

Film Studies Requirements – Grace campus (6 hours):
CIN 3290 Intro to Film, Faith, and Contemporary Culture
VCD 2550 Fundamentals of Video Production

*The Film Studies minor is designed for member institutions of the Council for Christian Colleges and Universities (CCCU), but also open to students from non-CCCU schools. Sixteen credit hours of the minor are taken on location in Los Angeles, California. Six credit hours are taken at Grace College, Winona Lake campus.

Notes about this minor: To be eligible for LAFSC, students must be at the Junior or Senior level. The application is a three-step process. Students will need to:

1) Apply through Grace Institute for Global Studies: global@grace.edu, one year in advance of the experience;
2) Confirm all costs and make financial arrangements with the Grace Business Office;
3) Apply directly to the LAFSC program through Olivet Nazarene University lafilmstudies.org at least 2-3 months in advance of the semester experience.

For application timeline see Grace website and Academic Catalog. For more information about LAFSC, visit Olivet Nazarene website: olivet.edu, and contact Grace Institute for Global Studies: global@grace.edu.

PHOTOGRAPHY MINOR

Intended for students pursuing any major area of study. The requirement for the photography minor is 21 credit hours.

For students majoring within the field of art:

Requirements – (21 hours)
Choose seven from the following lists:
Photography Foundation:
PHT 2600 Intro to Digital Photography
PHT 3600 Photography II – Studio Lighting
PHT 3800 Photography III – Alternative Processes

Breadth of focus:
ART 3450 Digital Drawing/Painting
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History
VCD 2550 Fundamentals of Video Production
VCD 3200 Motion Graphics
VCD 3480 Visual Narrative
WMU 2700 Lighting and Live Production
WMU 2800 Live Sound Production

For students majoring outside the field of art:

Photography Requirements (15 hours):
ART 2110 Art and Design Fundamentals
PHT 2600 Intro to Digital Photography
PHT 3600 Photography II: Studio Lighting
PHT 3800 Photography III: Alternative Processes
VCD 2310 Intro to Graphic Design

Electives - choose from the following (6 hours):
ART 3450 Digital Drawing/Painting
ART 3520 Contemporary Visual Culture
ART 4210 Selected Topics in Art History
VCD 2550 Fundamentals of Video Production
VCD 3200 Motion Graphics
VCD 3480 Visual Narrative
VCD 4480 Advanced Visual Practicum
WMU 2700 Lighting and Live Production
WMU 2800 Live Sound Production

Courses not used to fulfill Elective requirements may be used to fulfill total graduation credits.

NOTE: ART 2110 Art and Design Fundamentals, VCD 2310 Visual Communication Design I, and VCD 4480 Advanced Visual Practicum are required on all visual arts department major checksheets. If any courses above have been used to meet a requirement for your major in the department, please make another selection.

GRAPHIC DESIGN MINOR

Intended for students pursuing any major area of study. The requirement for the minor is 21 credit hours.

For students majoring within the field of art:

Requirements – (6 hours):
Visual Art Foundation:
ART 1200 Drawing I
ART 3520 Contemporary Visual Culture

ELECTIVES (15 credits)
Choose any five from the following lists:
ART 3450 Digital Drawing/ Painting
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 3200 Motion Graphics
VCD 3420 Typography
VCD 3480 Visual Narrative
VCD 3510 Graphic Design II: Production Processes
VCD 3620 Typography II
VCD 3700 Graphic Design III: Creative Ideation
VCD 3770 Visual Identity Design

For students majoring outside the field of art:

Requirements (15 hours):
Visual Art Foundation:
ART 1200 Drawing I
ART 2110 Art and Design Fundamentals
ART 3520 Contemporary Visual Culture
VCD 2310 Intro to Graphic Design
VCD 3420 Typography

Electives – (6 hours):
Choose any two from the following lists:
ART 3450 Digital Drawing/Painting
ART 4000 Illustration for Communication
PHT 2600 Intro to Digital Photography
VCD 3200 Motion Graphics
VCD 3480 Visual Narrative
VCD 3510 Graphic Design II: Production Processes
VCD 3620 Typography II
VCD 3700 Graphic Design III: Creative Ideation
VCD 3770 Visual Identity Design

Courses not used to fulfill Elective requirements may be used to fulfill total graduation credits.

NOTE: ART 2110 is required on all visual arts department major checksheets.
VCD 2310 is required on all visual arts department major checksheets.

If any courses above have been used to meet a requirement for your major in the department, please make another selection.

Performing Arts - Theatre Arts

THEATRE MINOR

Intended for students pursuing any major area of study. The requirement for the theatre arts minor is 21 credit hours.

Theatre Minor Requirements (21 hours):
THT 3210 Introduction to Theatre
THT 3130 Stagecraft
THT 3250 Fundamentals of Acting
THT 4250 Directing
THT 4260 Religious Drama Workshop

Applied Performance and Production (3 hours):
THT 4430 Applied Performance and Production

Electives – (3 hours):
Choose from the following:
CIN 3290 Introduction to Film, Faith, and Contemporary Culture
LIT 3261 Genre Study: Drama
LIT 3825 Global Shakespeare
WMU 2700 Lighting and Live Performance

NOTE: Course descriptions for LIT can be found in the Department of English/Literature/Language course listings, while CIN and WMU in the Department of Visual and Performing Arts.

Performing Arts - Worship Arts Music Majors

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. A minor is not required with this major.

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 major.

Worship Arts Foundation Courses (33 hours):
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 3100 Worship Music Theory II
WMU 3400 Worship Music Theory III
WMU 2610 Worship Planning and Administration
WMU 3770 History of Christian Worship
WMU 4200 Biblical Theology of Worship Arts
WMU 4620 Senior Capstone – Form and Analysis

Music Lab: Performance Development & Lessons (18 hours):
WMU 2001 – Lab 1; WMU 2002 - Lab 2; WMU 3001 - Lab 3
WMU 3002 - Lab 4; WMU 4001 - Lab 5; WMU 4002 - Lab 6

Electives – (3 hours):
Choose from the following
WMU 3840 Selected Topics in Worship Music
WMU 4230 Worship Music Integrations
WMU 4350 Musical Improvisation
WMU 4830 Advanced Individual Study in Worship Arts

Concentrations - (at least 15 hours):

Worship Leadership or Worship Music Director (15 hours)
BBL 3090 Spiritual Formation
WMU 2500 Songwriting
WMU 3510 Worship Arts Technology
WMU 4490 Methods Keyboard, Voice, Guitar, Percussion
WMU 4730 Worship Arts Internship

Intercultural Music (15 hours)
MIS 2010 Intro to World Missions
MIS 4960 Cross Cultural Internship
MIS 2100 History of World Missions
ICS 3110 Intercultural Communications
ICS 3210 Applied Cultural Anthropology
WMU 4150 Intercultural Worship Analysis

****Nashville Contemporary Music Center (16 hours)***
**WMU 4550 Requires Junior or Senior academic level
Select Music Track Options (see cmcnashville.com)

Theatre Arts (15 hours)
THT 3210 Introduction to Theatre
THT 3130 Stagecraft
THT 3250 Fundamentals of Acting
THT 4250 Directing ***OR***
THT 4260 Religious Drama Workshop
WMU 4730 Worship Arts Internship

NOTE: Course descriptions for BBL can be found in the Department of Biblical Studies course listings.
*For more information on the Nashville Contemporary Music Center, please see cmcnashville.com.
**For more information and application deadlines, contact Grace Institute for Global Studies: global@grace.edu.

MUSIC PRODUCTION MAJOR

The requirement for this major is **69-70** credit hours for either a Bachelor of Arts or a Bachelor of Science degree. A minor is not required with this major.

This major provides students with opportunities to fuse music production abilities with skills in leadership, for the purpose of serving in a worship environment, production studio, or school. Students combine abilities that prepare them to conceive, organize, and record musical

performances in the studio. Functional performance abilities on keyboard, guitar, percussion or voice would be expected in addition to the primary emphasis area. Utilizing individual artistic expression as a form of worship, students prepare to employ media and technologies, including video and lighting, in the development and production of music and worship experiences.

Worship Arts Requirements (33 hours):

BBL 3090 Spiritual Formation
VCD 2550 Fundamentals of Video Production
WMU 1300 Worship Music Theory Fundamentals
WMU 2600 Worship Music Theory I
WMU 3100 Worship Music Theory II
WMU 2700 Lighting and Live Production
WMU 2800 Live Sound Production
WMU 2610 Worship Planning and Administration
WMU 3770 History of Christian Worship
WMU 4200 Biblical Theology of Worship Arts
WMU 4620 Senior Capstone – Form and Analysis

Music Lab: Performance Development & Lesson (18 hours):
3 credits each:

WMU 2001 – Lab 1; WMU 2002 - Lab 2; WMU 3001 - Lab 3
WMU 3002 - Lab 4; WMU 4001 - Lab 5; WMU 4002 - Lab 6

Electives - choose from the following (3 hours):

WMU 4400 Advanced Recording II
WMU 3840 Selected Topics in Worship Music
WMU 4230 Worship Music Integrations
WMU 4350 Musical Improvisation
WMU 4830 Advanced Individual Study in Worship Arts

Concentrations - select one option (at least 15 hours):

Music Production (15 hours)

WMU 2460 Intro to Recording
WMU 4300 Advanced Recording
WMU 2500 Songwriting
WMU 4490 Methods Keyboard, Voice, Guitar, Percussion
WMU 4730 Worship Arts Internship

**** Nashville Contemporary Music Center (16 hours)***

**WMU 4550 Requires Junior or Senior academic level

NOTE: Course descriptions for BBL can be found in the Department of Biblical Studies course listings.
*For more information on the Nashville Contemporary Music Center, please see cmcnashville.com.
**For more information and application deadlines, contact Grace Institute for Global Studies: global@grace.edu

Performing Arts - Worship Arts Music Minors

MUSIC ARTS MINOR

Intended for students pursuing any major area of study. The requirement for the music arts minor is 21 credit hours. Prior placement into the program or permission of program director is required for this minor.

Music Arts Requirements (15 hours):
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 4490 Methods Keyboard, Voice, Guitar, Percussion

Music Lab Performance & Lessons(6 hours):
WMU 2001 – Lab 1
WMU 2002 – Lab 2

MUSIC PRODUCTION MINOR

Intended for students pursuing any major area of study. The requirement for the music production minor is 21 credit hours. Placement into the program or permission of program director is required for this minor.

Music Technology Courses (15 hours):
WMU 1300 Worship Music Theory Fundamentals
WMU 2460 Introduction to Recording
WMU 2610 Worship Planning and Administration
WMU 3510 Worship Arts Technology
WMU 4300 Advanced Studio Recording

Music Lab: Performance Development & Lessons (6 hours):
WMU 2001 – Lab 1
WMU 2002 – Lab 2

WORSHIP ARTS MINOR

Intended for students pursuing any major area of study. The requirement for the worship arts minor is 21 credit hours. Prior placement into the program or permission of the program director is required for this minor.

Worship Arts Courses (15 hours):
WMU 1300 Worship Music Theory Fundamentals
WMU 2600 Worship Music Theory I
WMU 3100 Worship Music Theory II
WMU 2610 Worship Planning and Administration
WMU 4200 Biblical Theology of Worship Arts

Music Lab: Performance Development and Lesson Laboratory (6 hours):
WMU 2001 – Lab 1
WMU 2002 – Lab 2

COURSE DESCRIPTIONS

VISUAL ART AND DESIGN COURSES

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 2030 Applied Field Research
An experiential focused research in the visual arts field with specific study applicable to studio, analysis, history, or technology. By consent of the department chair only. May be repeated for credit. 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- and three-dimensional design. Students will apply aesthetics and theoretical methods. Oral and written art criticisms are employed. Three hours.

ART 2400 Painting I
The study and application of acrylic paint media with an emphasis on aesthetic and technical knowledge. Skill advancement through the development of final artworks from original concept, process, and completion will be expected. The application of personal style will be employed. Prerequisite: ART 1200 and ART 2110 or permission of instructor. Three hours.

ART 2720 Drawing II: Observational Rendering
This course focuses on aesthetic theory and practice of representational drawing. Observational rendering examines subject matter in natural and constructed environments, and in context of micro/macro-organic forms. The course includes sketchbook journal development. Prerequisite: ART 1200. Three hours.

ART 3180 Painting II: Watercolor Medium
Students learn advanced techniques and skills in watercolor media application. Exploration of themes will include original concepts such as landscape, still life, and portraiture. Prerequisite: ART 2400, or permission of instructor. Three hours.

ART 3450 Digital Drawing/Painting
This course explores unique expressive applications of the student's drawing ability through digital technology. Included are experiments in structural digital drawing, sketching, and painting utilizing Procreate. Students may use other digital software for assignment completion. Prerequisite: ART 1200 and ART2110. Three hours.

ART 3510 Art History: A Global Context
A contextual global survey of Non-Western and Western visual art. From pre-history to the Modern era, this course examines visual expressions that include original and indigenous art, architecture, and artifacts from the continental geographical locations of Africa, East and West Asia, the Americas, and Europe. Three hours. Open to all majors.

ART 3520 Contemporary Visual Culture
In context of contemporary visual art this course examines the complexities of aesthetics and meaning as expressed through cultural constructs. Analysis will consider the artwork and

viewer, and how intention, production, and reception are interrelated. The study will include visual artworks created for cultural awareness relevant to our natural environment, urban settings, and place-making galleries. Research will explore contemporary visual artworks from continental geographical locations of Africa, East and West Asia, the Americas, and Europe. Three hours. Open to all majors.

ART 4000 Illustration for Communication
This course introduces processes, theories, and techniques used in illustration. Students develop visual skills using manual and digital illustrative methods to meet a variety of communication goals. Three hours. Prerequisite: VCD 2310 Intro to Graphic Design and either ART 2400 Painting I or ART 3450 Digital Draw Painting.

ART 4210 Selected Topics in Art History
Selected art historical or contemporary topics. Content may include studio-based research or experiential art that coincides with selected topic of study. (Example topic rotations: *History of Christian Art* and *History of Photographic and Digital Arts*.) Open to all majors. Repeatable with differing topics. Three hours.

ART 4230 Art Integrations
Advanced level synthesis in making art forms with cross-discipline or community integration that results in artwork developed for a final portfolio, exhibition, community or public installation. Pre-requisite: Second or third year visual arts student, or permission of instructor. Three hours.

ART 4730 Art Internship
Qualified visual arts majors receive on-the-job training at a cooperating organization. Prerequisite: Approval by program director and department chair. Three hours.

ART 4830 Advanced Individual Studies
This advanced level visual arts research course focuses on an individual topic selected by the student and results in a visual arts product that contributes to the student's senior portfolio and art/design exhibition. This may include traditional dry, wet, mixed, or digitized media integrating major and minor fields of studies. Prerequisite: completion of major course requirements, approval of research proposal by lead faculty, and permission of department chair. Three hours. May be repeated up to 6 hours.

CIN 0010 (L.A.F.S.C.) Los Angeles Film Studies Center
The Film Studies minor is designed for member institutions of the Council for Christian Colleges and Universities (CCCU), but also open to students from non-CCCU schools. A 16-credit curriculum that includes training in practical production, faith integration, and electives in screenwriting, acting, and visual storytelling. Sixteen credit hours of the minor are taken on location in Los Angeles, CA at the LA Film School. For program costs see: https://lafilmstudies.org/program/.

To be eligible for LAFSC, students must be at the Junior or Senior level. The application is a three-step process. Students will need to:

1) Apply through Grace Institute for Global Studies: global@grace.edu, one year in advance of the experience;
2) Confirm all costs and make financial arrangements with the Grace Business Office;
3) Apply directly to the LAFSC program at least 2-3 months in advance of the semester experience via contact@lafilmstudies.org.

Note: At the time of this Catalog revision, the LAFSC program is offered only in Spring semesters during the academic year. Grace application deadline is no later than April 1 for the following Spring LAFSC experience. For more information about LAFSC program and costs: contact@lafilmstudies.org or https://lafilmstudies.org/program/ and contact Grace Institute for Global Studies: global@grace.edu.

CIN 3290 Introduction to Film, Faith, and Contemporary Culture
This introductory course examines film as an art form. Students will learn to critically read and analyze techniques in filmmaking. This course will also investigate the relationship of film to faith and contemporary culture. (Replaces CIN 3270 and CIN 3300) Three hours.

HUM 2100 Creative Arts and Culture (General Education Core Required Course)
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. Course fees apply. Three hours.

PHT 2030 Applied Field Research in Photography
An experiential focused research in the photographic arts with specific study applicable to studio, analysis, history, or technology. By consent of department chair only. May be repeated for credit. Three hours.

PHT 2600 Intro to Digital Photography
This course provides foundational instruction for the digital camera. Students will learn manual settings for capturing photographic images. DSLR camera required. Open to all majors. Studio fees apply. Three hours.

PHT 3600 Photography II: Studio Lighting
This course focuses on studio lighting techniques for product and portrait photography. DSLR (digital) camera required. Prerequisite PHT 2600. Studio fees apply. Three hours.

PHT 3800 Photography III: Alternative Processes
This course explores advanced alternative processes in film and digital application. Students will focus on conceptual abilities, photographic experimentation, and technical processes. Each student must provide a DSLR (digital); an SLR (film) camera or specialty camera may be utilized. Prerequisite: PHT 2600. Studio fees apply. Three hours.

PHT 4730 Photography Internship
Qualified visual arts majors receive on-the-job training at a cooperating organization. Prerequisite: Approval by program director and department chair. Three hours.

VCD 1010 Graphic Design for Non-Designers
This course provides and introduction to graphic design concepts, analysis, and sourcing to non-design students.

VCD 2030 Applied Field Research in Design
An experiential focused research in areas of visual communication design or illustration with specific study applicable to studio, analysis, history, or technology. By consent of department chair only. May be repeated for credit. Three hours.

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. Studio fees may apply. Prerequisite ART 2110. Three hours.

VCD 2310 Intro to Graphic Design
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 2550 Fundamentals of Video Production
Introductory training for in-studio video production editing techniques and processes. Three hours.

VCD 3200 Motion Graphics
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. 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. Prerequisite: VCD 2310. Three hours.

VCD 3480 Visual Narrative
Focusing on the 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 to produce visual stories utilizing a chosen medium in their area of focus such as illustration, photography, design, or video/film studies. 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 3510 Graphic Design II: Production Processes
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 3620 Typography II
Advanced study of letter forms and historical contexts utilized in advanced application for visual communication design resolution. Prerequisite: VCD 3420. Three hours.

VCD 3700 Graphic Design III: Creative Ideation
This course examines concept, ideation, metaphor, symbolism, and semiotics within commercial and non-commercial visual design applications. Students will analyze form and content for embedded contextual meaning as a method for evaluating and making informed design decisions. Prerequisite: VCD 3510. Three hours.

VCD 3770 Visual Identity Design
In this studio course, students utilize visual communication techniques in the context of brand theory to develop a multi-deliverable body of work. Prerequisite: VCD 3700. 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.

VCD 4410 Portfolio Preparation
During this course, students begin curating their final senior portfolios for presentation, including professional and peer review. Students also conduct research to develop an understanding of the professional aspects of their specific areas of discipline. Requires senior status or department approval. Three hours.

VCD 4420 Senior Art/Design Portfolio
A senior capstone course for students majoring in any of the following visual arts including art and visual culture, eco-art (ecological art), photography, and visual communication design. 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.

VCD 4480 Advanced Visual Practicum
During this course, students work to develop an understanding of their discipline within a professional context and complete a capstone project for their professional portfolio. Students research and examine social, cultural, and economic contexts to inform their work. Prerequisites: Upper-level student or permission of instructor. Three hours.

VCD 4730 Graphic Design Internship
Qualified visual arts majors receive on-the-job training at a cooperating organization. Prerequisite: approval by program director and/or department chair. Three hours.

PERFORMING ARTS COURSES - THEATRE PROGRAM

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 the department only. May be repeated for credit. One to three hours.

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 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 4430 Applied Performance and Production
For more information on performance and production opportunities, contact the Theatre instructor. By consent of the department only. May be repeated for credit. Three hours.

PERFORMING ARTS COURSES - WORSHIP ARTS MUSIC PROGRAM

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 2001 (Lab 1); WMU 2002 (Lab 2); WMU 3001 (Lab 3); WMU 3002 (Lab 4); WMU 4001 (Lab 5); WMU 4002 (Lab 6)
Performance Development and Lessons: Labs 1-6
Required of all students majoring or minoring in Worship Arts or Music Production and the Music Arts minor. 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. Labs 1-6 required for major; Labs 1 and 2 required for minor. Weekly practice hours assigned by the instructor. Three hours per lab.

WMU 2100 Lancer Chorus (0-1 credit); WMU 2101 Wind Ensemble (0-1 credit); WMU 2013 String Ensemble (0-1 credit); WMU 2013 Guitar Ensemble (0-1 credit); WMU 2104 Gospel Choir (0-1 credit); WMU 2106 Percussion Ensemble (0-1 credit);
Performance development encompasses a wide variety of practice and performance experiences including co-curricular opportunities such as ensembles and worship teams. Performance development experiences may include choir, gospel choir, wind ensemble, string ensemble, or worship teams.

See WMU 2001 (Lab 1); WMU 2002 (Lab 2); WMU 3001 (Lab 3); WMU 3002 (Lab 4); WMU 4001 (Lab 5); WMU 4002 (Lab 6). Labs 1-6 required for major; Labs 1 and 2 required for minor. Weekly practice hours assigned by the instructor.

WMU 2460 Introduction to Recording
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 a worship environment. Prerequisites: WMU 2600. Three hours.

WMU 2500 Songwriting
This course examines the basic elements of contemporary music composition including form study, melody/lyric construction, and harmonic/rhythmic patterns. Each student will receive instruction in various musical styles with specific emphasis on worship songs for the local church. Three hours.

WMU 2600 Worship Music Theory I
A continuation of Music Theory Fundamentals with strong emphasis on 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 2700 Lighting and Live Production
Students will acquire basic theories and practices of lighting for stage, theatre, and live production. Covered topics will include energy needs, focusing, optics, moving lights, color theory, and various control surfaces. Three hours.

WMU 2800 Live Sound Production
Students will learn signal flow through sound reinforcement systems. Basics of acoustics and room design will be investigated. Use of real-time analyzing software and basic equipment diagnosis will be investigated. Hands-on mixing opportunities will be given on industry standard equipment. Students will gain skills in running audio for different settings and develop problem solving skills to resolve audio-related issues. 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 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.

WMU 4150 Intercultural Worship Analysis
The course is an introductory study of cultural traditions, belief systems, and practices of world cultures as approached through the analysis of the music of different ethnic groups. Various worldviews are examined through comparison with biblical and theological concepts. The course will examine folk, art music, and contemporary genres in a variety of cultures, as well as music as an expression of cultural worship and its use in missions and ministry. 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.

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 4400 Advanced Recording II
This course builds on advanced recording, allowing students hands-on experience working within a professional studio environment. Prerequisite: WMU 4300. 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

The course of study for a Fall or Spring semester at the Contemporary Music Center (CMC) is offered through Greenville University, a member of the Council for Christian Colleges and Universities (CCCU). A total of sixteen credit hours are taken on location in Nashville, TN. All other credits in the Worship Arts major are taken at Winona Lake, Grace campus. Prerequisite: Junior or Senior academic level. Sixteen hours.

This fully immersive entertainment industry training ground with a faith-based world view, includes the choice of three music tracks: Artist, Business, Technical, or Worship Creative Arts. Select tracks include composing, recording, live event production, performing, management, promoting, and more or for more information on the CMC application process visit: www.cmcnashville.com.

Note: Student applications must be submitted to the Grace Office of Global Initiatives nine months in advance of the experience by December 1 for the following Fall semester and April 1 for the following Spring semester. For more information on timelines, and steps for financial planning contact global@grace.edu.

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. Students are 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.

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.

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.

School of Science & Engineering

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Science and Engineering

Nate Bosch, Ph.D., Dean
Rick Roberts, Ph.D., Associate Dean

Introduction

The School of Science and Engineering is the newest school on campus and includes the Department of Engineering; the Department of Life Sciences; the Department of Physical and Quantitative Sciences; and the Department of Nursing. In addition, our school houses two of the Grace Centers of Excellence: the Lilly Center for Lakes and Streams and the Center for Movement and Well-Being. In addition to a number of STEM-focused majors in demand in the current work force, co-curricular opportunities for students include field trips, research and teaching assistantships, internships, professional conferences, and environmental field research in northern Indiana lakes through the Lilly Center for Lakes & Streams.

Purpose

The School of Science and Engineering is dedicated to a Christian liberal arts education that leads to excellence in STEM-related fields. Central to our purpose is the integration of faith and learning which we define as recognizing God as Creator, and modeling scholarship and engaging in interactive teaching within our disciplines, as 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 cultures, 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 divinely created 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 in both vocation and everyday life that leads them toward kingdom living.

Faculty

Within the school, we have 4 departments which include 15 full-time and a number of regular part-time faculty members. These include:

Department of Engineering

Full-time Faculty
Fred A. Wentorf, Ph.D.,
Chair, Department of Engineering

David B. Ray, MS

Adjunct Faculty
Matthew Reimink, MS

Part-time Instructors
Justin Grostefon, BS
Trey Rodgers, Ph.D.

Department of Life Sciences:

Full-time Faculty

Michelle Martin, M.S.P.T.
Chair, Department of Life Sciences
Director, Biology Program

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

Steve M. Douglas, Ph.D.

Richard C. Roberts, Ph.D.
Pre-Health Professions Coordinator

Christina L. Walters, M.S.
Director, Center for Movement & Wellbeing
Director, Exercise Science Program

T.J. Zinke, Ph.D.

Part-time Instructors

Sushree Mohan, Ph.D.
Marcus E. Moore, M.S.
Megan Neuhart, M.S.
Jeremy Price, M.S.
Michael Voss, M.S.

Department of Nursing

Full-time Faculty

Kristen Richmond, DNP, RN
Chair, Department of Nursing
Director of Nursing

Part-time Instructors

Dale Robbins, DNP, RN, CNE

Department of Physical and Quantitative Sciences

Full-time Faculty

Joseph W. Frentzel, Ph.D.
Dr. Eugene Inman Endowed Chair of Science
Chair, Department of Physical and Quantitative Sciences
Director, Physical Sciences Program

Amy Feaver, Ph.D.

Abiodun Ikotun, Ph.D.
Director, Computer Science Program

Ryan T. Johnson, Ph.D.
Director, Mathematics Program

Christopher Moore, M.S., F.S.A.

Tyler D. Scott, Ph.D.

Part-time Instructors

Donald DeYoung, Ph.D.
Kenneth Kolembe, M.S.
Sushree Mohan, Ph.D.
Charles Wiebe, M.S.

Majors and Minors

The following majors and minors are offered through the departments in the School of Science and Engineering.

Department of Engineering

Major

Mechanical Engineering (B.S.)
This degree is accredited by ABET (from Accrediting Board of Engineering and Technology), the premiere engineering accreditation body.

Department of Life Sciences:

Master's Degree

Healthcare Administration (M.S.in partnership with John Patrick University)

Majors

Biology (B.S. or B.A. – 3 different concentrations available)
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. – 6 different concentrations available)
Health Science (B.S. or B.A. – 10 different concentrations available)
Life Science Education (B.S.)

Minors

Biology
Environmental Science
Exercise Science
Nutrition
Public Health (in partnership with Lower Cost Model Consortium [LCMC])

Department of Nursing

Major

Baccalaureate Degree in Nursing (B.S./BSN)
This degree is accredited by the Indiana State Board of Nursing, Indiana Professional Licensing Agency

Department of Physical and Quantitative Sciences

Majors

Actuarial Science (B.S. or B.A.)
Chemistry (B.S. or B.A.)
Computer Science (B.S.) - 5 concentrations available
General Science (B.S. or B.A.)
Mathematics (B.S. or B.A.)
Mathematics Education—Secondary (B.S. or B.A.)
Medical Imaging (B.S. – 4 different concentrations available; a Grace College degree in partnership with John Patrick University)

Minors

Applied Mathematics
Chemistry
General Science
Mathematics
Mathematics and Computing

Department of Engineering

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Engineering

Faculty

Full-time Faculty
Fred A. Wentorf, Ph.D., Department Chair
David B. Ray, MS

Adjunct Faculty
Matthew Reimink, MS

Part-time Instructors
Justin Grostefon, BS
Trey Rodgers, Ph.D.

Grace College offers the Bachelor of Science in Mechanical Engineering (BSME) degree. The BSME program prepares graduates for entry into the workforce with the engineering skills to solve the ever-increasing challenges of improving the quality of life, of improving our infrastructure and security, of application and utilization of energy production, or contributing to the design of revolutionary new technologies. This degree is accredited by the Accreditation Board for Engineering and Technology (ABET), the premiere accreditation agency for engineering programs.

The program benefits from its location in the "orthopedic capital of the world". This includes filling the classroom and laboratories with experts in their fields to educate and mentor our students, relevant work experiences that are only five minutes from campus (in addition to more diverse experience opportunities in nearby locations like Ft. Wayne), industry-based senior projects, and research projects that are relevant to the real-world. This interaction is facilitated by an engaged advisory council of industry experts and growing group of industry leaders that support the program.

Department Purpose

In support of Grace College's mission, the Department of Engineering seeks to rigorously educate the next generation of Christian engineers by using thorough theoretical training, hands-on learning, and relevant work experience to prepare them to work in the engineering industry and serve the needs of the world.

Specifically, our program educational objective is to prepare graduates for the practice of engineering at the professional level and:

1. Apply their mechanical engineering education to solve technical problems and make the world a better place through service.
2. Maintain the curiosity that drives lifelong learning and allows for the flexibility to adapt to the fast-moving 21st century engineering world.
3. Fulfill their calling in life through engineering practice, continuing education, and community involvement.
4. Serve as ambassadors for the engineering profession and Grace College in word and deed.

In sum, Grace College mechanical engineering graduates will be *Engineered to Serve*.

MECHANICAL ENGINEERING

Of all fields of engineering, mechanical engineering is the most diverse and general. Mechanical engineers can be found working in almost any industry. Manufacturing, transportation, health care, and insurance are just a few of the types of fields 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 bicycles to spacecraft. 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

The Department of Engineering supports Grace College's emphasis on strengthening *character*, sharpening *competence*, and preparing for *service*.

ABET, the leading accreditation organization for engineering, mandates student outcomes 1-7 following, in its accreditation Criterion 3. The department has added outcomes 8-9 to meet the needs of its constituencies. Together, the nine outcomes constitute the department's definition of engineering competence:

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
8. An ability to perform hands-on industry relevant engineering tasks like machining, testing, six sigma analysis, and designing using computer-aided design (cad) software
9. An ability to identify and perform service activities using their engineering skills.

Program Requirements

Students who choose this option will complete the following 136 credits program of study:

General Education Requirements (46 credits):

Grace Core (39 credits)

Bachelor of Science education requirements (7 credits):

MAT 3130 Linear Algebra

CHM 1610/1620 General Chemistry I and Lab

Major Requirements (90 credits):

Math and Science Requirements (24 credits):
MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2250 Calculus III
MAT 2280 Differential Equations
PHY 2240/2250 University Physics I and Lab
PHY 2260/2270 University Physics II and Lab
MAT 3200 Probability and Statistics

Mechanical Engineering Science (24 credits):
MEG 2110 Engineering Statics
MEG 2150 Strength of Materials
MEG 2200 Dynamics
MEG 2300 Engineering Materials
MEG 2400 Electrical Science (Circuits)
MEG 2500 Thermodynamics
MEG 2600 Heat Transfer
MEG 2700 Fluid Mechanics

Mechanical Engineering Fundamentals (36 credits):
MEG 1000 Engineering Service
MEG 1200 Intro to Mechanical Engineering
MEG 1400 Intro to Programming
MEG 1900 Engineering Modeling and Tolerancing
MEG 1950 Industrial Machining and Measurements
MEG 2000 Engineering Internship
MEG 2800 Kinematics and Linkage Design
MEG 2900 Machine Component Design
MEG 3100 Experimental Methods and Sensors
MEG 3200 Control Systems
MEG 3300 Advanced Manufacturing Processes
MEG 3400 Intro to Finite Element Analysis
MEG 4100, 4110 Senior Engineering Project

Technical Electives – choose from the following (6 credits)
Choose 6 additional credits of MEG courses

ADMISSION REQUIREMENTS

Bachelor of Science in Mechanical Engineering (BSME):

Since engineering is a demanding field of study, the department has established its own elevated admission standards. Enrollment in studies leading to a Bachelor of Science in Mechanical Engineering (BSME) degree is open to students meeting the following requirements:

- Minimum high school GPA of 3.0 and top half of graduating class
- Standardized test scores (only ONE is required)
    - 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

Alternatively, the Department of Engineering Chair can admit individual students based on a transcript review and personal interview. The requirement for standardized tests may be waived under the admissions office's alternative transcript review and interview admission process.

ACCREDITATION

Grace College is accredited by the Higher Learning Commission, and the BSME degree is accredited by ABET.

COURSE DESCRIPTIONS

ENGINEERING FUNDAMENTALS

MEG 1000 Engineering Service

This course will allow the student to perform actual service using their engineering skills before graduation. These service activities could include a variety of tasks including helping with engineering education in the surrounding school systems, performing engineering work for non-profits, or other ways to make the world a better place using their growing engineering skills. Faculty approval is needed for each student's engineering service project. A minimum recommendation for hours of service is 10. Zero credits.

MEG 1200 Introduction to Mechanical Engineering

This course will give an overview of the mechanical engineering profession, introduce key skills used in engineering, including problem solving, the design process, and quickly give an overview of Mechanical engineering sciences, including an introduction into basic statics and free-body diagrams. Hands-on laboratory activities, such as 3D printing, digital scanning, and mechanical tensile testing, will also be performed in this course to give the students a well-rounded engineering introduction. Four credits.

MEG 1400 Introduction to Programming

This course will begin with an introduction to basic programming including programming structure, variables, and loops. In this course, programming will be used to perform mechanical functions using various equipment. This course will also include an introduction to numerical methods for solving engineering problems. Prerequisite: MAT 1230/1240. Two credits.

MEG 1900 Engineering Modeling and Tolerancing

This course will teach graphical communication for engineers starting with the 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. Each student will design their own part or mechanism based on given design inputs. Three credits.

MEG 1950 Industrial Machining and Measurements

This course will begin with machine shop safety and then teach the processes of running a manual mill and lathe and other common machining tools. Students will use these new skills to design and build a final project.. The course will also focus on measurements of parameters key to design and manufacturing. Prerequisite: MEG 1900. Three credits

MEG 2000 Engineering Internship
This course will include journaling, self and manager assessments, and other activities during an internship working as a professional engineer. One credit.

MEG 2800 Kinematics and Linkage Design
Study of the kinematics and kinetics of machines and mechanisms. Topics will include displacement, velocity, and acceleration analysis of linkage and cam mechanisms by graphical, analytical, and computational methods. Also covered are synthesis of mechanisms, gears, and gear trains. Design projects are normally required. Prerequisites: MAT 2280 and MEG 2200. Three credits.

MEG 2900 Machine Component Design
Review of stress/strain and force/deflection relationships. Introduction to static and dynamic failure theories. Discussion of design and selection of some machine elements. Design projects are normally required. Prerequisite: MEG 2110. Three credits.

MEG 3100 Experimental Methods and Sensors
This lecture and lab course will develop a basic understanding of the use of common engineering sensors in experimental and design applications. Introduction to sensors for the measurement of temperature, pressure, stress/strain, position and flow is accompanied by application of sensor signals including signal conditioning, filtering, and acquisition and processing. Experimental planning and execution fundamentals are covered as well as data analysis and statistical evaluation of experimental data. Computer based acquisition and analysis methods are directly experienced by hands-on lab work. Prerequisite: MEG 2400. Three credits.

MEG 3200 Control Systems
This course will present the following concepts: basic elements of continuous-time signals and systems; differential equation models of systems; Fourier series and Fourier transforms; system response to periodic inputs; Laplace transforms; transfer functions and stability analysis. The final project typically involves design and tuning of an electromechanical and/or electrohydraulic motion control system. Prerequisites: MEG 1400, MEG 2400, and MAT 2280. Three credits.

MEG 3300 Advanced Manufacturing
This course will introduce different advanced manufacturing methods and introduce the students to CNC machining. Tools will be introduced that can be used to analyze and improve manufacturing processes using Six Sigma methodologies and tools. Upon successful completion of the exam at the end of the course, the student will obtain a Six Sigma Green Belt Certification. Prerequisite: MEG 1950. Three credits.

MEG 3400 Introduction to Finite-Element Analysis
Introduction to finite-element analysis and optimization to engineering design using commercial up-to-date software such as Solidworks. Prerequisites: MEG 2300 and MEG 2900. Three credits.

MEG 4100 / 4110 Senior Engineering Project
As part of the capstone engineering experience, students will work on projects over the course of two semesters that may be derived from industry sources or other integrated design problems. Projects may be undertaken by individuals or teams, and may be interdisciplinary or

specific to an area of concentration. Prerequisite: Senior standing in the engineering program. Three credits each in consecutive fall and spring semesters, six credits total.

ENGINEERING SCIENCE

MEG 2110 Engineering Statics
This course covers static mechanical behavior. The topics 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. Co-requisites: PHY 2240/2250 and MAT 1250. Three credits.

MEG 2150 Strength of Materials
The course covers material behavior, stresses, strains and deformations with simple applications in engineering designs. Topics include: elastic and elastic-plastic behavior; plane stress and strain; constitutive relationships, principal stress and strain; stresses in thin-walled pressure vessels; bending and shearing stresses in beams; Mohr's circle; deflections of beams; Euler buckling; short and long columns; torsion of solid and hollow circular sections; introduction to statistical indeterminacy and simple redundant structures. Labs will be used to help reinforce learnings of the course. Prerequisite: MEG 2110 Engineering Statics. Three credits.

MEG 2200 Dynamics
Introduction to particle and rigid-body kinematics and kinetics; motion analysis; work-energy and momentum methods; engineering applications; and introductory vibrations. Prerequisites: MEG 2110. Three credits.

MEG 2300 Engineering Materials
Introduction to common materials utilized in engineering applications. Content covered includes the primary types of materials (metals, ceramics, and polymers) and composites. Students learn the fundamental principles of material structure and relationship to properties as well as manufacture and application of those materials to engineering solutions. Prerequisite: CHM 1610/1620. Three credits.

MEG 2400 Electrical Science (Circuits)
Analysis of linear networks, with an introduction to AC electric circuits and a focus on DC electric circuits that involve multiple independent sources, using Ohm's Law, Kirchhoff's voltage and current laws, Thévenin's and Norton's theorems, and the maximum power transfer theorem. Also explored is the steady state and transient behavior of capacitors and inductors. Includes laboratory experience. Prerequisite: MAT 1230/1240/3130. Three credits.

MEG 2500 Thermodynamics
Introduction to the thermal-fluid sciences, beginning with a classical macroscopic study of energy, its forms and transformations, and the interactions of energy with matter, including properties of pure substances, the first and second laws of thermodynamics, entropy, power and refrigeration cycles, gas mixtures, and chemical reactions. Prerequisite: MEG 2110. Three credits.

MEG 2600 Heat Transfer
Introduction to heat transfer by conduction, convection, and radiation and applications to heat exchangers, ducts and pipes, surfaces, phase changes, and mass transfer. Prerequisites: MEG 2500 and MEG 2700. Three credits.

MEG 2700 Fluid Mechanics
Introduction to Newtonian fluids; statics, continuity, momentum, and energy principles; dimensional analysis and similarity; laminar and turbulent, incompressible, internal and external, viscous flow; boundary layers; and the basics of pumps and fluid systems. Prerequisites: MAT 2250 and MEG 2200. Three credits.

TECHNICAL ELECTIVES

MEG 3010, 3020, 3030 Special Topics in Engineering
Study of advanced subjects in engineering science and practice. May involve intermediate or advanced study of prerequisite introductory courses. Topics may vary from one semester to the next based on student interests and the availability of qualified faculty. Prerequisite: junior or senior standing in engineering or instructor permission. One to three credits, repeatable.

MEG 3500 Orthopedic Biomechanics
The human musculoskeletal system will be investigated and then evaluated as a mechanical system. Experimental data and research documents will be used to solve different biomechanical problems. An introduction to orthopedic implant science will also be included. Prerequisite: MEG 2900. Three credits.

MEG 3600 Robotics
This course provides an overview of robot mechanisms, dynamics, and intelligent controls. Topics include planar and spatial kinematics, and motion planning; mechanism design for manipulators and mobile robots, multi-rigid-body dynamics, 3D graphic simulation; control design, actuators, and sensors. Training and certification on a KUKA 6-axis educational robot will be included in this course. Prerequisites: MEG 2800, MEG 3100, and MEG 3200. Three credits.

Department of Life Sciences

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Life Sciences

Faculty

Full-time Faculty

Michelle Martin, M.S.P.T.
Chair, Department of Life Sciences
Director, Biology Program

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

Steve M. Douglas, Ph.D.

Richard C. Roberts, Ph.D.
Pre-Health Professions Coordinator

Christina L. Walters, M.S.
Director, Center for Movement & Wellbeing
Director, Exercise Science Program

T.J. Zinke, Ph.D.

Part-time Instructors

Sushree Mohan, Ph.D.
Marcus E. Moore, M.S.
Megan Neuhart, M.S.
Jeremy Price, M.S.
Michael Voss, M.S.

Purpose

This Department prepares majors for careers in the life sciences, 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 – With Christ at the forefront of our thoughts, students come to understand that there are moral implications to how they conduct themselves both personally and professionally.
2. Competence – Students mature into a confident, yet humble understanding of their discipline enabling them to be competitive in the workplace and in graduate programs.
3. Service – Knowing how much God has gifted us, Grace Life Science students are motivated to serve others with the expectation of receiving nothing in return.

The Life Sciences Department offers coursework and programs in the biological, exercise, and environmental sciences.

Master's Degree

Blended programs in partnership with John Patrick University*
- Healthcare Administration (M.S. – a JPU degree) *

Majors

- Biology (B.S. or B.A. – 3 different concentrations available)
- 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. – 6 different concentrations available)
- Health Science (B.S. or B.A. – 10 different concentrations available)
- Life Science Education (B.S.)

Minors

- Biology
- Environmental Science
- Exercise Science
- Nutrition
- Public Health (in partnership with Lower Cost Model Consortium [LCMC]) *

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.

*Additional information regarding our partnership programs is available below in the general descriptions.

STRENGTHS WITHIN THE LIFE SCIENCES DEPARTMENT

Pre-professional preparation

The biological science programs offer students a contemporary understanding of life science topics and concepts through robust applied learning experiences in both the classroom and laboratory. This program includes traditional biology (with emphasis on research), neurobiology, pre-medicine, pre-dentistry, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-veterinary as well as other areas of healthcare.

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.

Exercise Science

The Grace College Exercise Science program develops Christ followers who apply Biblical values as they prepare for careers in Exercise Science or medical education graduate school in the areas of physical, occupational therapy, athletic training, nutrition and additional Health and Wellness professions through academic classes and applied learning experiences.

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.

BIOLOGICAL SCIENCE 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 conveys the wisdom 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 professions 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 this program: the Bachelor of Arts and Bachelor of Science in Biology, the Bachelor of Arts and Bachelor of Science in Health Science, and the Master of Science in Healthcare Administration (a dual degree with JPU). Additionally, there is a minor in biology for those students in other majors desiring biology to accompany their chosen major. The Public Health Minor is also available in partnership with LCMC.

Biology majors are required to minor in chemistry and to take supporting physical science and math coursework. The focus of the biology major at Grace is to prepare students for graduate work in many areas of biology including anatomy, biochemistry, biotechnology, 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, medical and 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 will meet with the health professions advisor early 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.

Program Learning Outcomes

1. Successful biology students are able to synthesize solutions to real-world biological problems using contemporary knowledge, tools and instrumentation rooted in fundamental biology.
2. Graduates are competent in using modern (and widely available) digital tools to assess and solve biological problems.
3. Students are able to articulate complex biological concepts and/or processes in essays and reports using contemporary (last 10 years) primary and secondary resources.
4. Graduates are equipped with specific techniques and skillsets required for practicing modern biology which have direct correlation with workforce skills that are in reasonable demand based on current labor statistics.
5. Students apply quantitative reasoning skills in solving biological problems, including computational and graphical analyses.

6. Students consistently apply ethical considerations to advances in biotechnology, carefully weighing incongruencies between Christianity and the development of new and powerful tools within the various subdisciplines of biology (e.g., gene editing).

MASTER'S DEGREE – BIOLOGICAL SCIENCES PROGRAM

MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION (MHA)*

The Master of Science in Healthcare Administration degree is offered through a partnership with John Patrick University (JPU) and consists of 40 credits. The master of science program can be combined with either the exercise science or health science undergraduate degree and can be completed within 4 years on the accelerated path. The MHA degree prepares students for administrative roles within the modern healthcare industry. These future administrators are trained within a variety of areas related to healthcare, including financial, marketing, legal and health information systems.

Required JPU courses (34 credits):

MHA 501 Healthcare Service Systems
MHA 503 Human Resources and Professional Development
MHA 504 Business Management for Healthcare Services
MHA 505 Health Policy: Legal Aspects
MHA 506 Organizational Theory of Management in Healthcare
MHA 508 Healthcare Economics
MHA 509 Healthcare Information Technology
MHA 510 Biostatistics for Decision Making
MHA 512 Quantitative Methods
MHA 513 Epidemiology and Research Activities
MHA 602 Medical Ethics
MHA 613 Market Research and Technology

Concentrations – select one (6 credits):

Radiology Concentration:
MHA 601 Economics in Radiology
MHA 604 Capstone Course

Oncology Concentration:
MHA 610 Economics in Oncology: Surgical, Medical, Radiation
MHA 614 Capstone Course

Executive Concentration:
MHA 626 CEO, CFO, COO Seminar Series
MHA 624 Capstone Course

NOTE: All course codes listed here are JPU designations and are subject to change. Coursework is completed entirely online at the time of this catalog printing. Course descriptions for JPU courses can be found here. Additional fees may apply to partnership programs. For more information, please contact the administrator of the Partnership Program at leitchjd@grace.edu or the Biology Program Director.

*This program results in a Master of Science degree from John Patrick University along with a bachelor's degree from Grace College.

MAJORS AND MINORS IN THE BIOLOGICAL SCIENCES PROGRAM

BIOLOGY MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a major in biology is 48-52 credits in biology and designated biology-related supporting courses, and includes a required minor in chemistry. Students can select a concentration in General Biology, Neurobiology or Medical Sales.

General Education Requirements (45 credits)

Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Science Courses (21 credits):

BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
ENV 2110/2120 General Ecology I and Lab
BIO 3110 Cellular & Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar

Choose Two Courses (7-8 credits):

CHM 3610 Environmental and Analytical Chemistry
BIO 3210/3220 Advanced Anatomy and Physiology I and Lab
BIO 3310/3320 Advanced Anatomy and Physiology II and Lab
BIO 4110/4120 Microbiology and Lab

General Biology Concentration (22 credits)

BIO 2210 Nutrition
BIO 2410/2420 Plant Biology and Lab
BIO 2510/2520 Animal Biology and Lab
BIO 3400 Development Biology
PHY 2140/2150 College Physics I and Lab
MAT 1230/1240 Calculus I and Lab

Neurobiology Concentration (21 credits)

PSY 2170 Abnormal Psychology
CHM 3610 Analytical & Environmental Chemistry
NSC 3110/NSM I Neuroscience Foundations
NSC 3120/NSM II Biological Basis of Perception & Movement
NSC 3130/NSM III Cognitive Neuroscience
NSC 3140/NSM IV Clinical Neuropathology
BIO 3710 Pathophysiology

Medical Sales Concentration (21 credits)

LPS 3110 Relationship Driven Professional Sales
LPS 3130 Negotiation in Business and Sales
LPS 3150 Sales Leadership
LPS 4110 Advanced Relationship Driven Professional Sales
COM 3030 Persuasion
PSY 3600 Motivation and Emotion
EXS 2000 Kinesiology

Experiential Learning Requirement (3 credits)
BIO 29XO Biology Internship
BIO 48XO Research in Bioscience

NOTE: Course description for PSY can be found in the Department of Behavioral Science course listings. LPS and NSC courses are offered via partnership with LCMC and course descriptions can be found here. Additional fees may apply to partnership programs. For more information, please contact the administrator of the Partnership Program at leitchjd@grace.edu.

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. Many concentrations require a minor in chemistry; for those areas for which this minor is not required (Physical and Occupational Therapy), another minor must be completed.

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. A comparative analysis of the courses required to apply to each health professions field is available from the Pre-Health Professions advisor, if desired. Available concentrations include pre-medicine, pre-podiatry, pre-optometry, pre-dental, pre-veterinary, pre-chiropractic, pre-physician assistant, pre-physical therapy, pre-pharmacy, and pre-occupational therapy.

General Education Requirements for all concentrations (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

CHIROPRACTIC CONCENTRATION (40-41 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab

Choose One of These Course/Labs:
BIO 3210/3220 Advanced Anatomy & Physiology I + lab
BIO 3310/3320 Advanced Anatomy & Physiology II + lab
BIO 4110/4120 Microbiology + lab

Choose One of These Course/Labs:
MAT 1230/1240 Calculus I + lab
MAT 3200 Probability and Statistics

Required Field Learning
***Choose three credits from the following*:**
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

DENTAL CONCENTRATION (48-49 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
BIO 3210/3220 Advanced Anatomy & Physiology I + lab
BIO 3310/3320 Advanced Anatomy & Physiology II + lab
BIO 4110/4120 Microbiology + lab

Choose One of These Course/Labs:
MAT 1230/1240 Calculus I + lab
MAT 3200 Probability and Statistics

Required Field Learning
***Choose three credits from the following*:**
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

MEDICINE (MD or DO) CONCENTRATION (43 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar

***Choose one of the following*:**
BIO 3210/3220 Advanced Anatomy & Physiology I + lab
BIO 3310/3320 Advanced Anatomy & Physiology II + lab
BIO 4110/4120 Microbiology + lab

Required Mathematics/Physical Sciences:
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 3200 Probability and Statistics

Additional Required Course:
PSY 1100 Introduction to Psychology

Required Field Learning
***Choose three credits from the following*:**
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

OPTOMETRY CONCENTRATION (45 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
BIO 4110/4120 Microbiology and Lab
BIO 4210 Genetics
BIO 4010 Senior Seminar

Required Mathematics/Physical Sciences:
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 1230/1240 Calculus I and Lab

Required Field Learning
***Choose three credits from the following*:**
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

OCCUPATIONAL THERAPY CONCENTRATION (45 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 1200 Medical Terminology
BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
BIO 4210 Genetics
BIO 4010 Senior Seminar

Additional Required Courses:
MAT 3200 Probability and Statistics
PSY 1100 Introduction to Psychology
PSY 2170 Abnormal Psychology
PSY 2880 Life Span Development

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

PHYSICIAN ASSISTANT CONCENTRATION (46 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
BIO 1200 Medical Terminology
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and 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
BIO 4010 Senior Seminar

Additional Required Courses:
MAT 3200 Probability and Statistics
PSY 1100 Introduction to Psychology

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

PHARMACY CONCENTRATION (52 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and 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
BIO 4010 Senior Seminar

Required Mathematics/Physical Sciences:
MAT 1230/1240 Calculus I and Lab
PHY 2140/2150 College Physics I and Lab

Choose one of the following:
PHY 2160/2170 College Physics II + lab
MAT 1250/1260 Calculus II + lab

Additional Required Course:
BUS 2230 Economics

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

PODIATRY CONCENTRATION (43 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 4210 Genetics
BIO 4010 Senior Seminar

Choose one of the following:
BIO 3210/3220 Advanced Anatomy & Physiology I + lab
BIO 3310/3320 Advanced Anatomy & Physiology II + lab
BIO 4110/4120 Microbiology + lab

Required Mathematics/Physical Sciences:
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 3200 Probability and Statistics

Additional Required Course:
PSY 1100 Introduction to Psychology

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

PHYSICAL THERAPY CONCENTRATION (50 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 3210/3220 Advanced Anatomy & Physiology I and Lab
BIO 3310/3320 Advanced Anatomy & Physiology II and Lab
BIO 4210 Genetics
BIO 4010 Senior Seminar

Required Mathematics/Physical Sciences:
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 3200 Probability and Statistics

Choose one of the following:
PSY 2170 Abnormal Psychology
PSY 2880 Life Span Development

Additional Required Course:
EXS 4180 Exercise Physiology

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

VETERINARY CONCENTRATION (40 credits)

Required Science Courses:
BIO 1610/1620 General Biology I and Lab
BIO 1710/1720 General Biology II and Lab
BIO 2100 Health Science Seminar
ENV 2110/2120 General Ecology and Lab
BIO 3110 Cell and Molecular Biology
BIO 4110/4120 Microbiology and Lab
BIO 4210 Genetics
BIO 4010 Senior Seminar

Required Mathematics/Physical Sciences:
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
MAT 3200 Probability and Statistics

Required Field Learning
Choose three credits from the following:
BIO 2850/60/70 Healthcare Observation – 1 credit each
BIO 2810/20/30 Healthcare Experience

BIOLOGY MINOR

The requirement for a minor in biology is 20-21 credits in the life sciences.

Required Courses (12 credits):
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 – choose from the following (8-9 credits):
ENV 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 3400 Developmental Biology
BIO 4110/4120 Microbiology and Lab
BIO 4210 Genetics

PUBLIC HEALTH MINOR

The public minor complements many existing healthcare-related majors, including health and behavioral sciences. Students enrolled in this minor will learn about practices for assessing health indicators and outcomes, as well as the social and psychological factors that influence healthcare reform. Two of the courses in this minor are delivered remotely via partner institutions (LCMC).

Required Public Health Courses (15 credits):

BIO 2240 Introduction to Public Health
PHM 3100/PHM II Epidemiology
PHM 3200/PHM III Health Services
MAT 3200 Probability and Statistics
PSY 3550 Health Psychology

Elective – choose one of the following (3 credits):

SOC 1100 Introduction to Sociology
BIO 2200 Nutrition
BIO 2700/2710 Introduction to Microbiology and Lab*

*pre-requisite required

NOTE: Course descriptions for PSY and SOC can be found in the Department of Behavioral Science course listings. PHM courses are offered via partnership with LCMC and course descriptions can be found here. Additional fees may apply to partnership programs. For more information, please contact the administrator of the Partnership Program at leitchjd@grace.edu.

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.

Program Learning Outcomes

1. Students will develop a sense of purpose and satisfaction stemming from Biblical stewardship principles.
2. Students will demonstrate application of ecological concepts.
3. Students will demonstrate field sampling skills.
4. Students will apply field sampling skills in a research context.
5. Students will demonstrate oral presentation skills.
6. Students will demonstrate written communication skills.

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 credits in ecology, biology, and supporting 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.

General Education Requirements (45 credits)

Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Courses (36 credits):

MAT 1230/1240 Calculus I and Lab
BIO 1610/1620 General Biology I and Lab
ENV 2110/2120 General Ecology and Lab
PHY 2140/2150 College Physics I and Lab
PHY 2160/2170 College Physics II and Lab
ENV 3210/3220 Aquatic Ecology and Lab
ENV 3410 Environmental Ethics
ENV 4010 Senior Seminar
ENV 4210 Genetics
ENV 4830 Field Education

Electives – choose from the following (at least 13 credits):

SCI 1160 Theories on Origins
BIO 1710/1720 General Biology II and Lab
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 3950 Various Au Sable Institute courses
ENV 4110/4120 Microbiology and Lab
ENV 4810 Field Education
ENV 4820 Field Education
ENV 4830 Field Education

Required Chemistry minor (19 credits):

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

NOTE: MAT 3200 Probability and Statistics and POS 3010 State and Local Government are the required courses for the additional general education portion of the Bachelor of Science degree.

ENVIRONMENTAL SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The requirement to complete a major in environmental science is 45 credits 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.

General Education Requirements (45 credits)

Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Courses (38 credits):

PSY 1100 Introduction to Psychology
BIO 1610/1620 General Biology I and Lab
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
SCI 2240 Physical Geology
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
ENV 3410 Environmental Ethics
CHM 3610 Environmental Analytical Chemistry
ENV 4010 Senior Seminar
ENV 4830 Field Education

Electives – choose from the following (at least 7 credits):

POS 2010 Introduction to Political Thought
SCI 1160 Theories of Origins
SOC 2140 Social Problems
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 3950 Various Au Sable Institute courses
BIO 4110/4120 Microbiology and Lab
ENV 4210 Genetics
ENV 4810 Field Education
ENV 4820 Field Education
ENV 4830 Field Education

A minor is required for this major.

NOTE: MAT 3200 Probability and Statistics and POS 3010 State and Local Government are the required courses for the additional general education portion of the Bachelor of Science degree.

ENVIRONMENTAL STUDIES MAJOR

Bachelor of Science and Bachelor of Arts

The requirement to complete a major in environmental studies is 43 credits 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.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Courses (33 credits):
BIO 1010/1020 Biological Science Survey and Lab
BUS 1010 Foundations of Business
CHM 1010/1020 Introduction to Chemistry and Lab
PSY 1100 Introduction to Psychology
SCI 2240 Physical Geology
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
ENV 3410 Environmental Ethics
ENV 4010 Senior Seminar
ENV 4830 Field Education

Electives – choose from the following (at least 10 credits):
GEO 1010 World Geography
SCI 1160 Theories of Origins
MAT 1185 Quantitative Reasoning
SOC 2140 Social Problems
POS 2200 Intro to American Government
ENV 2410/2420 Plant Biology and Lab
ENV 2510/2520 Animal Biology and Lab
POS 2010 Introduction to Political Thought
POS 3010 State and Local Government
POS 3100 Global Politics
MAT 3200 Probability & Statistics
GEO 3300 Geography of North America
CHM 3610 Environmental Analytical Chemistry
ENV 4110/4120 Microbiology and Lab
ENV 4810-4830 Field Education

A minor is required for this major.

NOTE: MAT 1185 Quantitative Reasoning and POS 3010 State and Local Government are the required courses for the additional general education portion of the Bachelor of Science degree.

ENVIRONMENTAL SCIENCE MINOR

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

Required Courses (14 credits):
BIO 1010/1020 Biological Science Survey and Lab
ENV 2110/2120 General Ecology and Lab
ENV 3210/3220 Aquatic Ecology and Lab
ENV 3410 Environmental Ethics

Elective – choose one of the following (4 credits):
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. Students develop assessment and management skills as they build upon knowledge and learn to integrate course material into decision making. These proficiencies launch students into practical and effective professional careers. The emphasis of this program is hands-on learning and skills training to prepare students for their desired professional field. Exercise science majors at Grace will be prepared for graduate work in various fields including physical therapy, occupational therapy, athletic training, nutritionist/registered dietician, exercise physiology, clinical rehab, and biomechanics. In addition, this major prepares students for careers in such areas as cardiopulmonary rehab, strength and conditioning, wellness center/health agency, corporate/adult fitness, personal training, group exercise instructor, and coaching. The Exercise Science major has six concentrations of study: Health and Wellness; Fitness and Nutrition; Nutrition; Pre-Athletic Training; Pre-Occupational Therapy and Pre-Physical Therapy.

Program Learning Outcomes

1. Describe, understand, and apply basic scientific knowledge, concepts and theories of anatomy, physiology, nutrition, biometrics, metabolism and other supplementary topics as they relate to human movement and exercise.
2. Demonstrate content comprehension of research along with the ability to read, understand, design, perform, and apply research as it relates to the fields of exercise science, human movement, health and wellness.
3. Design and implement exercise programs for healthy individuals, chronic diseases, and special populations along with providing appropriate modifications in response to health and performance goals.
4. Demonstrate the ability to effectively communicate (verbal, written, etc.) as a means to educate and manage the safe and proper instruction for fitness testing and/or exercise.
5. Perform physical fitness/health assessments by demonstrating the ability to select, perform and analyze various clinical tests and exams associated with determining current status or improvement of health and fitness in accordance with accepted guidelines.

EXERCISE SCIENCE MAJOR

Bachelor of Science

The requirements for the majors in exercise science are as follows: Health and Wellness - 53 credits (requires a minor); Fitness and Nutrition – 73 credits (no minor required); Nutrition - 71 credits (no minor required); Pre-Athletic Training - 69 credits (no minor required); Pre-Occupational Therapy - 64 credits (no minor required); and Pre-Physical Therapy – 66 credits (no minor required).

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Science courses (6 credits)

HEALTH & WELLNESS CONCENTRATION (59 credits)

Exercise Science Foundation (33 credits):

EXS 1000 Introduction to Exercise Science
EXS 1050 Dynamics of Fitness
EXS 2000 Kinesiology
EXS 2130 Principles of Coaching
EXS 2250 Care and Prevention of Injuries
EXS 3000 Strength and Conditioning
EXS 3500 Fitness Assessment
EXS 3520 Exercise Prescription
EXS 3750 Exercise Cardiology
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

Science Requirements (19 credits):

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

Experiential Learning Requirements (3-5 credits):

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

FITNESS AND NUTRITION CONCENTRATION (73 credit credits)

Exercise Science Foundation (30 credits):

EXS 1000 Introduction to Exercise Science
EXS 1050 Dynamics of Fitness
EXS 2000 Kinesiology
EXS 2130 Principles of Coaching
EXS 2250 Care and Prevention of Injuries
EXS 1500 Group Fitness Instruction
EXS 3000 Strength and Conditioning
EXS 3300 Special Topics in Fitness
EXS 3500 Fitness Assessment
EXS 3520 Exercise Prescription
EXS 4180 Exercise Physiology

Nutrition Requirements (22 credits):

CHM 1010/1020 Introduction to Chemistry and Lab
BIO 2210 Nutrition
BIO 2240 Introduction to Public Health
EXS 2300 Nutrition for Life Cycles
EXS 3200 Nutrition for Sport Performance
EXS 3240 Nutrition Assessment and Counseling
EXS 3280 Nutrition for Health and Disease

Experiential Learning Requirements (3-5 credits):
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

Science Requirements (8 credits):
BIO 2010/2020 Anatomy & Physiology I and Lab
BIO 2040/2050 Anatomy & Physiology II and Lab

Psychology Requirements – choose 2 courses from the following (6 credits):
PSY 1100 Introduction to Psychology
PSY 2170 Abnormal Psychology
PSY 2880 Lifespan Development
PSY 3300 Sports Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion

No minor is required for this major concentration.

NUTRITION CONCENTRATION (71 credits)

Science Courses (37 credits)

BIO 1610/1620 General Biology I and Lab
BIO 2010/2020 Anatomy & Physiology I and Lab
BIO 2040/2050 Anatomy & Physiology II and Lab
BIO 2210 Nutrition
BIO 2240 Introduction Public Health
BIO 2310 Biochemistry
BIO 2700/2010 Introduction to Microbiology and Lab
CHM 1610/1620 General Chemistry I and Lab
CHM 1710/1720 General Chemistry II and Lab
CHM 2610/2620 Organic Chemistry I and Lab

Psychology Course (3 credits)
PSY 2420 Organizational Psychology

Exercise Science Courses (24 credits):
EXS 1050 Dynamics of Fitness
EXS 2300 Nutrition for Lifecycles
EXS 3200 Nutrition for Sports Performance
EXS 3240 Nutrition Assessment & Counseling
EXS 3280 Nutrition for Health & Disease
NTR 2220/NDMII Food Science
NTR 2230/NDMIII Food Economics
NTR 3200/NDMVI Medical Nutrition Therapy

Experiential Learning Requirements (5 credits):
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

No minor is required for this major concentration.

NTR courses are offered via partnership with LCMC and course descriptions can be found here. Additional fees may apply to partnership programs. For more information, please contact the administrator of the Partnership Program at leitchjd@grace.edu.

PRE-ATHLETIC TRAINING CONCENTRATION (69 credits)

Exercise Science Foundation (27 credits):

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 3500 Fitness Assessment
EXS 3520 Exercise Prescription
EXS 3750 Exercise Cardiology
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

Science Requirements (28 credits):

BIO 1200 Medical Terminology
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
PHY 2140/2150 College Physics I + Lab

Sports Psychology Requirements (9 credits)

PSY 3300 Sports Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion

Experiential Learning Requirements (3-5 credits):

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

PRE-OCCUPATIONAL THERAPY CONCENTRATION (64 credits)

Exercise Science Foundation (24 credits):

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 3500 Fitness Assessment
EXS 3520 Exercise Prescription
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

Science Requirements (20 credits):
BIO 1200 Medical Terminology
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

Mathematics Requirement (3 credits)
MAT 3200 Probability and Statistics

Sociology Requirement (3 credits)
SOC 1100 Introduction to Sociology

Sports Psychology Requirements (9 credits)
PSY 3300 Sports Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion

Experiential Learning Requirements (3-5 credits):
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

PRE-PHYSICAL THERAPY CONCENTRATION (66 credits)

Exercise Science Foundation (24 credits):
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 3500 Fitness Assessment
EXS 3520 Exercise Prescription
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

Science Requirements (35 credits):
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

Experiential Learning Requirements (3-5 credits):
EXS 4840 Research in Exercise Science
EXS 4930 Internship in Exercise Science

Suggested Electives* - choose from the following (6 credits):
BIO 1200 Medical Terminology
PSY 2170 Abnormal Psychology
PSY 2360 Child and Adolescent Psychology
PSY 2880 Life Span Development
PSY 3300 Sport Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion

*Suggested electives are intended to enhance the major, but are not part of the required 66 credits.

No minor is required for this major.

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

EXERCISE SCIENCE MINOR

The requirement for a minor in exercise nutrition is 22 credits in exercise science-focused courses.

Anatomy and Physiology Requirements – choose one of the following:
BIO 2010/2020 Anatomy & Physiology 1 and Lab
BIO 3310/3320 Adv Anatomy & Physiology 1 and Lab

Exercise Science (15 credits):
EXS 1050 Dynamics of Fitness
EXS 2000 Kinesiology
EXS 2250 Care and Prevention of Injury
EXS 3000 Strength and Conditioning
EXS 3500 Fitness Assessment

***Choose one of the following*:**
BIO 2210 Nutrition
EXS 4180 Exercise Physiology
EXS 4240 Biomechanics

NUTRITION MINOR

The requirement for a minor in nutrition is 22 credits in nutrition-focused courses.

Required Courses (22 credits):
CHM 1010/1020 Introduction to Chemistry and Lab
BIO 2240 Introduction to Public Health
BIO 2210 Nutrition
EXS 2300 Nutrition for Life Cycles
EXS 3200 Nutrition for Sports Performance
EXS 3240 Nutrition Assessment & Counseling
EXS 3280 Nutrition for Health and Disease

LIFE SCIENCE EDUCATION MAJOR

Bachelor of Science

The major in life science education is designed for students desiring to teach science, particularly biology, at the secondary level (high school and middle school).

The requirement for a major in life science education is a minimum of 32 credits in the sciences, including a minimum of 17 credits of designated biology courses, eight credits of chemistry and four credits of general ecology. The major also requires a minimum of 36 credits 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.

General Education Requirements (45 credits)

Grace Core (39 credits)
Bachelor of Science courses (6 credits)

Required Science Courses (32 credits):

SCI 1140 Physical Science Survey
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 Cell & Molecular Biology
BIO 4210 Genetics

Professional Education Requirements (36 credits):

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 3800 Classroom Assessment & Learning Environment
SED 4600 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 Department of Education course listings. MAT 1185 Quantitative Reasoning is the required math course for the additional general education portion of the Bachelor of Science degree.

COURSE DESCRIPTIONS

Some majors, minors, concentrations, and courses are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Grace College and its accreditor. Students register through Grace College and receive academic credit from Grace College.

BIOLOGY

BIO 1010 Bioscience Survey
A broad overview 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 Bioscience Survey Laboratory. (Credit will not be given for both BIO 1010 and BIO 1610). Three credits.

BIO 1020 Bioscience Survey Laboratory
The laboratory is designed to support BIO 1010 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 1040 Introduction to Medical Terminology
An introductory level course which surveys terms and phrases commonly used in the medical setting. Emphasis is placed on understanding word roots which enables students to synthesize understanding of both familiar and unfamiliar medical language. Word elements from major body systems, medical procedures (including laboratory and diagnostic) and pharmacotherapeutics are covered by this course. One credit.

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. Prerequisite: BIO 1710 or BIO 2040, or permission of the instructor. Three credits.

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 credits.

BIO 1620 General Biology I Laboratory
The laboratory is designed to support BIO 1610 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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 1610/1620 or permission of the instructor. Students must enroll concurrently in BIO 1720. Four credits.

BIO 1720 General Biology II Laboratory
The laboratory is designed to support BIO 1710 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 2010 Anatomy and Physiology I
This course is designed for students pursuing a career in an allied health field (nursing, medical imaging, 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 are covered in course BIO 2040. Students must enroll concurrently in BIO 2020. Four credits.

BIO 2020 Anatomy and Physiology I Lab
The laboratory is designed to support BIO 2010 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 2040 Anatomy and Physiology II
This course is designed for students pursuing a career in an allied health field (nursing, medical imaging, 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 are covered in course BIO 2010. Students must enroll concurrently in BIO 2050. Prerequisites: BIO 2010/2020 or consent of the instructor. Four credits.

BIO 2050 Anatomy and Physiology II Lab
The laboratory is designed to support BIO 2040 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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. Prerequisites: BIO 1610/1620 and BIO 1710/1720, or consent of the instructor. One credit.

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 credits. (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.) This course has a fee for consumables used in its labs.

BIO 2210 Principles of 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 1610/1620 or consent of the biology program director. Three credits.

BIO 2240 Introduction to Public Health
This is an introductory course in public health designed for students pursuing careers in healthcare. Various aspects of public health are explored, including: infection disease, psychosocial behavior, environmental issues, and governmental policy-making. Epidemiological approaches to understanding public health data feature prominently throughout the course. Three credits.

BIO 2310 Biochemistry
A study of the basic composition, function and metabolism of carbohydrates, lipids and proteins. Emphasis is placed on the catalytic function and regulation of enzymes, and on the process of cellular respiration. Some consideration is given to the role of nucleic acids in cellular metabolism. The course includes hands-on laboratory experiments involving current procedures in biochemistry. This course has a fee for consumables used in its labs. Prerequisite: CHM 1710/1720 and BIO 1610/1620, or consent of instructor. Three credits.

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 1010/1020 or BIO 1610/1620 or consent of the instructor. Students must enroll concurrently in BIO 2420. Four credits.

BIO 2420 Plant Biology Laboratory
The laboratory is designed to support BIO 2410 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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 1010/1020 or BIO 1610/1620 or consent of the instructor. Students must enroll concurrently in BIO 2520. Four credits.

BIO 2520 Animal Biology Laboratory
The laboratory is designed to support BIO 2510 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 2700 Introduction to Microbiology
An organ systems approach to the study of disease-related microorganisms intended for the nursing major. The foundations of microbiology are presented through the lens of disease processes as bacterial, viral and parasitic infections relevant to health professionals are explored. Other course topics include: host-parasite interaction; virulence factors; hospital and community acquired infections; mechanisms of gene transfer; disinfection; antimicrobial drugs; and, immunology. Prerequisite: BIO 1010/1020; or BIO 1610/1620; or BIO 2010/2020; or consent of the instructor. Students must enroll concurrently in BIO 2710. Four credits.

BIO 2710 Introduction to Microbiology Laboratory
The laboratory is designed to support BIO 2700 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 2810-2830 Healthcare Experience

This course requires 40 hours per credit earned of active participation in providing healthcare as a trained healthcare worker, during which time the student will better understand the roles in medicine and the art of interacting with patients in a healthcare setting. This could include serving as a Certified Nursing Assistant, Patient Care Technician, Pharmacy Technician, Occupational Therapy or Physical Therapy Aide, etc. Several of these require outside licensing and training that is to be pursued by the student independently. As these are paid occupations, securing employment in such positions is the student's responsibility. If this course is taken more than once, the same occupation and position may be used for subsequent enrollments. Prerequisite: BIO 1610/1620 and BIO 1710/1720, or consent of the instructor. One to three credits.

BIO 2850, 2860 and 2870 Healthcare Observation 1, 2, 3

Each of these courses requires 40 hours of shadowing a healthcare professional in the area of the student's desired future occupation, during which time the student will become more familiar with the specifics of the career. Shadowing may require that the student be vetted through the volunteer process of a healthcare facility (may include an application, drug screening and/or health testing, which are the student's responsibility to complete). A different healthcare professional must be shadowed for each course; the intent is that the student completes all 3 courses to fulfill the required 3 credits of practical experience (the shadowed medical practitioners may be in the same profession). Prerequisite: BIO 1610/1620 and BIO 1710/1720, or consent of the instructor. The courses may be taken concurrently. One credit per course.

BIO 2910-2930 Biology Internship

This course is designed to award college credit to students who participate in a life science internship. Internship opportunities can range from working alongside zookeepers and wildlife managers to participating in bench science at Q/A and research laboratories. Students must commit to a total of 40 hours per credit at the internship site which can also include the time needed for completing the required internship journal assignments. Students are responsible for providing their own transportation during the duration of the internship opportunity and must complete an off-campus safety training course prior to starting the internship. Prerequisite: BIO 1610/1620 and BIO 1710/1720, or consent of the instructor. One to three credits.

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, processes of energy extraction, membrane transport, 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. This course has a fee for consumables used in its labs. Prerequisite: BIO 2310 or consent of the instructor. Three credits.

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, 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 is covered in course BIO 3310/3320. Students must enroll concurrently in BIO 3220. Prerequisites: BIO 1710/1720 or consent of the instructor. Four credits.

BIO 3220 Advanced Anatomy and Physiology I Lab
The laboratory is designed to support BIO 3210 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 3310 Advanced Anatomy and Physiology II
This course is designed for students preparing for graduate studies in biology/medically related programs (medicine, physical therapy, pharmacy, 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 is covered in course BIO 3210/3220. Students must enroll concurrently in BIO 3320. Prerequisites: BIO 1710/1720 or consent of the instructor. Four credits.

BIO 3320 Advanced Anatomy and Physiology II Lab
The laboratory is designed to support BIO 3310 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

BIO 3400 Developmental Biology
This course uses modern biology in understanding the molecular and cellular basis for the formation of tissues, organs and organisms. Model organisms both classically and contemporarily used for understanding developmental biology will be discussed in detail, including: Xenopus, the zebrafish, the chick, the mouse and Drosophila, in addition to others. An understanding of the embryonic origins and development of the ectoderm, mesoderm and endoderm in humans is guided by recent scientific discoveries and experimentation. Students will also learn important bench skills being employed for studying and understanding development such as tissue staining, phase-contrast microscopy and real-time PCR. Moral and ethical issues facing Christians regarding preimplantation diagnosis, gene editing and stem cell technology are also discussed. Prerequisites: BIO 1610/1620 and 1710/1720. Three credits.

BIO 3710 Pathophysiology
This course covers the biological basis for disease within the human body. Pathological conditions are presented by organ system, including disorders caused by injury, infection, deficiency, and genetics. A review of basic anatomy and physiology is included with each body system in order to contrast normal and diseased states of tissues and organs. The origin of each disease is analyzed down to a cellular or tissue level to provide root understanding of the cause of human disease. Prerequisite: BIO 1710/1720 or BIO 2040/2050. Three credits.

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 credits, 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. Coursework is designed to challenge the student to integrate their current biological knowledge with a Biblical worldview, as well as to consider their future role as a Christ-follower in the workforce. Prerequisites: BIO 3110 and senior class standing, or consent of the instructor. Three credits.

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: Life

immunology, genetics, metabolism, food, preservation, and diseases. Prerequisite: BIO 1610/1620 and BIO 1710/1720, or consent of the instructor. Students must enroll concurrently in BIO 4120. Four credits.

BIO 4120 Microbiology Laboratory
The laboratory is designed to support BIO 4110 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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 process of expression of genetic information through protein synthesis is also considered in depth. The course includes hands-on laboratory experiments involving current procedures in molecular genetics. This course has a fee for consumables used in its labs. Prerequisite: BIO 2310 or consent of the instructor. Three credits.

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 1710 and BIO 2310 or consent of the biology program director. One to three credits. Maximum of six credits permitted.

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 credits.

ENV 2120 General Ecology Lab
This laboratory is designed to support ENV 2110 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

ENV 2410 Plant Biology
Integrated study of plants as organisms. Deals with plant structure, physiology, development, genetics, ecology, and classification of major plant groups. (Cross-listed; register as BIO 2410.) Prerequisite: BIO 1010/1020 or BIO 1610/1620 or consent of the instructor. Students must enroll concurrently in BIO 2420. Four credits.

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.) This course has a fee for consumables used in its labs.

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: BIO 1010/1020 or BIO 1610/1620 or consent of the instructor. Students must enroll concurrently in ENV 2520. Four credits. (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.) This course has a fee for consumables used in its labs.

ENV 3210 Aquatic Ecology
An overview of physical, chemical, and biological components and their interactions in streams and lakes. Prerequisite: ENV 2110/2120. Students must enroll concurrently in ENV 3220. Four credits.

ENV 3220 Aquatic Ecology Lab
This laboratory is designed to support ENV 3210 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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 credits of coursework. Three credits.

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 1610/1620 and senior class standing, or consent of the instructor. Three credits. (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 2310 or consent of the instructor. Three credits. (Cross-listed; register as BIO 4210.) This course has a fee for consumables used in its labs.

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. One to six credits.

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 credits.

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 credits.

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 credits.

EXS 2130 Principles of Coaching
This course is focused on providing a practical guide to coaching. The fundamentals needed to build a successful sport, personal training or team/group experience begin with basic principles such as practice planning, team building and program development. This class provides instruction to assist the student in possessing the skills to lead and coach individuals in their specific field. Three credits. Offered every other year.

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 credits.

EXS 2250 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 credits. This course has a fee for consumables used in its labs.

EXS 2300 Nutrition for Life Cycles
Nutrient requirements and anthropometric aspects of nutrition for the following life stages: prenatal, pregnancy, lactation, infancy, childhood, adolescence, adult, and late adulthood. Exploration of the influences on the diet of each life cycle, including physiological, psychological, sociological, and cultural factors. Pre-requisite: CHM 1010/1020. Three credits.

EXS 2500 Group Fitness Instruction
This course prepares students with skill and practice for group fitness instruction. The fundamentals needed to build a successful fitness class that engages the individual as well as the group. Students will begin building basic principles such as class planning, program development, and strategies for modifications or progression of clients. This class positions students for certification in group fitness instruction. Three credits. Offered every other year.

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 fitness professional. Prerequisite: EXS 2000. Three credits.

EXS 3200 Nutrition for Sports Performance
Supporting and advancing athletic performance through nutritional strategies and therapies. Exploring specific nutritional needs among a variety of sports, as well as proper recovery methods and diet planning for optimizing body composition, speed, explosive and endurance-

based performances. Examination of the risks and benefits of ergogenic supplements found in fitness and details concerning the effects of eating disorders. Students will frequently practice planning and strategizing diet and recovery methods for various sports and athlete profiles. Prerequisite: BIO 2210. Three credits.

EXS 3280 Nutrition for Health and Disease

This course examines the biochemical relationship between food and chronic illness and introduces the use of nutrition as an intervention for pathological conditions, encompassing the complex relationship between nutrients and human cells. Additional focus includes the human microbiome, as well as nutrigenetics – how personal genetics impact nutrient uptake and utilization – and nutrigenomics – how food components impact genetic expression. Prerequisites: BIO 2210 and CHM 1010/1020. Three credits.

EXS 3240 Nutrition Assessment and Counseling

This course evaluates current methodologies and professional techniques used to assess an individual's nutritional status, lifestyle, and diet planning abilities. Students explore the utilization of nutritionally therapeutic interventions for disease prevention, counseling techniques for client support, building counselor-client rapport, and proper diet care documentation. Laboratory experience will provide numerous hands-on assessment opportunities and planning experiences. Prerequisite: EXS 3280. Three credits.

EXS 3300 Special Topics in Fitness

This course addresses the wide variety of fitness trends rapidly entering the fitness market space. In a hands-on learning approach, students will learn to engage, experiment, and practice these fitness topics with guidance, empowering students to incorporate different trends and topics into their repertoire as fitness professionals. Three credits. Offered every other year.

EXS 3500 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. Prerequisite: BIO 1710/1720. Three credits. This course has a fee for consumables used in its labs.

EXS 3520 Exercise Prescription

This course applies physiological principles to design targeted exercise programs. Students learn to assess fitness components for diverse populations. Training variables are manipulated to optimize health, fitness, and athletic performance. Coursework emphasizes evidence-based practices from the American College of Sports Medicine (ACSM) and National Academy of Sports Medicine (NASM). Students transition from theoretical exercise science to practical, real-world application. Prerequisites: EXS 3600 Fitness Assessment. Three Credits.

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 credits. This course has a fee for consumables used in its labs.

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 credits. This course has a fee for consumables used in its labs.

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 credits.

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 credits.

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 credits of credit is given and is equivalent to approximately 120 hours in the work-place (or 40 work hours per credit). Prerequisites: EXS 1000. Three credits.

Department of Physical and Quantitative Sciences

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Physical and Quantitative Sciences

Faculty

Full-time Faculty

Joseph W. Frentzel, Ph.D.
Dr. Eugene Inman Endowed Chair of Science
Chair, Department of Physical and Quantitative Sciences
Director, Physical Sciences Program

Amy Feaver, Ph.D.

Abiodun Ikotun, Ph.D.
Director, Computer Science Program

Ryan T. Johnson, Ph.D.
Director, Mathematics Program

Christopher Moore, M.S., F.S.A.

Tyler D. Scott, Ph.D.

Part-time Instructors

Donald DeYoung, Ph.D.
Kenneth Kolembe, M.S.
Sushree Mohan, Ph.D.
Charles Wiebe, M.S.

Purpose

This Department prepares majors for careers in the physical sciences, computing 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 – With Christ at the forefront of our thoughts, students come to understand that there are moral implications to how they conduct themselves both personally and professionally.
2. Competence – Students mature into a confident, yet humble understanding of their discipline enabling them to be competitive in the workplace and in graduate programs.
3. Service – Knowing how much God has gifted us, Grace Science and Math students are motivated to serve others with the expectation of receiving nothing in return.

The Physical and Quantitative Sciences Department offers coursework and programs in the computer, environmental, mathematical, and physical sciences.

Majors

Actuarial Science (B.S. or B.A.)
Chemistry (B.S. or B.A.)
Computer Science (B.S.) - 5 concentrations available
General Science (B.S. or B.A.)
Mathematics (B.S. or B.A.)
Mathematics Education—Secondary (B.S. or B.A.)
Medical Imaging (B.S. – 4 different concentrations available; a Grace College degree in partnership with John Patrick University) *

Minors

Applied Mathematics
Chemistry
General Science
Mathematics
Mathematics and Computing

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.
*Additional information regarding our partnership programs is available below in the general descriptions.

STRENGTHS WITHIN THE PHYSICAL AND QUANTITATIVE SCIENCES DEPARTMENT

Mathematics Education

The mathematics education major provides preparation for careers in high school and middle school mathematics teaching. Students will build a deep understanding of mathematics so that they are prepared to teach math effectively regardless of changing standards.

Actuarial Science

The Actuarial Science major is for students seeking a career as an actuary. Actuaries are interdisciplinary problem solvers who use mathematics, computers, finance, accounting, and economics to help companies and organizations assess risk. Students are prepared for the probability exam in the fall of their sophomore or junior year.

MEDICAL IMAGING MAJOR

In partnership with John Patrick University

Bachelor of Science

The major in medical imaging is offered in collaboration with John Patrick University (JPU). This technical degree prepares graduates for certification in magnetic resonance imagery (MRI), nuclear medicine, sonography, or computed tomography (CT) subspecialties. Students complete basic science and math courses along with General Education at Grace College with the remaining specialty coursework offered remotely through JPU. Clinical training occurs at one of the nearly 200 medical facilities partnered with this program.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Science courses (6 credits), includes:

MAT 1120 College Algebra
SC 1140 Physical Science Survey

Required Grace College courses (22 credits):
BIO 1200 Medical Terminology – excluding CT
BIO 2010/2020 Anatomy & Physiology I and Lab
BIO 2040/2050 Anatomy & Physiology II and Lab
BIO 2700/2710 Introduction to Microbiology - excluding Sonography
BIO 3710 Pathophysiology
CHM 1010/1020 Introduction to Chemistry and Lab
MAT 3200 Probability and Statistics - CT only
PSY 1100 Introduction to Psychology – CT only

Required JPU Core Medical Imaging courses (33 credits): MRI, Nuclear Medicine and CT only
IMA 3010/RS 300 Orientation to Advanced Modalities
IMA 3060/RS 306 Patient Care in Advanced Modalities
IMA3520/BIOL 352 Imaging and Sectional Anatomy
IMA 3125/RS 312 Radiation Physics
IMA 3950/RS 390 Ethics and Law for Advanced Modalities
IMA 3020/RS 302 Radiation Biology and Protection
IMA 3300/MI 330 Leadership and Communication
IMA 3140/RS 314 Pharmacology
IMA 3160/RS 316 Professionalism and Workplace Experience
IMA 4030/RS 403 Professional Practice
IMA 4350/RS 435 Research Methods and Capstone
IMA 4200/RS 420 Clinical Practice I

Concentrations (select one of the following):

Nuclear Medicine (24 credits):
IMA 4020/NM 400 Orientation to Nuclear Medicine
IMA 4700/NM 406 Diagnostic and Therapeutic Procedures I
IMA 4710/NM 407 Diagnostics and Therapeutic Procedures II
IMA 4780/NM 408 Instrumentation, QC and QA
IMA 4145/NM 414 Radiopharmacy and Pharmacology
IMA 4245/NM 424 Radiation Safety in Nuclear Medicine
IMA 4220/NM 421 Clinical Practice II

Magnetic Resonance Imaging / MRI (24 credits):
IMA 3185/RS 318 Productivity & Assessment in Radiation Sciences
IMA 4045/RS 404 Communication and Information Management
IMA 4010/MR 400 Orientation to MRI
IMA 4065/MR 406 MRI Procedures
IMA 4085/MR 408 MRI Instrumentation, Imaging Physics, and Safety
IMA 4130/MR 413 MRI Anatomy and Pathology Correlation

IMA 4140/MR 414 Pulse Sequences, Image Formation and Contrast
IMA 4160/MR 416 Advanced Techniques in MRI

Sonography (60 credits):

IMA 3010/RS300	Orientation to Advanced Modalities
IMA 3950/RS390	Ethics & Law for Advanced Modalities
IMA 2000/US301	Introduction to Sonography
IMA 2150/US303	Patient Care & Professionalism
IMA 3220/US305	Ultrasound Physics
IMA 3130/US322	Abdomen Ultrasound I
IMA 3150/US324	Superficial & Small Parts Ultrasound I
IMA 4050/US330	Gynecological Ultrasound
IMA 3170/US332	OB Ultrasound I
IMA 4720/US390	Clinical A
IMA 3230/US422	Abdomen Ultrasound II
IMA 3880/US360	Vascular Ultrasound I
IMA 3270/US430	OB Ultrasound II
IMA 4730/US394	Clinical B
IMA 3820/US423	Pediatric Ultrasound
IMA 4250/US434	Advanced OBGYN Imaging
IMA 3250/US424	Superficial & Small Parts II
IMA 4740/US494	Clinical C
IMA 4950/US410	Ultrasound Board Review
IMA 4900/US480	Sonography Capstone
IMA 4260/US426	Advanced Abdomen Imaging
IMA 4750/US495	Clinical D

Computed Tomography / CT (44 credits):
Students must also complete the Nuclear Medicine concentration for this degree path

IMA 4000/CT 400 Orientation to Computed Tomography
IMA 4060/CT 406 CT Procedures
IMA 4080/CT 408 CT Instrumentation and Imaging Physics
IMA 4120/CT 412 CT Anatomy and Pathology Correlation
IMA 4240/CT 414 Planar and Volumetric Post-Processing
IMA 4210/CT 421 Clinical Practice I

NOTE: Courses listed for JPU may be subject to change. Course descriptions for JPU courses may be found here. Partnership programs may include additional fees. For more information, please contact the administrator of the Partnership Program at leitchjd@grace.edu or the Biology Program Director. This is a Grace College degree.

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 serve other majors.

Program Learning Outcomes

1. Students will be able to apply what they've learned to solve problems.
2. Students will demonstrate intellectual tenacity, curiosity, intellectual humility, and honor others as image bearers of God (faith integration).
3. Students will be able competently to use mathematical and logical language (applies to math and math education majors).
4. Students will be able to do the mathematics necessary for their respective majors (applies to math and math education majors).
5. Students will demonstrate success in VEE courses (applies to actuarial science majors)
6. Students will pass the P and FM exams (applies to actuarial science majors).

Liberal Arts Electives

Every student at Grace College pursuing a Bachelor of Science degree in a major not under the math program 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: Quantitative Reasoning, College Algebra, Introduction to Statistics, 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 to become an actuary or pursue another statistics-based career. A total of 49 credits in mathematics, business, and information systems courses are required.

General Education Requirements (45 credits)

Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Math Requirements (25 credits):

MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2250 Calculus III
MAT 2280 Differential Equations
MAT 4120 Interest Theory
MAT 4200 Probability Theory
MAT 4320 Mathematical Statistics
MAT 4020 Senior Seminar in Mathematics
MAT 4930 Mathematics Internship

Business Requirements (21 credits):
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
CSI 1151Introduction to Computer Science

A minor is required for this major.

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

COMPUTER SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

The requirement for a major in Computer Science includes 61 credits in a variety of computing and math disciplines. Specific Computing Science courses are offered online through a partnership with the Lower Cost Models for Independent Colleges Consortium (LCMC). A total of 5 concentrations are offered for students to pursue a more specific area of interest in Computer Science.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Computing Core (21 credits):
CSI 1120 First-Year Seminar
CSI 1151 Introduction to Computer Science
CSI 2150 Object-Oriented Programming
CSI 2100 Data Structures
CSI 3880 Database Programming
CSI 4200 Application Development Lab

Math Courses (19 credits):
MAT 1230/1240 Calculus 1 and Lab
MAT 1250 Calculus 2
MAT 2200 Discrete Mathematics
MAT 3130 Linear Algebra
MAT 3200 Probability & Statistics
MAT 4020 Math Science Senior Seminar

Computer Science (15 credits):
CSC 4100/COMPS VI Algorithms
CSC 2130/COMPS VII Web Development
CSC 2710/COMPS VIII Modern Technologies
CSC 2720/COMPS XI Software Development
CSC 3720/COMPS XII Computer Systems
CSI 4730 Computer Science Internship

Available Elective Courses:
ISM 2700 HTML & Web Development
ISM 4110 Client-Side Programming
CSC 4140/COMPS XIII Capstone Project
MAT 4830 Research in Mathematics
Any course with CSI or CSC prefix

Concentrations – select one of the following (12 credits):
Concentration 1: General Computer Science
Choose 4 available electives

Concentration 2: Data Analytics
CSI 2240/DSM I Data Science I
CSI 3240/DSM II Data Science II
MAT 4200 Probability Theory
MAT 4320 Mathematical Statistics

Concentration 3: Application Development
CSC 3250/COMPS IX Application Development I
CSC 3350/COMPS X Application Development II
Choose two available electives

Concentration 4: Cybersecurity:
CSC 1070 Introduction to Cybersecurity
CSC 3200 Network and System Security
CSC 2020 Cybercrime & Governance
CSC 3330 Security Operations

Concentration 5: Applied A.I.
CSC 1200/AAI I Introduction to Generative AI
CSC 2420/AAI II How to Get a Job in AI
CSC 2820/AAI III Predictive Modeling in AI
CSC 3620/AAI IV Prescriptive AI

NOTE: Course descriptions for BUS, ACC, and MGT can be found in the Department of Business course listings. CSC and CSM courses are offered via partnership with LCMC and course descriptions can be found here. Additional fees may apply to partnership programs. For more information, please contact the administrator of Partnership Programs at leitchjd@grace.edu.

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 43-44 credits in mathematics, physics, and related courses are required.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Math and Science Requirements (35 credits):
CSI 1151 Introduction to Computer Science
MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2250 Calculus III
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 2280 Differential Equations
MAT 3130 Linear Algebra
MAT 4020 Senior Seminar in Mathematics
PHY 2240/2250 University Physics I and Lab

Electives (12-13 credits):
Choose one of the following:
MAT 4930 Mathematics Internship
MAT 4830 Research in Mathematics

Choose one of the following:
MAT 4140 Abstract Algebra
MAT 4280 Real Analysis

Choose two from the following:
MAT 3280 College Geometry
MAT 3930 Independent Study in Mathematics
MAT 4200 Probability Theory
MAT 4280 Real Analysis
MAT 4140 Abstract Algebra
MAT 4320 Mathematical Statistics

Choose one of the following:
BUS 3050 Business Spreadsheet Applications
CSI 2150 Object-Oriented Programming
PHY 2260/2270 University Physics II and Lab

A minor is required for this major.

NOTE: Course descriptions for BUS 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. A total of 73 credits in mathematics, information systems, and professional education courses are required.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Courses (37 credits):
CSI 1151 Introduction to Computer Science
MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2250 Calculus III
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 3130 Linear Algebra
MAT 3200 Probability and Statistics
MAT 3280 College Geometry
MAT 4020 Senior Seminar in Mathematics
MAT 4140 Abstract Algebra
MAT 4280 Real Analysis

Electives - choose one of the following (3 credits):
MAT 2280 Differential Equations
MAT 3930 Independent Study in Mathematics
MAT 4200 Probability Theory
MAT 4320 Mathematical Statistics
MAT 4830 Research in Mathematics

Professional Education Requirements (36 credits):
SED 1000 Teaching School in America
SED 1120 Foundations in Mathematics II
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 3800 Classroom Assessment & Environment
SED 4650 Methods of Teaching Secondary Mathematics
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

No minor is required for this major.

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

APPLIED MATHEMATICS MINOR

The requirement for an applied mathematics minor is 19 credits in mathematics.

Required Courses (16 credits):
MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2250 Calculus III
MAT 2280 Differential Equations
MAT 3130 Linear Algebra

Electives – choose one of the following (3 credits):
MAT 2100 Introduction to Proofs
MAT 2200 Discrete Mathematics
MAT 4120 Interest Theory
MAT 4200 Probability Theory
MAT 4320 Mathematical Statistics

MATHEMATICS MINOR

The requirement for a mathematics minor is 19 credits in mathematics.

Required Courses (10 credits):
MAT 1230/1240 Calculus I and Lab
MAT 1250 Calculus II
MAT 2100 Introduction to Proofs

Electives – choose from the following (9 credits):
MAT 2200 Discrete Mathematics
MAT 2250 Calculus III
MAT 2280 Differential Equations
MAT 3130 Linear Algebra
MAT 3280 College Geometry
MAT 4120 Interest Theory
MAT 4140 Abstract Algebra
MAT 4200 Probability Theory
MAT 4280 Real Analysis
MAT 4320 Mathematical Statistics

MATHEMATICS AND COMPUTING MINOR

The requirement for a mathematics and computing minor is 30 credits in mathematics.

Mathematics Courses (13 credits):
MAT 1230/40 Calculus 1 and Lab
MAT 1250 Calculus 2
MAT 2250 Calculus 3
MAT 3130 Linear Algebra

Computing Courses (17 credits)
CSI 1120 First-Year Seminar
CSI 1151 Introduction to Computer Science
CSI 2150 Object Oriented Programming
CSI 2100 Data Structures
CSI 3050 Algorithm Analysis
CSI 3880 Database Programming

PHYSICAL SCIENCES PROGRAM

In just six days, God spoke into existence the physical realm. The physical sciences serve to help students unravel the intricacies of the material universe which He created through the application of mathematical laws and scientific principles. Students leverage theoretical knowledge learned in the classroom for solving laboratory exercises which broadly apply to the interests of a diverse array of majors. . The program seeks to help the student appreciate the

truths of creation as revealed by physical form and processes. Courses are designed for students who desire broad cultural training, for prospective teachers, and for pre-professional students. The physical sciences require that students submit to nationally standardized exams to gauge student learning and graduate school readiness.

Program Learning Outcomes

1. Students can use the principles of physical science to solve quantitative/ conceptual problems.

2. Students can use laboratory tools, techniques and computers to analyze and solve physical science problems.

3. Students can utilize chemical literature (Chemistry only).

4. Students can articulate an integration of Christian Faith and physical science.

5. Students are prepared for desired careers through applied learning.

GENERAL SCIENCE MAJOR

Bachelor of Science and Bachelor of Arts

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

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Science and Math Requirements (31 credits):
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

Choose one of the following:
BIO 4010 Senior Seminar in Biology
MAT 4020 Senior Seminar in Mathematics

Electives – choose from the following (6-7 credits):
SCI 1160 Theories of Origins
EXS 2000 Kinesiology
EXS 3760 Exercise Cardiology
EXS 4180 Exercise Physiology
Any BIO, CHM, ENV, PHY, or SCI at 2000 level or above.

Experiential Learning Requirement – choose from the following (3 credits):
BIO 2910-2930 Biology Internship
BIO 4810-4830 Research in Biological Science
CHM 4710-4730 Internship in Chemistry
CHM 4810-4830 Research in Chemistry
ENV 4810-4830 Field Education
PHY 4810-4830 Research in Physics

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 44 credits in chemistry and designated supporting courses. A biology minor is required.

General Education Requirements (45 credits)
Grace Core (39 credits)
Bachelor of Arts or Bachelor of Science courses (6 credits for either)

Required Chemistry Courses (29 credits):
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

Required Math and Physics Courses (12 credits):
MAT 1230/1240 Calculus I and Lab
PHY 2240/2250 University Physics I and Lab
PHY 2260/2270 University Physics II and Lab

Experiential Learning Requirement - choose one of the following (3 credits):
CHM 4730 Internship in Chemistry
CHM 4830 Research in Chemistry

Math Requirement (3 credits):
MAT 1250 Calculus II

Suggested Elective for Graduate School:
CHM 4700 Advanced Inorganic Chemistry
*Suggested courses are intended to provide additional support for the major in chemistry, but are not included in the required 44-47 credits.

CHEMISTRY MINOR

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

Required Courses (16 credits):
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 credits):
BIO 2310 Biochemistry (required for Biology/Health Science majors)
CHM 3610 Environmental Analytical Chemistry (required for Environmental Science majors)

GENERAL SCIENCE MINOR

The requirement for a minor in general science is 24 credits of courses in biological, environmental, 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

Some majors, minors, concentrations, and courses are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Grace College and its accreditor. Students register through Grace College and receive academic credit from Grace College.

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 credits.

CHM 1020 Introduction to Chemistry Lab

Designed to support CHM 1010 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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. Prerequisite: one year of high school chemistry; minimum of Algebra II completed in high school. Four credits.

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. Students must enroll concurrently in CHM 1610. This course has a fee for consumables used in its labs.

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 credits.

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. Students must enroll concurrently in CHM 1710. This course has a fee for consumables used in its labs.

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), SN2/SN1/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, 1 H 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 credits.

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, organic chemical properties, distillation, thin-layer chromatography, synthesis, isolation, purification, and characterization of organic compounds. Must be taken concurrently with CHM 2610. This course has a fee for consumables used in its labs.

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. ^{1}H 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. Prerequisite: CHM 2610/2620. Four credits.

CHM 2720 Organic Chemistry II Lab

This lab course will utilize an eco-conscious microchemistry approach for the synthesis and purification of organic compounds. Microchemistry labware kits enable students to perform reflux and condensation reactions using minimal quantities of organic reagents. Students will analyze purified compounds via thin-layer chromatography (TLC), polarimetry, Fourier-transform

infrared spectroscopy (FT-IR) and ^{1}H-NMR and ^{13}H-NMR spectra. Must be taken concurrently with CHM 2710. This course has a fee for consumables used in its labs.

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 interest will include air-pollution, global warming, fossil fuels, CO_2 emissions, biofuels and renewable energy, water chemistry and eater 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 credits. This course has a fee for consumables used in its lecture-based labs.

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 credits.

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-requisite: CHM 2710/2720. Three credits.

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-requisite: CHM 2710/2720. Students must enroll concurrently in CHM 4620. Four credits.

CHM 4620 Physical Chemistry Lab

Designed to support CHM 4610 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

CHM 4700 Advanced Inorganic Chemistry
The goal of this course is to expose the student to 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-requisite: CHM 2710/2720. Three credits.

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 credits

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 earned. This time commitment is fulfilled through laboratory and out-of-lab requirements. One to three credits. This course has a fee for consumables used in its labs.

COMPUTER SCIENCE

CSI 1120 First-Year Seminar
This course is designed to give the student a broad introduction to computer science topics. Two credits.

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. Three credits.

CSI 2100 Data Structures
Teaches the fundamentals of data structures, their properties, and operations and enables students to efficiently store, access, and modify data in modern software applications. Prerequisite: CSI 2150. Three credits.

CSI 2150 Object Oriented Programming
Students will use an object-oriented programming language to build programs that solve given problems. Prerequisite: CSI 1151. Three credits.

CSI 3880 Database Programming
Students will learn a database language (SQL) and then integrate it into programs that result in data-driven web applications. Prerequisites: CSI 2150. Three credits.

CSI 4200 Application Development Lab
In this course, students will select, design, and develop a software application that solves a real-world problem. Prerequisite: CSI 2100. Three credits.

CSI XXXX Special Topics in Computer Science
Given the dynamic nature of the Computer Science discipline, this course will allow us to offer instruction in cutting-edge information system topics. This course also allows the School of Science and Engineering to offer experimental courses and instructional opportunities. Permission by the Faculty of Record. Three credits.

CSI 4730 Computer Science Internship
Open to qualified junior and senior computer science majors and minors who are employed by cooperating firms to receive training in the organizational use of computer science. Periodic reports and evaluations are submitted by the firm and the student. Prerequisite: Approval by program director. Three credits.

MATHEMATICS

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 credits.

MAT 1185 Quantitative Reasoning
This course is designed to build math literacy, which is necessary for informed citizenship, reasoning from evidence, and extracting information from data. Topics include proportional reasoning, math modeling, probability, statistics, and math in politics. The course requires complicated reasoning using elementary mathematics. Three credits.

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. Students must enroll concurrently in MAT 1240. Four credits.

MAT 1240 Calculus I Lab
The laboratory is designed to support MAT 1230 and must be taken concurrently with the course.

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. Three credits.

MAT 2000 Introduction to Statistics
This course is an introductory course on statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, the normal curve, simple linear regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world, especially analyzing data sets using technology. Three credits.

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. Three credits.

MAT 2200 Discrete Mathematics
MAT 2200 Discrete Mathematics
This course is an introduction to discrete mathematics, including combinatorics, mappings of discrete elements, sequences, and graph theory. Topics covered include set theory, counting methods, functions and inverse relations, types of sequences and recurrence relations, trees, coloring, paths and circuits. Prerequisite: MAT 1250 or permission of the mathematics program director. Three credits.

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 credits.

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 credits.

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 credits.

MAT 3200 Probability and Statistics
This 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 credits.

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 credits.

MAT 3930 Independent Study in Mathematics

An independent study in mathematics is designed for students who have excelled in several post-calculus classes and 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, and permission of the mathematics program director. Three credits.

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; and MAT 2250. Three credits.

MAT 4120 Interest Theory

In this course we learn the concepts of financial mathematics, including simple, compound and continuous interest; how to calculate present and accumulated values of cash flow streams, including annuities, loans and bonds; and how to calculate duration and convexity for immunization purposes. Material covered in this course is included on Exam FM/2 of the SOA/CAS. Prerequisite: MAT 1250 or permission of the mathematics program director. Three credits.

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. Abstract 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 credits.

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. Material covered in this course is included on Exam P/1 of the SOA/CAS. Prerequisites: MAT 2250 and MAT 2100, or permission of the mathematics program director. Three credits.

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 credits.

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, which require a significant use of calculus. Prerequisites: MAT 2250 and MAT 3200. Three credits.

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, and permission of mathematics program director. Three credits.

MAT 4930 Mathematics Internship
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 credits are given and are equivalent to approximately 120 hours in the work-place (or 40 work hours per credit). Students are responsible for providing their own transportation during the duration of the internship opportunity. Prerequisites: MAT 1230/1240, MAT 1250, and MAT 2250 or consent of the instructor. Three credits.

PHYSICS

PHY 2140 College Physics I
The first half of a basic course covering the topics of kinematics, dynamics, energy, waves and sound. Prerequisite - One of the following: MAT 1120, MAT 1230/40, ACT Math score of at least 26, SAT Math score of at least 610, passing of department placement exam, or permission of the instructor. Students must enroll concurrently in PHY 2150. Four credits.

PHY 2150 College Physics I Lab
Designed to support PHY 2140 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

PHY 2160 College Physics II
The second half of a basic course covering the topics of thermodynamics, properties of matter, 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. Students must enroll concurrently with PHY 2170. Four credits.

PHY 2170 College Physics II Lab
Designed to support PHY 2160 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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 1230/1240. Students must enroll concurrently in PHY 2250. Four credits.

PHY 2250 University Physics I Lab
Designed to support PHY 2240 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

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. Students must enroll concurrently in PHY 2270. Four credits.

PHY 2270 University Physics II Lab
Designed to support PHY 2260 and must be taken concurrently with the course. This course has a fee for consumables used in its labs.

PHY 4810–4830 Research in Physics
Designed for research on a topic of interest. One to three credits.

GENERAL SCIENCE

SCI 1140 Physical Science Survey
Activities and lectures will cover motion, energy, gravity, light, radiation, earth materials, and space. Three credits.

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 credits.

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 credits.

SCI 2240 Physical Geology
A study of the earth, components of the crust, weathering and erosional processes, and mountain building forces. Three credits.

SCI 2360 Introduction to Astronomy
A survey of our created universe: the solar system, types of stars, constellations, and galactic distribution. Emphasis on night observation, laboratory, and individual projects. Three credits.

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 credits; non-repeatable.

Nursing Program

in cooperation with Bethel University, Indiana

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Nursing

Faculty

Full-time Faculty

Kristen Richmond, DNP, RN
Director of Nursing, Assistant Professor

Part-time Instructors

Dale Robbins, DNP, RN, CNE

Purpose

The purpose of the Grace College Department of Nursing is to cultivate healthcare professionals who exemplify Christ-like character, pursue excellence in clinical competence, and demonstrate compassionate service. Students are empowered to use clinical judgement while providing holistic care that addresses the physical, emotional, and spiritual needs of the diverse populations they serve.

Baccalaureate Degree in Nursing (B.S./BSN)

Nursing Major

This program is 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. Accreditation through the Indiana State Board of Nursing, Indiana Professional Licensing Agency

Program Learning Outcomes

1. Implement the nursing process and clinical judgement model to provide quality care.
2. Integrate holistic care and faith principles among diverse patient populations.
3. Employ therapeutic communication and collaboration with all members of the healthcare team, patient, family, and populations.
4. Utilize evidence-based practice when caring for the patient, family, and populations.
5. Demonstrate current and effective technology and information management to enhance nursing care.
6. Execute leadership and patient advocacy while maintaining legal and ethical principles.
7. Integrate patient education to promote patient safety and wellness to the diverse population.
8. Exhibit professionalism and characteristics of a Christ-like servant nurse while caring for all patients.

Program Requirements

Students who choose this option will complete the following 122 credit hour program of study:

General Education Requirements (42 credits):
Grace Core (39 credits)
Other general education requirements (6 credits)

MAT 2000	Introduction to Statistics
SOC 1100	Introduction to Sociology

Major Requirements (77 credits):
Core Science Courses (16 credits)

BIO 2010/2020	Anatomy and Physiology I and Lab
BIO 2040/2050	Anatomy and Physiology II and Lab
CHM1010/1020	Introduction to Chemistry and Lab
BIO 2700/2710	Introduction to Microbiology and Lab

Nursing Major Courses

NSG 1100	Introduction to Nursing
NSG 2000/2010	Principles of Nursing/Clinical
NSG 2200/2210	Chronic Adult Health I/Clinical
NSG 2400/2410	Mental Health in Nursing/Clinical
NSG 2600	Health Assessment in Nursing
NSG 2800	Pathopharmacology I
NSG 3000/3010	Chronic Adult Health II/Clinical
NSG 3200/3210	Acute Adult Health /Clinical
NSG 3300/3310	Obstetrics Nursing/Clinical
NSG 3400/3410	Pediatrics Nursing/Clinical
NSG 3500	Pathopharmacology II
NSG 4000/4010	Nursing Care of the Critical Care Adult
NSG 4200/4210	Leadership and Patient Management/Clinical
NSG 4300/4310	Population Health/Clinical
NSG 4400	Foundations of Research & Practice
NSG 4600	Advanced Clinical Judgment Seminar

NOTE: Course description for SOC can be found in the Department of Behavioral Science course listings. Course descriptions for BIO can be found in the Department of Life Sciences. Course descriptions for CHM and MAT can be found in the Department of Physical and Quantitative Sciences.

No minor is required for this major.

ADMISSION REQUIREMENTS

Admission to the Grace nursing program must meet the following criteria:

1. Graduate from high school or have a GED certificate with documentation provided.
2. Cumulative GPA on college course work of ≥ 2.8 (on a 4.0 scale) or its equivalent. Transcripts from high school, GED, and all college courses must be submitted to the Grace Registrar.
3. Applicants must achieve a SAT total score of 950 OR an ACT composite score of 20. Scores may be combined and taken from more than one test. Scores must be within five

years of application. A student that has already achieved a baccalaureate degree is exempt from this requirement.

4. Students must complete the following classes or their equivalents with a “C” or better and science courses must be within the last five years prior to the nursing application. No prerequisite may be repeated more than once to qualify for application into the nursing program.
    - ENG 1100 Effective Writing
    - BIO 2010/2020 Anatomy and Physiology I
    - BIO 2040/2050 Anatomy and Physiology II
    - CHM 1010/1020 Introduction to Chemistry
    - NSG 1100 Introduction to Nursing
    - PSY 1100 Introduction to Psychology

    -An alternate pathway is available to those students unable to achieve the SAT or ACT scores prior to the admission date. The student must obtain a “B” average for BIO 2010/2020 and BIO 2040/2050 and have a cumulative GPA of ≥ 3.0.
    -Current Grace students will be given admission preference who meet the criteria.
5. All applicants must pass a criminal background check and drug screen prior to the start of NSG 2000/2010. A nursing application may be denied from a student with current pending charge, conviction, or participation in a diversion group program for a felony or misdemeanor other than a minor traffic offense. Clinical agencies may request student results and subsequently may deny student access to the clinical location. Clinical hours are required to pass the course and may result in removal from the nursing program if a background check or drug screen is not passed.
6. Applicants will complete the Nursing Admission Application. The Nursing Admission Application includes a reference letter from a pastor, chaplain, or Sunday school teacher that can attest to the spiritual foundation of the student.

ACCREDITATION

Grace College is accredited by the Higher Learning Commission, and the Grace Department of Nursing is accredited by the Indiana State Board of Nursing, Indiana Professional Licensing Agency.

COURSE DESCRIPTIONS

NSG 1100 Introduction to Nursing
A course for the entry-level student who has been identified as pre-nursing. Exposure to the frameworks and theories of nursing, technology guiding and enhancing nursing care, patient safety, introduction to the nursing process, clinical judgement model, and beginning skills. Prerequisite: BIO 2010/2020, ENG 1100.Three credits.

NSG 2000/2010 Principles of Nursing
A course focused on the basic principles of nursing from a theoretical and evidence base. Further application of the nursing process and clinical judgement. Develops fundamental skills needed to implement nursing care and establishes a caring presence with therapeutic communication for the adult and elderly patient. Prerequisite: BIO 2040/2050, CHM 1010/1020, NSG 1100, PSY 1100. Five credits, 80 clinical/lab hours.

NSG 2200/2210 Chronic Adult Health I
A course focused on foundational knowledge and skills for nurses to provide holistic care for adult patients with a variety of common chronic medical and surgical conditions, focus on health promotion, disease prevention, preoperative, intraoperative, and postoperative (surgical) care. Prerequisite: NSG 2000/2010, BIO 2700/2710. Corequisite: NSG 2400/2410, NSG 2600, NSG 2800. Five credits, 80 clinical hours.

NSG 2400/2410 Mental Health in Nursing
A course focused on providing students with a comprehensive understanding of mental health disorders, their causes, symptoms, and treatment options, equipping them with the necessary knowledge and skills to provide safe and effective nursing care to individuals experiencing mental health challenges, including assessment, therapeutic communication, medication management, and crisis intervention and de-escalation strategies, while emphasizing the importance of a holistic approach to patient care across the lifespan. Prerequisite: NSG 2000. Corequisite: NSG 2200, NSG 2600, NSG 2800. Four credits, 40 clinical hours

NSG 2600 Health Assessment in Nursing
A course focused on providing the student with the theoretical knowledge and practical skills necessary to conduct comprehensive physical examinations on patients, including collecting health history, performing systematic head-to-toe assessments, interpreting findings, and documenting data accurately to proficiently utilize appropriate assessment techniques for diverse patient populations across various healthcare settings. Prerequisite: NSG 1100, NSG 2000 Corequisite: NSG 2200, NSG 2400, NSG 2800. Two credits.

NSG 2800 Pathopharmacology I
A course focused on foundational pharmacologic principles of various drug classifications to ensure safe medication administration to a variety of patient populations. Through the incorporation of the cellular aspects and manifestations of disease processes, students will develop a greater understanding of the pharmacodynamics, pharmacokinetics, and therapeutic uses of medication classifications. Prerequisite: BIO 2700. Corequisite: NSG 2200, NSG 2400, NSG 2600. Three credits.

NSG 3000/3010 Chronic Adult Health II
A course focused on continuing foundational knowledge and skills for nurses to provide holistic care for adult patients with a variety of common chronic medical and surgical conditions. Prerequisite: NSG 2200, NSG 2400, NSG 2600, NSG 2800. Corequisite: NSG 3300, NSG 3500. Five credits, 80 clinical hours.

NSG 3200/3210 Acute Adult Health
A course focused on care of the adult patient suffering from various acute disease processes with the nursing process, interprofessional collaboration, and use of evidence-based practice to provide holistic patient care. Prerequisite: NSG 3000, NSG 3300, NSG 3500. Corequisite: NSG 3400, NSG 3600. Five credits, 80 clinical hours.

NSG 3300/3310 Obstetrics Nursing
A course focused on the holistic care of the pregnant woman, newborn, and new family. Topics covered include prenatal care and health, labor and delivery, postpartum recovery, complications of the labor and delivery process, newborn care, and women's health. Prerequisite: NSG 2200, NSG 2400, NSG 2600, NSG 2800. Corequisite: NSG 3000, NSG 3500. Four credits, 40 clinical hours.

NSG 3400/3410 Pediatrics Nursing
A course focused on the holistic healthcare needs of the child and family. Topics covered include growth and development of the child from birth to adolescence, disease processes of the pediatric patient through each body system, while using a family-centered and interprofessional approach. Prerequisite: NSG 3000, NSG 3300, NSG 3500. Corequisite: NSG 3200, NSG 3600. Four credits, 40 clinical hours.

NSG 3500 Pathopharmacology II
A course focused on continuation of pharmacologic principles of various drug classifications to ensure safe medication administration to more complex patient populations. Through the incorporation of the cellular aspects and manifestations of disease processes, students will develop a greater understanding of the pharmacodynamics, pharmacokinetics, and therapeutic uses of medication classifications. Prerequisite: NSG 2200, NSG 2400, NSG 2600, NSG 2800. Corequisite: NSG 3000, NSG 3300. Two credits.

NSG 4000/4010 Nursing Care of the Critical Adult
A course focused on in-depth instruction on the assessment, management, and care of critically ill patients across various life-threatening conditions, equipping students with the necessary knowledge and skills to provide specialized nursing care within intensive care units (ICUs) and other critical care settings, focusing on advanced clinical decision-making, complex medical interventions, and patient/family support in high-acuity situations. Prerequisite: NSG 3200, NSG 3400, NSG 3600. Corequisite: NSG 4300, NSG 4500. Five credits, 80 clinical hours.

NSG 4200/4210 Leadership and Patient Management
A course focused on equipping nurses with the theoretical knowledge and practical skills necessary to lead and manage the patient care team within the healthcare setting. Topics covered include leadership styles, organizational theories, change management, staff delegation, budget management, prioritization of clinical care, quality improvement, and ethical decision-making, all while applying these concepts to optimize patient care and staff satisfaction within diverse healthcare environments. Prerequisite: NSG 4000, NSG 4300, NSG 4500. Corequisite: NSG 4400, NSG 4600. Five credits, 80 clinical hours.

NSG 4300/4310 Population Health
A course focused on providing nursing students with an in-depth understanding of community-based healthcare practices. It focuses on the role of the nurse in promoting health, preventing illness, and providing care across diverse community settings. The course explores key concepts such as community health assessment, epidemiology, health promotion, disease prevention, and the social determinants of health. Students will gain practical experience through fieldwork, allowing them to assess the health needs of specific populations and develop tailored nursing interventions. Prerequisite: NSG 3200, NSG 3400, NSG 3600. Corequisite: NSG 4000, NSG 4500. Four credits, 40 clinical hours.

NSG 4400 Foundations of Research and Practice
A course focused on providing an introduction to evidence-based practice (EBP) research, principles, and their application to nursing and healthcare. Students will explore the integration of the best current evidence, clinical expertise, and patient values to enhance clinical decision-making and improve patient outcomes. The course covers methods for formulating clinical questions, systematically searching for and appraising evidence, and implementing findings into practice. Prerequisite: MAT 2000, NSG 3200, NSG 3400, NSG 3600**.** Corequisite: NSG 4000, NSG 4300. Three credits.

NSG 4600 Advanced Clinical Judgment Seminar
A course focused on solidifying clinical judgement and final preparation for NCLEX testing through computerized practice exercises and predictor testing. Prerequisite: NSG 4000, NSG 4300, NSG 4500. Corequisite: NSG 4200, NSG 4400. Two credits.

School of Behavioral Science

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Behavioral Science

Kelly Arney, Ph.D., Dean

Thomas Edgington, Ph.D., Associate Dean

INTRODUCTION

The School of Behavioral Science is home to both undergraduate and graduate programs. These programs are offered through the following academic departments.

College

Department of Behavioral Science

Graduate

Department of Graduate Counseling, which offers the online Master of Arts in Clinical Mental Health Counseling.

PURPOSE STATEMENT

College

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 form a biblical perspective. Programs offered in the department are a Bachelors of Science or a Bachelors of Arts degree with a major in counseling, criminal justice, psychology, and sociology. A minor is offered in behavioral science, criminal justice, and sports psychology.

Graduate

The Department of Graduate Counseling (DOGC) is committed to providing graduate level programing 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 Clinical Mental Health Counseling (CMHC) degree is to prepare students for future licensure in clinical mental health counseling.

GOALS

A Christian worldview begs a second look at the study of the mind and the study of the soul. The School of Behavioral Science is no exception; with Christ at the center, our Behavioral Science students are trained to serve lovingly and truthfully in a field that desperately needs grace. Courses in this school not only cover the theoretical concepts and researched discoveries, both historical and recent, but they also delve into the experimental and clinical methodologies that define this discipline. The school's desire is to see students develop intuitive responses to the tough challenges that modern psychology presents to the professional and the

client alike. As students strive toward excellence in this delicate field, they will be led by full-time, licensed, and certified faculty who have worked in their field and who have grounded their work in their beliefs.

Graduate

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

ACCREDITATIONS

Graduate

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. 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.*

FACULTY

Undergraduate

Full-time

Derrick Angier, Ph.D.
Kelly Arney, Ph.D.
Sharon Dutkowski, M.S.
Thomas Edgington, Ph.D.
Joe Graham, Psy.D.

Part-time

Craig Allebach, M.A.
Norm Bakhit, M.A.
Kelly Bugg, M.S.
Wendy Darr, M.A.
Ashlyn Fawley, M.S.W.
Brad Kellar, B.S.
Ty Propp, M.A.
Mackenzie Rice, Psy.D.
Kevin Roberts, Psy.D.
Kip Shuter, MBA
Heather Storey, M.S.

Graduate

Full-time

Rebecca Belton, Ph.D.
Jill Brue, Ph.D.
Christopher Christmas, Ph.D.
Danielle Johnson, Ph.D.
Denise Lewis, Ph.D.
Ronnie Pace, Ph.D.
Lucas Tillett, Ph.D.

Part-time

Jeff Blosser, M.A.
Aaron Brewer, M.A.
Hana Cook, M.A.
Shekyra DeCree, Ph.D.
Courtney Dressler, M.A.
Deb McEvoy, Psy.D.
Miya Moore-Felton, Ph.D.
Marcella Rolle, Ph.D.
Aaron Wheeler, M.A.

Degrees

UNDERGRADUATE DEGREE

Majors

Counseling – with concentrations in:

Addictions Counseling
Child and Family Counseling
Comprehensive Counseling

Criminal Justice – with concentrations in:

General Criminal Justice
Law Enforcement
Social Science

Psychology

Bethany Nesbitt Child & Family Psychology
Clinical and Integrative Health
Comprehensive Psychology
Industrial/Organizational Psychology
Sports Psychology

Sociology

Minors

Behavioral Science
Criminal Justice
Sports Psychology

GRADUATE DEGREE

Master of Arts in Clinical Mental Health Counseling

Department of Behavioral Science

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Behavioral Science

Faculty

Full-time Faculty:

Kelly Arney, Ph.D., Dean
Thomas Edgington, Ph.D., Associate Dean
Sharon Dutkowski, M.S.
Joe Graham, Psy.D.
Derrick Angier, Ph.D.

Part-time Faculty:

Craig Allebach, M.A.
Kip Shuter, MBA
Norm Bakhit, M.A.
Mackenzie Rice, Psy.D.
Kelly Bugg, M.S.
Wendy Darr, M.A.
Ashlyn Fawley, M.S.W., LCSW
Brad Kellar, B.S.
Ty Propp, M.A.
Kevin Roberts, Psy.D.
Heather Storey, M.S., CCLS

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, and sociology. A minor is offered in behavioral science, criminal justice, and sports psychology.

Program Learning Outcomes

1. Students will display critical thinking as they integrate psychological principles and theories with the Bible.
2. Students will utilize basic biopsychosocial documentation, assessment, counseling skills, case reporting, and clinical documentation including treatment plans and progress notes.
3. Students will be exposed to applied learning experiences in behavioral sciences.

4. Students will demonstrate APA writing skills and summarize the results of research.
5. Students will demonstrate theoretical frameworks to understand the causes of crime and criminalization, and use those to construct prevention practices and crime enforcement approaches.

Department Guide

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

COUNSELING

The requirement for a major in counseling is 45 hours in the department, including the behavioral science courses:

PSY 2100 Introduction to Counseling
BHS 2400 Research Methods in Social Sciences
PSY 3260 Biblical Psychology
SOC 3560 Victimology
PSY 4300 Clinical Practice/Senior Seminar
BHS 4730 Practicum in Behavioral Science or BHS 4930 Internship in Behavioral Science

Student select one of the following concentrations and completed fifteen credits from that concentration:

Comprehensive Counseling Concentration
SOC 2100 Marriage and Family
PSY 2170 Abnormal Psychology
PSY 2330 Family Systems
PSY 3380 Theories of Personality
PSY 3440 Process & Techniques of Counseling
PSY 4000 Group Technology
BHS 4050 Addictive Treatment
PSY 4260 Therapeutic Play

Addictions Counseling Concentration
PSY 2170 Abnormal Psychology
PSY 2330 Family Systems
PSY 2600 Multicultural Psychology
SOC 3230 Substance Use and Abuse
PSY 3380 Theories of Personality
PSY 3440 Process & Techniques of Counseling
PSY 4000 Group Techniques
BHS 4050 Addictive Treatment

Child and Family Counseling Concentration
SOC 2100 Marriage and Family
PSY 2170 Abnormal Psychology

PSY 2330 Family Systems
PSY 2360 Child and Adolescent Psychology
PSY 3200 Grief and Loss
PSY 3440 Process & Techniques of Counseling
PSY 4260 Therapeutic Play
PSY 4280 Child Life: A Scope of Practice

Plus, twelve 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 45 hours in the department including the behavioral science courses:

SOC 2340 Introduction to Criminal Justice
BHS 2400 Research Methods in Social Sciences
SOC 3560 Victimology
PSY 3600 Motivation and Emotion
SOC 4220 Senior Seminar in Criminal Justice
BHS 4730 Practicum in Criminal Justice or BHS 4930 Internship in Behavioral Science

Student select one of the following concentrations and completed fifteen credits from that concentration:

General Criminal Justice Concentration
SOC 2600 Forensic Interviewing
SOC 2400 American Corrections
SOC 2700 Crime and Punishment
PHI 3100 Ethics
SOC 3360 Juvenile Delinquency
SOC 3370 Criminology
SOC 4100 Criminal Law
SOC 4150 Gender Race & Crime

Law Enforcement Concentration
MGT2650 Leadership and Motivation
SOC 2700 Crime and Punishment
SOC 2420 Criminal Investigation
SOC 2440 Criminal Procedures
PHI 3100 Ethics
SOC 3370 Criminology
SOC 3460 Police & American Society
SOC 3700 Criminal Profiling and Theory

Social Science Concentration
ISM 1151 Introduction to Computer Science
SOC 2100 Marriage and Family
SOC 2600 Forensic Interviewing
SOC 2700 Crime and Punishment
SOC 3230 Substance Use and Abuse
BHS 3270 Social Psychology
BHS 4050 Addictive Treatment
SOC 3370 Criminology
SOC 4150 Gender, Race, and Crime

Plus, twelve 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 45 hours in the department including the behavioral science courses:

PSY 1100 Introduction to Psychology
BHS 2400 Research Methods in Social Sciences
PSY 3260 Biblical Psychology
SOC 3560 Victimology
PSY 4300 Clinical Practice/Senior Seminar
BHS 4730 Practicum in Behavioral Science or BHS 4930 Internship in Behavioral Science

Student select one of the following concentrations and complete fifteen credits from that concentration:

Comprehensive Psychology Concentration
PSY 2170 Abnormal Psychology
PSY 2700 Psychology of Religion
BHS 3270 Social Psychology
PSY 3380 Theories of Personality
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion
BHS 4000 Brain and Behavior
PSY 4170 Psychological Measurement

Clinical and Integrative Health Concentration
PSY 2170 Abnormal Psychology
BIO 2210 Principles of Nutrition
BIO 2240 Introduction to Public Health
PSY 2360 Child and Adolescent Psychology
PSY 3550 Health Psychology
PSY 4170 Psychological Measurement

BHS 4000 Brain and Behavior
BHS 4050 Addictive Treatment

Bethany Nesbitt Child & Family Psychology Concentration*
BIO 1200 Medical Terminology
BIO 2010/2020 Anatomy & Physiology 1 and Lab
SED 2200 The School Age Child
PSY 2330 Family Systems
PSY 2360 Child and Adolescent Psychology
PSY 3200 Grief and Loss
PSY 4260 Therapeutic Play
PSY 4280 Child Life: A Scope of Practice

* Students take all courses in this concentration.

Sport Psychology Concentration
EXT 2000 Kinesiology
BIO 2210 Principles of Nutrition
PSY 2600 Multicultural Psychology
BHS 3270 Social Psychology
PSY 3300 Sports Psychology
PSY 3400 Process and Techniques of Counseling
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion

Industrial/Organizational Psychology Concentration
BUS 1010 Foundations of Business
PSY 2420 Organizational Psychology
PSY 2600 Multicultural Psychology
PSY 3550 Health Psychology
PSY 3600 Motivation and Emotion
BHS 4050 Addictive Treatment
PSY 4170 Psychological Measurement
BUS 4240 Human Resource Management

Twelve hours of electives in the department are also required. 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 45 hours in the department including the behavioral science courses:
SOC1100 Introduction to Sociology
BHS 2400 Research Methods in Social Sciences
PSY 3260 Biblical Psychology
SOC 3560 Victimology

One of the following:
BHS 4730 Practicum in Behavioral Science
BHS 4930 Internship in Behavioral Science

One of the following:
PSY 4300 Clinical Practice/Senior Seminar
SOC 4220 Senior Seminar in Criminal Justice

Additional requirements include five of the following courses:
SOC 2100 Marriage and Family
SOC 2140 Social Problems and Pathology
SOC 2400 American Correction
PHI 3100 Ethics
ICS 3210 Applied Cultural Anthropology
SOC 3230 Substance Use and Abuse
BHS 3270 Social Psychology
SOC 3360 Juvenile Delinquency

Plus, twelve hours of electives in the department. General education elective courses with BHS, PSY, or SOC prefixes may be used as department elective hours.

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 the other major must be taken from a sociology area (sociology or criminal justice). Students will choose one concentration from each chosen major (aside from sociology). Students may **not** choose two concentrations in one major.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE

The requirement for a double major is 69 hours in the department. Students will complete the behavioral science core for one of their majors (15 hours), then complete a concentration for each major (15 hours each) along with electives for each major (12 hours each). All requirements for the first major as well as the second major must be met. If there is an overlap between the requirements for the two majors, additional classes must be taken in the department for a total of 27 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
- PSY 2100 Introduction to Counseling
- 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 students a theoretical and practical understanding of addictive disorders. This course will also examine the addictive process and relevant treatment issues in working with addictive disorders. Topics will include substance abuse disorders, sexual addiction, pathological gambling. 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 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. Three hours.

BHS 4740 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. Three 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 & 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. Three 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 2330 Family Systems
This course will examine the family from a systems approach for the purpose of understanding how the family operates and how dysfunction occurs. Knowledge gained from this course will be useful in understanding and analyzing what often occurs in other systems (workplaces, churches, schools, etc.). Family counseling will also be an aspect of this class. 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 2420 Organizational Psychology
This course is specifically designed for students interested in Psychology and the Professional Communication major offered through the communication department. This course will focus on the application of social psychology to organizational settings. Topics covered will include motivation of workers; group decision-making; leadership styles; career management, and organizational development. Class format will consist of experiential exercises combined with lecture, discussion, and team activities. 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 relates to biological, social, moral, and personal behavior. This course 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. Prerequisite: PSY 3260. Three hours.

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 3200 Grief and Loss
This course will focus on the human experience of grief and loss that occur across the lifespan. Current theories and research will be examined, as well as the evidence-based practices of grief therapy. 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.

PSY 3270 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 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. Prerequisite PSY3440. Three hours.

PSY 4040 Psychology of Aging
What is it like to grow “old”? How can you better understand those aging around you? What can you do to make the most of your own “golden years”? The purpose of this course is not only to discuss facts and findings about the various aspects of the aging process (psychological, physical, cognitive, social, etc.), but also to explore how these processes are a factor of the dynamic interaction of individual factors (personality, lifestyle) and environmental factors (family, neighborhood, culture) across time. In this way, this course takes a *developmental* approach to the study of the psychology of aging. An emphasis on active learning, reflection, and application bring course concepts into “real life.” 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 4260 Therapeutic Play
This course provides an overview of principles of therapeutic play and play therapy including history, theories, techniques, applications, and skills. The content focuses on basic therapeutic skill development within the context of ethical and cultural diversity sensitive practice. Attention is given to understanding the role of therapeutic play and play therapy in the context of the participant’s clinical responsibilities in multiple settings including: schools, counseling clinics, and/or medical facilities. Participants learn strategies for engaging children in art, music, and other alternative therapeutic strategies to assist children and teens in improving their coping skills and ability to respond to stress in a healthy manner. Three hours

PSY 4280 Child Life: A Scope of Practice
This course fulfills all of the Associate of Child Life Professionals (ACLP) requirements for the Child Life course. A course exploring the hospitalized child and family. Psychosocial and developmental needs of infants, children, adolescents and families in health care context, with a focus on the role and interventions of the child life specialist. Applies theories of child development and family systems to effective child life practice in hospitals. 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
In this course, students will look at sociology and how it contributes to an understanding of social life, culture, deviance, and policy. This class will explore societal responses from a historical and contemporary framework. Among the topics are agents of socialization, theories on human development, group characteristics, sociocultural change, and today's current challenges for professionals. This class will explore the evolution of politics and political decision making through systems of stratification and exploration in inequality in the United States. Students will utilize scientific rigor to understand how to assess and manage opportunities and challenges within the sociological profession by observing them through a dimensional assessment. Three 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 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 American Corrections
This course provides an in-depth introduction to the American correctional system and its role within the broader field of criminal justice. Students will explore the history, philosophy, and contemporary practices of corrections, including sentencing, probation, parole, inmate culture, prison administration, and community-based alternatives to incarceration.

Through interactive discussions, case studies, and applied projects, students will examine correctional policies and procedures, review sentencing guidelines, and analyze how correctional decisions impact individuals and communities. Learners will gain hands on-experience by creating parole orders, evaluating offender rehabilitation plans, and deciding on future criminal justice directions for individuals under supervision. The course also emphasizes ethical decision-making, inmate rights, institutional policies, and the balance between punishment and rehabilitation within the correctional system. Three hours.

SOC 2420 Criminal Investigation
This course will provide a comprehensive introduction to the principles, techniques, and procedures of criminal investigation. Students will explore the roles and responsibilities of investigators in identifying, gathering, preserving, and analyzing evidence. Topics include crime scene management, interviewing and interrogation, forensic science applications, legal considerations and the ethical challenges faced by investigators. Emphasis is placed on biblical integration to critical thinking, problem-solving, and the incorporation of modern technologies in solving crimes. By the end of the course, students will gain practical knowledge of investigative processes and understand the complexities involved in solving various types of criminal cases, such as property crimes, violent crimes, and cybercrimes. This course combines lectures, case studies, and hands-on activities to prepare students for further studies or careers in criminal justice. 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 2650 Evidence
This course provides an introduction to evidence in the criminal justice system. The primary goal of this course is to develop a general understanding of evidence in an effective criminal justice system. Necessary trade-off must be made between the protection of individual rights and judicial efficiency. Understanding this trade-off greatly to the students' appreciation of the dynamics of the criminal justice system. It is important to note that the general theme of this course involves the delicate balance between community interests and individual rights that evidence collection decision-making requires. We will explore this theme by examining evidence in some detail, focusing on the rules of evidence and the fundamental rights of people accused of crimes. This requires an understanding of the core elements of the criminal justice system: police, courts, and corrections. Prerequisite: SOC 2340. Three hours.

SOC 2700 Crime and Punishment
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 an introductory study of Criminology as it relates to the Criminal Justice field. Students will delve into the study of crime, criminal behavior, and the criminal justice system, gaining a deep understanding of the factors that contribute to criminal activities and the societal responses to them. Throughout the course, students will examine key theories of criminology, including classical, biological, psychological, and sociological perspectives. Students will analyze the impact of social, economic, and environmental factors on criminal behavior, and critically evaluate the effectiveness of various crime prevention and intervention strategies. 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 introduce students to the fundamental components of terrorism and homeland security as well as their importance and interrelated duties and relationships. Historic events that have had an impact on homeland security will be examined as well as providing students with a fundamental understanding of responsibilities, techniques, and methodology in the detection and prevention of terrorism. 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 4150 Gender, Race, and Crime
An examination of race in the context of the criminal justice system. Emphasis on the treatment of racial minorities as victims and offenders by law enforcement, courts, and corrections. Students will learn how to understand how race and ethnicity are central to crime and criminal justice. Gain knowledge about the difference between race and ethnicity. Explore the different theoretical explanations for the racial and ethnic gap in offending and victimization. Research the nature and extent of inequality in American society with respect to racial and ethnic minorities. Look into how race and ethnicity continue to be taken into consideration during the jury selection process. Additionally, students will explore different parts of the criminal justice system and develop an accurate picture of who is in prison and the racial and ethnic composition of the prison population. 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.

Department of Graduate Counseling

Catalog & Student Handbook

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Graduate Counseling Catalog and Student Handbook

Table of Contents

Preface 1
Note about the DOGC Catalog 1
General Information 1
Origin and History 1
Non-Discrimination Policy 2
The Campus 2
Grace College Mission Statement 3
DOGC Purpose Statement 3
Program Goals 3
Programmatic Assumptions 3
Program Description 3
The Department of Graduate Counseling 3
Programmatic Accreditation 4
Master of Arts in Clinical Mental Health Counseling 4
Department of Graduate Counseling Advisory Board 5
Program Evaluation 5
Programmatic Changes Policy 5
Course Availability Policy 5
Goals and Learning Outcomes 5
Program Goals 5
DOGC Admissions Policy 6
Admission Components 6
Admission Requirements for Other Special Circumstances 7
Admissions Process 8
Notification of Admissions Decision 8
Admission Acceptance Status 8
Pending Acceptance 9
Denial of Admission 9
Unclassified Students (nonclinical classes) 9
Grace College Undergraduates Desiring to Take DOGC Courses 10
International Student Policy 10
Academic Requirements Related to the DOGC Program 11
Grading Policy 11
Academic Status Policy 12
Full Time and Part Time Status 12
Attendance Policy 13
Non-Clinical Courses 13

Clinical Courses ... 13
Residency ... 13
Practicum and Internship Orientations ... 13
Orientation to Clinical Mental Health Counseling ... 13
Degree Audit Form ... 14
Academic Advising ... 14
Registration ... 14
Statement on Disabilities ... 15
Readmission ... 15
Second Degree Completion ... 15
Transfer Credits Policy ... 16
Degree Completion Policy ... 16
Withdrawal Policy ... 16
Recording of Lectures ... 18
Graduation Policy ... 18
M.A. in Clinical Mental Health Counseling Degree ... 18
Faculty Evaluation of Student Dispositions ... 18
Student Self-Evaluation of Dispositions ... 19
Additional Graduation Application Criteria ... 19
Critical Competencies for CMHC Students ... 19
Additional Policies Related to the DOGC ... 21
Acknowledgement of Catalog Policy ... 21
Dissemination of Program Information ... 21
Counseling Services ... 21
Technology Requirements ... 21
Technology Requirements for Online Courses ... 22
Additional Information for DOGC Students ... 22
Records-Student Education ... 22
Public Notification of Directory Information ... 23
Citation and Format Style Policy ... 23
Textbooks ... 23
Endorsement Policy ... 23
Professional Organizations ... 23
Licensing ... 23
Various Offices Necessary to DOGC Students ... 24
Financial Information ... 24
Satisfactory Academic Progress ... 24
Qualitative and Quantitative Measure ... 24
Eligibility and Appeal Process ... 25
Student Rights and Responsibilities ... 26
Attitude and Conduct Expectations ... 26
Code of Conduct Policy ... 26
Student Concerns Regarding the Faculty Instructor ... 27
Requesting Additional Evaluation by Professionals ... 27

Academic Dishonesty/Plagiarism 27
Academic Integrity 27
Plagiarism 28
Self-Plagiarism 29
Academic Appeal and Review Process 29
Academic Professional Retention Policy 30
Counseling Program Retention Criteria 30
Retention Procedure 33
Student Professional Development Committee Policies and Procedures 34
Student Professional Development Committee 34
Committee Membership 34
Referral Procedure 34
Committee Procedures 34
Monitoring Progress 35
Students with Disabilities Appearing Before SPDC 36
Appeal Process 37
Counseling Skills and Practicum 37
Counseling Skills 37
Practicum 37
Counseling Skills and Practicum Credit/No Credit Policy 38
Subjective Component of Credit/No Credit Grading 39
Site Supervisor Concerns Regarding Practicum Students 39
Guidelines for Counseling Internships 40
Internship and Advanced Internship 40
Paid Internship Policy 40
Intern Performance Evaluation/Criteria and Procedures 41
Site Supervisor Concerns Regarding Interns 42
Intern Concerns Regarding the Site Supervisor 43
Miscellaneous Regarding Clinical Work 43
Dress Code for Counseling Skills, Practicum, Internship, and Advanced Internship 43
Liability Insurance 43
Confidentiality of Client Information 43
Clinical Coordinator 43
DOGC Course Offerings 44
Program Faculty and Staff 49
Full Time Faculty 49
Part-Time Faculty 51
Staff 51
APPENDIX A: Acknowledgements and Waivers Form 52
APPENDIX B: Memorandum Agreement 53

Preface

The Department of Graduate Counseling (DOGC) Catalog and Student Handbook is part of the larger Grace College and Grace Theological Seminary 2026-2027 Academic Catalog. Students enrolled in the DOGC Clinical Mental Health Counseling (CMHC) program are responsible for information contained within both the Grace Academic Catalog and the DOGC Catalog. Both catalogs contain policies relevant to the institution as a whole as well as to the specific department and program in which students are enrolled.

In addition to the DOGC catalog, students enrolled in courses may be provided with additional information from 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 at least biannually, 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 website, 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 Grace Theological Seminary 2026-2027 Catalog*.

Archived catalogs are maintained on the institution's website.

> **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 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 Grace Theological Seminary ("Grace") is a private, not-for-profit, faith-based organization, and, as such, is permitted religious exemption set forth in Title VII of the Civil Rights Act of 1964. Grace does not engage in unlawful discrimination or harassment based on race, color, ancestry, religion, age, sex, national origin, citizenship status, genetic information, pregnancy or childbirth, disability, or military veteran status in its educational programs and activities. Grace maintains its Christian mission and reserves the right to make decisions in alignment with its religious mission, values, Covenant of Faith, and community life standards to the extent permitted by Federal and State law. To report incidents of discrimination, harassment, or sexual misconduct, contact the Chief Human Resources Officer (574-372-5100 x6074, Indiana Hall), the Title IX Coordinator (574-372-5100 x6491, McClain 102), the Coordinator of Disabilities Services (574-372-5100 x6423, Morgan Library Learning Center), and/or the United States Department of Education's Office of Civil Rights at OCR or 800-421-3481. (Updated May 5, 2026)

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 within the Department of Behavioral Sciences in Mount Memorial Hall.

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 Health and Wellness 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.

Program Goals

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 complementary 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 M.A. in CMHC is offered through an online platform.

The DOGC program provides an opportunity for students to obtain a graduate degree in the counseling profession utilizing the flexibility of online education. Students enrolled in the program receive support from the School of Professional and Online Education (SPOE) at Grace College. The DOGC's program offers all of the CMHC courses virtually. Students enrolled in the online learning platform also attend 7-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, academic advising, 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 program 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.

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. 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.***

Master of Arts in Clinical Mental Health Counseling

The M.A. in CMHC is a 60-hour, CACREP-accredited degree 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 see the DOGC website and find the state licensure requirement document.***

Department of Graduate Counseling Advisory Board

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

Program Evaluation

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

Programmatic Changes Policy

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

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

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

Course Availability Policy

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

Goals and Learning Outcomes

Program Goals

Upon fulfillment of PROGRAM GOALS, students will be:

- **Scripturally grounded** in order to apply biblical values personally and professionally.
- **Professionally skilled** so that students can exemplify ethical, legal, and clinical standards in professional counseling, ministry, and clinical mental health settings.

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

Program Outcomes/Course Goals:

1. Students will apply counseling theories, concepts, skills, and characteristics in forming effective, therapeutic, counseling relationships across multiple settings.
2. Students will apply ethical, legal, and professional knowledge to counseling and consulting issues and practice.
3. Students will be competent in evaluating human development models and clients' interpersonal factors that influence counseling and consulting.
4. Students will apply career counseling theories, models, and skills across multiple settings.
5. Students will be competent in client assessment using counseling theories, models, and computer technology.
6. Students will apply counseling research and program evaluation in academic and professional settings.
7. Students will apply Clinical Mental Health core counseling knowledge and skills across multiple academic and professional settings.
8. Students will use social and culturally responsive counseling models with clients, including with diverse populations and at-risk clients.
9. Students will be competent in applying counseling theories, models, and skills to group counseling and group work.
10. Students will use a biblical worldview and biblical values to examine counseling theories, counseling concepts, and their self-as-therapist development, including critical thinking and interpersonal functioning.

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 lawfully claimed in a religious exemption.

Application materials are available from the Office of Graduate and Adult Enrollment. Admissions forms are also available online at https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/ 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 https://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/. Applicants must hold an earned bachelor degree from an accredited college or university. Psychology or Behavioral Science majors are preferred. It is **strongly recommended** that non-psychology/behavioral science majors have **completed a minimum of two (2) undergraduate psychology and/or behavioral science courses, earning a grade of B or better** in each course. Four (4) psychology/behavioral science courses are preferred. Examples of behavioral science courses include introductory courses in counseling, psychology, or sociology; theories of personality; abnormal psychology; group counseling; marriage and family; child and adolescent psychology; etc.

2. Have a cumulative GPA of 3.0 (on a scale of 4.0) or higher over the last 60 credit hours (including graduate work). Provisional exceptions may be made for applicants with a cumulative GPA below 3.0 on a case by case basis.

3. **Official transcripts** from all colleges and/or universities attended. Grace College transcripts will be obtained by the Admissions Office. Students must provide written authorization for transcript release to the Admissions Office.

4. 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://online.grace.edu/programs/master-of-arts-in-clinical-mental-health-counseling/ for more information on the background check requirement.

7. A **virtual interview** conducted by a representative of 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 an applicant'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 that the 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. The DOGC has an ethical responsibility to screen applicants to assess fit for the program and for the counseling profession. Please ask someone in the Admissions 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.

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 Admissions Office, 1 Lancer Way, Winona Lake, IN 46590. Admission forms may also be obtained by emailing: onlineadmissions@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, July 1 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, the admissions team determines if the applicant meets the basic requirements of GPA and degree qualifications for admission. At that point, an interview will be scheduled with an appointed DOGC faculty 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.

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.

3. **Conditional Acceptance Status**
   Applicants granted Conditional Acceptance will be allowed to enroll in classes with the understanding that the admissions committee will review progress after the first semester of academic work. At that time, the Admissions Committee will fully admit the student into the program, extend the conditional admission for one semester, or admission could be denied.

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 their 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's 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. An unclassified student who desires to pursue a CMHC degree must complete and submit a full application to the School of Professional and Online Education.

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), or Ethical and Legal Issues (CPY6200). **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 unless the admissions committee has given approval.

Grace College Undergraduates Desiring to Take DOGC Courses

1. Undergraduates may not take graduate courses for undergraduate credit.
2. Undergraduates may take a limited number of graduate counseling classes for graduate 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. Only unclassified courses may be taken by undergraduate seniors.
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 reside in the U.S. for the duration of all clinical courses. International applicants need to go through the normal procedure for admission to the DOGC. Applicants that do not speak English as a first language and have not attended an English-speaking undergraduate program should take the TOEFL exam or equivalent as determined by admissions and submit the scores to Admissions.

Applicants with transcripts from non-U.S. undergraduate programs will be evaluated for equivalency to determine GPA. If GPA cannot be adequately determined, the applicant may not be admitted to the program or may be admitted conditionally until academic readiness can be clearly determined.

U.S. Citizens Living Abroad

IMPORTANT: United States citizens living abroad may take didactic courses online. **However, 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.

Academic Requirements Related to the DOGC Program

Policies related to course enrollment, advising, appeals, graduation, and other academic requests and procedures are available in the Grace College *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 website (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. 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
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. (See Academic Professional Retention Policy.)

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 and Part Time Status

For the 2026-2027 academic years, students enrolled in a minimum of six (6) 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 three (3) 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. 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 includes the student's presence and active participation in classroom sessions. Attendance and participation include the use of operable web-cameras, integrated microphone headsets, as well as participating in the synchronous and asynchronous classroom activities and discussions. All 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 unexcused 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 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. If a waiver is granted, the student may be able to take didactic courses in the next academic year but may not take clinical courses.

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.

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 Notice of Concern (NOC) or Professional Development Notification (PDN), the advisor acts as a coach to assist the student in remediating identified concerns. Advisors also act as an 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 receives a Notice of Concern or experiences difficulty in 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 collaborative plan for success 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 School of Professional and Online Education and their advisor. Subsequent registration for courses will be completed by DOGC students through the Grace College 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 Connie Burkholder, Coordinator of Student Disability Services at x6423, via email at burkhoc@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 a student would like accommodations for any classes, it is the student's responsibility to inform their course instructors of any 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, the DOGC will work with the Disability Office and the student to determine what accommodations are available for fulfilling the educational requirements

Readmission

Individuals who want to be readmitted to the DOGC are defined as former students of DOGC who wish to reapply 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.

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.

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.

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 that dates after which refunds are allowed and when an "F" is placed on the transcript rather than a "W" is determined by the Business and Registrar's offices and students will need to work with these departments to ensure they have the needed information. In the case of extenuating or unforeseen circumstances, such as a death in the family or serious health issue, students may petition the Department Chair, in writing, for a Late Withdrawal prior to the conclusion of the course, which if granted would allow the student to earn a "W" instead of a failing grade. Petitions are not always granted. Students who fail a course once may retake 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 these policies 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 wishing to return to the CMHC program after a temporary withdrawal of more than one academic year must complete the application process and 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 schedule of study and expected graduation date. It is highly recommended that students work with their advisor 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 clinical courses, the SPDC will work with the student and clinical supervisor to provide an ethical and professional transition of the student's client caseload. 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 CMHC program 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. 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 Grace College and Theological Seminary *Academic Policies Manua*l, including 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.
- All students enrolled in a 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. Students must meet both academic and professional standards, reviewed at several stages including 1) Counseling Skills, 2) Practicum, 3) Candidacy, 4) Internships, 5) Portfolio, and 6) Comprehensive Exam. Student evaluations are not limited to academic performance but include ethical standards, personal maturity, interpersonal skills, psychological stability, and professional competencies.

Faculty Evaluation of Student Dispositions

Following each course, faculty review each student's dispositions within that course, using standards outlined in the Counseling Program Retention Criteria. Student dispositions are rated on a 1 to 4 scale, with a rating of 3 indicating target performance. Instructors who score a student below a 3 in any category must have made previous formal contact with that student concerning this issue. In these situations, formal contact is expected to include a Notice of Concern, Professional Development Notification, an email outlining concerns, or a face-to-face

meeting with the student documenting the instructor's concern. Each year, every student receives a letter from the DOGC summarizing their performance in dispositional areas.

Student Self-Evaluation of Dispositions

Each year, all students in the DOGC program are required to complete the Student Self-Assessment of Professional Counseling Dispositions. This quantitative and qualitative assessment is reviewed by the student's advisor, and each student is encouraged to discuss any concerns or questions with their academic advisor.

Data is collected from the student self-assessments, both quantitative and qualitative, and themes are derived from responses. This collective data is reviewed by the DOGC faculty, and may be shared with the DOGC advisory board for the purpose of evaluating and improving the program.

Additional Graduation Application Criteria

In addition, students enrolled in the DOGC program must abide by the following as it relates to graduation from the program:

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.
6. Graduation audits will be completed by the Registrar to verify students are in compliance with graduation degree requirements.
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. In addition to passing academic and field courses, 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 final 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. 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 three 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 identity oral presentation 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 will be required to complete 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. Graduation will be postponed until Portfolio has been passed.

Additional Policies Related to the DOGC

Acknowledgement of Catalog Policy

Students are required to read the DOGC Catalog and submit a completed Acknowledgement of the DOGC Catalog Form to their advisor each academic year. The catalog is reviewed and updated bi-annually. In unusual circumstances, it may be modified mid-year, and these modifications will be posted as addendums. It is the responsibility of the student to review the catalog periodically in order to remain current with its contents.

Dissemination of Program Information

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

Counseling Services

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

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

Counseling organizations offer a list of counselors available in your area. The American Counseling Association provides assistance for locating a counselor at the following web address: https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/find-a-counselor. The American Association of Christian Counselors also provides a list of counselors at the following web address: http://www.aacc.net/resources/find-a-counselor/. 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 Website. 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 Office of Instructional Technology and the office of Student and Professional Online Education will work with students related to important information concerning technology for the virtual/online classroom. Because of their very nature, the success of online courses is dependent not only on the quality of the technology used, but also the skill set of the individual using the technology.

Participation in an online program or course requires different tools and skills from more traditional coursework. In addition to having a computer and an internet connection, the online student must be familiar and comfortable with:

- Loading and configuring various software programs
- Sending and receiving email
- Opening and sending email attachments
- Downloading and uploading files
- Creating and uploading video (MP4)
- Searching the internet
- Using Microsoft Office Suite

Besides the technical skills and requirements listed above, other characteristics of the successful online student include:

- Ability to work independently
- Self-motivation and self-discipline
- Wise time management
- Effective written communication

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 (FERPA). Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Students may restrict the public disclosure of directory information by notifying the Registrar's Office in writing.

The complete FERPA policy can be found on the institution's website.

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 via Grace's Student Portal page using this link. Students may also find this to be a convenient place to purchase the course texts and materials, although students are not required to purchase books from any specific vendor. In addition, the book list is available on the DOGC Portal Resources 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
The DOGC acknowledges the importance of counseling students development of a professional counseling identity through membership and participation in professional counseling organizations. To facilitate this process, all students are required to join a professional counseling organization by the end of the first year of their schedule of study. Students may enroll in national counseling organizations such as the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA), or students may elect membership in their state or other regional professional counseling organization. Students are required to participate in their chosen professional counseling organization for a minimum of three (3) hours per year. This participation may include attending or presenting at conferences, serving on student committees, volunteering, or other professional involvement. Students must submit evidence of their membership and participation in a professional counseling organization to their advisors each year in order to be eligible to register for courses.

Licensing
Persons interested in licensing (Licensed Mental Health Counselor [LMHC], Licensed Professional Counselor [LPC]) 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. For more information about Indiana licensure, please consult the Indiana Professional Licensing Agency website.

All states accept the education of applicants for licensure from a CACREP-approved program. However, a few states require additional coursework. The DOGC webpage maintains information on state requirements for licensure. It is important that students check the licensing boards/agencies of their state for detailed requirements. If a student becomes a licensed mental health counselor, continuing education credit hours are necessary on a yearly basis to maintain licensure.

Various Offices Necessary to DOGC Students

Financial Information

- **Tuition and Regular Fees**
  A graduate student taking at least six 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 Cumulative 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 cannot develop a satisfactory academic plan with the Registrar that will resolve their 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:

1. Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
2. Falsification or alteration of Grace College documents, records, or identification cards.
3. Forgery, issuing bad checks, or not meeting financial obligations to Grace College.
4. Theft or the deliberate damaging or misusing of property belonging to others or the property of Grace College.
5. The manufacture, possession, use, or illegal distribution of any form of illegal drugs.
6. 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).
7. 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.
8. Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Grace College community.
9. Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Grace College.
10. Physical abuse, threatening acts, or harassment toward others.
11. Gambling, drunkenness, distribution of alcohol to minors, or illegal drug use.
12. Membership or association with organizations that promote ideas that are in direct conflict with biblical principles and/or Grace College community lifestyle expectations.
13. 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)

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

If a professor believes that a student is violating any of the above guidelines, the offending parties will be contacted directly in an effort to discuss the situation. Based on the severity of the 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 email to the professor explaining the situation to discuss a wise course of action as soon as possible.

The DOGC reserves the right to discipline or dismiss a student who, in its judgment, does not conform either to the stated regulations governing conduct or to the expressed principles, policies, and programs of Grace College. By virtue of their enrollment in the DOGC program, students agree to live within the framework of these standards. Students suspected of violating either the institutional or programmatic Code of Conduct will be referred to the SPDC. Students found guilty of violating either Code of Conduct are subject to sanctions up to and including dismissal from Grace College. Disciplinary problems will be handled by the Dean of the School of Behavioral Sciences and the Chair of the DOGC in conjunction with the Vice President of Student Affairs and Academic Services. Students found guilty of violating the Code of Conduct Policy, even a first offense, shall be subject to disciplinary action up to and including dismissal from Grace College.

Student Concerns Regarding the Faculty Instructor

If the student has concerns or conflict with the faculty instructor, they should first approach the professor and attempt to resolve the stated concerns in a one-on-one meeting. If the student feels that the concerns are not addressed or resolved after meeting with the instructor, the student should contact their advisor to discuss further recourse options. If the 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 within 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.

1. 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.
2. All submitted work is accepted as a student's own work, unless otherwise understood and approved by the instructor.
3. 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.
4. A student must not intentionally or knowingly help another student to commit an act of academic dishonesty.
5. Faculty communicate additional expectations and clarifications about discipline-specific practices, particular assignments, and collaborative work via syllabi and in-class instructions.
6. 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.
7. 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.
8. 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.
9. 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, PowerPoint slide, discussion board or course requirement without identifying the author or reference.

All of the following are considered plagiarism:

1. Turning in someone else's work as your own
2. Copying words or ideas from someone else without giving credit
3. Failing to put a quotation in quotation marks
4. Giving incorrect information about the source of a quotation
5. Changing words but copying the sentence structure of a source without giving credit
6. 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:

1. Submitting a paper written for a previous course
2. Multiple submissions of the same paper to meet different assignments
3. Journal entries copied or pasted as discussion board posts
4. PowerPoint slides recycled from a previous presentation

Academic Appeal and Review Process

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 business days of the situation prompting the student's concern, the student should express his or her concerns via email, a letter, or a phone call, or in a face-to-face conversation within a virtual meeting room, to the person responsible for the decision or involved in the dispute so that the student can communicate his/her concerns and attempt to resolve the issue between the individuals involved. The faculty member or instructor should arrange to meet with the student within 10 business days of the student's request.

2. If the student remains unsatisfied with the outcome of the decision by the faculty member/instructor, the student should put the issue in writing and submit it to the chair of the department with 10 business days following the decision reached after completing 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 business 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 an appropriately convened, Faculty Appeals Committee (FAC).

3. If the student remains unsatisfied with the outcome of the decision by the Department Chair, the student may request that the Department Chair convene a Faculty Appeals Committee (FAC) for review of the concern. The FAC will include three (3) faculty members who will review the student's concerns and all supporting documentation from the student and professor and will provide a response to the student within 10 business days of being convened. In academic appeals in which a student believes that his/her documented disability has affected his/her academic performance in the graduate program, the student will have the right to consult with the Disability Advisory Team (DAT), which will review the student's concern. In such cases, the FAC will give due weight to the DAT's recommendations or other reasonable measures will be taken to address the concern.

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 evaluate academic progress and students' dispositions regularly, communicate these to students, and determine their retention status 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
        - 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.
        - Takes responsibility for own choices and assesses and adjusts own impact on others and systems
        - 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.

- Uses established educational and organizational channels for policy clarification and/or conflict resolution as outlined in the course syllabus and catalog

b. Client relationships
    - 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.
    - 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.
    - Exhibits respect for physical, social, religious, spiritual, economic, cultural, and racial differences and differing values and perspectives.
    - 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.
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 a Notice of Concern, or for more serious issues 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 composed of School of Behavioral Science faculty and one recording secretary. Where three voting members from a single department are not available, membership may be interdepartmental. Faculty members are selected by the DOGC Chair or Dean of the School of Behavioral Science.

Referral Procedure

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

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

Committee Procedures

The following procedures govern the actions of the SPDC:

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

e. If a student is notified of the meeting and does not attend, the SPDC may continue its action and render a decision.
f. The student is permitted to have a support person from the academic community present for a committee meeting, including another student, faculty or DOGC staff member from Grace College. Support persons may not be family members of the student.
g. The support person attending the committee meeting is expected to be visible on the screen, but is not permitted to speak during the meeting and must not act as an attorney or an advocate because students are expected to speak on their own behalf. Support persons are not permitted to speak to or coach the student during the meeting.
h. The student is not permitted to bring legal counsel to committee meetings.
i. Verbatim transcription or electronic recording of the meeting is not permitted. The recording secretary will transcribe minutes of the meeting and subsequent decisions.
j. The committee should ensure that the student has been apprised of the concerns and has had an opportunity to respond.
k. Within ten (10) business 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:
    i. 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.
    ii. Referral to outside resources
    iii. Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
    iv. Program dismissal
l. 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.
m. 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.

1. 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) business 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, which can include dismissal from the program.

2. 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 with the outside source, 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.

3. 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.

4. 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 Grace College 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 college community outside of the DOGC 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. Students will not be allowed to take more than 36 hours before taking practicum, unless they have been given a specific waiver to do so.

Practicum is a 16-week course in which the student will accumulate 100 clinical 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 (e.g., 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 of **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 at **below expectations** on the Practicum Evaluation Form, the student will be required to meet with the professor to discuss remediation. A copy of the evaluation scale and any 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.

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.

Site Supervisor Concerns Regarding Practicum Students

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 may be 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. **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 student's faculty advisor will meet with the Intern to discuss alternative educational/employment options. A referral could also be made to the Director of Career Services for assistance.

   The Intern may receive "NC" for one (or more) of the following reasons:

   a. 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.**
   b. Inadequate, incomplete, or unacceptable Case Study presentations (as determined by the Instructor/Faculty Supervisor).
   c. 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.
   d. 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.
   e. If there is a question or concern of competency in areas such as (but not limited to):
      i. 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)

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

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

2. Subjective Component of Credit/No Credit Grading

In the final analysis, all grading is subjective. It is highly dependent upon the observations, experience, and professional and academic judgments of the Counseling 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 Regarding 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 Handbook of Clinical Experiences, site agreements, and other orientation materials.

DOGC Course Offerings

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

CPY 5000 Residency One
Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities facilitated. The first residency focuses on orientation to clinical mental health counseling, skill development, and student-to-student and faculty-to-student connections. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5002 Residency Two
Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The second residency centers around assessing interpersonal competencies, skill development and evaluation, and advanced topics. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5003 Residency Three
Residency consists of counselor preparation and training, evaluation in skill development, and spiritual growth activities. The third residency consists of training in professional identity topics, preparing for licensure and employment, potential research endeavors, and taking the CPCE exam. Each day of residency, students will participate in a spiritual formation activity that encourages a closer walk with the Lord and fosters understanding of a Christian counselor identity. Students are required to attend Residency each year that they are enrolled and actively taking classes within the CMHC program. (Zero hours)

CPY 5005 Orientation to CMHC
Students are introduced to Clinical Mental Health Counseling by learning about the key components of the CMHC program. Topics discussed include the historical roots and three distinctives of the program, the emphasis on skill development, professional counselor identity, CACREP accreditation, gatekeeping elements, the graduate culture, advising, clinical field requirements, APA writing style, and technology requirements. (Zero hours).

CPY 5050 Theological Foundations of Counseling
This course will examine a theological foundation of counseling specifically as it pertains to Scriptural truths and principles. A biblical theory of personality will be presented which will lead to biblical concepts of counseling. (Three hours)
Prerequisites: none

CPY 5100 Foundations of CMHC
This course is intended to offer an introduction to the profession of mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering student knowledge and professional identity by increasing awareness of various roles and duties of professional mental

health counselors as well as learning how they interact with professionals from other disciplines within the mental health field. (Three hours)
Prerequisites: none

CPY 5150 Marriage & Family Counseling
Through the lens of Scripture, this course will examine a broad theoretical and practical foundation for counseling couples and families. Students will explore how the counselor can implement knowledge and skills necessary to aid in the mending of marriages and the restoration of proper family functioning. (Three hours)
Prerequisites: CPY5200; Prerequisite or Concurrent: CPY5350

CPY 5200 Personality & Counseling Theories
This course examines the origins, development, and current status of major personality/counseling theories that provide a framework for clinical application and inform current counseling practice. The emphasis will be on the structure and dynamics of personality and implications for understanding behavior and change. Students will evaluate the compatibility of these theories in light of their Christian worldview, ultimately selecting a particular theoretical orientation to be used in counseling practice. (Three hours)
Prerequisites: none

CPY 5250 Psychopathology
This course focuses on concepts of psychopathology as well as the major diagnostic categories of the current DSM, etiological factors, and differential diagnoses. Students are introduced to psychopharmacology as well as current therapeutic approaches, with an emphasis on ethical assessment and treatment planning. Students will examine issues of psychopathology and normalcy through the lens of Scripture while considering cultural, biological, social, psychological, and spiritual factors. (Three hours)
Prerequisites or Concurrent: CPY5100

CPY 5350 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 or Concurrent: CPY5100

CPY 5380 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

CPY 5592 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

CPY 5610 Candidacy
Candidacy is the first of three DOGC gatekeeping processes which assess student readiness to advance through the CMHC program. Students register for Candidacy in Spring following successful completion of Practicum or concurrently with Practicum in the spring semester. 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 and advisor approval

CPY 5650 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

CPY 5691 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 non-standardized 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

CPY 5700 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 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; Prerequisite or Concurrent: CPY6350

CPY 5750 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

CPY 6000 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. (Three hours)
Prerequisites: CPY5250, CPY 5350, CPY 5100, CPY5200, CPY5700, CPY5691 Concurrent: CPY6700

CPY 6100 Technology in Counseling
This course will study the process, application, and implementation of technology in counseling. Focus of study will include unique legal and ethical responsibilities and best practices for distance delivery of counseling services. (Zero hours)
Prerequisite: CPY 5700

CPY 6200 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

CPY 6350 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 Prerequisite or Concurrent: CPY 5200

CPY 6400 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)
Prerequisite: CPY5200

CPY 6500 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

CPY 6600 Lifestyle & Career Counseling
This course will assist the student in defining a biblical view of work and its relevance in both secular and Christian contexts through the examination of scripture, theories, decision-making models, techniques, and resources related to career development and maintenance, and the resolution of career-related problems. Students will explore avocational, educational, occupational and labor market and career information resources with an emphasis on developing basic competencies in career and educational planning. The usefulness of assessment instruments and techniques relevant to career planning and decision-making will be demonstrated through experiential learning providing an understanding of specific populations, multicultural issues, and the intersection of mental health and career. (Three hours)
Prerequisites: CPY5200, CPY5350

CPY 6700 Internship in CMHC
This course is the second of three fieldwork courses where students continue to develop and refine clinical skills while meeting state hourly requirements for working directly with clients in a mental health counseling setting. Students attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)
Prerequisites: CPY5610, CPY5700, CPY6200, CPY5691 Prerequisite or Concurrent: CPY5150

CPY 6710 Advanced Internship in CMHC
This course is the third of three fieldwork courses and a continuation of the internship experience. Students complete state requirements for counseling hours and attend weekly individual or triadic supervision with a licensed supervisor on site. Faculty provides weekly group supervision, offering feedback from both a clinical and biblical perspective. (Three hours)
Prerequisite: CPY6700

CPY 6720 Advanced Internship Extension
This course is an extension of Advanced Internship. Enrollment in this course requires prior approval by the Department Chair. Elective (One hour)
Prerequisite: CPY6710

CPY 6800 Counselor Preparation Comprehensive Examination (CPCE)
The Counselor Preparation Comprehensive Examination (CPCE) is the 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. (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

CPY 6900 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 identity oral presentation to faculty. The Portfolio Review is a "Pass/Fail" component of the CMHC degree. (Zero hours)
Prerequisite: CPY6700 Concurrent: CPY6710

Program Faculty and Staff

Full Time Faculty

Belton, Rebecca, Ph.D., LPC (VA & WI)
Assistant Professor of Counseling
Clinical Coordinator

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

Rebecca Belton is a Licensed Professional Counselor in both Wisconsin and Virginia. She graduated from Grace's online clinical mental health counseling program in 2016. Before stepping into a teaching role, she worked with those experiencing homelessness, providing counseling services in a residential substance use recovery program, and in an intensive outpatient program for a hospital, providing group counseling services. Dr. Belton's research interests include substance use treatment, faith integration, and athlete mental health. Dr. Belton serves as the clinical coordinator in addition to her teaching role.

Brue, Jill, Ph.D., LPC (TX)
Associate Professor of Counseling
Chair, Department of Graduate Counseling

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

Dr. Brue has been licensed as a professional counselor since 1997. She has provided counseling services in a variety of settings, including university counseling centers, community 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 as a board trustee for her alma mater and directing a scholarship foundation.

Christmas, Christopher, Ph.D., LMHC (IN)
Assistant Professor of Graduate Counseling

B. A. in Speech Communication and Photojournalism, Ball State University
M.A. in Counseling, Reformed Theological Seminary
Ph.D., Counselor Education and Supervision, University of Central Florida

Dr. Christopher G. Christmas brings nearly two decades of professional counseling experience and over a decade of counselor education to his role as a faculty member. In addition to teaching graduate-level courses in counselor education, Dr. Christmas has served in various clinical, supervisory, and leadership roles across multiple behavioral health settings, including residential treatment, partial hospitalization, integrated primary care, and outpatient services. Dr. Christmas holds a Ph.D. in Counselor Education from the University of Central Florida (a CACREP-accredited program) and a Master of Arts in Counseling from Reformed Theological Seminary, where he received specialized training in Christian integration. His scholarship and

professional work focus on spiritual and religious competence in counseling. He is a Licensed Mental Health Counselor in Indiana and has provided clinical supervision to graduate interns and early career clinicians since 2012. Dr. Christmas has also worked as a clinical trainer for a managed care organization, delivering evidence-based training on mental health assessment and treatment to Medicaid behavioral health providers across several states.

Johnson, Danielle, Ph.D., LCPC (MD), CAC-AD, NCC
Assistant Professor of Counseling

B.S. in Psychology, Ferrum College
M.A. in Clinical Mental Health Counseling, Regent University
Ph.D., Counselor Education and Supervision, Regent University

Dr. Johnson is a licensed clinical professional counselor in Maryland, a certified associate Counselor in Alcohol and Drug use, and a Nationally Certified Counselor. Her areas of specialization include addiction counseling, solution-focused and psychodynamic approaches to counseling, trauma counseling, and counseling needs of global workers. Dr. Johnson lives in Maryland with her husband and two children.

Lewis, Denise, Ph.D., LPC, NCC (OH)
Associate Professor of Counseling

B.S. in Sociology, Ohio Dominican University
M.A. in Counseling Ministry, Methodist Theological School in Ohio
Ph.D. in Counselor Education and Supervision, Ohio University

Dr. Denise Lewis is a licensed professional counselor and a nationally certified counselor. Her areas of specialization include counselor education, clinical counseling, multicultural and diversity issues in counseling, and spiritual and religious issues in counseling. Dr. Lewis' research interests are focused on African American youth and families and involve evaluating and addressing systemic problems that impact their areas of wholistic functioning.

Dr. Lewis' honors include receiving the Outstanding Faculty Award from Ohio Christian University, and the George C. Hill Counseling Award from Ohio University. She is a member of Phi Kappa Phi National Honor Society and Chi Sigma Iota Counseling Academic and Professional Honor Society International. She has worked in a variety of academic settings and values the opportunity to engage with students on their journey to reaching their goals.

Dr. Lewis is married to Rev. Edward Lewis, who is a hospice chaplain and the pastor of Bethany Presbyterian Church. They have four adult children and four grandchildren with whom she enjoys spending her time. They all work together in ministry and in making a significant impact in their community. Her favorite scripture is Jeremiah 29:11, "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (NIV)

Pace, Ronnie "RP", Ph.D., LPCC (NM), LMFT
Associate Professor of Counseling

B.A. in General Studies of Counseling, Louisiana Tech University
M.A. in Counseling, Louisiana Tech University

MMFT, Marriage and Family Therapy Studies, University of Phoenix; Albuquerque, NM
Ph.D. in Counselor Education and Supervision, Walden University

Dr. Pace comes to us from his home state of Louisiana. 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 enjoying the lake out his back door. He loves contemporary gospel music, plays guitar, piano, and the trombone and enjoys singing backup for famous artists.

Tillett, Luke, Ph.D., LPC (IL)
Assistant Professor of Counseling

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

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

Part-Time Faculty

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

Staff

Ellinger, Jenna
DOGC Administrative Assistant

APPENDIX A: Acknowledgements and Waivers Form

Acknowledgements and 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 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 all of 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

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Business

Tom Pycraft, Jr., D.B.A., J.D., Dean
Rick Koontz, D.B.A., Associate Dean

Introduction

At the Grace College School of Business, our mission is to help students discover their God-given calling while fostering business knowledge and creativity. We believe business is a collaborative vehicle for serving others and bringing glory to God. Through a balanced curriculum that emphasizes biblical integration, practical application, and strong academic preparation, we equip students for both diverse business careers and graduate study. By blending core business functions with liberal arts and hands-on experiences we empower students to align their skills and passions with ethical, purpose-driven leadership.

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 Grace College'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.

School Goals

- Professional Competence

  Students will develop the knowledge, skills, and professional behaviors necessary to succeed in their chosen business careers through rigorous academic study, practical workplace experiences, and experiential learning.

- Ethical Character

  Students will demonstrate biblically based ethical character by applying biblical principles and sound ethical reasoning to business decisions, professional relationships, and personal conduct.

- Active Service

  Students will demonstrate a commitment to active service by using their business knowledge, skills, and leadership abilities to positively impact their workplaces, communities, and the broader world in ways that reflect Christian stewardship and service.

Memberships and Accreditation

The Grace College School of Business is officially accredited through the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accrediting body for business education that evaluates collegiate business programs.

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 Center 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 Council for the Accreditation of Educator Preparation (CAEP), 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."

Professional Career Development

Attending college is a life changing experience in many ways. Career preparation is one of the expected outcomes of a comprehensive business program. At Grace College, we put a strong emphasis on the characteristics that employers are asking for in the graduates they hire. The National Association of Colleges and Employers (NACE) and the Quality Assurance Commons for Higher and Postsecondary Education have identified eight qualities that are essential for new graduates to exhibit in their behavior. Those "Eight Essential Employability Qualities" are encouraged and measured across the Business School curriculum. Each characteristic being dealt with in several courses. These qualities include: communicating, problem solving, inquiry, collaboration, adaptability, ethical decision making, professionalism, and finally the desire to learn.

Faculty

Full-time Instructors:

Melissa Chappell, M.B.A., Chair, Business Department
Danielle Duff, M.B.A., C.P.A., Roger Stichter Endowed Chair of Accounting
Glenn Grossman, M.B.A., Director Gordon Center for Enterprise Development
Richard Koontz, D.B.A., Associate Dean
Carol McGregor, M.A., Director of Sport Management
Heidi Miller, D.B.A., MBA Program Director
Scott Moodie, M.B.A., MRes
Thomas Pycraft, Jr., D.B.A., J.D., Dean
Scott Schramm, M.S.

Part-time Instructors:

Norman Bakhit, M.A.
Paul Finley, M.B.A.
Steven Harper, M.B.A.
Robert Jackson, M.S.

Marcus Moore, M.S.

Brad Stamm, Ph.D.

Bill Wash, M.B.A.

List of Degrees

There are two academic departments in the School of Business: The Business Department which houses our traditional business majors and the Sport Management Department housing our sport related majors.

Department of Business

MAJORS

Accounting

Business Administration

Business Education

Entrepreneurial Management

Facility & Event Management

Finance – with concentrations in:

- General Finance
- Financial Planning
- Financial Analyst

Management – with concentrations in:

- General Management
- Human Resources Management
- Project Management
- Supply Chain Management

Management of Information Systems

Marketing – with concentrations in:

- Traditional Marketing
- Digital Marketing
- Professional Sales

MINORS

Accounting

Business Administration

Digital Marketing

Entrepreneurship

Finance

Information Systems

International Business

Management

Marketing

Department of Business

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Business

Faculty

Full-time Instructors:

Melissa Chappell, M.B.A., Chair, Business Department
Danielle Duff, M.B.A., C.P.A., Roger Stichter Endowed Chair of Accounting
Glenn Grossman, M.B.A., Director Gordon Center for Enterprise Development
Richard Koontz, D.B.A., Associate Dean
Carol McGregor, M.A., Director of Sport Management
Heidi Miller, D.B.A., MBA Program Director
Scott Moodie, M.B.A., MRes
Scott Schramm, M.S.
Thomas Pycraft, Jr., D.B.A., J.D., Dean

Part-time Instructors:

Norman Bakhit, M.A.
Paul Finley, M.B.A.
Steven Harper, M.B.A.
Robert Jackson, M.S.
Brad Stamm, Ph.D.
Bill Wash, M.B.A.

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 Grace College'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.

VALUES DRIVEN CURRICULUM

The values held by all segments of the School of Business including the Business Department, align with the mission of the overall institution of Competence, Character, and Service. The business programs operate in accordance with a hierarchical series of values that inform everything that we do.

1. The first and most important value is holding a **biblical worldview held as a foundational presupposition.** Presuppositions are beliefs over which no other can take precedence. As part of a Christian Liberal Arts institution, the content of Scripture serves as our ultimate presupposition.

2. That foundation leads us to behave organizationally and personally as people of high moral **character** represented by integrity. Integrity can best be described as living in accordance with your deepest values.
3. Living a life of integrity provides us with a perfect platform to gain and demonstrate **disciplinary competency**. We strive to assist our students in the acquisition of the skills they need to perform their future jobs with accuracy and efficiency.
4. When focused properly, disciplinary competency provides a way for us to **serve others.** We serve others by creating value for them, not just doing something. Serving others can include fellow students, the on-campus community and the greater community around Grace College in Winona Lake and Warsaw, Indiana.
5. Finally, the reason for all our actions is ultimately to **bring glory to God.** That is the highest value and the motivating achievement for all we do in the GCSB.

PROGRAM LEARNING OUTCOMES

The Department of Business uses the Common Professional Components (CPC's) to measure our program outcomes as they are required for all business majors.

1. Graduating students will possess knowledge of foundational business topics.
2. Graduating students will utilize business knowledge to make strategic decisions.
3. Students will effectively articulate how biblical principles influence practical business applications.
4. Graduates will be career ready.
5. Graduates will find appropriate, degree-congruent employment after graduation.

DEPARTMENTAL MAJORS
BACHELOR OF SCIENCE or BACHELOR OF ARTS

COMMON PROFESSIONAL COMPONENTS

BUS1010 Foundations of Business
ACC2110 Financial Accounting
ACC2120 Managerial Accounting
MKT2150 Marketing Principles
MGT2430 Principles of Management
BUS2230 Economics
BUS3050 Business Spreadsheet Applications
BUS3130 Business Law I
MGT3450 Introduction to Data Analytics
MGT3480 Operations & Production Management
BUS3570 Fundamentals of International Business
FIN3240 Corporate Finance
BUS4220 Biblical Basis of Business
BUS4800 Senior Seminar in Management

In addition to the Common Professional Components, the degree candidate must choose one of the following majors to complete the degree program. The Business Administration major allows for customized selection of the final 21 credit hours for students with special situations or preparation in mind.

ACCOUNTING

The requirement for the major in accounting is the 42 hours of the Business Common Professional Components plus:
ACC3110 Intermediate Accounting I
ACC3120 Intermediate Accounting II
ACC3320 Intermediate Managerial Accounting
ACC3300 Introduction to Tax
ACC4310 Auditing Principles
ACC4110 Advanced Accounting

Choose at least one of the following classes OR if taking the CPA Exam, choose 1 of the following tracks:

CPA Exam Business Analysis & Reporting (BAR)
ACC4420 Advanced Managerial Accounting

CPA Exam Tax Compliance & Planning Track (TCP)
ACC4530 Tax Compliance & Planning
ACC3270 Financial Planning

Required Internship or Practicum (minimum 3 credit hours)
Choose from the following:
ACC4930 Accounting Internship (3 credits)
ACC4980 Accounting Internship (Second 3-hr Intern)
ACC4940 Accounting Internship (4 credits)
ACC4950 Accounting Internship (5 credits)
ACC4990 Accounting Internship (9 credits)

BUSINESS ADMINISTRATION

The requirement for the major in business administration is the 42 hours of the Business Common Professional Components plus:
MGT3405 Organizational Behavior
FIN 3170 Money and Banking
COM 3440 Professional Communication
Twelve hours of electives within the School of Business.
(Any ACC, BUS, FIN, ISM, MGT, MKT, or SMT classes)

Required Internship or Practicum (minimum 3 credit hours)
BUS4730 Business Practicum (3 credits)
OR
BUS4930 Business Internship (3 credits)

BUSINESS EDUCATION

The requirement for the major in business education is the 42 hours of the Business Common Professional Components plus:

Students also take the following professional education courses required by the Department of Teacher Education:

Education Core Courses (33 credits)
SED1000 Teaching School in America
SED2200 The School Age Child
SED2210 Responsive and Differentiated Instruction

SED2400 Teaching Exceptional Learners
SED2500 Teaching in a Pluralistic Society
SED2600 Teaching and Learning
SED3800 Classroom Assessment & Learning Environment
SED4700 The Moral Practitioner
SED4900 Student Teaching & Seminar (9 credits – counts as "internship")

Secondary Education Courses (6 credits)
SED3600 Teaching in the Middle & High School
SED4610 Methods of Teaching Secondary Business

ENTREPRENEURIAL MANAGEMENT

The requirement for the major in entrepreneurial management is the 42 hours of the Business Common Professional Components plus:

BUS2750 Entrepreneurship & Service Practicum
BUS3260 Small Business Entrepreneurship
BUS3510 Innovation & Design for Business
BUS3600 Business Plan Competition Practicum
MGT4240 Human Resources Management
FIN3350 Entrepreneurial Finance
MKT4190 Sales & Sales Management

Required Internship or Practicum (minimum 3 credit hours)
BUS4730 Practicum in Business (3 credits)
OR
BUS4930 Internship in Business (3 credits)

FACILITY AND EVENT MANAGEMENT

The requirement for the major in facility and event management is the 42 hours of the Business Common Professional Components plus:

Marketing (12 credits)
MKT3430 Advertising and Promotions
MKT3550 Services & Non-Profit Marketing
MKT4190 Sales and Sales Management
COM2700 Public Relations Principles

Sport Management (9 credits)
SMT2050 Risk Management
SMT2320 Facility Management
SMT3060 Event Management
SMT3080 Event Management Lab

Required Internship or Practicum (minimum 3 credit hours)
BUS4730 Practicum in Business (3 credits)
OR
BUS4930 Internship in Business (3 credits)

FINANCE

The requirement for the major in finance is the 42 hours of the Business Common Professional Components plus:

(12 credits)

FIN3170 Money, Banking & Fixed Income
FIN4280 Investments
FIN4610 Advanced Financial Topics

Choose one of the following:
ACC3110 Intermediate Accounting I
FIN3440 Financial Statement Analysis

General Finance Concentration (9 credits)
Choose *three of the following: (9 credits)*
ACC3300 Introduction to Tax
ACC 3320 Intermediate Managerial Accounting
BUS3140 Business Law II
FIN3270 Financial Planning
FIN3350 Entrepreneurial Finance and Real Estate
FIN4250 Advanced Finance and Modeling
MAT4120 Interest Theory
FIN 3510 Behavioral Finance
FIN 4220 Estate Planning & Gift/Estate Tax

Financial Planning Concentration (15 credits)
FIN3270 Financial Planning
ACC3300 Introduction to Tax
ACC4530 Tax Planning & Compliance
FIN 3510 Behavioral Finance
FIN 4220 Estate Planning & Gift /Estate Tax

Financial Analyst Concentration (15 credits)
ACC3320 Intermediate Managerial Accounting
ACC3300 Introduction to Tax
BUS3140 Business Law II
FIN4250 Advanced Finance and Modeling
FIN 3510 Behavioral Finance

- Double majors in Accounting must take FIN 3350 or ACC 4530

Required Internship or Practicum (minimum 3 credit hours)
FIN4930 Internship in Finance (3 Credit Hours)

MANAGEMENT

The requirement for the major in management is the 42 hours of the Business Common Professional Components plus:

Management Specialization (21 credits)

MGT2650 Leadership & Motivation
MGT4240 Human Resources Management
MGT3405 Organizational Behavior
MKT4100 Product Management
BUS2750 Entrepreneurship & Service Practicum

Choose t*wo of the following:*
BUS3260 Small Business Entrepreneurship
BUS3510 Innovation & Design for Business
MGT3310 Global Supply Chain Management
MKT4190 Sales/Sales Management
COM2700 Public Relations Principles
ICS3110 Intercultural Communication

Project Management Concentration (21 credits)
MGT2650 Leadership & Motivation
MGT3310 Global Supply Chain Management
MGT3405 Organizational Behavior
LPM2210 Project Management Fundamentals
LPM2230 Predictive Project Planning
LPM3100 Managing Risk & Uncertainty
LPM3220 Project Execution, Monitoring, & Control

Supply Chain Management Concentration (21 credits)
MGT2650 Leadership & Motivation
MGT3310 Global Supply Chain Management
MGT3405 Organizational Behavior
LSC2210 Project Management Fundamentals
LSC2130 Forecasting and Logistics
LSC3110 Sourcing and Operations
LSC4110 Advanced Logistics Management- Practicum

Human Resources Management Concentration (21 credits)
MGT3405 Organizational Behavior
MGT4240 Human Resources Management
MGT2650 Leadership & Motivation
LHR2110 Training and Development
LHR2130 Total Compensation Management
LHR3110 Human Resources Risk Management
LHR3130 Employment and Labor Law

Required Internship or Practicum (minimum 3 credit hours)
BUS4730 Practicum in Business (3 credits)
OR
BUS4930 Internship in Business (3 credits)

MANAGEMENT OF INFORMATION SYSTEMS:
The requirement for the major in management of information systems is the 42 hours of the Business Common Professional Components plus:

CSI 1120 First Year Seminar
CSI 1151 Introduction to Computer Science
CSI 2150 Object-Oriented Computer Programming
CSI 2100 Data Structures
CSI 3880 Database Programming
CSI 4200 Application Development Lab
Required Internship or Practicum (minimum 3 credit hours)
ISM4930 Internship in Information Systems (3 credits)

MARKETING

The requirement for the major in marketing is the 42 hours of the Business Common Professional Components plus:

Marketing Specialization:

MKT3270 Consumer Behavior
MKT4150 Marketing Research
MKT4170 Advanced Marketing

Choose four of the following:
MKT2500 Digital/International Marketing
MKT3430 Advertising and Promotion
MKT3550 Services & Nonprofit Marketing
MKT4100 Product Management
MKT4190 Sales and Sales Management
MKT4300 International Marketing

Digital Marketing Concentration (21 credits)

MKT2500 Digital/Internet Marketing
MKT3000 Social Community & Content Marketing
MKT2600 Online Advertising & Email Marketing
MKT4200 Advanced Digital Marketing

VCD1010 Graphic Design for Non-Designers
MKT3270 Consumer Behavior
MKT4150 Marketing Research

Professional Sales Concentration (21 credits)

MKT3270 Consumer Behavior
MKT4190 Sales/Sales Management
COM3030 Persuasion
LPS3110 Relationship-Driven Professional Selling
LPS3130 Negotiation in Business and Sales
LPS3150 Sales Leadership
LPS4110 Adv. Relationship-Driven Professional Selling

Required Internship or Practicum (minimum 3 credit hours)
BUS4730 Practicum in Business (3 credits)
OR
BUS4930 Internship in Business (3 credits)

*__PLEASE NOTE__: The following majors have some Business School curricular components in them but are housed in other departments on campus:

Major	School/Department
• Actuarial Science • Math and Computing	• School of Arts & Humanities - Science and Mathematics Department
• Sport Management	• School of Business

	- Sport Management Department
• Sport Ministry	• School of Ministry Studies - Biblical Studies Department
• Sport Psychology	• School of Behavioral Sciences - Psychology Department

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
ACC3320 Intermediate Managerial Accounting
ACC3300 Introduction to Tax
BUS3050 Business Spreadsheet Applications

BUSINESS ADMINISTRATION MINOR (Not available to Business Majors)

The requirement for the minor in Business Administration is 18 hours including:
BUS1010 Foundations of Business
ACC2110 Financial Accounting
MKT2150 Marketing Principles
MGT2430 Principles of Management
MGT3405 Organizational Behavior
BUS3050 Business Spreadsheet Applications

DIGITAL MARKETING MINOR

The requirement for the minor in Digital Marketing is 21 hours in digital marketing including:
MKT2150 Marketing Principles
MKT2500 Digital/Internet Marketing
MKT2600 Online Advertising & Email Marketing
VCD1010 Graphic Design for Non-Designers 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
BUS3260 Small Business Entrepreneurship
BUS3510 Innovation & Design for Business
FIN3350 Entrepreneurial Finance
MGT4240 Human Resources Management
Choose one of the following (if not a Business Major):
ACC2110 Financial Accounting
MKT2150 Marketing Principles

Business majors must also take:
MKT4190 Sales & Sales Management

FINANCE MINOR

The requirement for the minor in Finance is 18 hours including:
BUS3050 Business Spreadsheet Application
FIN3240 Corporate Finance
FIN4280 Investments
FIN4610 Advanced Financial Topics
Choose *2 of the following:*
FIN3170 Money, Banking, & Fixed Income
FIN3270 Financial Planning
FIN3350 Entrepreneurial Finance
FIN4250 Advanced Finance and Modeling

INFORMATION SYSTEMS MINOR

The requirement for the minor in Information Systems is 18 hours including:
ISM1150 Introduction to Computer Science
ISM2150 Object-Oriented Computer Programming
ISM2700 HTML & Web Development
ISM3800 Database Programming
ISM4110 Client-side Programming
ISM4200 Application Development Lab

INTERNATIONAL BUSINESS MINOR (*A BA degree* is required with this minor.)

The requirement for the minor in International Business is 21 hours including:
BUS3570 Fundamentals of International Business
MGT3310 Global Supply Chain Management
FIN4530 International Finance and Economics
ICS3110 Intercultural Communication
ICS3210 Applied Cultural Anthropology
Choose one of the following:
STA- XXX Study Abroad (6 credits)
BUS4960 International Internship (6 credits)
(Outside the student's home country)

MANAGEMENT MINOR

The requirement for the minor in Management is 21 hours including:
MGT2430 Principles of Management
BUS 2750 Entrepreneurship & Service Practicum
MGT3405 Organizational Behavior
MGT4240 Human Resources Management
MGT2650 Leadership & Motivation
BUS3050 Business Spreadsheet Applications
Choose one of the following:
BUS 3260 Small Business Entrepreneurship
MGT3480 Operations & Production Management
BUS3510 Innovation & Design for Business

MARKETING MINOR
The requirement for the minor in Marketing is 21 hours including
MKT2150 Marketing Principles
MKT3270 Consumer Behavior
MKT4150 Marketing Research
MKT4170 Advanced Marketing
Choose three of the following:
MKT2500 Digital & Internet Marketing
MKT3430 Advertising and Promotion
MKT3550 Services & Nonprofit Marketing
MKT4100 Product Management
MKT4190 Sales and Sales Management
MKT 4300 International Marketing

ACADEMIC POLICIES

Grade and Grade-Point Average Requirements

Beginning students must complete the Foundations of Business course as soon as they declare any major in the Business Department. Students who receive a failing grade must retake Foundations of Business the next time it is available before scheduling additional business courses. Students who do not successfully complete the Foundations of Business course on their second attempt, will not be permitted to continue in the School of Business.

After Foundations of Business, students typically take Principles of Management, Marketing Principles, Financial Accounting, and Managerial Accounting. (The order of these courses is flexible, but Managerial Accounting must be taken after Financial Accounting.) To proceed in the School of Business, students must have a grade point average of 2.2 (C+) across these first five courses. If a student should happen to fail any course in the School of Business twice, they may not continue in the program unless granted permission after review by the faculty. To graduate, students must have an overall GPA of 2.0 and a 2.2 GPA in their major.

Students who wish to participate in the blended MBA program must have an undergraduate GPA of 3.0 or higher to qualify for admission into the MBA program and to maintain a GPA of 3.0 or above to continue in the MBA program. Blended MBA students must also maintain a 3.0 GPA in the MBA program to remain enrolled in the program.

LCMC Consortium Disclosure Language

1. Catalog Disclosure

Some majors, minors, concentrations, and courses are offered online through a consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Grace College and its accreditor. Students register through Grace College and receive academic

credit from Grace College.

2. Course-Level Disclosure

This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Grace College. Students register through Grace College and receive academic credit from Grace College.

3. Program-Level Disclosure

This major, minor, or concentration is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education.

Oversight of courses offered through the consortium are reviewed and approved by Grace College. Students register through Grace College and receive academic credit from Grace College.

4. Websites

Some majors, minors, concentrations, and courses are offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions, and academic oversight remains with Grace College. Students register through and receive academic credit from Grace College.

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 of financial statements. During the two semesters, students encounter a detailed study of the balance sheet, income statement, and statement of cash flows. Prerequisite: ACC2110. Three hours each.

ACC 3270 Financial Planning (cross listed with FIN 3270)
This course is designed for the finance, accounting, or business student interested in financial planning from a personal, professional, or business perspective. It covers the principles and concepts of basic financial planning and personal finance, with both theoretical and personal application. Prerequisite: ACC2110. Three hours.

ACC 3300 Introduction to Tax
This course is an introductory survey of federal and state taxation principles. It examines the tax treatment of individuals, capital assets, and business entities from a business perspective. In addition, special attention is given to the role of tax strategies and compliance of individual decision-making and financial planning. Prerequisite: ACC 2110. Three hours.

ACC 3320 Intermediate Managerial Accounting
This course is designed for the accounting and finance student. This course reviews in-depth managerial accounting topics such as budgeting and forecasting, performance management, overhead rates and allocations, and various methods of cost accounting. Break-even points and cost-volume-profit analysis will also be covered. Prerequisite: ACC 2120. Three hours.

ACC 4110 Advanced Accounting
Emphasis on governmental and university accounting, business combinations, partnerships, and estates and trusts. Prerequisite: ACC 3120. Three hours.

ACC 4310 Auditing Principles This course introduces the principles of auditing and attestation, emphasizing the verification of financial statements and the auditor's independent report. Prerequisites: ACC3110 and ACC3120. Three hours.

ACC 4420 Advanced Managerial Accounting
This course studies more advanced managerial accounting concepts not covered in Intermediate Managerial Accounting. Prerequisite: ACC 3320. Three hours

ACC 4520 Individual Compliance Planning
This course is an in-depth study of the tax code for individuals. It includes tax planning for individuals and more complex issues related for Form 1040. Prerequisite: ACC 3300. Three hours.

ACC4530 Tax Compliance & Planning
This course is an in-depth study of the tax code related to corporate, partnership, and other business entities. Prerequisite: ACC 3300. Three hours

ACC 4930, ACC 4940, ACC 4950, ACC 4980, ACC 4990

Accounting Internship
Open to qualified 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 eight credit hours)

ACC 4990 Accounting Internship
Open to qualified accounting majors who are placed with cooperating public accounting 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 credit hours)

BUSINESS ADMINISTRATION

BUS 1010 Foundations of Business
Business Foundations serves as a broad overview and introduction to the field of business, as well as to the faculty of the School of Business and the academic requirements of the business program at Grace College. This course explores the foundational truths of the marketplace required for our system of business to function, although imperfectly, and serve the needs of those around us. The roles of freedom, economics, government, and faith will be key discussion points. The course examines these foundations from a biblical perspective to understand more fully how God would have us "do business." Three hours

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 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: ACC 2110, MGT 2430, & MKT 2150 or permission by the instructor. Three hours.

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. Three hours.

BUS 3130 Business Law I
This course is designed for the general business student. We will cover the components of the legal system, basic constitutional concepts, business entities and ethics. We will thoroughly cover contracts including retail sales agreement and overview of the UCC. Lastly we will handle relevant topics related to agency, consumer matters and bankruptcy. Three hours

BUS 3140 Business Law II
This course is designed for any business student, but will have significant benefit for Finance and Accounting students. We will cover the components of the legal system, Regulatory Law, Agency and employment Law, and the Regulatory environments impact on business strategies. Three hours.

BUS 3260 Small Business Entrepreneurship
Applying the fundamentals of business to the specific needs of small businesses including marketing, sales, finance, production/operations, and personnel. Students will develop a business plan for a small business and interact with small business owners. Three hours.

BUS 3510 Innovation and Design for Business
An introduction into the innovation principles, design thinking, and prototype processes that lead to creation of new products or services. This includes the role of new ideas and innovation within an organization, techniques to facilitate innovations and the use of design thinking to support the creation of new products and services. Three hours.

BUS 3570 Fundamentals of International Business
In today's global business environment, awareness of global business cultures, operations, structures, and legal requirements is essential. This overview course introduces various facets of international business, its application to domestic concerns, and the national economy. Areas reviewed include the role and impact of multinational corporations, cross cultural factors, and global strategies. Prerequisite: MGT2430. Three hours.

BUS 3600 Business Plan Competition Practicum
This course focuses on the development of an original business plan that can be presented at the Grace College Business Plan Competition. Students will learn how to prepare a business plan and the elements within an investment ready business plan and the presentation skills to communicate their business plan. Three hours.

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 critical topics in business and economics, This examination provides a foundation for developing a framework for understanding business from a biblical perspective and for acting consistently within that perspective. The course develops a macro-level framework for the biblical understanding of the role of business organizations and the role of business professionals within those operations. This course complements the micro-level biblical frameworks developed in the discipline specific business courses. This content is designed to challenge the thinking of the student about how they will integrate their understanding of scriptural truth into creating an ethical life walk in a business setting. Prerequisite: Senior status (within two semesters of graduation) or permission. 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 Credit hours)

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 Credit Hours)

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 Credit Hours)

BUS 4800 Senior Seminar in Management
Students make management decisions on finance, production, and marketing for companies in a competitive market, considering 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 (within 2 semesters of graduation) or permission. Three hours.

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 Credit Hours)

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 Credit Hours)

FINANCE

FIN 3170 Money, Banking & Fixed Income
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. We will cover the basic structure of the financial industry and financial institutions, including the roles that each play in the overall economy. We will also introduce relevant regulations that impact the financial industry. Prerequisite: 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, cash flow management, financing and debt strategies and the role of the CFO in managing a business. This course provides a practical approach to the discipline. Prerequisite: ACC2110. Three hours.

FIN 3270 Financial Planning (cross listed with ACC 3270)
This course is designed for the finance, accounting, or business student interested in financial planning from a personal, professional, or business perspective. It covers the principles and concepts of basic financial planning and personal finance, with both theoretical and personal application. Prerequisite: ACC2110. Three hours.

FIN 3350 Entrepreneurial Finance and Real Estate
This course focuses on financial strategy and funding of entrepreneurial ventures through the various stages of business growth. The course will develop skills related to the creation and understanding of essential financial concepts for entrepreneurs to create financial plans and proposals for new ventures. This course also covers the principles on real estate finance with a focus on commercial real estate transactions. Prerequisite: FIN3240. Three hours.

FIN 3440 Financial Statement Analysis
This course is designed for finance students and builds on many of introductory concepts learned in corporate finance. This course begins with a focus on how and why financial statements are created, including an understanding of GAAP. With this understanding, the course moves to the finance perspective and focuses on finding relevant information in the financial statements, as well as the necessary alterations that need to be made for a strong financial analysis of companies. Prerequisite: FIN 3240 and ACC 2110. Three hours.

FIN 3510 Behavioral Finance
This course is designed to address the intersection of psychology and finance. Most economic and financial research is based on the belief the people behave rationally and the markets are efficient at setting prices. However, anomalies occur much more frequently than they should if these assumptions are accurate. This course covers basic principles of counselling and communicating with clients, conflicts involving money, and preparation for and reaction to crisis events. Prerequisite: FIN3240 Three hours.

FIN 4220 Estate Planning & Gift/Estate Tax
This course builds on the introduction to estates from previous finance courses and covers most of the common estate planning tools, such as wills, trusts, real estate deeds, and small business considerations. We will also cover the common gift and estate tax sections that are necessary to understand when working with estate planning clients. Prerequisites: FIN 3240 and FIN3270. Three hours.

FIN 4250 Advanced Finance and Modeling
This course is designed for the accounting and/or finance major. We will learn about financial modeling and how to build financial models. This course is focused on application and problem solving using financial models in excel. Students will learn about the effectiveness of financial models and designing models that are functional and useful for both the finance expert and the manager/client that they are built for. 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
This 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 exchange rates, comparative advantage, tariffs and quotas and other trade restrictions, trade agreements, and the relation between trade and economic growth. Special problems of multinational firms are discussed. Prerequisite: FIN3240. Three hours.

FIN 4610 Advanced Financial Topics
This course is designed to be the capstone course for the finance degree. We will expand on risk management and insurance concepts that were introduced in previous courses, as well as employee benefits from both the employer and employee perspective. We will also discuss profession designations and the different options for employment within the financial industry. The course will culminate with the student taking the SIE exam to prepare them for employment. Prerequisites: FIN3240 and 3 hours in other FIN courses.

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.

MANAGEMENT

MGT 2430 Principles of Management
Principles of Management will expose students to the history of management thought. It also introduces students to the principles of management from the perspective of planning, organizing, leading, and controlling. Within a biblical framework, this course examines developments from scientific management to ethics, diversity, social responsibility, and glocalization. Three hours.

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 3310 Global Supply Chain Management
The study of global supply chain management including topics such as purchasing, logistics, inventory management, risk analysis and contingency planning. Environmental, social, governance, flexibility and financial criteria for global supply chains will be addressed.

MGT 3405 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 students 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.

MGT 3450 Introduction to Data Analytics
This course focuses on using data and statistical tools to make business decisions. Students will be introduced to existing statistical tools commonly used within the business environment and then given opportunities to complete business case studies based on provided statistical tools and data. Prerequisite: BUS3050. Three hours.

MGT 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.

MGT 4240 Human Resource Management
This course is an upper-level course within the Business Department of Grace College, designed to help you understand the many elements of the “people side” of an organization, whether that entity is for-profit or not-for-profit. The course begins with the many legal issues of considering people for employment and progresses through the selection process, training, career development, managing compensation and benefits, labor relations, and employee rights and discipline. The course also covers additional topics including safety and health, international employment and work teams. Prerequisite: BUS2430. 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 online content marketing fundamentals, mobile marketing, SEO, content management systems (CMS), social media, and analytics. Prerequisite: MKT 2150. Three hours.

MKT 2600 Online Advertising & Email Marketing
Students learn about today's online marketing techniques, how to develop a successful online campaign across many digital channels, and ways to measure the campaign's success. Emphasis is placed on social, search, mobile, display, email, and relevant analytical tools and metrics. Prerequisite: MKT2500. Three hours.

MKT 3000 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 the ethical use of these theories is explored throughout the course. 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 Services & Nonprofit Marketing
This course examines the ways in which marketing for service related and not for profit organizations differ from marketing tangible goods with a profit motive. Development of the knowledge, skills and attitudes necessary to market Services and the special category of NPO's is emphasized. Application of course material is made to a wide range of services and NPO's. Prerequisite: MKT 2150 or permission of the Instructor for non-majors. Three hours.

MKT 4100 Product Management
This course examines the processes, frameworks, decision making, and planning concepts available to decision makers in product/service management. This course will focus particularly on the creation or enhancement of new products and services. Specific decisions to be addressed include: product policy and formulation, financial decisions, the selection of product market strategies, new product development and organizational implications. Students will create a new product/service plan as a final project. Prerequisite: MKT2150. Three hours.

MKT 4150 Marketing Research
Research is a necessary component for making business decisions. Professionals across all industries need to know how to conduct research properly and be able to recognize appropriate methodologies and sound techniques given a research objective at hand. This course provides students with the steps professionals use when conducting market research. Instruction is given on defining the objective, secondary research, qualitative primary research, survey development, sampling techniques, survey distribution, data analysis, and communicating results. Prerequisite: MKT2150. Three hours.

MKT 4170 Advanced Marketing. This course uses the case method to present real world marketing dilemmas as a means to learn application of marketing theory. The course is designed to heighten the student's sensitivity to marketing problems in a technologically advanced economy and sharpen their ability to make sound, ethically balanced and implementable judgments about real business situations. 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: MKT2150 and must be in the final spring semester on campus. Three hours

MKT 4190 Sales/Sales Management
A course designed for the student to learn the sales process and or 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. A megatrend in today's business world involves going to extreme efforts to meet customer needs.

Organizations cannot afford to lose customers. It is always easier to sell to a satisfied customer than an unsatisfied one. The cost of acquiring a new customer is higher than keeping an existing one… about six times more! Prerequisite: MKT2150. Three hours.

MKT 4200 Advanced Digital Marketing

A case method course, using real-world marketing dilemmas to learn how to apply digital marketing principles into a workable solution. The course also focuses on preparing for the American Marketing Association PCM®, digital marketing certification,
Prerequisite: Senior status or permission. Three Hours.

MKT 4300 International Marketing

The International Marketing course demonstrates how businesses can expand their marketing efforts globally while acting regionally (globalization). 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 (GMS). It focuses on how general marketing principles, such as the 4P's, are utilized by companies to effectively market globally. Prerequisite: MKT2150, BUS3570 or permission of the instructor. Three hours

Department of Sports Management

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Sports Management

Faculty

Carol J. McGregor, M.S., Program Director

Part Time Instructors

Chad Briscoe, M.A.

Marcus Moore, M.A.

Introduction

The popularity of sport 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, businesses, athletic programs, community and private fitness clubs, ministry outreach, sport medicine, and sport media is vital. This major takes an experiential 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.

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 Grace College'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.

Program Learning Outcomes

1. Students will demonstrate they have gained practical experience in areas related to sport management businesses and settings.
2. Students will be able to create and execute a viable event.
3. Students will be able to develop a proposal to acquire support and funding for a new athletic facility or a facility renovation for Grace College.
4. Graduates will be "career ready."

DEPARTMENTAL MAJORS
BACHELOR OF SCIENCE or BACHELOR OF ARTS

SPORT BUSINESS
The requirement for the B.S. and B.A. degrees in Sport Business include:
SMT1100 Introduction to Sport Management
SMT2050 Risk Management
SMT3610 Sport Marketing
SMT2320 Facility Management
SMT3060 Event Management
SMT3080 Event Management Lab
SMT3550 Sport in American Society
SMT4200 Sport Governance

Business Courses
BUS1010 Foundations of Business
MGT2430 Principles of Management
MKT2150 Marketing Principles
ACC2110 Financial Accounting
ACC2120 Managerial Accounting
MGT3450 Introduction to Data Analytics
MGT3480 Operations & Production Management
BUS2230 Economics
BUS3130 Business Law I
BUS3050 Business Spreadsheet Applications
FIN3240 Corporate Finance
BUS3570 Fundamentals of International Business
BUS4220 Biblical Basis of Business
BUS4800 Senior Seminar in Management

Required Internship and Practicums (9 credit hours)
SMT 1140 Sport Management Practicum I (3 credits)
SMT 2090 Sport Management Practicum II (3 credits)
SMT 4930 Sport Management Internship (3 credits)

SPORT MANAGEMENT
The requirement for the B.S. and B.A. degrees in Sport Management include:
SMT 1100 Introduction to Sport Management
SMT 2050 Risk Management
SMT 2320 Facility Management
SMT 3060 Event Management
SMT 3080 Event Management Lab
SMT 3550 Sport in American Society
SMT3610 Sport Marketing
SMT 4000 Sport Media
SMT 4200 Sport Governance
BIB 2650 Intro to Sport Ministry

Business Courses
BUS 1010 Foundations of Business
BUS 3130 Business Law I
BUS 3050 Business Spreadsheet Applications
MKT 2150 Marketing Principles
MGT 2430 Principles of Management
MGT 3450 Introduction to Data Analytics

Required Internship and Practicums (9 credit hours)
SMT 1140 Sport Management Practicum I (3 credits)
SMT 2090 Sport Management Practicum II (3 credits)
SMT 4930 Sport Management Internship (3 credits)

SPORT MANAGEMENT – COMMUNICATION & MEDIA ARTS CONCENTRATION
The requirement for the B.S. and B.A. degrees in the Sport Management Communication & Media Arts Concentration include:

Sport Management Courses
SMT1100 Introduction to Sport Management
SMT2050 Risk Management
SMT3550 Sport in American Society
SMT3610 Sport Marketing
SMT4000 Sport Media
SMT4200 Sport Governance

Choose one of the following:
SMT2320 Facility Management
SMT3060 Event Management
SMT3080 Event Management Lab

Business Courses
BUS1010 Foundations of Business
MGT2430 Principles of Marketing
MKT2150 Marketing Principles

Communication & Media Arts Concentration courses
Communication
JOU2100 Introduction to Journalistic Writing
COM2700 Public Relations Principles
COM3600 Social Media Communication

Media Arts Courses
ART2110 Art & Design Fundamentals
VCD2310 Visual Communication Design 1
VCD3420 Typography
VCD2550 Fundamentals of Video Production
PHT2600 Intro to Digital Photography

Marketing Courses
MKT2500 Digital & Internet Marketing

Required Internship and Practicums (9 credit hours)
SMT 1140 Sport Management Practicum I (3 credits)
SMT 2090 Sport Management Practicum II (3 credits)
SMT 4930 Sport Management Internship (3 credits)

***Please Note**: The following majors have some Sport Management components in them but are housed in other departments on campus:

Facility & Event Management – School of Business, Business Department

Sport Psychology – School of Behavioral Sciences, Psychology Department

Sport Ministry – School of Ministry Studies, Biblical Studies Department

SPORT MANAGEMENT MINOR

SMT 1100 Introduction to Sport Management
SMT2050 Risk Management
SMT3550 Sport in American Society
SMT 3610 Sport Marketing
SMT 4200 Sport Governance

Choose one of the following:
SMT 2320 Facility Management
SMT3060 & 3080 Event Management & Lab
Plus one elective course from Sport Management (any SMT course)

COURSE DESCRIPTIONS

SMT 1100 Introduction to Sport Management

An introductory course emphasizing basic management principles as they relate to the business of sports. Students are introduced to sports marketing, sports law, sports supervision, sports media, sports ethics, and recreational sports management. An overview is provided with regard to career opportunities in this field. Three hours.

SMT 1140 Practicum in Sport Management I

Practical experience in areas related to Sport Management businesses and settings. Prerequisite: SMT 2050. Three hours.

SMT 2050 Risk Management

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/event supervision. Special emphasis will be given to current legal issues and application of risk management principles. Three hours.

SMT 2090 Practicum in Sport Management II

Practical experience in areas related to Sport Management businesses and settings. Prerequisite: SMT2050. Three hours.

SMT 2320 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.

SMT 3060 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. Zero hours.

SMT 3550 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.

SMT 3610 Sport Marketing
This is the beginning course for the study of the marketing in sports. The course emphasis will be on marketing practices as related to the operation of sport organizations. Key components will include but not limited to; budgets, planning and marketing in sports. Three hours.

SMT 4000 Sport Media
The course will provide an overview of various career opportunities within the sports media field, what skills are needed for each area, and steps necessary to gain employment in the particular field. Students will also hear from professionals in the sports media field and have the opportunity to gain practical experience in various areas. Three hours.

SMT 4200 Sport Governance
A capstone course for the Sport Management Major; this course deals with issues relevant to the areas of sport, fitness, and health. Current research in Sport Management and related areas is emphasized. Three hours.

SMT 4810–4830 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/Practicum program is designed to prepare students in the Grace College School of Business for the marketplace through participating in real world business experiences related to their major coursework. The program will take students to job sites for on-the-job interaction and training. Each eight week session is dedicated to interactive training and academic reflection. Since the internship/practicum is an academic course, credit will be awarded for learning applied on the job and the completion of assigned academic tasks. Three Hours.

School of Education

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Education

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 (grades P-12). Additional licensure in special education at the graduate level is also available.

An alternative program, Transition to Teaching, is a graduate-level, non-degree licensure program aimed at serving 21st-century, post-baccalaureate candidates seeking to expedite their elementary or secondary educator training toward licensure.

Cheryl Bremer, Ed.D., Dean

PURPOSE STATEMENT

The mission and purpose 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. The mission is to develop the *Teacher as Moral Practioner* as a productive and redemptive educator in the world. 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.

GOALS

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 following goals aligned to the Interstate Teacher Assessment Consortium (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.

ACCREDITATIONS

The School of Education at Grace College is accredited by the Council for the Accreditation of Educator Preparation (CAEP). All education programs requiring recognition have received state and/or national recognition from their professional association.

FACULTY

Cheryl L. Bremer, Ed.D., Dean
Rachael L. Hoffert, Ed.D.
Laurie Owen, Ed.D.
Courtney Thrasher, M.Ed.
Kevin Voogt, Ph. D.

Part-Time Instructors

Kylie Hollar, M.Ed.
Nina Lantz, M.Ed.
Ashley Weaver, M Ed

Degrees

UNDERGRADUATE DEGREES

Majors

- Elementary Education
- Teaching All Learners (Dual licensure in Elementary Education/Mild Intervention)
- Secondary Education
  - Business Education
  - English Education
  - French Education
  - Life Science Education
  - Math Education
  - Social Studies Education
  - Spanish Education

Minors

- Pedagogy

Departments of Elementary, Secondary & Special Education

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Departments of Elementary, Secondary, Special Education, and Transition to Teaching

FACULTY

Cheryl L. Bremer, Ed.D., Dean
Rachael L. Hoffert, Ed.D.
Laurie Owen, Ed.D.
Courtney Thrasher, M.Ed.
Kevin Voogt, Ph. D.

Part-Time Instructors

Kylie Hollar, M.Ed.
Nina Lantz, M.Ed.
Ashley Weaver, M Ed

PURPOSE STATEMENT

The mission and purpose 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. The mission is to develop the *Teacher as Moral Practioner* as a productive and redemptive educator in the world. 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.

GOALS

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 following goals aligned to the Interstate Teacher Assessment Consortium (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.

PROGRAM LEARNING OUTCOMES

To reflect the unique preparation of the Teacher as Moral Practitioner and align with national accreditation standards, all departments in the School of Education strive to meet the following program learning outcomes:

1. **Understanding the Learner:** The Teacher as Moral Practitioner identifies and responds to individual social, emotional, and learning needs by designing a differentiated unit plan using the UDL framework.

2. **Knowing Content:** When given the CORE Professional Tests, the Teacher as Moral Practitioner demonstrates relevant content and pedagogical knowledge by earning a passing score on all subtests.

3. **Designing, Implementing, & Interpreting Assessments:** When given an authentic classroom profile that includes student data and contextual factors, the Teacher as Moral Practitioner designs and implements formative and summative assessments that are aligned with the standards, differentiated for student differences, and informed by student data.

4. **Planning for Instruction:** The Teacher as Moral Practitioner designs instruction that is aligned to state standards, incorporates formative and summative assessments, and includes a teaching sequence that leads to successful independent practice.

5. **Impacting Student Learning:** The Teacher as Moral Practitioner provides authentic credible evidence of his/her ability to facilitate student learning by designing and implementing an instructional unit that includes standard-aligned learning goals, an assessment plan, a sequence of instructional plans as well as analysis and interpretation of learning.

6. **Demonstrating Professionalism and Collaboration:** The Teacher as Moral practitioner demonstrates professionalism and collaboration within the student teaching experience through reflective practice, contributions in collaborative planning, and adherence to professional expectations of the classroom and college supervisor.

7. **Reflecting a Moral Practitioner**: The Teacher as Moral Practitioner consistently demonstrates patterns of behavior that reflect Character, Competence and Service throughout his/her candidacy in the School of Education.

8. **Embodying a Moral Practitioner:** The Teacher as Moral Practitioner articulates biblical principles and patterns of thoughts and behavior that reflect key Academic Faith Integration themes addressed throughout the teacher education program.

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 150+ 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.

SPECIAL EDUCATION

Teaching All Learners (TAL)

Dual licensure program in Elementary Education and Special Education

The Teaching All Learners major is a dual licensure in elementary education (K-6) and mild intervention (P-12) that meets the state of Indiana's exceptional needs licensure requirements to teach students needing mild interventions including those with learning disabilities at all levels, emotional and behavioral disorders, mild cognitive disabilities, autism, and ADHD. 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 150 hours of field experience in local classrooms.

Intense Intervention

The intense intervention graduate licensure program allows undergraduate students actively pursuing the mild intervention licensure as well as professional educators in the field who already have their mild intervention license to add to their pedagogical repertoire the knowledge and skills in teaching students P-12 who require intense interventions. Candidates who complete this 15-hour program are eligible for exceptional needs: intense intervention licensure through the Indiana Department of Education.

The curriculum for this graduate level licensure program has been intentionally developed by experts in the field of significant disabilities, autism, and communication disorders. The scope of the curriculum is focused on understanding and meeting the intense needs of the learner with exceptionalities.

The online coursework provides opportunities to delve into evidenced-based practices, theoretical applications, legal implications, as well as current trends all while

collaborating with a cohort of learners. A variety of instructional tasks and assessments allow candidates the opportunity to demonstrate proficiency in their knowledge and skills.

The clinical experiences are designed with a scaffolded approach that vary in intensity and developmental levels. Experiences range from observations to supervised teaching with a focus on the gradual development of competency in practice. Field and clinical experiences provide teacher candidates opportunities to view the entire scope of teaching students with significant disabilities and to develop the knowledge and skills necessary to be effective practitioners. Each course in the Intense Intervention Licensure Program requires a field or clinical component which allows for authentic connections, applications, and practice during the course of study.

SECONDARY EDUCATION

The Secondary Education program offers licensure in Business, English, French, Life Science, Mathematics, Spanish, Social Studies. See content area corresponding schools for secondary education majors. 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 with additional support from the Secondary Chair.

TRANSITION TO TEACHING

Grace College's Transition to Teaching program is an online graduate-level program that holistically prepares individuals to become effective and well-rounded teachers. There are elementary education (K-6) or secondary education (5-12) licensure options. The program consists of a sequence of online courses, and then culminates with a student teaching experience. The program includes foundational courses in learning theory, the learner, lesson planning, and classroom management. In addition, elementary education students are immersed in the Science of Reading literacy instruction, as well as research-based methods and strategies for core content areas. Secondary education students are instructed in research-based methods and strategies specific to adolescent learners. Throughout the coursework, students are applying their learning through flexible field experiences. Student teaching combines in person teaching and practicum work, an online seminar, and a culminating capstone project into a robust and relevant student teaching experience. Graduates of the program are prepared to pass Indiana state licensure exams and impact their own communities one student at a time.

Secondary education students may be licensed in Art, Business, Career and Technical Education: Agriculture, Career and Technical Education: Business and Information Technology, Career and Technical Education: Family and Consumer Sciences, Career and Technical Education: Health Science Occupations, Career and Technical Education: Marketing, Chemistry, Chinese, Computer Science, Earth/Space Science, Economics, English Language Arts, French, Geographical Perspectives, German, Government and Citizenship, Health, Historical Perspectives, Japanese, Journalism, Latin, Life Science, Mathematics, Music: Instrumental, Music: Vocal, Physical Education, Physical Science, Physics, Psychology, Sociology, Spanish, Theatre Arts.

ACCREDITATION

The School of Education at Grace College is accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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 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.

EXPERIENTIAL LEARNING

The 3 hours of required internship experience will be fulfilled through the student teaching semester experience.

EDUCATION PLACEMENT

Graduating seniors in teacher education and alumni seeking positions in various 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. The School of Education webpage also provides a listing of openings and oversees opportunities.

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. 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 higher in SED 1000, a grade of C or higher 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 20 or higher **or** a combined SAT (reading and math) of 1030 or higher*. Candidacy applicants must also complete a Dispositions Assessment and pass a Candidacy Interview to continue in the School of Education. Students with an elementary and/or dual-license (TAL) 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. The chair of the secondary education department is available for support and advising.

*If a student takes a Praxis Core test (reading, writing or math) to meet basic skills twice and does not pass, he or she may be offered an alternative option from their education advisor.

PROGRAM REQUIREMENTS

BACHELOR OF SCIENCE

Elementary Education

The course requirements are as follows:

Required Grace Core courses
Natural Science requirements:
SCI 1140 Physical Science Survey
BIO 1010 & 1020 Biological Science Survey and Lab
Social Science requirement:
HIS 2150 American History

Plus, the following:
SED 1110 Foundations of Mathematics I
SED 1120 Foundations of Mathematics II
SED 3310 Literacy I (Foundations of Reading)
SED 3320 Literacy II (Literature and Writing)
SED 3330 Literacy III (Diagnosis and Correction)
SED 3331 Literacy III Practicum
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 4311 Methods Block Practicum
SED 4900 Student Teaching and Senior Seminar
Content Concentration Courses based on IDOE guidelines

Professional Education Courses:
SED 1000 Teaching School in America

SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction for All Learners
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3800 Classroom Assessment and Environment
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.

For students who expect to work in non-licensed roles, a non-teaching pedagogy minor is available.

BACHELOR OF SCIENCE

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 all grade levels where special education services are offered. Graduates may also obtain employment in agencies and clinics responsible for serving individuals with disabilities.

The course requirements are as follows:
Required Grace Core courses
Natural Science requirements:
SCI 1140 Physical Science Survey
BIO 1010 & 1020 Biological Science Survey and Lab
Social Science requirement:
HIS 2150 American History
Plus, the following:
SED 1110 Foundations of Mathematics I
SED 1120 Foundations of Mathematics II
SED 3310 Literacy I (Foundations of Reading)
SED 3320 Literacy II (Literature and Writing)
SED 3330 Literacy III (Diagnosis and Correction)
SED 3331 Literacy III Practicum
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 4311 Methods Block Practicum
SED 4900 Student Teaching and Senior Seminar
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
SED 4431 Secondary Special Education Practicum

Professional Education Courses:
SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction for All Learners
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3800 Classroom Assessment and Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

BACHELOR OF ARTS

Elementary Education / Special Education Dual Licensure Program

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.

ADDITIONAL LICENSURE

Licensure in Intense Intervention

The intense intervention graduate licensure program allows undergraduate students actively pursuing the mild intervention licensure as well as professional educators in the field who already have their mild intervention license to add to their pedagogical repertoire the knowledge and skills in teaching students P-12 who require intense interventions. Candidates who complete this 15-hour program are eligible for exceptional needs: intense intervention licensure through the Indiana Department of Education.

Professional Education Requirements:
SED 5450 Policy & Practices in Intense Intervention
SED 5460 Assessment, Instruction & Intervention Supports for Significant Disabilities
SED 5470 Seminar in Intense Intervention: Communication, Behavior & Health
SED 5480 Collaboration & Transition Across the Lifespan
SED 5490 Clinical Practice in Intense Intervention

BACHELOR OF SCIENCE

Secondary Education

Professional Education Requirements

SED 1000 Teaching School in America
SED 1110 Foundations of Mathematics II*
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 3330 Literacy III Diagnosis & Correction**
SED 3331 Diagnosis & Correction Practicum**
SED 3600 Teaching in the Middle and High School Setting
SED 3800 Classroom Assessment and Environment
SED 4600 Methods of Secondary Content
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

***Required for Secondary Mathematics**
****Required for Secondary English and Secondary Foreign Language**

BACHELOR OF ARTS

***Secondary Foreign Language degree and Secondary English degrees are Bachelor of Arts degrees.**

TRANSITION TO TEACHING LICENSURE PROGRAM

Elementary Education

SED 5300 Ethics of Teaching and the Learner
SED 5310 Instructional Planning for All Learners
SED 5340 Positive Discipline and Motivation
SED 5330 Literacy Development
SED 5335 Methods of Teaching Literacy
SED 5345 Methods of Teaching STEAM
SED 5390 Clinical Practice with Student Teaching Seminar

Secondary Education

SED 5300 Ethics of Teaching and the Learner
SED 5310 Instructional Planning for All Learners
SED 5340 Positive Discipline and Motivation
SED 5365 Methods of Teaching Adolescent Learners
SED 5395 Clinical Practice with Student Teaching 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 complete student teaching for credit at Grace College.

Transfer students at the candidacy level 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

Required for all Elementary, Special Education and Secondary undergraduate degrees. Students must earn a C or higher in all 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. Both content and field experiences are aligned with the missions of Grace College and the School of Education. A grade of B- or better is required to continue on toward 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. Prerequisite: SED 1000. Three hours.

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. Multi-tiered systems within the general education setting will be explored. Students will learn technology skills and culturally responsive teaching to enhance student learning. Prerequisites: SED 2600, and candidacy status. Three hours.

SED 2400 Teaching Exceptional Learners

This course is designed for prospective teachers, elementary or secondary, and any interested persons working with children at home or in social agencies. The intent is to develop an introduction to children with exceptionalities and practical strategies to assist these children, especially in an educational setting. This course will examine the types of exceptionalities, the laws that apply to them, as well as adaptations and special services that are provided to them in a regular classroom setting and in alternative educational settings. Prerequisite: SED 1000. Three hours.

SED 2500 Teaching in a Pluralistic Society

The course consists of cooperative teaching and learning. The instructor's role is that of a facilitator, rather than a "giver" of knowledge. There are lectures, small and large group discussions of readings and related information, writing, and research focusing on issues of diversity in schools. To better appreciate the influence of culture on behavior and values, students explore their own diversity through written and/or group discussions and inquire into the cultural diversity of school populations in Indiana and surrounding regions. Among the topics included in this study are multicultural education, social classes and socioeconomic status, ethnicity and race, gender, religion, language, community involvement, curriculum, justice, privilege, and other relevant topics that relate to multicultural concerns. Prerequisite: SED 1000. Three hours.

SED 2600 Teaching and Learning
This course provides you with a theoretical, research-based background for classroom instructional and assessment strategies you will be implementing in your teaching. Key issues discussed will include how people learn, instructional planning, how we successfully assess student learning, and how our instruction and assessment strategies can lead to improved student learning and increased motivation to learn. Prerequisite: SED 1000 & SED 2200. 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 lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process. Prerequisites: candidacy status. Three hours.

SED 4700 The Moral Practitioner
This course is an introduction to critical thinking 1 as a fundamental process instrumental in applying philosophy to the craft of teaching. Various topics that deal with classroom concerns, student teaching experiences are discussed each week. Topics include: school law, interviewing, résumé construction, best practices, and classroom management. Candidates will complete the TWS designed to help the teacher education candidates continue their development as reflective practitioners by systematically documenting and analyzing student learning. This course is an introduction to critical thinking2 as a fundamental process instrumental in applying philosophy to the craft of teaching. The course is a systematic study of the philosophy of education and the ethics that undergird the profession. Both secular and Christian philosophical views are examined. Candidates also integrate elements of a chosen set of philosophical beliefs to sharpen their competence as a professional. Candidates interact with key stakeholders associated with the craft of teaching. Describing the work of moral practice is part of the activities of the course. Prerequisite: All SED course work completed, additional school requirements me. 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 higher. Prerequisites: All SED course work completed, additional school requirements met. Nine hours.

PROFESSIONAL EDUCATION COURSE TOTAL: 33 credits

ELEMENTARY EDUCATION MAJORS (Grades K-6)

Students must earn a grade of C or better in SED courses, unless otherwise noted.

SED 1110 Foundations of Mathematics I
The first of two courses investigating a variety of topics necessary for future elementary school teachers. Topics covered focus on numbers and operations, including place value, algorithms for whole numbers, decimals, and fractions with a focus on children's mathematical thinking. Three hours.

SED 1110 Foundations of Mathematics II
This is a continuation of SED 1110. Topics include measurement, geometry and algebraic thinking, with a focus on children's mathematical thinking. Three hours.

SED 3310 Literacy I (Foundations of Reading)
This course begins by introducing candidates to the definition of the Science of Reading (SoR) using the Reading League's SoR Defining Guide. Candidates analyze the National Reading Panel Report and reflect on how the five main components of reading recognized in the report relate to the reading process. Candidates are introduced to the language centers in the brain and how language and visual regions are utilized throughout the reading process. This course emphasizes phonological awareness, the alphabetic principle, phonics, and fluency. Code-emphasis instruction is understood and practiced. A structured literacy plan is utilized to apply knowledge in a clinical tutoring format supervised by the course professor. Perquisites: candidacy status. Three hours.

SED 3320 Literacy II (Literature and Writing)
The content of this course builds on previous learning from SED 3310. This course includes an understanding of the Simple View of Reading and Scarborough's Reading Rope. Connections between fluency, listening comprehension, vocabulary and reading comprehension are understood. Interactive read alouds are utilized in fieldwork as an evidence-based practice for increasing the language comprehension strand of reading. The second half of the course focuses on developmental writing instruction. Sedita's (2019) Writing Rope and Ehri's Phases of Reading and Spelling Development anchor writing instruction coursework. Prerequisites: SED 3310 and candidacy status. Three hours.

SED 3330 Literacy III (Diagnosis and Correction)
The content of this course builds from previous learning in SED 3310 and SED 3320. Candidates will understand reading difficulties and how the difficulties relate to the four-part processor for word recognition. The MTSS process is introduced with the

study and practice of explicit and systematic interventions utilizing encoding and decoding strategies. Candidates analyze data from Curriculum Based Measures and write a structured intervention plan aligned to the Science of Reading. Candidates will also grow in their understanding of explicit vocabulary and comprehension instruction. Candidates will apply knowledge through tutoring and in the elementary classroom setting. In addition, there are fifteen hours of clinical work in an elementary classroom. Candidates will teach whole class and small group literacy lessons. Prerequisites: SED 3310, SED 3320, candidacy status. Three hours.

SED 3331 Literacy III Practicum
Candidates spend Wednesday mornings in K-6 classrooms teaching whole and small group lessons. Candidates will foster learning through interactive read aloud, guided reading, and writing lessons. Candidates are supervised by college faculty and K-6 classroom teachers. Credit

SED 4210 Methods of Teaching Mathematics
This course exposes students to philosophies and instructional strategies used to teaching math to elementary students. There will be a concentration on collecting ideas, activities, materials, and resources for teaching math. Opportunities to teach math in an elementary school setting will also be provided. Prerequisites: SED 1110, SED 2200, SED 2600, candidacy status. Three hours.

SED 4230 Methods of Teaching Science, Health, and Physical Education
This course dives into the unique world of elementary science, health, and physical education. Each content area poses unique challenges for teachers in today's classrooms. An educator's unique role allows them to pique interest and foster curiosity in these often-overlooked content areas. As a part of this class, candidates will explore the learning process and student achievement in each specific content area. Focus on inquiry-based instructional planning and delivery will develop the candidates' ability to plan and deliver standards based, data driven differentiated instruction that engages ALL students in the science, health and physical education curricula. Candidates will dig into resources including technology as they apply to driving content and process learning. The classroom environment, management system, and assessment tools specific to each content field will be identified and applied. K-6 content standards for science, health and physical education will be reviewed. Candidates will be engaged in focused instruction and application of STEM based educational practices. Prerequisites: SED 2200, SED 2600, 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. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4310 Methods of Teaching Language Arts

Methods of Language Arts is considered the literacy application capstone course. This course reviews knowledge from SED 3310, 3320, and 3330. The course includes an understanding of Core Reading Programs. Candidates review samples of Core Reading Programs using a SoR lens. Candidates learn how to strengthen lessons using explicit instruction strategies. Candidates showcase their learning in a Core Curriculum project. Candidates spend one full day a week in a clinical setting planning and teaching reading, writing and word work plans in an elementary classroom. Prerequisites: SED 2200, SED 2600, candidacy status. Three hours.

SED 4311 Language Arts Practicum
Candidates participate in the analysis, planning, and instruction of language arts curriculum to elementary students with and without exceptional needs. Candidates spend Mondays in K-6 classrooms teaching within a rich literacy framework. Candidates analyze data and teach whole and small group lessons. Candidates are supervised by college faculty and K-6 classroom teachers. Credit

CONTENT CONCENTRATION AREA (Required for Elementary Education)
12-14 hours of coursework in the concentration is required. Elementary majors must choose one of the following content areas.

Inclusive Practices in Mild Intervention
SED 2410 Policy & Practices in Special Education
SED 2420/21 Strategies for Mild Intervention/Practicum
SED 3410/11 Students with Emotional & Behavioral Problems/Practicum
SED 3420 Inclusion & Collaboration

Language: Choose 4 courses with MAT prefix

Science: Choose 4 courses with the following prefixes: BIO, CHM, ENV, PHY, SCI

Social Studies: Choose 4 courses with the following prefixes: GEO, HIS, POS, PSY, BHS, SOC

***See advisor for other content concentration options**

ELEMENTARY EDUCATION COURSE TOTAL: 36-38 credits

ELEMENTARY & SPECIAL EDUCATION
Dual Licensure Program

Students must earn a grade of C or higher in SED courses, unless otherwise noted. All elementary education coursework required in addition to the following:

SED 2410 Policy & Practices in Special Education
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. Practices covered include least restrictive environment, response to intervention, and the IEP process. Prerequisite 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. Prerequisite: 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 2400 and SED 2410. Credit

SED 3410 Teaching Students with Emotional and Behavioral Problems
This course deals with issues of definition, incidence, and prevalence. Classification systems are identified along with key conceptual models. Planning procedures and strategies are identified for student behavior management. Prerequisite: SED 2400, 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 2400 and SED 2420, candidacy status. Credit

SED 3420 Inclusion & Collaboration
The purpose of this course is to teach prospective teachers the skills necessary to work collaboratively with other school professionals to support students with special needs within the general education setting. This course provides a study of the integration of special education in the regular classroom setting. Service delivery models are identified and explored. Collaborative procedures, inclusionary practices, special services, and instructional modifications are discussed to support and meet the needs of students with special needs in general education classes. Prerequisite: SED 2420. Three hours.

SED 4420 Assessment, Evaluation & Remediation of Students with Exceptional Needs
This course is designed to focus upon the practical application of various types of assessment tools used in schools along with first-hand knowledge about administering tests, interpreting test results, writing comprehensive reports, making recommendations from the data gathered, and presenting those results to parents/case conference committee members in a clear, concise, and understandable manner. This course has two components. The first component presents an overview of the most important concepts, statistics, and terms one needs to know to understand the assessment process. The second component takes a candidate step-by-step through the assessment process as it occurs with the school setting. Candidates will be required to administer a battery of achievement tests to an elementary (no lower than Grade 2), school age student which will include scoring tests, interpreting results, writing a comprehensive report of test results, and recommending accommodations, modifications, and/or “scientific, research-based” interventions for the teacher and/or

parent based upon the child's test results. The candidate must also meet with the instructor to provide feedback results, as if giving them to a parent. Prerequisite: SED 2400, 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 will be 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. 36-hour practicum in secondary special education is also required. Prerequisite SED 2420. 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. Credit

ELEMENTARY EDUCATION & SPECIAL EDUCATION DUAL LICENSE COURSE TOTAL: 39-41 credits

INTENSE INTERVENTION (LICENSURE PROGRAM)

SED 5450 Policy & Practices in Intense Intervention
This course provides an in-depth study of the cognitive, social, communication, and learning characteristics and development of students with intense or complex support needs. These exceptionalities include moderate and severe cognitive disabilities, severe emotional disorders, multiple disabilities, orthopedic impairments, autism, and traumatic brain injury. Academic, communication and functional needs as related to disabilities are explored. Etiology, definitions, and diagnostic criteria as well as federally mandated eligibility requirements are explored. Discussion focuses on implications for instruction, intervention, and related services for individuals with significant disabilities. These implications are studied through significant historical, social, political, cultural and legal perspectives. Also includes application of professional and ethical practice within the field of special education. Three hours.

SED 5460 Assessment, Instruction & Intervention Supports for Significant Disabilities
This course will employ an evidence-based approach to assessment, instruction, and intervention for students with significant disabilities. Students will learn to move from research to practice by developing a broad and comprehensive understanding of formal and informal assessments and interpretation of assessment data with an emphasis on formative assessment and progress monitoring. Application of knowledge and understanding will be expected through individualized program planning and implementation of effective instruction that aligns to alternate academic standards and meets the unique needs of individuals with significant disabilities. Instruction and intervention development with a focus on language and communication needs is an overarching theme in this course. Prerequisite SED 5450. Three hours.

SED 5470 Seminar in Intense Intervention: Communication, Behavior & Health
Designed as an exploration of key components in meeting the complex needs of individuals. Students learn and apply principles of positive behavior interventions and supports, understand the implications of health issues related to significant disabilities, and learn to use augmentative and assistive technology to meet communication needs. Prerequisite SED 5460. Three hours.

SED 5480 Collaboration & Transition Across the Life Span
A study of the transition needs for individuals with significant disabilities and the collaborative strategies necessary to meet those needs as they occur across the life span. This course teaches students how to assess and support the transition needs of students and their families through the federally mandated transition planning process. Students apply these skills through case study, writing a transition plan, and developing curriculum that focuses on postsecondary outcomes. Topics of interagency collaboration, curriculum development, cultural competency, and community-based instruction are explored. Prerequisite SED 5470. Three hours.

SED 5490 Clinical Practice in Intense Intervention
Field-based experience in a school setting that requires intense intervention and supports. Practicum is under the direction of a faculty member. Prerequisite SED 5480. Three hours.

INTENSE INTERVENTION COURSE TOTAL: 15 credits

SECONDARY EDUCATION MAJORS (GRADES 5-12)

Students must earn a grade of C or higher in SED courses, unless otherwise noted.

SED 3600 Teaching in the Middle and High School
This course is offered to help the preservice teacher understand the special characteristics of early adolescents and adolescents and their school settings (middle and high school). Prerequisites SED 2200, SED 2600, candidacy status. Three hours. Topics to be covered may include:

1. Adolescent development and issues faced by early adolescents and adolescents
2. Concepts in the middle and high school, and the secondary school curriculum
3. Planning, instruction, assessment, and other strategies used at the secondary school level
4. Classroom leadership and management in middle and high schools
5. Involving the community as resources
6. Understanding the counseling aspects of teachers and counselors

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4650 Teaching Methods of Secondary Mathematics
This course is designed to address the needs and concerns of students preparing to teach mathematics in grades 5-12. The structure of this methods course is organized around Standards for IDOE Developmental Secondary Educators and NCATE/NCTM Standards for Initial Preparation for Mathematics Teachers. Though the course does not promote a particular methodology, it presents principles of learning from which teachers can draw as they make decisions about instruction. Students will discover practical ideas for teaching mathematics, as well as background information to help formulate their own hypotheses about student learning and retention, in an effort to stimulate a desire to further research the field and contribute to the theory building process. In today's classroom with diverse learners and varied curricular options, teachers must have a repertoire of teaching practices grounded in their research and knowledge base. Mathematics teachers serve as facilitators to develop students' problem-solving skills and can create classroom environments of collaboration, cooperation and inquiry through social interactions, technology usage, multiple representations, and a variety of appropriate instructional strategies. Prerequisites: 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. Prerequisites: 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. Prerequisites: SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SECONDARY EDUCATION COURSE TOTAL: 6 credits

TRANSITION TO TEACHING (ALTERNATIVE LICENSURE PROGRAM)

SED 5300 Ethics of Teaching & the Learner
In this course, candidates will survey the career opportunities of education and discover the role the teacher serves in relation to diverse student populations, parents/

caregivers, school, and community along with the principles and theories of educational psychology. Candidates will engage in a study of the learner at all grade levels and abilities with an introduction to the field of special education and the many factors affecting learning, including but not limited to, theories of learning, environment, heredity, cultural impact, discipline, classroom management, exceptionalities, and development. Candidates will develop 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. The measurement of academic aptitude and achievement is also covered. Practical application is stressed.

SED 5310 Instructional Planning for All Learners
In this course, candidates will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Candidates develop a repertoire of teaching methods and strategies, techniques and skills for managing a classroom, constructing and analyzing tests and evaluation tools for classroom teachers, and develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles.

SED 5330 Literacy Development (ELE only)
Candidates will examine current methods utilized and supported by the science of reading to promote literacy development among elementary learners (i.e., sound-symbol relationships of the English language that lead to the attainment of independence in reading, basics of phonemic blending, decoding written words, philosophies and strategies for teaching the skills of phonics). There is emphasis on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Candidates will explore how classroom teachers select and administer diagnostic tools to guide targeted interventions for readers performing below readiness levels. 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.

SED 5335 Methods of Teaching Literacy (ELE only)
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.

SED 5340 Positive Discipline & Motivation
This course provides evidence-based best practices and strategies, informed by intentional behavior assessments, and aimed toward maintaining and increasing healthy adaptive and social-emotional behaviors among diverse populations of students for optimal learning environments and preventing social, emotional, and behavioral challenges which may impede student learning by helping candidates to adopt instructional approaches and early interventions which incorporate explicit teaching of

positive social skills, interpersonal relationship and communication skills, and offering students' multiple opportunities to practice appropriate social skills/behaviors followed by positive and specific feedback and support (e.g., positive discipline). 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 with positive discipline. Various strategies for 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.

SED 5345 Methods of Teaching STEAM (ELE only)
This course integrates the subject-specific pedagogical methods of teaching in specific domains for elementary education. This course involves an examination of the instructional process appropriate for elementary children in their learning of mathematics, science, health, art, and social studies. Considerable time is spent with the actual content of the elementary curriculum. Methods that facilitate evidence-based instruction in subject area concepts, skills, problem solving, and critical thinking are developed along with the content. Candidates will practice strategies and skills for effectively

SED 5365 Methods of Teaching Adolescent Learners (SEC only)
Understanding unique ways that the disciplines approach reading, writing, and speaking about their disciplines, this course examines scientifically based reading research (SBRR) and its application to the middle and high school classrooms. Candidates consider ways to enact strategies and methods to provide learning opportunities within candidate-specific, targeted disciplines for all adolescent learners.

SED 5390 Elementary Clinical Practices; Student Teaching with Seminar
This 15-week course prepares teacher candidates for entry into the profession through a combination of online seminar and clinical experiences. The online seminar addresses a variety of relevant topics and issues, providing a theoretical foundation for practical application in the classroom. These topics include effective teaching strategies, classroom management techniques, curriculum development and assessment, legal and ethical responsibilities of teachers, engaging with families, and teacher mental health within the elementary school setting. There are two clinical experiences: a 5-week field-based practicum in a K-6 school setting, and a 10-week field-based full-time student teaching experience. If the candidate is teaching in their own classroom, both clinical experiences may be fulfilled in the candidate's classroom. Additionally, a Teacher Work Sample (TWS) with a passing grade of C or better is required for successful completion of the course. Six credit hours.

SED 5395 Secondary Clinical Practices; Student Teaching with Seminar
This 10-week course prepares teacher candidates for entry into the profession through a combination of online seminar and clinical experience. The online seminar addresses a variety of relevant topics and issues, providing a theoretical foundation for practical application in the classroom. These topics include effective teaching strategies, classroom management techniques, curriculum development and assessment, legal and ethical responsibilities of teachers, engaging with families, and teacher mental

health within the secondary school setting. The clinical experience is comprised of a 10-week field-based full-time student teaching experience. If the candidate is teaching in their own classroom, the clinical experience may be fulfilled in the candidate's classroom. Additionally, a Teacher Work Sample (TWS) with a passing grade of C or better is required for successful completion of the course. Six credit hours.

ELEMENTARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM HOURS – 24

SECONDARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM HOURS – 18

School of Ministry Studies

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

School of Ministry Studies

INTRODUCTION

The School of Ministry Studies consists of the undergraduate Department of Biblical Studies and Grace Theological Seminary, together offering degrees in ministry and missions at the bachelors, graduate, and doctoral levels**.**

PURPOSE

The School of Ministry Studies desires for students to passionately study the Bible and apply its truth. We want to develop servant leaders who love both God and neighbor. By "correctly handling the word of truth" (2 Timothy 2:15), we set out to strengthen hearts, sharpen minds, and deepen faith. This purpose allows us to work together in community toward the common goals of spreading the Gospel, serving the church, and loving the world.

SCHOOL GOALS

The School of Ministry Studies seeks to:

1. 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. 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 global church.

3. Guide students in developing an approach to biblical studies that is informed by scholarship. Our faculty hold the highest degrees in their fields and are active in ongoing publishing, speaking, and service to their professional academic societies. These commitments keep faculty on the cutting edge of ministry and missions that has a direct impact in their teaching in the classroom.

ACCREDITATION

Grace Theological Seminary is accredited by the Association of Theological Schools.

LIST OF FACULTY

<u>Full-time:</u>

Frederick Cardoza II, Ph.D., Dean
Anthony Casey, Ph.D Interim Associate Dean
Mark A. Bowald, Ph.D.
Matthew S. Harmon, Ph.D.

Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.
Brent Mencarelli, M.Div.

Part-time:

Lonnie Anderson, D.Min.
Thomas Clothier, D.Min.
Kip Cone, D.Min.
Trent Lambert, D.Min.
Lane Lingofelter, Ph.D. (ABD)
Karla L. McGehee, Ph.D.
Robert Neufer, D.Min.
Chad Shively, Ph.D. (ABD)
John Teevan, D.Min
Gabe Tribbett, D.Min (ABD)

LIST OF DEGREES

COLLEGE: DEPARTMENT OF BIBLICAL STUDIES

Undergraduate Programs

Bible (second major only)
Biblical Studies *
Educational Ministries *
Intercultural Studies *
Sport Ministry Studies *
Youth and Family Ministry *

*Available Accelerated degrees in MA and MDiv.

GRADUATE: GRACE THEOLOGICAL SEMINARY

Graduate Programs

Master of Arts in Ministry Studies (online)
We offer the following concentrations:

- Christian Ministry
- Counseling
- Leadership and Management
- Spiritual Formation and Discipleship
- Technology
- Women's Leadership Studies

Master of Arts in Christian Ministry (Winona Lake, Akron, and online)
We offer the following concentrations:

- Chaplaincy (Winona Lake and online)
- Intercultural Studies (Winona Lake and online)

- Local Church Studies (Winona Lake, Akron, and online)
- Expository Preaching and Teaching (Winona Lake)
- Women's Leadership (Winona Lake and online)
- Worship Leadership (Winona Lake)

Master of Divinity (all concentrations offered at Winona Lake and online)

We offer the following concentrations:

- Chaplaincy Program
- Christian Ministry
- Exegetical Studies
- General Studies
- Intercultural Studies
- Pastoral Counseling
- Pastoral Studies
- Women's Leadership

Deploy (Competency-Based Program)

- Master of Arts, Local Church Ministry
- Master of Divinity, General Ministry

Doctor of Ministry (hybrid and online)

We offer the following concentrations:

- Biblical Spiritual Formation and Soul Care (hybrid)
- Exemplary Biblical Preaching (On Location)
- Hybrid Church (online)
- Intercultural Studies (online)
- Interdisciplinary Studies (hybrid and online)
- Ministry Leadership (hybrid and online)

Doctor of Intercultural Studies

Department of Biblical Studies

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Department of Biblical Studies

FACULTY

Full-time Faculty:

Frederick Cardoza II, Ph.D., Dean
Mark A. Bowald, Ph.D.
Anthony Casey, Ph.D.
Matthew S. Harmon, Ph.D.
Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.
Brent Mencarelli, M.Div.

Part-time Faculty:

Lonnie Anderson, M.Div., D.Min.
Thomas Clothier, D.Min.
Kip Cone, D.Min.
Trent Lambert, D.Min.
Lane Lingofelter, M.Div., Ph.D. (ABD)
Karla L. McGehee, Ph.D.
Robert Neufer, D.Min.
Chad Shively, Ph.D. (ABD)
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, which 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 and inerrant authority.

MAJORS AND MINORS

The department offers six majors: Biblical Studies, Intercultural Studies, Youth and Family Ministry, Educational Ministries, Sport 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 and Family Ministry, 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 today's 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. 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.

PROGRAM LEARNING OUTCOMES

The department has adopted the following goals and objectives:

1. Students will have a foundational understanding of how to accurately study and interpret a Scripture passage or a biblically-derived topic/concept to those they serve in either a local church or parachurch ministry setting.
2. Students will be able to understand and express the orthodox view of God and theology in a context that is culturally and audience specific**.**
3. Students will be able to develop, analyze, and lead within local church ministries.

PROGRAMS

Bachelor of Arts or Bachelor of Science Degree: Students completing baccalaureate studies will earn a Bachelor's degree in any of our program majors listed in the next section entitled "MAJORS."

Master of Arts in Christian Ministry: The Master of Arts in Christian Ministry (MACM) is a 48-hour program containing an 18 hour core of biblical and theological studies. This program is designed for those students seeking graduate theological training, associate pastoral ministry, para-church ministry, women's ministry, or cross-cultural studies. 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. Concentrations within the MACM program include Chaplaincy, Expository Preaching and Teaching, Intercultural Studies, Local Church Studies, Women's Leadership, and Worship Leadership.

Master of Arts in Ministry Studies: The MA in Ministry Studies (MAMS) is a 36-hour online program designed to provide professional and practical training for those who are pursuing or are already involved in church ministry. This degree will prepare and equip ministry leaders with the necessary personal, professional, and theological training for their unique Christian calling within church ministry or human services. The program goals are designed to augment and support the mission of Grace College and Grace Seminary.

The MAMS strikes a balance between foundational theological preparation and real-life ministry training. The program 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. Graduates of the Department of Biblical Studies may gain advanced standing in Grace Theological Seminary.

Accelerated Master of Arts Degree: Students have the opportunity to pursue a Master of Arts degree in Christian Ministry from our residential seminary while pursuing their Bachelor's degree in Biblical Studies, Intercultural Studies, Educational Ministry, Youth Ministry, or Sports Ministry. This accelerated degree can be completed in four years, with the last two years being enrolled in both the College and the Seminary.

Accelerated Master of Divinity Degree: Students have the opportunity to pursue a Master of Divinity degree while pursuing a Bachelor's degree. This is available for the following Bachelor's degree majors: Biblical Studies, Intercultural Studies, Educational Ministry, Youth Ministry, and Sports Ministry.

Students can get their Master of Divinity concentrations in the areas of Christian Ministry, Exegetical Studies, General Studies, Intercultural Studies, Pastoral Counseling, Pastoral Studies, Women's Leadership, or a Chaplaincy Program. Students can complete this in five years, and in the fifth year they are a seminary student only.

MAJORS

The majors consist of 14 three-hour courses for a total of 42 hours, in addition to the language requirement.

Biblical Studies Major

The requirement for a major in Biblical Studies is 45 hours in the department, including the following courses:

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

BIB 2250 Understanding and Engaging Culture
BBL 4810 Senior Seminar

Specialization Courses

BBL 3000 Theological Systems
PHI 3050 Apologetics
BIB 3290 NT Bible Exposition
BIB 3310 OT Bible Exposition
BIB 4060 Expository Preaching

Intercultural Studies Major

The requirement for a major in Intercultural Studies is 57 hours in the department, including the following courses:

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 3090 Spiritual Formation
BBL 3010 Defining Doctrines of the Christian Faith
BBL 3140 Biblical Backgrounds
BBL 4810 Senior Seminar

Specialization Courses

MIS 2010 Intro to World Missions

BBL 2050 Relational Skills for Ministry
ICS 3110 Intercultural Communication
ICS 3210 Applied Cultural Anthropology

BIB 2250 Understanding and Engaging Culture
MIS 2100 History of World Missions
ICS 3000 World Religions
MIS 4960 Cross Cultural Internship

Youth and Family Ministry Major

The requirement for a major in Youth and Family Ministry is 57 hours in the department, including the following courses:

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
PHI 3100 Ethics
BBL 4810 Senior Seminar

Specialization Courses

YMI 2140 Foundations of Student Ministry
BIB 2140 Evangelism & Discipleship & Apologetics
YMI 3220 Creative Bible Teaching
YMI 3240 Counseling Youth & Families
YMI 2240 Youth & Family Ministry Programming
BIB 2090 Contemporary Issues in Student Ministry
YMI 4100 Youth Ministry Internship

Choose four of the following

BBL 2050 Relational Skills for Ministry
BIB 2250 Understanding and Engaging Culture
BBL 3000 Theological Systems
ICS 3110 Intercultural Communication
BBL 3140 Biblical Backgrounds
BIB 3290 New Testament Bible Exposition

BIB 3310 Old Testament Bible Exposition
ICS 3000 World Religions
BIB 4060 Expository Preaching
MIS 3220 Principles and Practice of Prayer

Educational Ministries Major

The requirement for a major in Educational Ministries is 45 hours in the department, including the following courses:

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
BIB 2250 Understanding and Engaging Culture
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
ICS 3110 Intercultural Communication

Choose two of the following

PHI 3050 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 3000 World Religions
MIS 2080 Teamwork and Leadership Training
MIS 2010 Introduction to World Missions
MIS 3220 Principles and Practice of Prayer
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

Bible Major

Designed for NON Biblical Studies Majors wishing to double major in Bible. The requirement for a major in Bible is 33 hours in the department, including the following courses:

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
BIB 2250 Understanding and Engaging Culture

Specialization Courses

BBL3140 Biblical Backgrounds
BIB 3290 NT Bible Exposition
BIB 3310 OT Bible Exposition
ICS 3000 World Religions

Sport Ministry Studies Major

The requirement for a major in Sport Ministry Studies is 54 hours in the department, including the following courses:

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
PHI 3100 Ethics
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
MT 1140 Practicum
SMT 2090 Practicum in Sport Management
SMT 4930 Internship

MINORS

Biblical Studies Minor

The requirement for a minor in Biblical Studies is 24 hours in the department, including the following courses:
BBL 2011 Understanding the Old Testament I
BBL 2013 Understanding the Old Testament II
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

The requirement for a minor in Intercultural Studies is 18 hours in the department, including the following courses:
ICS 3110 Intercultural Communication
ICS 3210 Applied Cultural Anthropology
MIS 2010 Introduction to World Missions

BBL 2050 Relational Skills for Ministry
MIS 2100 History of World Missions
ICS 3000 World Religions

Youth and Family Ministry Minor

The requirement for a minor in Youth Ministry Studies is 18 hours in the department, including the following courses:
BIB 2140 Evangelism and Discipleship
YMI 2140 Foundations and Philosophy of Youth Ministry
YMI 3220 Creative Bible Teaching
YMI 3240 Counseling Youth & Families
Choose two of the following
BIB 2090 Contemporary Issues in Stu. Ministry
MIS 2010 Introduction to World Missions
BBL 2011 Understanding the OT I
BBL 2013 Understanding the OT II
BBL 2020 Understanding the NT

BBL 3090 Spiritual Formation
MIS 3220 Principles and Practice of Prayer

Biblical Languages Minor

The requirement for a minor in Biblical Languages is 21 or 24 hours in the department, including the following courses:

Option 1 (Greek Emphasis)

GRE 1010 Greek I
GRE 1020 Greek II
GRE 2010 Greek Exegesis I
GRE 2040 Greek Exegesis II
BBL 3140 Biblical Backgrounds
Choose two of the following
BIB 3290 New Testament Bible Exposition
BIB 3310 Old Testament Bible Exposition
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 2010 Greek Exegesis I
GRE 2040 Greek Exegesis II
HEB 1010 Hebrew I
HEB 1020 Hebrew II
HEB 1030 Hebrew III
HEB 2020 Hebrew Exegesis I

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 Arminian 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
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. This course is required in the liberal arts core curriculum. 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 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 2050 Understanding and Engaging Culture
This course examines culture. It explores the roots of culture as a foundational and overarching expression of humanities vocations as "imaging" of God in Scripture. The subsequent harmonies and dissonances between historical expressions of culture and Christianity are analyzed and discussed. Also, contemporary expressions of popular digital culture, film, video and music, will be selectively surveyed with an eye to developing the capacity to constructively and critically engage culture as Christians. 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: discerning God's will, the church and culture, poverty, human rights, the role of Scripture, methods of the church, gender and sexuality, race, politics, depression, suicide and others. 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. This course is required in the liberal arts core curriculum. 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 and BIB2010. Three hours.

BIB 4060 Expository Preaching and Teaching
This course is designed to provide instruction and experience in the process of communicating God's truth to people through the avenues commonly referred to as "teaching" and "preaching." It introduces a functional 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 (a) classroom instruction, dialogue, and group activities and (b) a preaching/teaching lab experience. This lab experience is intended to provide an environment where the student may gain benevolent feedback while perfecting skills in the oral presentation of biblical truth. 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 catalogs 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 effect 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 3000 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. 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 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 a term-length, supervised missions experience that serves as a capstone style course where students combine their theological, cultural, and practical skills developed throughout the major and apply them in a cross-cultural ministerial setting. The internship equips students with skills needed for entry, acquisition, and assessment of cultural competencies and sound missiological practice for the advancement of the Great Commission. Six hours

Internship placement must be approved at least 6 months in advance by the director of the Intercultural Studies program.

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.

GRE 1010-1020 New Testament Greek I and II
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 three-session 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. 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.

Youth and Family Ministry

YMI 2140 Foundations and Philosophy of Youth Ministry
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 Youth & Family Ministry 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. Methods of

evangelizing, discipling, and mentoring future leaders will be assessed and various curricula will be reviewed and analyzed. Strategies for meeting the needs of youth on the public high school campuses and networking with other church and para-church groups will be explored. This course will establish the role of the Christian school, home school and public school as they relate to youth ministries. Pertinent legal issues will be discussed that arise while working with minors in the church and schools. Prerequisite: YMI2140. Three hours.

YMI 3220 Creative Bible Teaching
This course equips students with the tools and theological foundation to develop engaging and effective Bible teaching methods. Emphasis will be placed on creative approaches that resonate with contemporary audiences while maintaining fidelity to Scripture and the conservative evangelical tradition. Students will explore various teaching styles, media, and learning environments to cultivate their ability to communicate God's Word in a compelling and relevant manner.

YMI 3240 Counseling Youth & Families
This course equips students to effectively communicate biblical truth to adolescents within a rapidly changing youth culture. Students will examine various methods of teaching, discipling, and counseling teenagers in ministry contexts. Emphasis will be placed on relational communication, small group facilitation, and the use of technology and media in youth ministry. Students will also explore foundational principles of biblical counseling and develop practical skills for supporting teenagers and families facing personal or crisis situations. Legal and ethical considerations in youth counseling will be discussed, including when it is appropriate to refer students to professional counselors. Prerequisite YMI2140. Three hours.

YMI 4100 Youth Ministry Internship
In this 8-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.

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 3050 Apologetics
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. This course is required in the liberal arts core curriculum. Prerequisites: BIB1050, and BIB2010. Three hours.

PHI 3100 Ethics
Students will explore ethical principles for making judgments and choices on moral issues. They will study what various philosophers have said is good and right and leads to true happiness. They will examine various systems of ethics and the philosophical basis behind them. Applying biblical data to contemporary ethical issues, they will develop a Christian view of ethics. Three hours.

Sport Ministry

BIB 2650 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

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE
THEOLOGICAL SEMINARY

Grace Theological Seminary

Table of Contents

FACULTY 1
ABOUT GRACE THEOLOGICAL SEMINARY 2
A Rich History 2
An Ideal Community 3
A Traditional Campus 3
PURPOSE 4
Purpose Statement of Grace Theological Seminary 4
GTS Core Values 4
A Spiritual Environment 4
Standards of Conduct 4
Co-curricular Activities 5
ADMISSIONS, EXPENSES, AND FINANCIAL AID 6
General Admission Policies 6
Admission Requirement 7
Application Materials 7
Advanced Standing 8
Transfer Credits 8
International Students 9
Tuition Deposit 10
Student Intent 10
Medical Insurance 10
Electronic Media Requirement 10
Expenses for All Programs 10
Terms of Payment for Regular Semesters 11
Federal Refund Policy 11
Institutional Refund Policy 11
Student Housing 12
Student Financial Aid 12
Scholarship and Loan Programs 12
Terms of Payment for Summer School 14
Responsibility for Payments 14
Service Charge 14
Registration for Courses 14
Dropping/Adding Classes 14

Withdrawal from Grace Theological Seminary 15
Statement on Disabilities 15
Notice of Nondiscrimination 16
ACADEMIC POLICIES AND PROGRAMS 16
General Academic Policies 16
Grading System 16
Dropping a Class 17
Student Status 17
Incompletes 18
Grade Point Average (GPA) 18
Repeating Courses 18
Academic Restriction 19
Academic Probation 19
Credit Hours GPA 19
Final Academic Probation 19
Limited Academic Program 20
Graduating with Academic Honors 20
Application for Graduation 20
Academic and Other Awards 21
Classification of Students 22
Class Scheduling 22
Attendance Requirements 23
Advising 23
Course Numbering System 23
Course Schedules 23
ACADEMIC PROGRAMS 24
Master of Arts in Ministry Studies 24
Master of Arts in Christian Ministry 24
Master of Arts in Military Chaplaincy 24
Deploy – Master of Arts in Local Church Ministry 25
Master of Divinity 25
Deploy – Master of Divinity 25
Doctor of Ministry 25
Doctor of Intercultural Studies (Fully online) 25
SPECIAL STUDY PROGRAM 26
Deploy: Competency-Based Theological Education 26
SEMINARY PROGRAMS 27

Master of Arts in Ministry Studies Online (MAMS) 27
Purpose of the Program 27
Program Description 27
Program Goals and Assessment 27
Schedule 28
Delivery Formats 28
Technology Requirements 28
Handbook 28
Community Lifestyle Pledge 28
Admission Requirements 28
Application Expiration Date 29
Degree Requirements 29
Curriculum 29
Counseling Concentration Courses: 18 Hours 29
Contact 30
Master of Arts in Christian Ministry 30
Purpose of the Program 30
Program Description 31
Program Learning Outcomes 31
Entrance Requirements 31
Academic Requirements 31
M.A. in Christian Ministry—Expository Preaching and Teaching Concentration 32
M.A. in Christian Ministry—Intercultural Studies Concentration 33
M.A. in Christian Ministry—Local Church Studies Concentration 34
M.A. in Christian Ministry—Women's Leadership Concentration 35
M.A. in Christian Ministry—Worship Leadership Concentration (Residential Only) 36
Master of Arts in Military Chaplaincy 37
Purpose of the Program 37
Program Description 37
Program Learning Outcomes 37
Entrance Requirements 37
Academic Requirements 38
M.A. in Military Chaplaincy Curriculum 38
DEPLOY PROGRAM 39
Purpose of the Program 39
Program Description 39
Program Learning Outcomes 40

Entrance Requirements 40
Academic Requirements 40
Master of Arts in Local Church Ministry Curriculum (Deploy) 41
Master of Divinity (Residential and Online) 41
Purpose of the Program 41
Program Learning Outcomes 41
Program Prerequisite 41
Residence Requirements 42
Language Requirements 42
Master of Divinity—General Studies Concentration 42
Master of Divinity—Chaplaincy Studies Concentration 43
Master of Divinity—Christian Ministry Concentration 44
Master of Divinity—Exegetical Studies Concentration 45
Master of Divinity—Intercultural Studies Concentration 46
Master of Divinity—Pastoral Counseling Concentration 47
Master of Divinity—Pastoral Studies Concentration 48
Master of Divinity—Women's Leadership Concentration 49
DEPLOY PROGRAM 50
Master of Divinity (Deploy) 50
Purpose of the Program 50
Program Description 51
Program Learning Outcomes 52
Entrance Requirements 52
Academic Requirements 52
Master of Divinity in General Ministry Curriculum (Deploy) 52
DOCTOR OF MINISTRY 53
Purpose of the Program 53
Program Learning Outcomes 53
Admission to the Doctor of Ministry Program 54
Program Requirements 55
Course Numbering System 55
Program Description 55
Program Core Courses (12 hours) 55
Concentration Core Courses (12 hours) 55
Professional Project (6 hours) 56
Academic Requirements 56
Transfer Credit from Other Institutions 57

Program Continuation 57
Program Completion 57
Independent Study 58
Continuing Education 58
Provisional Admission Students 58
Full-time Students 58
Tuition and Fees 58
Financial Aid 58
Graduation Requirements 58
DOCTOR OF INTERCULTURAL STUDIES 59
Purpose of the Program 59
Program Learning Outcomes 59
Courses in Eight-Week Seminar Format 59
Transfer of Credits and Partnership Programs 60
Admission to the Doctor of Intercultural Studies Program 60
Basic Academic Requirements 60
Experience Prerequisite 60
Required Statement 60
Application and References 60
International Students 61
Interview Requirement 61
Tuition Deposit 62
Program Requirements 62
Program Description 62
Courses in Online Seminar Format for the Doctor of Intercultural Studies Degree 62
COURSE DESCRIPTIONS 63
Master of Arts in Ministry Studies 63
Ministry Foundations—Core Courses 63
Christian Ministry—Concentration Courses 64
Counseling—Concentration Courses 64
Leadership and Management—Concentration Courses 65
Spiritual Formation and Discipleship—Concentration Courses 66
Technology—Concentration Courses 67
Women's Leadership—Concentration Courses 67
Christian Theology & Church History 68
Old Testament Studies 70
New Testament Studies 72

Pastoral Studies 73
Intercultural Studies....77
Deploy Course Descriptions 80
Doctor of Ministry 84
Doctor of Intercultural Studies 89
Doctoral Program Electives 91
GRACE THEOLOGICAL SEMINARY FACULTY 93

FACULTY

Full-time Faculty:

Frederick Cardoza II, Ph.D., Vice President and Dean
Mark A. Bowald, Ph.D.
Anthony Casey, Ph.D.
Matthew S. Harmon, Ph.D.
Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.

Appointed Faculty:

Trent Lambert, D.Min.
Gabe Tribbett, D.Min. Candidate

Part-time Faculty:

Jeffrey Brown, D.Min.
Thomas Clothier, D.Min.
Gary Colledge, Ph.D.
James Colledge, D.Min.
Kip Cone, D.Min.
Steve Hyatt, Ph.D.
Thomas J. Edgington, Ph.D.
Matt Koons, Ph.D.
Dave McClellan, Ph.D.
Karla L. McGehee, Ph.D.
Rob Neufer, D.Min.
Simona Sabou, Ph.D.
Sorin Sabou, Ph.D.
Chad Shively, M.Div., Ph.D. (ABD)
Thomas Stallter, D.Miss.
John Sloat, Th.M.
John Smith, D.Min.
John A. Teevan, D.Min.
Cole Westwood, Ph.D.
Matt Williams, D.Min.

Grace Theological Seminary is part of the School of Ministry Studies.

ABOUT GRACE THEOLOGICAL SEMINARY

A Rich History

Grace 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.

Grace College and Seminary is a four-year liberal arts college and seminary accredited institutionally by the Higher Learning Commission (HLC). Grace Theological Seminary also has specialized accreditation by The Commission on Accrediting of The Association of Theological Schools (ATS). Both HLC and ATS are recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. Through Deploy, the Seminary's competency-based theological education program, Grace Seminary is a member of the Competency-Based Education Network—a collaborative network for CBE/CBTE institutions.

Grace Theological Seminary was established in 1937, followed by Grace College in 1948. Seminary programs are part of the institution's School of Ministry Studies.

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, Seminary and School of Ministry Studies houses the Seminary, undergraduate Department of Biblical Studies, and Worship Arts Program as well as faculty offices, staff offices, 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, Assistant Provost, Chief Financial Officer, Advancement, Marketing, as well as classrooms. Built in 1950–51, the structure includes an auditorium seating of approximately 450 and the prayer tower.

Indiana Hall, a student service center/residence hall, provides student housing for more than 100 students and administrative offices for Student Affairs, Student Involvement, Center for Career Connections, Academic Services, School of Professional Online Education (SPOE), Student Employment as well as the Student Services Hub including student accounts, registrar and financial aid services.

Morgan Library-Learning Center empowers students to achieve their educational goals by providing outstanding resources and services and nurturing crucial thinking abilities that will serve students for life. Librarians, professional staff, and dozens of student assistants are available to help students with their research, writing, and tutoring at their point of need or in selected classes. Staff can be reached by phone, 574.372.5100 x6290, by e-mail, library@grace.edu, and in person.

The library's website provides access to a wide selection of books and periodicals specifically selected to support the Grace curriculum in a variety of formats to accommodate both the on- and off-campus requirements of students. You will also find streaming videos, tutorials, and research tools to make research and writing productive.

Morgan Library is a member of several library consortia that permit onsite access to materials at all academic and seminary libraries in the State of Indiana and select seminaries, Bible colleges, and Christian universities around the United States and Canada. Consult the Remote Access Tab on the Seminary or Deploy Guides or the Off-Campus Resource Guide for more information. Interlibrary loan service is also available to Grace students, assuring access to research materials.

The Archives and Special Collections include the papers of the American evangelist William A. "Billy" Sunday, Winona Lake Bible Conference archives, Grace College and Seminary archives, and the archives of several Charis Fellowship (Grace Brethren) agencies.

Other campus buildings provide facilities for college classrooms, residence halls, administrative offices, Campus Starbucks (aka *Lancer Coffee Shop*), Alpha Dining Commons, the Westy (Mexican) Grille and SubHub, the Gordon Health & Wellness Center, and the Manahan Orthopedic Capital Center.

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 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

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. Under policy guidelines, the Seminary will admit students with an unaccredited bachelor's degree or those without a bachelor's degree. In lieu of a bachelor's degree, students must have ministry experience and demonstrate the ability to research and write at the seminary level. Students in this category are encouraged to contact Seminary Admissions at seminaryadmissions@grace.edu or call 877.607.0102.

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 that is not accredited or who achieved less than a 2.5 grade point average in pre-seminary education may be admitted on academic restriction.

Note: 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, in addition to the policies listed below.

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. Grace has a policy in place for assessing those who have not completed a four-year degree and for those who have a non-accredited four-year degree.

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/). 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 *Spiritual Reference* form
3. In some cases, applicants will need a *Ministry Reference*
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 one week after all application materials have been received by the Director of Seminary Admissions. 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 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 25% of credit hours required for the degree may be earned through Advanced Standing for those entering the Master of Arts or Master of Divinity degree programs (a maximum of 33% is allowed for students in the Accelerated Program). 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 (for Deploy, a "B" or better is required).
- The student must successfully pass the advanced standing examination (when applicable) for selected courses at Grace Theological Seminary.
- The courses considered for possible Advanced Standing must have been taken within the last ten years. Appeals for exceptions are to be forwarded to the Vice President and Dean of the Seminary by the student within the first 8 weeks of initial enrollment to the program.

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 8 weeks of initial enrollment 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 awarded full credit for courses completed with a grade of B- or better for 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. The transfer credit limit may be waived for students internally transferring from one Grace College and Grace Theological Seminary program into another Grace College and Grace Theological Seminary program. Any exceptions granted must be for courses of substantially similar academic content and require approval from the Vice President and Dean and Faculty of the Seminary, as well as the Registrar. Students will be permitted only one program change.

In addition, the courses considered for possible transfer into the student's degree program at Grace Seminary must have been taken within the last ten years. Appeals for exceptions are to be forwarded to the Vice President and Dean of the Seminary by the student within the first 8 weeks of initial enrollment to the program.

NOTE: The transfer credit limit for the Master of Ministry Studies Online program is 9 credits.

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 and Grace Theological Seminary) can use up to the 36-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 and Grace Theological Seminary only in the amount allowed under the transfer guidelines established (with Deploy requiring a "B" or better for transfer credit).

It is important to note that students applying for transfer credit must do so through the Office of the Vice President and Dean of the Seminary within the first 8 weeks of initial enrollment after they have been officially admitted to Grace Theological Seminary.

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. Due to a higher administrative cost, international applicants are charged an application fee of $75USD. 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 payment on tuition and fees.

2. 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 at 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 $100 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 Student Services Hub. If the student decides to withdraw his or her admission and notifies the Student Services Hub, refunds on tuition will be made according to a schedule established by the Business Office. If the student continues with his or her admission, the tuition deposit will appear as a credit on their account, which will go against any tuition charges. The Business Office may be contacted for details.

Student Intent

Accepted students will be asked to give their intent to study at GTS. This process will be completed electronically from their Status Portal. 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, online students, on-site students, non-traditional students, part-time students, 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 here.

Terms of Payment for Regular Semesters

Grace Theological Seminary provides two payment plans for its courses:

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 Student Services Hub, or you may pay online via Transact, our online payment service. Transact may be accessed either via Grace's Portal or though https://commerce.cashnet.com/graceschoolpay. Visa, Master Card, and Discover credit cards are also accepted. Please note there is a 2.95% transaction fee for credit card payments.

Option 2: Grace also offers longer-term payment plans through Transact. This plan allows the student the option of making monthly payments to pay off the balance by semester end. To set up a payment plan, go to https://commerce.cashnet.com/graceschoolpay.

Please note the following fees:

- 2.95% transaction fee for credit card payments
- .50 fee for Automated Clearing House (ACH) payments

NOTE: These payment options are not available to D.Min./DICS students. D.Min./DICS seminary fees must be paid in full by the first day of class.

Federal Refund Policy

If a student changes his/her total credit hours for a semester by dropping a class(es) 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 Direct 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 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 or access the forms electronically via the Grace Portal (for dropping a class, search for "Add/Drop Form for Course Registration"; for withdrawing, search for "Withdrawal Form"). 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 – 7.5-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.

Note to Deploy students: Week 1 and Week 2 refund percentages are based on students' start dates.

Student Housing

Students ordinarily must make their own living arrangements, and are often able to rent houses or apartments in the community. You may check our monthly rent guide on the Grace portal under "Campus Life" (search for Rent Guide). For those who do not desire to cook, meals are available at Alpha Dining Commons, Westy Grille, and SubHub. 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 1. 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 GTS scholarships and grants. Some of the Seminary's financial aid programs include:

1. **Grace Theological Seminary Scholarship (GTS)** The GTS scholarship program is available to all Seminary students enrolled in a master's degree program of 48 hours or more (Master of Arts in Christian Ministry and the Master of Divinity), excluding Deploy students. The scholarship will provide $65 per credit hour for Grace Brethren members and $50 per credit hour for non-Grace Brethren members. Eligibility may be affected by other types of financial aid received. It is the student's responsibility to report errors to the Office of Financial Aid. The Office of Financial Aid reserves the right to make adjustments to the scholarship amount in the event of an over-award. Continuing

students must be in good standing with GTS financially and academically. A thank you note must be completed in the Advancement Office of each academic year the student receives the benefit. Applications are due by August 24 for the fall semester and January 1 for the spring semester. Application is found on the website at https://connect.grace.edu/register/?id=84d48b98-68e1-4d08-99aa-9f2b174c85e2.

2. **Shepherd's Endowment Seminary Apprenticeship Scholarship:** The Shepherd's Endowment scholarship program is available to Seminary students enrolled in a Master's program of 48 hours or more. It will provide $50 per credit hour for all students registered for Local Church or Intercultural Apprenticeship courses. It is the student's responsibility to report errors to the Office of Financial Aid. The Office of Financial Aid reserves the right to make adjustments to the scholarship amount in the event of an over-award. Application is found on the website at https://seminary.grace.edu/shepherds-endowment-seminary-apprenticeship-scholarship-application/.

3. **Grace Financial Forgivable Loan Scholarship:** Prospective Seminary students interested in career service with the Charis Fellowship of churches may be eligible to receive limited funding to help offset their educational expenses. This financial support is provided by the generosity of Grace Financial, formerly known as the Grace Brethren Investment Foundation. All Charis Fellowship members applying for our Deploy program will automatically receive the Grace Financial Forgivable Loan Scholarship. That scholarship will be applied to their student account each academic term. All other incoming seminary students associated with and wishing to serve in the Charis Fellowship may apply for a Grace Financial Forgivable Loan Scholarship. Those selected for a loan must commit to serving in Charis Fellowship vocational ministry upon graduation. The minimal time of ministry service expected is based on the total amount of scholarship received. Following the completion of this period of service, the entire loan amount will be forgiven. In such cases, the scholarship recipient will have paid absolutely nothing for the financial support received. For more information on the forgivable loan scholarship, please contact the Seminary Office at seminarydean@grace.edu or by phone at 800-544-7223, ext. 6437.

4. **The Deploy Scholarship:** All Deploy students not receiving the Grace Financial Forgivable Loan Scholarship are eligible to apply for the Deploy scholarship. Scholarships are awarded based on availability of scholarship funds. Deploy students must remain in good academic standing in order to receive and retain this scholarship. The Deploy scholarship contributes $250/month (up to $1000/semester) toward Deploy students' tuition. This scholarship is prorated by months (billing months) of enrollment and is applied on a semester basis. The scholarship application is available to Deploy students during the new student paperwork process.

5. **Church Matching Program** is a program which provides sponsoring churches with a means of encouraging and assisting students attending Grace College and Grace Theological Seminary. Churches are eligible regardless of denomination or affiliation. Grace Theological Seminary will match the church scholarship dollar for dollar up to $500 per student per academic year ($250 per semester), excluding Deploy students who are receiving either the Deploy Scholarship or GBIF Forgivable Loan Scholarship. To be eligible, a student is required to be a half-time student in a two- or three-year program, taking at least five or more credit hours per semester. The application deadline for the fall semester is August 1, and the spring deadline is December 15. Forms are

available on the website ("Seminary Church Matching Recipient Roster" @ https://seminary.grace.edu/wp-content/uploads/2024/08/Seminary-Church-Matching-Roster-2024-2025-1.pdf; "Church Matching Agreement" @ https://seminary.grace.edu/wp-content/uploads/2021/07/Church-Matching-Agreement.pdf.)

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% 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 late fee being charged to the student's account.

Dropping/Adding Classes

A student may add a class anytime during the first three days of classes in each session of a semester, though the process and timeline for Deploy students differs from other Seminary programs due to the competency-based nature of the program. Deploy students may add competency modules (courses) throughout the semester. Deploy students who wish to add competency modules mid-semester must work through their Student Support Manager who will then officially register them for additional modules.

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**.** For Deploy students, the drop period differs (by the end of week 5 for returning students and by the end of week 10 for new students).

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. (Deploy students have a designated drop period beyond this first week during which they can also drop a class resulting in complete erasure of the class from their transcript. Deploy students in their first semester of enrollment may drop competency modules through the end of week 10 without academic penalty. All other Deploy students may drop competency modules through the end of week 5 without academic penalty.)

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. See the refund schedule above for more details.

Students wishing to drop a course are always encouraged to contact the Financial Aid Office to understand the financial ramifications of the decision. Students bear responsibility for the implications of dropping or withdrawing from courses.

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. (Deploy students have a designated drop period beyond this first week during which they can also withdraw resulting in complete erasure of the semester's courses from their transcript. This timeline extends to week 5 for returning Deploy students and week 10 for first-semester Deploy students.)

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.

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 Connie Burkholder, Coordinator of Student Disability Services at x6423, via email at burkhoc@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 a student would like accommodations for any classes, it is the student's responsibility to inform their course instructors of any 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, the DOGC will work with the Disability Office and the student to determine what accommodations are available for fulfilling the educational requirements

Click on the respective links for accessible entrances and parking places.

Notice of Nondiscrimination

Grace College and Grace Theological Seminary ("Grace") is a private, not-for-profit, faith-based organization, and, as such, is permitted religious exemptions set forth in Title VII of the Civil Rights Act of 1964. Grace does not engage in unlawful discrimination or harassment based on race, color, ancestry, religion, age, sex, national origin, citizenship status, genetic information, pregnancy or childbirth, disability, or military veteran status in its educational programs and activities. Grace maintains its Christian mission and reserves the right to make decisions in alignment with its religious mission, values, Covenant of Faith, and community life standards to the extent permitted by Federal and State law. To report incidents of discrimination, harassment, or sexual misconduct, contact the Chief Human Resources Officer (574-372-5100 x6074, Indiana Hall), the Title IX Coordinator (574-372-5100 x6491, McClain 102), the Coordinator of Disabilities Services (574-372-5100 x6423, Morgan Library Learning Center), and/or the United States Department of Education's Office of Civil Rights at OCR or 800-421-3481. (Updated May 5, 2026)

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

The following is an explanation of the grading scale. Please note 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.

Grade Letter	Grade Point Scale	Explanation
A	100-93	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.
A-	92-90	
B+	89-87	Decidedly above average work. Evidences an above average level of interest, work ethic, research energy and technique, attentiveness, and responsiveness in class, thinking capacities, and literacy in the subject matter.
B	86-83	
B-	82-80	
C+	79-77	Clearly average work. Evidences an average level of interest, work ethic, research energy and technique, attentiveness and responsiveness in class, thinking and literacy in the subject matter.
C	76-73	

Grade Letter	Grade Point Scale	Explanation
C-	72-70	
D+ D D-	69-67 66-63 62-60	Obviously below average work. Evidences a lack of interest, diminished work ethic, minimal research energy and techniques, inattentiveness and unresponsiveness in class, little desire or ability to think about the material and minimal literacy in the subject matter.
F	59-0	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.

***Deploy, Grace Seminary's Competency-Based Master's Program**, utilizes an alternative grading scale that generally follows the percentages of the traditional scale. Module grades are based on the cumulative average of the students' Mastery Assessments. Students must receive an 83% or above to pass each Mastery Assessment and, thus, the module. Competency grades are based on the cumulative average of all module grades for that particular competency. Students must achieve an 83% or above on each competency in order to pass. See the Module and Competency grading scales below.

Module Grading Scale		Competency Grading Scale	
Module Grade	Percent	Competency Grade	Percent
A	100-93	MC (Mastery Completion)	100-90
A-	92-90		
B+	89-87	PC (Proficient Completion)	89-83
B	86-83		
DN	82 or Below (Requires Retake)	PM (Progress Made)	Passed all modules taken, but has not finished the entire competency.
		DN (Did Not Pass)	Failed to successfully complete or pass all modules taken this semester.

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. (Deploy students have a designated drop period beyond the first week during which they can drop a class resulting in complete erasure of the class from their transcript. Deploy students in their first semester of enrollment may drop competency modules through the end of week 10—calculated from the start of the semester—without academic penalty. All other Deploy students may drop competency modules through the end of week 5—calculated from the start of the semester—without academic penalty.)

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 a "Readmittance 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 "Readmittance Form" and may be required to submit an additional "Pastoral 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 website. 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. Due to the nature of the Deploy program, Deploy students do not qualify for grades of "I" (Incomplete) except under special circumstances, as granted at the discretion of the Director of Deploy.

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 Deploy and D.Min. degrees.

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

Deploy, Doctor of Ministry, and Doctor of Intercultural Studies 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 credit hours GPA classification.
3. Any student who accumulates a grade point average that is .500 less than the requirement for his or her credit hours GPA 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 student being readmitted. 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 readmitted student 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

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, which may be found on the Grace Student Portal and the Grace Theological Seminary Web site (https://seminary.grace.edu), 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 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.

7. **MAMS Outstanding Student Award:** A cash award and plaque are given annually by the faculty to the graduating student who throughout his or her training has been outstanding in spiritual maturity and Christian character.

8. **Deploy Award for Academic Excellence:** This award is given annually to the student who most clearly demonstrates an insatiable passion for learning and a strong aptitude for academic performance. This student effectively embodies the essence of each

Deploy competency by integrating its principles and practices into his or her life and ministry.

9. **Deploy Award for Exemplary Ministry:** This award is given annually to the student who most clearly demonstrates a model for healthy and exceptional biblical ministry. This student exemplifies holistic spiritual maturity and servant leadership and faithfully applies the essence of each competency into his/her ministry context.

10. **Deploy Award for Ministry Leadership:** This award is given annually to the student who most clearly demonstrates courageous leadership with Christlike integrity and moral authority. This student responds to the rigors and demands of ministry with wisdom, conviction and discernment.

Classification of Students

1. **Full-time Students:** Full-time students are those enrolled in a degree, diploma, or certificate program for at least six 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 six 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 (six 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 M.Div., 4 M.A.). If a student is interested in registering for an online course, they must first contact Lane Lingofelter, Director of School of Ministry Accelerated/Blended Program, lingofla@grace.edu to verify that the course is available for registration. Priority registration will be given to online students currently enrolled in one of the seminary's online programs, unless the required course is only offered as an online option for residential students. **Note**: Online classes are charged an additional tech fee per class. Those students who are registered as online students are not charged the additional tech fee.

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:

MI—Intercultural Studies and World Mission Studies

NT—New Testament Studies

OT—Old Testament Studies

PM—Pastoral Studies and Christian Ministry Studies

TH—Christian Theology & Church History

PM 7000 - 8000 level—Doctor of Ministry Track Courses: Intercultural Studies (fully online), Ministry Leadership (fully online or hybrid), Hybrid Church (fully online), Interdisciplinary Studies (fully online or hybrid), Exemplary Biblical Preaching (hybrid on location), Emerging Technologies and Christian Ministry (hybrid), Biblical Spiritual Formation and Soul Care (hybrid).

DLC—Deploy Masters of Arts in Local Church Ministry Courses

DGM—Deploy Masters of Divinity in General Ministry Courses

DI 8000 level—Doctor of Intercultural Studies Courses (DICS) [fully online]

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 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 various master's degrees, the Doctor of Ministry (D.Min.) degree, and the Doctor of Intercultural Studies (DICS) degree.

The master's degrees are:

- Master of Arts in Ministry Studies with concentrations in Christian Ministry, Counseling, Leadership and Management, Spiritual Formation and Discipleship, Technology, and Women's Leadership.

- Master of Arts in Christian Ministry (MACM) with concentrations in Chaplaincy, Expository Preaching and Teaching, Intercultural Studies, Local Church Studies, Women's Leadership, and Worship Leadership.

- Master of Divinity (M.Div.) with concentrations in Chaplaincy, Christian Ministry, Exegetical Studies, General Studies, Intercultural Studies, Pastoral Counseling, Pastoral Studies, and Women's Leadership.

- Master of Arts in Military Chaplaincy (MA in Military Chaplaincy).

The MACM and M.Div. require apprenticeships that are designed to train students in local ministry or intercultural contexts. The MA in Military Chaplaincy requires a practical ministry apprenticeship that is designed to provide students with military chaplaincy training. One unit of CPE may be substituted for the three-hour apprenticeship course.

Master of Arts in Ministry Studies

The Master of Arts in Ministry Studies is a 36-hour online program that is built on many courses unique to other seminary degree programs. The ATS-accredited online program is designed to provide professional and practical training for those who are pursuing or are already involved in church ministry. This degree will prepare and equip ministry leaders with the necessary personal, professional, and theological training for their unique Christian calling within church ministry or human services. The program goals are designed to augment and support the mission of Grace College and Seminary. The Master of Arts in Ministry Studies Online concentrations are Christian Ministry, Counseling, Leadership and Management, Spiritual Formation and Discipleship, Technology, and Women's Leadership.

Master of Arts in Christian Ministry

The Master of Arts in Christian Ministry (MACM) is a 48-hour program containing an 18 hour core of biblical and theological studies. This program is designed for those students seeking graduate theological training, associate pastoral ministry, para-church ministry, women's ministry, or cross-cultural studies. 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. Concentrations within the MACM program include Chaplaincy, Expository Preaching and Teaching, Intercultural Studies, Local Church Studies, Women's Leadership, and Worship Leadership.

Master of Arts in Military Chaplaincy

The Master of Arts in Military Chaplaincy is a 72-hour program containing an 18 hour core of biblical and theological studies. This degree is designed to prepare students who feel called to serve as a chaplain in the U.S. Military or Veterans Administration. This unique program meets

the 72 hour Department of Defense requirement without requiring a Master of Divinity (MDiv) or the biblical languages required with the MDiv.

Deploy – Master of Arts in Local Church Ministry

Deploy also offers a Master of Arts in Local Church Ministry (MALCM). Deploy uses a competency-based theological education (CBTE) model delivered online and on-site within a ministry context at the student's local church. This 42-hour program offers certain program distinctives and benefits including a partnership with the student's local church, potential for acceleration due to previous education and life experience, three mentors (ministry, formation, and academic) who walk through the program with students, access to the Logos library, and a focus on learning ministry while doing ministry.

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 75 hours of study, including a 3-credit-hour apprenticeship. There are eight different Master of Divinity concentrations: Chaplaincy, Christian Ministry, Exegetical Studies, General Studies, Intercultural Studies, Pastoral Counseling, Pastoral Studies, and Women's Leadership. Advanced standing credit may be obtained for up to 18 credit hours of the M.Div. program.

Deploy – Master of Divinity

Deploy also offers a Master of Divinity in General Ministry (MDGM). Deploy utilizes a competency-based theological education (CBTE) model delivered online and on-site within a ministry context at the student's local church. This 75-hour program offers certain program distinctives and benefits including a partnership with the student's local church, potential for acceleration due to previous education and life experience, three mentors (ministry, formation, and academic) who walk through the program with students, access to the Logos library, and a focus on learning ministry while doing ministry.

Doctor of Ministry

The Doctor of Ministry program is designed to bring further professional development to pastors, missionaries, and other Christian leaders. The curriculum is built around either eight fully online seminars or eight hybrid seminars (four online core seminars and four on-campus concentration seminars) and a professional project. The program is designed to enable pastors and other ministry professionals to complete the degree without leaving their current ministry. Qualified students may pursue one of the following D.Min. tracks: Ministry Leadership (fully online), Intercultural Studies (fully online), Hybrid Church (fully online), Interdisciplinary Studies (fully online or hybrid), Ministry Leadership (hybrid), Exemplary Biblical Preaching (hybrid on location), Emerging Technologies and Christian Ministry (hybrid) and Biblical Spiritual Formation and Soul Care (hybrid). 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 (Fully online)

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. The

curriculum is built around ten online seminars and a professional project. The application for this program is available online at www.grace.edu/admissions/apply.

SPECIAL STUDY PROGRAM

Deploy: Competency-Based Theological Education

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.

For more information, visit our website www.grace.edu/deploy. You may also contact Gabe Tribbett, Director of Deploy at 888.790.8754 or at his email tribbegj@grace.edu.

Deploy Faculty

Gabe Tribbett, D.Min. Candidate, Program Director
Mark A. Bowald, Ph.D.
Frederick Cardoza II, Ph.D.
Thomas Clothier, D.Min.
John French, D.Th., Th.M.
Matthew S. Harmon, Ph.D.
Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.
Trent Lambert, D.Min.
Karla L. McGehee, Ph.D.
Robert Neufer, D.Min.
Simona Sabou, Ph.D.
Chad Shively, Ph.D. Candidate
John Sloat, Th.M.
John Smith, D.Min.
Cole Westwood, Ph.D.

Deploy Handbook

This catalog is supplemented by the Deploy program's *Student Handbook* (available to students during orientation and embedded within each course on Canvas).

SEMINARY PROGRAMS

Master of Arts in Ministry Studies Online (MAMS)

Faculty

Trent Lambert, D.Min., Program Director
Mark A. Bowald, Ph.D.
Frederick Cardoza II, Ph.D.
Matthew S. Harmon, Ph.D.
Christine M. Hill, Ph.D.
Rock M. LaGioia, D.Min.
Karla L. McGehee, Ph.D.
Thomas M. Stallter, D.Miss.
John Teevan, D.Min.

Purpose of the Program

To assist in the theological training of staff and personnel for leadership in church. The program strikes a balance between foundational theological preparation and real-life ministry training. The program 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.

Program Description

MAMS is a 36-hour online program designed to provide professional and practical training for those who are pursing or are already involved in church ministry. This degree will prepare and equip ministry leaders with the necessary personal, professional, and theological training for your unique Christian calling within church ministry or human services. The program goals are designed to augment and support the mission of Grace College and Seminary.

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 MAMS 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.

On a yearly basis faculty will evaluate the embedded elements of the program 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 ensure that each student is prepared for ministry in their particular field.

Schedule

The MA in Ministry Studies Online offers six concentrations: Christian Ministry, Counseling, Leadership and Management, Spiritual Formation and Discipleship, Technology, and Women's Leadership Studies. MAMS 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 - 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 MA 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.

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:
https://online.grace.edu/admissions/technology-requirements/

Handbook

This catalog functions as the MA in Ministry Studies handbook; however, students are asked to refer to the seminary handbook (or this catalog) for guidelines related to community lifestyle expectations while enrolled in this program.

Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by 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.

Admission Requirements

Students must have a bachelor's degree from an accredited college/university or approval from the Director of the program and the Vice President and Dean of the Seminary in order to be accepted into the program. Grace has a policy in place for assessing those who have ministry experience and have not completed a four-year degree, and for those who have a non-accredited four-year degree.

Please be advised: Students without a bachelor's degree who complete the Master of Arts in Ministry Studies Online program must be aware that acceptance into some research-based doctorate programs at various colleges/universities may not be granted.

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.

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 MAMS program.

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 MA in Ministry Studies consists of 12, three-hour courses, or a total of 36 hours in ministry preparation.

Curriculum

Core – Ministry Foundation Courses: 18 Hours

TH 5170 Theological Seminar 1
TH 5180 Theological Seminar 2
OT 5065 Old Testament Survey
NT 5320 New Testament Survey
PM 6010 Spiritual Formation
PM 5160 Discipleship Methods

Concentrations

Christian Ministry Concentration Courses: 18 Hours

PM 7120 Local Church Ministry in the 21st Century
MI 5540 Ministry & Cultural Diversity
PM 7010 Ministry Leadership
PM 5570 Communication in Ministry
PM 6170 Ministry Administration
TH 5120 Bible Study Methods

Counseling Concentration Courses: 18 Hours

PM 6160 Biblical Psychology
PM 5330 Counseling Theories
PM 6060 Legal and Ethical Issues in Pastoral Counseling
PM 5520 Counseling Methods & Techniques
PM 5800 Pre-Marital & Marital Counseling
PM 6440 Counseling Common Problems

Leadership and Management Concentration Courses: 18 Hours

PM 7010 Ministry Leadership
PM 5040 Interpersonal Communication and Conflict Management
PM 6560 Team Leadership
PM 5070 Equipping Others for Ministry
PM 6170 Ministry Administration
PM 6570 Strategic Thinking and Planning

Spiritual Formation and Discipleship Concentration Courses: 18 Hours

PM 5730 Soul Care in Leadership
PM 5070 Equipping Others for Ministry
TH 5120 Bible Study Methods
PM 6470 History and Practice of Spiritual Formation
PM 6480 Spiritual Formation in Community
PM 6490 Digital Dimensions of Spiritual Formation and Discipleship

Technology Concentration Courses: 18 Hours

PM 5180 Technology & Media in Ministry
PM 5190 Worship Arts
PM 6070 Creative Communication Strategies
PM 6180 Organizational Tools
PM 6240 Developing Tech Talent
PM 6840 Tech Ministry Application Project

Women's Leadership Concentration Courses: 18 Hours

PM 5070 Equipping Others for Ministry
TH 5120 Bible Study Methods
PM 5340 Women & Scripture
PM 5550 Biblical Foundations of Leadership
PM 5730 Soul Care & Leadership

Choose one of the following

PM 5570 Communication in Ministry
PM 6440 Counseling Common Problems

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.

Master of Arts in Christian Ministry

Residential and Online - 48 credit 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 Christian Ministry requires 48 semester hours of graduate work including 18 hours of core courses and 30 hours of concentration courses. Students may choose from the following five concentrations: Chaplaincy (residential and online), Expository Preaching and Teaching (residential and online) Intercultural Studies (residential and online), Local Church Studies (residential and online), Women's Leadership (residential and online), and Worship Leadership (residential only).

Program Learning Outcomes

The Program Learning Outcomes (PLOs) for the Master of Arts in Christian Ministry degree are as follows:

1. The students will develop a biblically consistent personal theological commitment in light of Christian history, theology, and orthodoxy.

2. The students will demonstrate the ability to accurately interpret Scripture and provide a clear explanation in various ministry settings.

3. The students will demonstrate spiritual maturity related to Christian life and service.

4. The students will utilize effective interpersonal skills in the cultural context of ministry.

Entrance Requirements

Prerequisites for enrollment in the Master of Arts in Christian 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, or apply and be approved according to the process for non-bachelor's students, at the discretion of the Vice President and Dean of the Seminary. 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.

M.A. in Christian Ministry—Chaplaincy Concentration

48 credit hours

The Master of Arts in Christian Ministry - Chaplaincy Studies concentration 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 hospitals, sports, marketplace and prison settings. This concentration is offered residentially (Winona Lake) and Online.

Master's Core: **18 hours**

Theology

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5000 Old Testament Survey – online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Chaplaincy Studies Concentration: 30 hours

MI 5250 Understanding and Engaging Culture ..... 3 hrs.
PM 5400 Theological Foundations of Counseling ..... 3 hrs.
PM 5800 Pre-marital & Marital Counseling ..... 3 hrs.
PM 6440 Counseling Common Problems ..... 3 hrs.
MI 5110 Understanding World Religions ..... 3 hrs.
PM 5040 Interpersonal Communication & Conflict Management ..... 3 hrs.
PM 5569 Biblical Interpretation ..... 3 hrs.
PM 6060 Legal and Ethical Issues in Pastoral Counseling ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

M.A. in Christian Ministry—Expository Preaching and Teaching Concentration

48 credit hours

The Master of Arts in Christian Ministry – Expository Preaching and Teaching concentration equips students who sense God's calling to preach and teach His Word. The students will learn how to teach and preach with accuracy, clarity, and relevancy.

Master's Core: **18 hours**

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5000 Old Testament Survey – online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160: Methods of Discipleship* ..... 3 hrs.
TH 5090: Hermeneutics* ..... 3 hrs.

*You are required to TH 5090 in the Core

Expository Preaching and Teaching Concentration: 30 hours

PM 5080 Pastoral Ministry Skills ..... 3 hrs.
PM 5560 Biblical Interpretation ..... 3 hrs.
PM 6130 BBL 2030 Foundations of Educational Ministry ..... 3 hrs.
PM 6210 BIB 4060 Expository Preaching & Teaching ..... 3 hrs.
PM 6220 BIB 4065 Advanced Preaching Seminar ..... 3 hrs.
PM 7000 PM 7010 Leadership in the Local Church ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.
TH 5280 History of Doctrine and the Church ..... 3 hrs.

Choose one of the following two:
PM 5160: Methods of Discipleship* ..... 3 hrs.
TH 5090: Hermeneutics* ..... 3 hrs.
*You will take PM 5160 in the Concentration.

Choose one of the following two:
MI 5250 Understanding and Engaging Culture ..... 3 hrs.
PM 5040 Interpersonal Communication & Conflict Management ..... 3 hrs.

M.A. in Christian Ministry—Intercultural Studies Concentration

48 credit hours

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, the Master of Arts in Christian Ministry—Intercultural Studies concentration is intended to equip students for cross-cultural or multicultural ministry. It is not designed to prepare individuals for the senior pastorate. This concentration is offered residentially (Winona Lake) and Online.

Master's Core: 18 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey - online only ..... 3 hrs.
OT 5065 Old Testament Survey - online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160: Discipleship Methods* ..... 3 hrs.
TH 5090: Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Intercultural Studies Concentration: 30 hours

MI 5250 Understanding & Engaging Culture ..... 3 hrs.
MI 6030 Intercultural Communication ..... 3 hrs.
MI 6090 Principles of Contextualization ..... 3 hrs.
MI 6060 Applied Cultural Anthropology ..... 3 hrs.
MI 5110 World Religions ..... 3 hrs.

PM 5040 Interpersonal Communication and Conflict Mgmt ..... 3 hrs.
PM 5560 Biblical Interpretation ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.

MI 7290:Intercultural Apprenticeship ..... 3 hrs.

Choose one of the following:
PM 5610 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

M.A. in Christian Ministry—Local Church Studies Concentration

48 credit hours

The Master of Arts in Christian Ministry – Local Church Studies Concentration offers solid foundational training that prepares individuals for ministry, whether within the local church, in a para-church setting, or in the marketplace. This concentration is offered residentially (Winona Lake and Akron) and Online.

Master's Core: 18 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Local Church Studies Concentration: 30 hours

MI 5250 Understanding and Engaging Culture ..... 3 hrs.
PM 6210 Expository Preaching & Teaching ..... 3 hrs.
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 5040 Interpersonal Communication and Conflict Management ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
TH 5280 History of Doctrine and the Church ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Choose one of the following two:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Choose two of the following:
MI 5110 World Religions ..... 3 hrs.
PM 5080 Pastoral Ministry Skills ..... 3 hrs.
PM 5800 Pre-Marital & Marital Counseling ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.
PM 6220 Advanced Preaching Seminar ..... 3 hrs.

PM 6440 Counseling Common Problems ..... 3 hrs.
PM 6460 Ministry Philosophy for the Church - online only ..... 3 hrs.
TH 5075 Apologetics ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.
TH 7100 Advanced Systematic Theology ..... 3 hrs.

M.A. in Christian Ministry—Women's Leadership Concentration

48 credit hours

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 Master of Arts in Christian Ministry - Women's Leadership concentration is for women who desire interaction and challenge from others within ministry. This program will help women to grow in their personal awareness of strengths and weaknesses as a leader in a Christian ministry setting. Students will develop 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. This concentration is offered residentially (Winona Lake) and Online.

Master's Core: 18 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Women's Leadership Concentration: 30 hours

TH 5140 Biblical Backgrounds ..... 3 hrs.
PM 5340 Women and Scripture, online ..... 3 hrs.
PM 5550 Biblical Foundations of Leadership, online ..... 3 hrs.
PM 5730 Soul Care in Leadership, online ..... 3 hrs.
PM 5040 Interpersonal Communication & Conflict Management ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.
PM 5560 Biblical Interpretation ..... 3 hrs.

Choose one of the following:
PM 5160: Discipleship Methods* ..... 3 hrs.
TH 5090: Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in your concentration.

Electives: 6 Credits

Choose two from any TH, NT, OT, MI, PM courses ..... 6 hrs.

M.A. in Christian Ministry—Worship Leadership Concentration (Residential Only)
48 credit hours

The Master of Arts in Christian Ministry with a concentration in Worship Leadership is designed to prepare students who feel called to lead musical worship in the local church. Students will be provided with the biblical and practical skills to think theologically about worship, to shepherd a congregation as a music pastor, and to have the ability to effectively lead others in worship ministry. This concentration is offered residentially (Winona Lake) only.

Master's Core: 18 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Choose one of the following:
PM 6010 Spiritual Formation ..... 3 hrs.
PM 6160 Biblical Psychology ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods* ..... 3 hrs.
TH 5090 Hermeneutics* ..... 3 hrs.
*You will take the course you did not choose in your core in the concentration.

Worship Leadership Concentration: 30 hours

MI 5250 Understanding & Engaging Culture ..... 3 hrs.
PM 5040 Interpersonal Communication & Conflict Management ..... 3 hrs.
PM 6110 History of Christian Worship ..... 3 hrs.
PM 6120 Biblical Theology of Worship Arts ..... 3 hrs.
PM 6100 Worship Planning & Administration ..... 3 hrs.
PM 7001 Music Lab: Performance/Lessons ..... 3 hrs.
PM 5560 Biblical Interpretation ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Choose two of the following:
TH 5090 Hermeneutics (if not taken in the core) ..... 3 hrs.
TH 6100 New Testament Theology ..... 3 hrs.
OT 6010 Old Testament Theology ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.
PM 5080 Pastoral Ministry Skills ..... 3 hrs.
PM 5180 Technology & Media in Ministry ..... 3 hrs.
PM 6070 Creative Communication Strategies ..... 3 hrs.
PM 6170 Ministry Administration ..... 3 hrs.
PM 6240 Developing Tech Talent ..... 3 hrs.
PM 6120 Expository Preaching & Teaching ..... 3 hrs.
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 7120 Local Church Ministry in the 21st Century ..... 3 hrs.

Master of Arts in Military Chaplaincy

Residential and Online - 72 credit hours

Purpose of the Program

The Master of Arts in Military Chaplaincy is designed to prepare students who feel called to serve as a chaplain in the U.S. Military or Veterans Administration (VA). Ministering to military personnel is a complex mission field that requires dedicated and equipped chaplains. This program is specifically designed as a non-language track by which students can meet the Department of Defense (DoD) requirements of 72 hours of theological training to qualify as military and VA chaplains. Students will be exposed to a robust biblical and theological foundation along with balanced training in pastoral counseling and theological foundation along with balanced training in pastoral counseling and intercultural studies. Those called to serve members of the military will be equipped to minister to military personnel at home and abroad, and during wartime and peace. The following types of students are encouraged to consider this program:

1. Those called to serve men and women of the U.S. Military.
2. Those desiring to serve in a reserve, guard, active duty or VA chaplaincy role.

Program Description

The Master of Arts in Military Chaplaincy requires 72 hours of graduate work including 18 hours of core courses and 54 hours of concentration courses.

Program Learning Outcomes

The Program Learning Outcomes (PLOs) for the Master of Arts in Christian Ministry degree are as follows:

1. The students will develop a biblically consistent personal theological commitment in light of Christian history, theology, and orthodoxy.

2. The students will demonstrate the ability to accurately interpret Scripture and provide a clear explanation in various ministry settings.

3. The students will demonstrate spiritual maturity related to Christian life and service.

4. The students will utilize effective interpersonal skills in the cultural context of ministry.

5. The students will be able to effectively and accurately apply a biblical worldview to military chaplaincy.

Entrance Requirements

Prerequisites for enrollment in the Master of Arts in Military Chaplaincy 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, or apply and be approved according to the process for non-bachelor’s students, at the discretion of the Vice President and Dean of the Seminary. 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.

M.A. in Military Chaplaincy Curriculum

72 credit hours

This degree program is offered residentially (Winona Lake) and Online.

Master's Core: **18 hours**

TH 5010/TH 5170 Systematic Theology I ..... 3 hrs.
TH 5020/TH 5180 Systematic Theology II ..... 3 hrs.
NT 5320 New Testament Survey ..... 3 hrs.
OT 5065 Old Testament Survey ..... 3 hrs.
PM 6010 Spiritual Formation ..... 3 hrs.

Choose one of the following:
PM 5160 Discipleship Methods ..... 3 hrs.
TH 5090/TH 5120 Hermeneutics ..... 3 hrs.

Military Chaplaincy Concentration: 54 hours

PM 5160 Discipleship Methods ..... 3 hrs.
TH 5090 Hermeneutics ..... 3 hrs.
(whichever one not taken above)
TH 6100 New Testament Theology ..... 3 hrs.
TH 6010 Old Testament Theology ..... 3 hrs.
PM 5560 Biblical Interpretation ..... 3 hrs.
PM 6505 Introduction to Military Chaplaincy ..... 3 hrs.
MI 5050 Intercultural Communication ..... 3 hrs.
PM 6210 Expository Preaching & Teaching ..... 3 hrs.
MI 5250 Understanding and Engaging Culture ..... 3 hrs.
PM 5400 Theological Foundations of Counseling ..... 3 hrs.
PM 5800 Pre-marital & Marital Counseling ..... 3 hrs.
PM 6440 Counseling Common Problems ..... 3 hrs.
PM 5070 Apologetics in a Postmodern World ..... 3 hrs.
PM 5080 Pastoral Ministry Skills ..... 3 hrs.
MI 5110 Understanding World Religions ..... 3 hrs.
PM 5040 Interpersonal Communication & Conflict Management ..... 3 hrs.
PM 5730 Soul Care in Leadership ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.
(1 Unit of CPE may be substituted for 3 apprenticeship hours)

DEPLOY PROGRAM

Master of Arts in Local Church Ministry (Deploy)

Purpose of the Program

Deploy's Master of Arts in Local Church Ministry degree is a graduate-level master's degree delivered within students' ministry context. Deploy is a competency-based education program, and as such, includes both academic and applied learning.

Competency-based theological education (CBTE) has been described by The Association of Theological Schools as being "both an educational philosophy and an academic model that 'begins with the end in mind.'" Deploy, as a competency-based theological education program, was designed to help students become proficient in the competencies that are most important for students to master in order to be successful and have integrity in ministry.

With traditional education, students take courses in a fixed amount of time and learn as much as they are able to in the midst of that time. The fixed variable is time, and the dependent variable is learning. Students walk away from a semester-long course having earned an A, A-, B+, or B level, and then they move on. In CBTE, the fixed variable is learning while the dependent variable is time. Deploy MALCM students must demonstrate mastery of each competency in their program at either an A or B level. They are able to accelerate through competencies in which they are already proficient, and they are able to spend more time in a given competency until they are able to exhibit mastery.

Program Description

This degree in Local Church Ministry requires 42 semester hours of graduate work. This competency-based theological education program is distinct from traditional master's degrees, as shown below:

Highly Flexible
Deploy is substantially more flexible in its pace and its location than other graduate programs. Students can easily make room for their education, as this program allows students to adjust their pace in response to the ebbs and flows of life and ministry.

Application-Oriented
Deploy measures students' competency based on their knowledge, skills, attitudes, and application of what they have learned. All students will participate in active ministry in the local church throughout their program, allowing them to sharpen skills and put their knowledge to use in real-time. Nothing could be more real or valuable.

Mentor-Supervised
Deploy students consistently have three mentors during their program (a formation, ministry, and academic mentor). Academic mentors are credentialed faculty members who regularly dialogue with students concerning the content and progress on related competencies. Ministry and formation mentors provide regular feedback related to development of ministry skill and the personal, spiritual development of each student.

In Context
Deploy students study ministry as they are engaged in ministry. Many residential seminaries have apprenticeships which provide real-life experience for a portion of students' programs. Deploy students are in the context of ministry throughout their

program, constantly growing in both their intellectual and practical understanding and preparing holistically for ministry.

Fits Your Life
Students don't need to relocate or leave their ministry context in order to be equipped for ministry. Deploy students complete their work from anywhere they are located. Deploy works with students to allow them to be fully present at home, in ministry, and beyond.

Utilizes Prior Learning and Experiences
Professional and ministry experience allow some students to accelerate by demonstrating mastery in particular competencies quickly. Students don't need to wait for the rest of their cohort—they simply prove competency and move on.

In addition, students can apply for Transfer Credit or seek Advanced Standing with previous academic experience. (See Advanced Standing and Transfer Credit Policy for more information.)

Program Learning Outcomes

The Program Learning Outcomes (PLOs) for the Deploy Master of Arts in Local Church Ministry degree are as follows:

1. The students will develop a biblically consistent personal theology in preparation for local church leadership.

2. The students will articulate the historical underpinnings of their theological commitment.

3. The students will engage in effective preaching and teaching ministries of the Word of God.

4. The students will apply key principles for effective pastoral church-related counseling ministries, and Christian education.

Entrance Requirements

Students enrolled in the Deploy Master of Arts in Local Church Ministry program must be involved in a local congregation, as partnership with a local church is a requirement for many Mastery Assessments throughout students' programs. Candidates with a bachelor's degree (or an equivalent degree in the case of international students) from an approved institution are preferred. However, Grace Theological Seminary has made a pathway for students to earn the MALCM degree without a bachelor's degree. For full details on non-bachelor's consideration for the Deploy MALCM degree, contact the Seminary Admissions Office.

Academic Requirements

Deploy students must receive an 83% or above on each Mastery Assessment in order to pass their modules. Students are able to utilize three attempts on each Mastery Assessment to achieve this grade. Failure to do so could lead to academic probation or dismissal from Deploy. Competency grades are based on the cumulative average of all module grades for that particular competency. Students must achieve an 83% or above on each competency in order to pass.

Master of Arts in Local Church Ministry Curriculum (Deploy)
42 credit equivalencies

DLC 5050: Orientation and Student Success.....0 hrs.
DLC 5100-5103: Embracing Sanctification .....3 hrs.
DLC 5300-5303: Becoming a Mature Disciple .....3 hrs.
DLC 5500-5503: Practicing Biblical Hermeneutics.....3 hrs.
DLC 5600-5603: Understanding Biblically Healthy Churches .....3 hrs.
DLC 5700-5703: Exercising Flexibility in Ministry .....3 hrs.
DLC 5800-5804: Applying Biblical Exegesis .....4 hrs.
DLC 5900-5905: Articulating Biblical Theology .....5 hrs.
DLC 6000-6003: Embodying the Love of God .....3 hrs.
DLC 6100-6103: Embracing Cultural Diversity.....3 hrs.
DLC 6200-6203: Articulating Personal Theology .....3 hrs.
DLC 6300-6303: Resolving Leadership Conflict .....3 hrs.
DLC 6400-6403: Communicating God's Truth .....3 hrs.
DLC 6500-6503: Initiating Transformational Change .....3 hrs.

*Note: Deploy courses formerly included DLC 5200-5202 Thinking Critically in Ministry and DLC 5400-5402 Research and Writing, but these learning outcomes have been embedded in 5800-5804 and DLC 5900-5905 to streamline the MA and reallocate credit equivalencies. Students having taken these courses prior to the MA LCM revision will be permitted to make course substitutions to fulfill the new degree requirements.

Master of Divinity (Residential and Online)

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 eight concentrations: Chaplaincy, Christian Ministry, Exegetical Studies, General Studies, Intercultural Studies, Pastoral Studies, Pastoral Counseling, and Women's Leadership.

Program Learning Outcomes
The Program Learning Outcomes (PLOs) for the Master of Divinity degree are as follows:

1. The students will develop a biblically consistent personal theology grounded in historical context in preparation for ministry leadership.

2. The students will demonstrate effective ministry leadership skills in their vocational context with particular emphasis on preaching and teaching.

3. The students will display relevant skills in cultural analysis and engagement.

4. The students will demonstrate spiritual maturity related to Christian life and service.

Program Prerequisite
The candidate must possess a bachelor's degree, or an equivalent in the case of international students, from an approved institution, or be approved through the non-bachelor's process

(contact Seminary Admissions to learn more). Students who enter the Master of Divinity program without six earned credits from an approved institution in Greek grammar are required to take six credits of Greek grammar at Grace Theological Seminary. These six credits are taken as undergraduate credit and do not count toward the student's degree program, but are considered prerequisite coursework. In Deploy, Greek grammar is embedded in the M.Div. program.

Residence Requirements

The candidate must complete the three-year curriculum prescribed by the Seminary, comprising a minimum of 75 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 36 semester hours of credit, providing that the work conforms to the academic standards and curricular requirements of this seminary.

Up to 18 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.

Master of Divinity—General Studies Concentration

75 credit hours

Students seeking preparation for general ministry, particularly roles that include 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 general studies concentration. A component of practical field experience is built into the requirements. This concentration is offered residentially (Winona Lake) and Online.

General Studies Core Curriculum

Theology Core: 15 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours

TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours

NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 9 hours
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Electives: 12 hours
Choose 4 from MI, NT, OT, PM, or TH courses

Master of Divinity—Chaplaincy Studies Concentration

75 credit hours

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, hospitals, hospice, sports, marketplace and prison settings. This concentration is offered residentially (Winona Lake) and Online.

Chaplaincy Studies Core Curriculum

Master of Divinity Theology Core: 15 hours
TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours
TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5020 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours.
NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture ..... 3 hrs.
TH 6150 Ethics..... 3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 6 hours
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching ..... 3 hrs.

Chaplaincy Studies Concentration: 15 hours
PM 5400 Theological Foundations of Counseling - online ..... 3 hrs.
PM 5800 Pre-marital & Marital Counseling - online..... 3 hrs.
TH 5070:Apologetics ..... 3 hrs.
PM 8990 Chaplaincy Practicum..... 3 hrs.

Choose one of the following:
MI 5300 Encountering Islam ..... 3 hrs.
MI 5110 World Religions..... 3 hrs.
PM 6505 Introduction to Military Chaplaincy……3 hrs.
(PM 6505 is required for Military Chaplaincy concentration)

Master of Divinity—Christian Ministry Concentration

75 credit hours

The Christian Ministry concentration equips leaders preparing to serve in settings that advance the gospel and facilitate growth in Christ, such as churches, Christian non-profits, and para-church organizations. The program challenges learners to think developmentally about how people mature spiritually, how to create effective outreach and discipleship programs, and how to teach for life transformation. The curriculum covers a wide range of integrated content as an acknowledgement that ministry is complex, because people are complex. The Christian Ministry program provides strategic theoretical principles integrated with life application so leaders can invest their talents in God's redemptive work in the world. This concentration is offered residentially (Winona Lake) and Online.

Christian Ministry Core Curriculum

Theology Core: 15 hours
TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours
TH 5090 Hermeneutics..... 3 hrs.
TH 5140 Biblical Backgrounds..... 3 hrs.
NT 5020 New Testament Survey – online only ..... 3 hrs.
OT 5000 Old Testament Survey – online only..... 3 hrs.

Biblical Languages: 18 hours
NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level .... 0 hrs.

NT 7040 Greek Exegesis I .....3 hrs.
NT 7050 Greek Exegesis II.....3 hrs.
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 I .....3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture .....3 hrs.
TH 6150 Ethics .....3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation.....3 hrs.

Public Ministry and Leadership: 9 hours
PM 7000 Leadership in the Local Church .....3 hrs.
PM 6210 Expository Preaching and Teaching .....3 hrs.
PM 7325 Practical Ministry Apprenticeship .....3 hrs.

Christian Ministry Concentration: 12 hours
PM 5160 Discipleship Methods.....3 hrs.
PM 5580 Intra-and-Interpersonal Ministry .....3 hrs.
PM 6170 Ministry Administration.....3 hrs.
PM 5590 Transformational Teaching .....3 hrs.

Master of Divinity—Exegetical Studies Concentration

75 credit hours

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. This concentration is offered residentially (Winona Lake) and Online.

Exegetical Studies Core Curriculum

Master of Divinity Theology Core: 15 hours
TH 5010 Systematic Theology 1 .....3 hrs.
TH 5020 Systematic Theology 2 .....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.

Biblical Interpretation: 12 hours
TH 5090 Hermeneutics .....3 hrs.
TH 5140 Biblical Backgrounds .....3 hrs.
NT 5020 New Testament Survey – online only.....3 hrs.
OT 5065 Old Testament Survey – online only .....3 hrs.

Biblical Languages: 18 hours
NT 5110 New Testament Greek I- Prerequisite undergrad level.....0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level.....0 hrs.
NT 7040 Greek Exegesis I .....3 hrs.
NT 7050 Greek Exegesis II .....3 hrs.

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 I.....3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture.....3 hrs.
TH 6150 Ethics.....3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation.....3 hrs.

Public Ministry and Leadership: 9 hours
PM 7000 Leadership in the Local Church.....3 hrs.
PM 6210 Expository Preaching and Teaching.....3 hrs.
PM 7325 Practical Ministry Apprenticeship.....3 hrs.

Exegetical Studies Concentration: 12 hours
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:
OT 7020 Old Testament Research Project.....3 hrs.
NT 7020 New Testament Research Project .....3 hrs.

Master of Divinity—Intercultural Studies Concentration

75 credit hours

The Intercultural Studies concentration 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. Students participate in a 6-credit hour Cross-Cultural Internship (Apprenticeship) as part of the regular 60-hour core curriculum and 15 hours of intercultural studies classes. This concentration is offered residentially (Winona Lake) and Online.

Cross-Cultural Internship

The 6-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 Core Curriculum

Master of Divinity Theology Core: 15 hours
TH 5010 Systematic Theology 1 .....3 hrs.
TH 5020 Systematic Theology 2 .....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.

Biblical Interpretation: 12 hours
TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5020 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours
NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II… ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 6 hours
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching ..... 3 hrs.

Intercultural Studies Concentration: 15 hours
MI 7300 Intercultural Apprenticeship ..... 6 hrs.
Choose two of the following:
MI 6030 Intercultural Communication ..... 3 hrs.
MI 6060 Applied Cultural Anthropology ..... 3 hrs.
MI 6090 Principles of Contextualization ..... 3 hrs.
MI 5100 World Religions……..3 hrs.

Master of Divinity—Pastoral Counseling Concentration

75 credit hours

The M.Div. in Pastoral 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. This concentration is offered residentially (Winona Lake) and Online.

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.

Pastoral Counseling Core Curriculum

Master of Divinity Theology Core: 15 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours

TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5020 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours

NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours

MI 5250 Understanding and Engaging Culture. ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.

Spiritual Formation: 3 hours

PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 9 hours

PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Pastoral Counseling Concentration: 12 hours

The following courses 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.

PM 6160 Biblical Psychology ..... 3 hrs.
PM 5330 Counseling Theories ..... 3 hrs.
PM 5520 Counseling Methods & Techniques ..... 3 hrs.
PM 5800 Pre-Marital & Marital Counseling ..... 3 hrs.

Master of Divinity—Pastoral Studies Concentration

75 credit hours

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. A component of practical field experience is built into the requirements. This concentration is offered residentially (Winona Lake) and Online.

Master of Divinity Theology Core: 15 hours
TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours
TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5320 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours
NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours
MI 5250 Understanding and Engaging Culture. ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.

Spiritual Formation: 3 hours
PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 9 hours
PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching. ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Pastoral Studies: 12 hours
TH 7100 Advanced Systematic Theology ..... 3 hrs.
PM 6220 Advanced Preaching Seminar ..... 3 hrs.
PM 5080 Pastoral Ministry Skills ..... 3 hrs.
PM 5400 Theological Foundations of Counseling - online ..... 3 hrs.

Master of Divinity—Women's Leadership Concentration

75 credit hours

The Women's Leadership concentration will help students develop both ministry values and skills to make genuine connections with others. Students 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. This concentration is offered residentially (Winona Lake) and Online.

Women's Leadership Core Curriculum

Theology Core: 15 hours

TH 5010 Systematic Theology 1 ..... 3 hrs.
TH 5020 Systematic Theology 2 ..... 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.

Biblical Interpretation: 12 hours

TH 5090 Hermeneutics ..... 3 hrs.
TH 5140 Biblical Backgrounds ..... 3 hrs.
NT 5020 New Testament Survey – online only ..... 3 hrs.
OT 5065 Old Testament Survey – online only ..... 3 hrs.

Biblical Languages: 18 hours

NT 5110 New Testament Greek I- Prerequisite undergrad level ..... 0 hrs.
NT 5120 New Testament Greek II - Prerequisite undergrad level ..... 0 hrs.
NT 7040 Greek Exegesis I ..... 3 hrs.
NT 7050 Greek Exegesis II ..... 3 hrs.
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 I ..... 3 hrs.

Cultural Context: 6 hours

MI 5250 Understanding and Engaging Culture ..... 3 hrs.
TH 6150 Ethics ..... 3 hrs.

Spiritual Formation: 3 hours

PM 6010 Spiritual Formation ..... 3 hrs.

Public Ministry and Leadership: 9 hours

PM 7000 Leadership in the Local Church ..... 3 hrs.
PM 6210 Expository Preaching and Teaching ..... 3 hrs.
PM 7325 Practical Ministry Apprenticeship ..... 3 hrs.

Women's Leadership Concentration: 12 hours

PM 5550 Biblical Foundations of Leadership – online ..... 3 hrs.
PM 5340 Women and Scripture – online ..... 3 hrs.
PM 5730 Soul Care in Leadership – online ..... 3 hrs.
PM 5070 Equipping Others for Ministry – online ..... 3 hrs.

DEPLOY PROGRAM

Master of Divinity (Deploy)

Purpose of the Program

Deploy's Master of Divinity in General Ministry degree is a graduate-level master's degree delivered within students' ministry context. Deploy is a competency-based education program, and as such, includes both academic and applied learning.

Competency-based theological education has been described by the Association of Theological Schools as being “both an educational philosophy and an academic model that ‘begins with the end in mind.’” Deploy, as a competency-based theological education program, was designed to help students become proficient in the competencies that are most important for students to master in order to be successful and have integrity in ministry.

With traditional education, students take courses in a fixed amount of time and learn as much as they are able to in the midst of that time. The fixed variable is time, and the dependent variable is learning. Students walk away from a semester-long course having earned an A, B, C, or D level, and then they move on. In CBTE, the fixed variable is learning while the dependent variable is time. Deploy M.Div. students must demonstrate mastery of each competency in their program at either an A or B level. They are able to accelerate through competencies in which they are already proficient, and they are able to spend more time in a given competency until they are able to exhibit mastery.

Program Description

This degree requires 75 semester hours of graduate work. This competency-based theological education program is distinct from traditional master’s degrees, as shown below:

Highly Flexible
Deploy is substantially more flexible in its pace and its location than other graduate programs. Students can easily make room for their education, as this program allows students to adjust their pace in response to the ebbs and flows of life and ministry.

Application-Oriented
Deploy measures students’ competency based on their knowledge, skills, attitudes, and application of what they have learned. All students will participate in active ministry in the local church throughout their program, allowing them to sharpen skills and put their knowledge to use in real-time. Nothing could be more real or valuable.

Mentor-Supervised
Deploy students consistently have three mentors during their program (a formation, ministry, and academic mentor). Academic mentors are credentialed faculty members who regularly dialogue with students concerning the content and progress on related competencies. Ministry and formation mentors provide regular feedback related to development of ministry skill and the personal, spiritual development of each student.

In Context
Deploy students study ministry as they are engaged in ministry. Many residential seminaries have apprenticeships which provide real-life experience for a portion of students’ programs. Deploy students are in the context of ministry throughout their program, constantly growing in both their intellectual and practical understanding and preparing holistically for ministry.

Fits Your Life
Students don’t need to relocate or leave their ministry context in order to be equipped for ministry. Deploy students complete their work from anywhere they are located. Deploy works with students to allow them to be fully present at home, in ministry, and beyond.

Utilizes Prior Learning and Experiences
Professional and ministry experience may allow some students to accelerate by demonstrating mastery in particular competencies quickly. Students don’t need to wait for the rest of their cohort—they simply prove competency and move on.

In addition, students can apply for Transfer Credit or seek Advanced Standing with previous academic experience. (See Advanced Standing and Transfer Credit Policy for more information.)

Program Learning Outcomes

The Program Learning Outcomes (PLOs) for the Deploy Master of Divinity degree are as follows:

1. The students will develop a biblically consistent personal theology grounded in historical context in preparation for ministry leadership.

2. The students will demonstrate effective ministry leadership skills in their vocational context with particular emphasis on preaching and teaching.

3. The students will display relevant skills in cultural analysis and engagement.

4. The students will demonstrate spiritual maturity related to Christian life and service.

Entrance Requirements

Students enrolled in the Deploy Master of Divinity program must be involved in a local congregation, as partnership with a local church is a requirement for many Mastery Assessments throughout students' programs. Candidates with a bachelor's degree (or an equivalent degree in the case of international students) from an approved institution are preferred. However, Grace Theological Seminary has made a pathway for students to earn the M.Div. degree without a bachelor's degree. For full details on entrance requirements for the Deploy M.Div. degree, contact the Seminary Admissions Office.

Academic Requirements

Deploy students must receive an 83% or above on each Mastery Assessment in order to pass their modules. Students are able to utilize three attempts on each Mastery Assessment to achieve this grade. Failure to do so could lead to academic probation or dismissal from Deploy. Competency grades are based on the cumulative average of all module grades for that particular competency. Students must achieve an 83% or above on each competency in order to pass.

Master of Divinity in General Ministry Curriculum (Deploy)

75 credit equivalencies

DGM 5050 Orientation and Student Success ..... 0 hrs.
DGM 5100-5103 Embracing Sanctification ..... 3 hrs.
DGM 5300-5303 Becoming a Mature Disciple ..... 3 hrs.
DGM 5500-5503 Practicing Biblical Hermeneutics ..... 3 hrs.
DGM 5600-5603 Understanding Biblically Healthy Churches ..... 3 hrs.
DGM 5700-5703 Exercising Flexibility in Ministry ..... 3 hrs.
DGM 5800-5809, 5811-5813 Applying Biblical Exegesis ..... 12 hrs.
DGM 5900-5906 Articulating Biblical Theology ..... 6 hrs.
DGM 6000-6006, 6010-6018 Utilizing Biblical Languages ..... 15 hrs.
DGM 6100-6106 Applying Foundational Doctrines ..... 6 hrs.
DGM 6200-6203 Understanding the Development of Doctrine ..... 3 hrs.
DGM 6300-5303 Embodying the Love of God ..... 3 hrs.
DGM 6400-6403 Embracing Cultural Diversity ..... 3 hrs.

DGM 6500-6503 Articulating Personal Theology ..... 3 hrs.
DGM 6600-6603 Resolving Leadership Conflict ..... 3 hrs.
DGM 6700-6703 Communicating God's Truth ..... 3 hrs.
DGM 6800-6803 Initiating Transformational Change ..... 3 hrs.

*__Note__: Deploy courses formerly included DGM 5200-5202 Thinking Critically in Ministry and DGM 5400-5402 Research and Writing, along with additional modules in DGM 5800, 5900, 6000, and 6700, but the M.Div. has been reduced and these learning outcomes have been streamlined and embedded in other competency courses. Students having taken modules prior to the M.Div. revision (from 90 to 75) will be eligible to complete their program based on the revised checksheet but must fulfill the new program checksheet despite their M.Div. program possibly being longer than 75 hours.

DOCTOR OF MINISTRY
30 credit hours

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 five program learning outcomes:

1. The students will implement personal and interpersonal development practices necessary for effective ministry and leadership.

2. The students will communicate God's truth and its foundational doctrines with homiletical clarity, biblical accuracy, and contemporary relevance.

3. The students will critically evaluate and graciously address theological trends impacting the Evangelical church.

Program Learning Outcomes
The Program Learning Outcomes (PLOs) for the Doctor of Ministry degree are as follows:

1. The students will implement personal and interpersonal development practices The necessary for effective ministry and leadership.
2. The students will communicate God's truth and its foundational doctrines with homiletical clarity, biblical accuracy, and contemporary relevance.

3. The students will critically evaluate and graciously address theological trends impacting the Evangelical church.

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 Arts or a Master of Divinity degree 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.

   Applicants with Master of Arts degrees are evaluated based on the number of hours of the degree as well as cumulative years of ministry experience as follows:

If the applicant has:	GPA Required	Years of Ministry Experience Required	References Required	Additional Requirements
ATS Master of Arts Degree of 60 hours OR ATS Competency Based Master of Arts Degree	3.0 GPA	2 years	Spiritual Reference	None
ATS Master of Arts Degree of 48 to 59 hours	3.0 GPA	3 years	Spiritual Reference	None
ATS Master of Arts Degree of 36-47 hours	3.0 or MAT	4 years	Spiritual Reference Ministry Reference	Call to Ministry Essay and Spiritual Formation Essay
Non ATS Master's Degree	3.25 GPA and MAT	6 years	Spiritual Reference Ministry Reference	Call to Ministry Essay; Spiritual Formation Essay; Demonstrate Ability to Interpret Scripture; Demonstrate Ability to Adapt Ministry Cross Culturally

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. 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.

Program Requirements

Course Numbering System

The Doctor of Ministry courses are numbered from 7000–8990. The letter prefix indicates the program of study: PM 7000-8000 level – Doctor of Ministry Concentration Courses (D.Min.): Ministry Leadership [fully online]; Intercultural Studies [fully online]; Hybrid Church [fully online]; Interdisciplinary Studies [fully online and hybrid]; Exemplary Biblical Preaching [hybrid on location]; Ministry Leadership [hybrid]; Emerging Technologies and Christian Ministry [hybrid] and Biblical Spiritual Formation and Soul Care [hybrid].

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 for upcoming seminars.

Program Description

Each student must complete a total of 30 credit hours. This includes eight seminars (three credit hours each) and a Professional Project (six credit hours) at the conclusion of seminar studies. Each D.Min. on campus seminar involves:

1. Completion of 2000–2,500 pages of reading and/or writing assignments in advance of the seminar. Pre-class [course] assignments are available approximately 90 days before the beginning of each on campus seminar. In order to receive pre-class assignments, students should register for the course on the seminary website (scroll down to "How to Register for Doctoral Seminars"). Then, please contact the Director of Doctoral Programs, Dr. Rock LaGioia and request a syllabus:lagioir@grace.edu.
2. Satisfactory attendance and participation in the one-week intensive on campus seminar.
3. A post-seminar project turned in within 12 weeks of the completion of the seminar.

Each D.Min. online seminar involves:

1. Completion of 2000–2,500 pages of reading and/or writing assignments in advance of the seminar.
2. Students should register for the seminar on the seminary website (scroll down to "How to Register for Doctoral Seminars"). Then, please contact the Director of Doctoral Programs, Dr. Rock LaGioia and request a syllabus: lagioir@grace.edu.
3. Satisfactory participation in the online seminar.
4. All assignments completed and turned in on time.

Program Core Courses (12 hours)

Students pursuing any one of the D.Min.–concentrations are all required to enroll in the following four core courses, which are offered in an online only format:

PM 8100-I The Effective Communicator (3 hours)
PM 8510-I Foundations for Ministry (3 hours)
PM 8260-I Current Theological Issues (3 hours)
DI 8280-I Doctoral Research Methods (3 hours)

Concentration Core Courses (12 hours)

Exemplary Biblical Preaching (This concentration is offered in a hybrid format on location)
PM 7265 Integrating Hermeneutics and Homiletics
PM 7240 Preaching the Biblical Genres
PM 7140 Variety in Preaching Approaches

PM 7230 Communicating God's Word

Ministry Leadership (This concentration is available online and in a hybrid format)
PM 8010 Practice of Ministry Leadership (3 hours)
PM 8370 Change and Conflict Management (3 hours)
PM 8630 Leadership and Growth Pipeline (3 hours)
PM 8670 Team Staffing, Mentoring, and Coaching (3 hours)

Intercultural Studies (This concentration is available online only)
DI 8030-I Intercultural Communication (3 hours)
DI 8140-I Cultural Anthropology for Ministry (3 hours)
DI 8180-I Cross-Cultural Leadership Development (3 hours)
DI 8520-I World Religions (3 hours)

Interdisciplinary (This concentration is available online and in a hybrid format)
PM or DI Any Specialization Seminar (3 hours)
PM or DI Any Specialization Seminar (3 hours)
PM or DI Any Specialization Seminar (3 hours)
PM or DI Any Specialization Seminar (3 hours)

Hybrid Church (This concentration is available online only)
PM 7510-I The Church in the Virtual World
PM 7520-I Community in the Hybrid World
PM 7540-I Spiritual Formation in the Digital World
PM 7525-I Leadership in Hybrid Ministry

Emerging Technologies and Christian Ministry (This concentration is offered in a hybrid format)
PM 7710 Ethics and Emerging Technologies
PM 7740 Stewardship and Sustainable Technologies
PM 7720 Ministry in the Age of Virtual Worlds and New Economies
PM 7750 Biotechnology and Healthcare in Pastoral Context

Biblical Spiritual Formation and Soul Care (This concentration is offered in a hybrid format)
PM 7730 Biblical Spirituality and Soul Care
PM 7760 Christian Spirituality and the Soul of the Leader
PM 7770 Shepherding the Soul of Others
PM 7780 Soul Care in Spiritual Community

Professional Project (6 hours)

Prospective students should contact Dr. Rock LaGioia lagioir@grace.edu to secure the D.Min. Professional Project Handbook 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.

Transfer Credit from Other Institutions

Program Continuation

The D.Min. Continuation Policy ensures godly stewardship of Grace Seminary resources and encourages students to make timely progress toward their goal of graduation. Each semester throughout their program doctoral students are expected to maintain ongoing enrollment. In the event a student does not register for a doctoral seminar/professional project any given semester, he or she will automatically be placed into “Continuing Registration” status.

Since only a limited number of students can be effectively serviced, Continuing Registration status preserves a student's spot in the program, despite their temporary lapse in enrollment, while allowing them to maintain student status, along with access to faculty, student email accounts, and other campus resources and materials. Continuing Registration status is allowable for no more than one year in order to ensure high graduation rates and the faculty's full investment in the lives of active students.

Following a year (Summer and Fall) of Continuing Registration, students must either withdraw from the program or communicate in writing to the Director of Doctoral Programs regarding their desire to continue in study, along with a personal degree completion plan and proposed graduation date. If permitted to continue in the program, the student agrees to register for at least one seminar per year for the duration of their program. Failing to do so will result in the requirement to submit a Program Withdrawal Form or face institutional expulsion.

Continuing Registration status incurs a fee of $100 each semester. The Continuing Registration fee may be waived based upon the following circumstances:

1. The student suffers an incapacitating illness or injury.
2. The student experiences a change in ministry requiring a time of adjustment.
3. The student has already taken all of the courses offered in a given semester.
4. Other exceptional circumstances warranting Continuing Registration as determined by the Doctoral Committee.

Program Completion

The Doctor of Ministry program has been structured in such a way that the degree may be completed in as little as three years of concentrated study. The Doctoral Committee believes that as little as three and as much as five years is sufficient time to complete the program, so doctoral candidates remain current with course content and latest research.

If not completed in a period of five academic years, a student will be required to submit a Program Withdrawal Form or a One-Year Program Extension Form. If an extension is approved, a $250 charge per semester will be assessed on the student's bill as a means of accountability and the servicing of student records and advising. If not completed after the initial one-year extension, the student shall withdraw from the program. On rare occasions a second and final year-long extension may be requested assuming (a) sufficient evidence for the delay is presented and (b) a substantial plan for timely completion is proposed. During that final one-year extension, the student would continue to be assessed the $250 extension fee, in addition to attending regular and required (in person or online) meetings with the Director of Doctoral Programs or First Reader. No student will be allowed to continue enrollment in the Doctor of Ministry program following the end of the statute of limitations. Students who do not apply for an extension after three years will be asked to submit a Program Withdrawal Form.

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 Director of Doctoral Programs explaining clearly and concretely how they plan to complete the program in a timely manner. If the Doctoral 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 (3 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

In order to promote life-long learning, GTS doctoral program alumni are invited to audit doctoral seminars. Each graduate must register as an unclassified student and pay the $100.00 audit fee. A schedule for upcoming doctoral seminars may be viewed on the Grace Seminary website: Grace Web site

Provisional Admission Students

A student who qualifies for the Doctor of Ministry program may complete up to two D.Min. seminars (6 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 any academic seminar for at least three hours of credit (e.g., regular seminar, DMin or DICS Professional Project, or Continuing Registration - Active). To maintain their F1 visa status, doctoral students must continue their full-time status every semester (fall and spring) with the exception of summers.

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. 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 (24 credit hours) 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 (six credit hours).
4. Have no outstanding financial obligation to Grace Theological Seminary.
5. Complete the following graduation procedures:

   • Register for PM 8992 D-Min Professional Project (3 credit hours) and PM 8993 D-Min Professional Project (3 credit hours). 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 Professional Project 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 all graduation requirements.

It should be noted that there are two possible completion dates for a graduating student: December and May.

DOCTOR OF INTERCULTURAL STUDIES
Online - 38 credit hours

Purpose of the Program
The Doctor of Intercultural Studies program at Grace Theological Seminary 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.

Program Learning Outcomes

1. The students will articulate a sound theological framework for the advancement of the Great Commission.
2. The students will demonstrate biblical fidelity in the application of Scripture in various cultural contexts.
3. The students will identify major trends in modern missions to shape relevant mission strategy.
4. The students will demonstrate skill using social science research methods for advancing the field of intercultural studies.

Courses in Eight-Week Seminar Format
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 eight-week online seminars, 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, eight-week online seminars and an in-depth research project.

Transfer of Credits and Partnership Programs

Grace Seminary DICS students may receive credit for a total of up to one half of the credits from another ATS-accredited seminary. Any such credit would be extended only after evaluating and comparing those transcripted courses for correspondence to our curriculum and program objectives. Transferrable seminars may be (1) taken prior to arriving at Grace, (2) taken concurrently while at Grace, or (3) a combination of both. Current Grace DICS students seeking to take courses at other institutions as a visiting scholar should seek transfer approval prior to taking such courses in order to guarantee academic credit.

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 Doctoral 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 Doctoral 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 DICS. 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. Doctoral 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 DICS 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.

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 DICS 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. 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 seminars, all international students will have to be accepted to Grace Theological Seminary by January 15. I-20 forms will be issued by February 1 for students to be registered for classes by March 15.
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 Doctoral 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 Application Form.

Tuition Deposit

A $250 advance payment on tuition and fees is required of all new DICS 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.

Program Requirements

The courses for the DICS Degree Program are offered on a regular basis and are listed in this catalog. Contact the Director of the Doctoral Programs or access the Grace Theological Seminary Web site for upcoming seminars.

Program Description

Each student must complete a total of 38 credit hours. This includes ten prescribed online seminars (three credit hours each) and an in-depth Research Project at the conclusion of his or her seminar studies.

Courses in Online Seminar Format for the Doctor of Intercultural Studies Degree

Doctor of Intercultural Studies Partnership Program

PROGRAM CORE: Six courses

DI 8030-I	Intercultural Communication	3 hrs.
DI 8140-I	Cultural Anthropology for Ministry	3 hrs.
DI 8520-I	World Religions	3 hrs.
DI 8530-I	Biblical Theology of World Mission	3 hrs.
DI 8150-I	Contextualization for Ministry	3 hrs.
DI 8280-I	Doctoral Research Methods	3 hrs.

CONCENTRATION CORE COURSES: Four courses

DI 8080I	Modern Trends in Global Mission	3 hrs.
DI 8180I	Cross-Cultural Leadership Development	3 hrs.
DI 8240I	Directed Research and Writing	3 hrs.
PM8260I	Current Theological Issues	3 hrs.

DISSERTATION

DI 8980	DICS Professional Research Project	8 hrs.

COURSE DESCRIPTIONS

Master of Arts in Ministry Studies

Ministry Foundations—Core Courses

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. Three hours.

OT 5065 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.

PM 5160 Discipleship Methods
This course will examine the biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Various discipleship methods and systems will be evaluated and discussed for current church applications. 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. Three hours.

TH 5170 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.

TH 5180 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.

Christian Ministry—Concentration Courses

MI 5540 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.

PM 5570 Communication in Ministry
This course examines the relevant application of communicating spiritual truth from the Word of God in a variety of ministry contexts. The course will focus on sermon preparation and delivery to various teaching environments that leaders will be engaged in to shape the life of a church and other ministry settings. Three hours.

PM 7010 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.

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. Focus will also include, a consideration of modern social, political, economic, and religious philosophies and the local church’s response and action for relevant modern-day ministry. 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. Three hours.

Counseling—Concentration Courses

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. 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. 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. Three hours.

PM 6160 Biblical Psychology
This course will examine the relationship between the fields of psychology and theology for practical solutions within pastoral counseling settings. A theology of "integration" will be presented, along with discussions concerning specific "psychological" topics. Three hours.

PM 6060 Legal and Ethical Issues in Pastoral Counseling
This course is designed to develop a broad biblical knowledge base, critical thinking and ethical decision-making skills for pastoral counselors. A focus will be given to a high standard of personal and professional ethics to enhance pastoral counseling that is above reproach. 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. Three hours.

Leadership and Management—Concentration Courses

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. Three hours.

PM 5070 Equipping Others 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. Three hours.

PM 6170 Ministry Administration
A theological and practical analysis of administrative principles as they apply to the effective leadership of church and parachurch agencies. Special attention will be given to a balanced relationship between effective administrative functions and ministry. Three hours.

PM 6560 Team Leadership
The student will study the biblical principles that mandate teamwork within organizational structures. Group formation and group development will be analyzed, as well as the intricacies of coaching and mentoring to identify team effectiveness that establishes organizational community. Three hours.

PM 6570 Strategic Thinking and Planning
An in-depth study of how ministry leaders can become strategic thinkers and use creative and systematic processes. The focus will be on developing the practices of strategic planning for

ministry effectiveness by using key concepts, tools, and principles of strategy formation. Three credit hours.

PM 7010 Ministry Leadership
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.

Spiritual Formation and Discipleship—Concentration Courses

PM 5070 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. 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 patters 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. Three hours.

PM 6470 History and Practice of Spiritual Formation
Students will explore the history, theology, and practical aspects of spiritual formation within the Church. Students will engage with key historical figures, theological developments, and contemporary practices that have shaped Christian spirituality. Students will deepen their understanding of spiritual formation and develop practices for personal growth and ministry. Three hours.

PM 6480 Spiritual Formation in Community
Students will examine the dynamics of spiritual growth within the context of Christian fellowship. Through interactive discussions, experiential learning, and reflective practices, students will deepen their understanding of the transformative power of community and develop applicable ideologies and methods for fostering authentic spiritual formation within congregations and ministries. Three hours.

PM 6490 Digital Dimensions of Spiritual Formation and Discipleship
Students will learn best practices of digital spiritual formation and discipleship in online contexts. Starting with scripture and theological insights, students will examine the opportunities and challenges presented by digital media for spiritual formation and discipleship within the evangelical context. Through critical analysis, practical exploration, and theological reflection,

students will develop strategies for leveraging digital platforms to facilitate genuine spiritual growth and nurture vibrant Christian community. 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. Three hours.

Technology—Concentration Courses

PM 5180 Technology & Media in Ministry
This course addresses the everchanging media technology challenges that ministries face today. This course identifies the ever changing and complex landscape of media technology in a media-centric society and how ministries can use modern media effectively to communicate the life-changing message of Jesus Christ. Three hours.

PM 5190 Worship Arts
This course is designed to address corporate worship within the context of media technology. This course acknowledges the need for technology to accomplish tasks as well as produce creative media rich environments for worship experiences. Three hours.

PM 6070 Creative Communication Strategies
A comprehensive approach to building mission-driven and culturally-sensitive ministry communications. Involves integration of traditional, social, and digital media for providing relevant information, inspiration, instruction, marketing, and promotion to ministry stakeholders. Three hours.

PM 6180 Organizational Tools
A comprehensive sweep of organizational and educational technology for more efficient ministry and effective teaching in 21st Century ministry. Includes identification of ministry-related categories in which technology may be useful, in addition to investigating specific tools (software, hardware, services) that can meet practical ministry needs. Three hours.

PM 6240 Developing Tech Talent
An overview of the biblical importance of equipping and its relationship to ministry teams in the local church. Special attention given to identifying, cultivating, training, and deploying skilled teams of tech leaders for ministry. Three hours.

PM 6840 Tech Ministry Internship
The practical application and integration of technology tools within a ministry setting. Includes some topically-guided course content, in addition to a required practical internship and application hours. This internship may be a paid or volunteer role, and involves direct interaction with an onsite-or-off-ministry-site technology-ministry specialist or media minister. Three hours.

Women's Leadership—Concentration Courses

PM 5070 Equipping Others 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. Three hours.

PM 5340 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. 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 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.

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 patters 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.

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. Three hours.

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 5075 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; 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 6150 Ethics
This course is an introduction to the principles and techniques of rational decision making in morality. It includes a survey of ethical theories, a review of the basic principles of critical reasoning, and applications of both to moral issues. Three hours.

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
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 - 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 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 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.

GRE 1010 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. Zero hours.

GRE 1020 New Testament Greek II
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: GRE 1010. Zero hours.

NT 5320 New Testament Survey - 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. MIN 5210. 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[1]
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: GRE 1020. 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

[1] Students must take GRE 1010 and GRE 1020 or pass a Greek Entrance Exam as prerequisites for Greek Exegesis I.

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 5080 Pastoral Ministry Skills
A biblical, theological, and practical consideration of the pastor's call, character, and ministry responsibilities. Instruction will focus on pastoral skill development in areas such as leadership, public speaking, worship service coordination, pastoral care, disciple-making, administering the ordinances, and conducting weddings and funerals.

PM 5160 Discipleship Methods
This course will examine the biblical principles for building reproducing disciples based upon the Great Commission, including discipleship strategies for a range of settings. Various discipleship methods and systems will be evaluated and discussed for current church applications. 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 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 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 5550 Biblical Foundations of 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. MIN 5600. Three hours.

PM 5560 Biblical Interpretation
This course provides the student with the knowledge and skills necessary for the accurate studying and applying of Scripture as a key to their vocational ministry. In this course the student will be introduced to the theological foundation, methodology, and tools necessary for a comprehensive and faithful study of Scripture.

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 patters 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 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 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 is designed to provide instruction and experience in the process of communicating God's truth to people through the avenues commonly referred to as "teaching" and "preaching". It introduces a functional 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 (a) classroom instruction, dialogue, and group activities and (b) a preaching/teaching lab experience. This lab experience is intended to provide an environment where the student may gain benevolent feedback while perfecting skills in the oral presentation of biblical truth. Prerequisite: TH5090. Three hours.

PM 6160 Biblical Psychology
This course will examine the relationship between the fields of psychology and theology for practical solutions within pastoral counseling settings. A theology of "integration" will be presented, along with discussions concerning specific "psychological" topics. Three hours.

PM 6220 Advanced Preaching Seminar
This course is dedicated to building upon the instruction and experience gained through PM 6210 Expository Preaching and Teaching. 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.). 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 6505 Introduction to Military Chaplaincy
An introductory course designed to familiarize students with military chaplaincy. The modular format will present various aspects of military chaplaincy through online delivery. The knowledge required for entry-level military chaplaincy will be introduced through lectures and selected readings. The skills required for entry-level military chaplaincy will be presented through lectures, selected readings, assignments and case study discussions.

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 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 7325 Practical Ministry Apprenticeship: Evangelism, Discipleship, and Missions
The apprenticeship is designed to foster growth in the student's readiness for leadership and servant ministry in a local church, ministry organization or mission. 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. Three hours.

Intercultural Studies

The Intercultural Studies program 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 5110 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, but an introductory understanding of biblical theology is assumed. Three hours.

MI 5250 Understanding and Engaging Culture
This course examines culture. It explores the roots of culture as a foundational and overarching expression of humanities vocations as "imaging" of God in Scripture. The subsequent harmonies and dissonances between historical expressions of culture and Christianity are analyzed and discussed. Also, contemporary expressions of popular digital culture, film, video and music, will be selectively surveyed with an eye to developing the capacity to constructively and critically engage culture as Christians. 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 ICS apprenticeship is a term-length, supervised missions experience that serves as a capstone style course where students combine their theological, cultural, and practical skills developed throughout the program and apply them in a cross-cultural ministerial setting. The internship equips students with skills needed for entry, acquisition, and assessment of cultural competencies and sound missiological practice for the advancement of the Great Commission. Internship placement must be approved at least 6 months in advance by the director of the Intercultural Studies program. 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. Twelve 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.

Deploy Course Descriptions

Note: DGM (M.Div.) and DLC (MALCM) – Credits are credit equivalencies

DGM 5050 | DLC 5050 Orientation and Student Success
Students will be competent to enter the Deploy program, demonstrating understanding of its distinctives, tuition and billing, financial aid, student support services, academic policies, and enrollment and withdrawal information. Students will be competent to use key website throughout their Deploy program, including the Learning Management System (Canvas), the Portal, and Nelnet. Students will also demonstrate an ability to succeed in Deploy by doing reliable research and writing at a graduate level. Students will demonstrate this by knowledge and practice of: 1) proper format (Turabian), 2) guidelines to proper citation methods (preventing plagiarism), 3) grammatical structure and syntax, 4) compositional skills (thesis statement, topic sentence, providing evidence for claims, persuasion, clear structure, introduction and conclusion), 5) acquiring information from appropriate academic resources (e.g. scholarship: peer reviewed, edited/published materials). Zero hour prerequisite course.

DGM 5100-5103 | DLC 5100-5103 Embracing Sanctification
Students will be competent to understand and cooperate with God in the sanctification process**.** In order to be competent in this process, the student will grow in acquiring double knowledge: knowledge of God and knowledge of self. This knowledge deals with the root of heart issues out of which flow either the fruit of righteousness (leading to life) or the fruit of unrighteousness (leading to death). The biblical mandate to put off the old man and put on the new man is fundamentally a matter of the heart, not of behavioral modification. Therefore, signs of growth include 1) rejecting lies, which includes brokenness and repentance over sin, while, 2) embracing the truth of one's life in Christ, lived out through pursuing transformation of the mind through the hungry intake of the Truth. The mind set on the Spirit will produce the fruit of the Spirit. The student will also need to understand the common stages related to spiritual formation and be able to identify key markers in each phase of the journey, including God's use of consolation and desolation to promote growth. The spiritual disciplines become tools to open oneself to God; and in the process, what's in one's heart will be revealed. Competence in double knowledge recognizes that spiritual disciplines enable a person to humbly position themselves to hear God speak and to invite Him to do His transforming work. Practicing the spiritual disciplines requires significant effort, but as Dallas Willard says, God is opposed to

earning, not effort. What happens in the disciplines such as solitude, reading God's word, praying (including intercession, petitions, listening, and worship), or fasting only have value in as much as they foster an intimate and dependent relationship with God. Three hours.

***DGM 5200-5202 | DLC 5200-5202 Thinking Critically in Ministry** was previously offered but has been removed from the program. Its learning outcomes have been reallocated into modules within DGM/DLC 5800 and 5900. MA students will take DLC 5904 and 5905 in lieu of DLC 5200-5202, or be permitted to seek course substitution to fulfill their degree requirements. M.Div. students are not permitted to seek course substitution to fulfill their degree requirements in light of the M.Div. program's overall reduction from 90 to 75cr.

DGM 5300-5303 | DLC 5300-5303 Becoming a Mature Disciple
Students will be competent in the process of becoming a mature disciple who is loving God and loving others. Students will learn to relate to God in a healthy manner. This involves a fully devoted heart that embraces Christ as King, where the pilgrim gives Him full authority and allows Him to prioritize his/her value system. In order to relate to God in this way, the mature disciple will grow in understanding the role of the human heart, the complexity of this biblical concept, and the realities of how the heart is shaped. The problem with a sinful heart is that it desires self and sin rather than God and His way. Even as a Christian, one needs to be aware of the sinful tendencies that are still at work in the redeemed heart, so that the life of Christ may be fully appropriated. Three hours.

***DGM 5400-5202 | DLC 5400-5202 Research and Writing** was previously offered but has been removed from the program. It's learning outcomes have been reallocated into modules within DGM/DLC 5800 and 5900. M.A. students will take DLC 5804 in lieu of DLC 5400-5402, or be permitted to seek course substitution to fulfill their degree requirements. M.Div. students are not permitted to seek course substitution to fulfill their degree requirements in light of the M.Div. program's overall reduction from 90 to 75cr.

DGM 5500-5503 | DLC 5500-5503 Practicing Biblical Hermeneutics
Students will be competent to understand and apply hermeneutics. The student will be competent to demonstrate a basic understanding of the history and contemporary practice of biblical interpretation and its foundational principles and tools while maintaining a commitment to the reliability of the Bible as demonstrated by its authority, inerrancy, and inspiration. Students will apply these principles and tools to their own personal study and application of Scripture and in ministry related projects to improve the student's ability to prepare and deliver hermeneutically sound preaching and teaching materials in their ministry context. Three hours.

DGM 5600-5603 | DLC 5600-5603 Understanding Biblically Healthy Churches
Learners will be competent to understand and articulate the nature of biblically healthy churches. The student will need to be able to translate the nature of biblically healthy churches into their current social context; and be able to implement strategies to establish healthy churches in different contexts. Those strategies must include viable approaches to the teaching of God's word, corporate worship, evangelism (same culture and cross culture), discipleship and multiplying leaders. Three hours.

DGM 5700-5703 | DLC 5700-5703 Exercising Flexibility in Ministry
Learners will be proficient to exercise appropriate flexibility. The student will become aware of personal preferences and learn to deal with them in a way which avoids the tendency toward legalism, and instead, demonstrates grace-filled respect; discerns the difference between flexibility and people pleasing; and distinguish the difference between conviction driven leadership and high control-low trust-driven leadership. In addition, in the spirit of the Apostle

Paul's words, "I have become all things to all men that I might save some," the student will develop a growing level of cultural flexibility which flows from a knowledge of and respect for diverse cultures through an exposure to different people groups. Three hours.

DGM 5800-5809, 5811-5813 | DLC 5800-5804 Applying Biblical Exegesis
Students will be competent in Biblical Exegesis. The student will be competent to use an exegetical method to accurately interpret genre, language, and literary structures to understand the redemptive/historical/sociocultural context of the Bible, and do proper theological analysis while using the best available resources. M.Div.: Twelve hours. M.A.: Four hours.

DGM 5900-5906 | DLC 5900-5905 Articulating Biblical Theology
Students will be competent to articulate and apply Biblical Theology. The student will be competent to describe and articulate the history, methodology, and content of Biblical Theology. Special attention is given to the progressive revelation and development of Scripture's main storyline, key themes, continuity and discontinuity between the Old and New Testaments, and a gospel-centered, Christ-focused, canonically-sensitive approach to reading and interpreting the Bible as they relate to one's personal life, the lives of Christians, and local ministry context. M.Div.: Six hours. M.A.: Five hours.

DGM 6000-6006, 6010-6018 Utilizing Biblical Languages
Students will be competent to apply the basics of phonology, morphology, syntax, and vocabulary of biblical Greek and Hebrew to their study of Scripture. This competency will cover the essentials of Biblical Greek and Hebrew with an emphasis on phonology, morphology, syntax, and vocabulary. The purpose is to understand Biblical Greek and Hebrew for the purpose of translating and doing exegesis in the Hebrew Old Testament and Greek New Testament. M.Div. Only: Fifteen hours.

DGM 6100-6106 Applying Foundational Doctrines
The student will be competent to evaluate, synthesize, articulate, and apply foundational doctrines in the different areas of Systematic Theology including: Bibliology, Theology Proper, Christology, Pneumatology, Angelology, Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology as they relate to one's personal life, the lives of Christians, and the local ministry context. M.Div. Only: Six hours.

DGM 6200-6203 Understanding the Development of Doctrine
Students will be competent to understand and articulate an overview of the development of doctrine in the church. The student will be competent to understand the development of doctrine in the church from the Apostolic Fathers through the 21st century. This includes church confessions, major theological movements and controversies, and important theologians. The student will demonstrate the ability to apply insights gleaned from historical theology to one's own Christian life, local ministry context, and current challenges for theology and the Church. M.Div. Only. Three hours.

DGM 6300-6303 | DLC 6000-6003 Embodying the Love of God
Students will be competent to show love and compassion to others. Those who are learning competence to show love and compassion have experienced the initiating love of God at an in-depth level for themselves. Relating to others in love requires discerning and demonstrating appropriate ways to nurture growth in the life of another. They are committed to becoming an exceptional listener by soliciting feedback from others as they develop empathy. They exercise the freedom to both nurture and confront, to rescue and release, and to discern when to reach out and when to wait. They are not motivated by a Messiah complex [unrealistic valuation of their own importance and ability to save people, but are compelled by love (2 Cor. 5:4)]. They

are developing boundary-setting habits in order to prioritize loving their family, while showing compassion to those within and outside the church. They learn from those who have established a track record of loving "hard to love people" within their sphere of influence. They follow the example of Christ whose rhythm of life included loving extravagantly and being replenished deeply through intimate times with His Heavenly Father and selected disciples. They seek out authentic friendship and spiritual community for mutual encouragement. Three hours

DGM 6400-6403 | DLC 6100-6103 Embracing Cultural Diversity
Students will be competent to understand cultural diversity. The student will understand cultural diversity as a learner who observes, listens, reads, and carefully studies his/her audience. Able to discern the difference between cultural absolutes and biblical absolutes. Appreciative of how culture affects our understanding and application of the biblical text in our own and other cultures. Translates understanding of cultural diversity into appropriate and culturally relevant, biblical ministry within diverse contexts. Three hours.

DGM 6500-6503 | DLC 6200-6203 Articulating Personal Theology
Students will be competent to articulate their own theology in light of their denominational/church affiliation. Students will understand and be able to articulate and explain their own theological convictions as they relate to their denominational or church affiliation, and complete the necessary preparations for ordination, or as if they were pursuing ordination. Three hours.

DGM 6600-6603 | DLC 6300-6303 Resolving Leadership Conflict
Learners will become competent to grasp and adapt to leadership pressures, conflict, and criticisms that are inherent in transformational ministry. This competency requires a leader to understand personal leadership tendencies due to family background and other personal influences (people and experiences), taking steps toward building on the strengths and being released from unhealthy patterns. A leader is fundamentally a Christ follower, who is teachable and solicits wisdom from relevant resources. This type of leader is learning to avoid the tendency to discount one's own voice, giftedness and Spirit-led convictions. Doing so, prevents pitfalls such as plagiarizing sermons, idolizing Christian celebrities, and attempting to clone successful programs without discernment. A growing leader learns to manage his/her own life by exercising self-control that intentionally pursues whatever is pure, true, noble, right, lovely and admirable and avoids compromising situations. Competent leaders learn to face and process criticism and conflict in redemptive ways. Three hours.

DGM 6700-6703 | DLC 6400-6403 Communicating God's Truth
Students will be competent to communicate God's truth in diverse contexts and by various methods based on a thorough understanding of the content, intent, and structure of the biblical text. Mastery of this competency leads to a clear, authoritative, and contextual delivery of the biblical message. This encompasses an accurate knowledge of the audience. This also includes the integration of biblical truth into the life of the speaker. Learners who master this competency will be able to teach others to do likewise. Three hours.

DGM 6800-6803 | DLC 6500-6503 Initiating Transformational Change
Students will be competent to be a change agent who leads churches (or ministries) to become or remain biblically healthy by articulating Christ-centered values and vision, developing strategies that unify churches around these values and vision, and initiating transformational rather than merely transactional change. Three hours.

Doctor of Ministry

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. Three hours.

DI 8140 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. Three hours**.**

DI 8150 Contextualization for 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. Three hours.

DI 8280 Doctoral Research Methods
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 situation in ministry settings. Three hours.

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. Three hours.

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. Three hours.

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. Three hours.

PM 7140 Variety in Preaching Approaches
Predictability diminishes audience interest. Variety increases listener engagement. Aspiring to edify believers and evangelize unbelievers, preachers will learn how to plan and execute a variety of preaching approaches: Expository, Topical, Biblical-theological, Evangelistic, Doctrinal, Biographical, and Thematic. Preachers will also analyze the methodology of exemplary preachers who have demonstrated strengths in specific areas of preaching such as outlining, introducing, illustrating, applying, concluding, and communicating with exceptional clarity. Three hours.

PM 7230 Communicating God's Word
Whether in person or via media, excellent sermon content can be hindered by poor delivery. Preachers will increase their effectiveness in sermon delivery through understanding and embracing principles using best practices in the following areas: Spirit-led preaching, multisensory aspects, personal style, audience analysis, contextualization, connection, creativity, and theology for digital technology (e.g. multi-cast; live streaming; social media; podcasting, etc.). Three hours.

PM 7240 Preaching the Biblical Genres
God communicated His Word through multiple genres. Identifying the various biblical genres will assist preachers in clearly understanding and accurately interpreting the sermon passage. Preachers will grow in their ability to recognize the unique characteristics of biblical genres (Torah, Narrative, Poetry, Gospel, Epistolary, and Prophetic). Cautionary examples of literary genre overriding normal principles of interpretation will also be considered. Preachers will learn how to recreate the dynamics of biblical genres in their sermons. Three hours.

PM 7265 Integrating Hermeneutics and Homiletics
The final goal of biblical hermeneutics is preaching that transforms lives. Applying sound hermeneutical principles, preachers will work through the stages of interpretation including contextual, grammatical, syntactical, historical, and cultural analyses of the selected preaching text. After discerning the exegetical contours of the biblical text, preachers will employ effective homiletical methodology to craft the sermon outline. Prior to determining applications of the biblical text for their audience, preachers will engage in their own reflection and practice self-application within the context of personal spiritual formation. Three hours.

PM 7510-I The Church in the Virtual World
Students will explore the timeless message of the Church within the Digital Age. Innovative technologies and methodologies will be discussed and analyzed for best practices for local congregations. Students will gain insights about the current culture and how digital ministry is a contextual platform to expand the message of the local church. Three hours.

PM 7520-I Community in the Hybrid World
Course Description: The Digital Age in a Post-Covid world has created a network of hybrid church communities that offer physical and digital participation. Students will explore the biblical

perspective of community to develop a theology of belonging which will inform their response to modern-day paradigms including in-person, virtual, meta church, and multisite. The attendant challenges that arise from the current cultural situation will be explored with an eye toward pastoral care and biblical ecclesiology. Three hours.

PM 7525-I Leadership in Hybrid Ministry
Students will examine the biblical understanding of ministry leadership through emerging ministry opportunities in a Post-Covid culture. They will also explore and apply adaptive leadership to negotiate the various challenges of in-person, virtual, metachurch and multisite ministry. Leadership skills will be analyzed for the various modalities of ministry providing a framework for leadership proficiency maximizing ministry into an uncharted future. Three hours.

PM 7540-I Spiritual Formation in the Digital Age
Insights into the midst of an ever-changing culture in which the church is finding new ways to bring life and spiritual growth to congregations will be explored. Students will understand that the timeless message of the Gospel held within a biblical model of spiritual formation is embedded in all possible ministry contexts. Emerging methods and tools will be used to gain a biblically-relevant paradigm of spiritual formation. Three hours.

PM 7710 Ethics and Emerging Technologies
Students will investigate the rudiments and interactions of digital ethics, artificial intelligence, and deep learning. Topics include the current and potential roles played by AI in society and Christian education, an exploration of deep learning and its implications across a variety of fields, and their ethical implications for Christian mission and ministry. Three hours.

PM 7720 Ministry in the Age of Virtual Worlds and New Economies
Students will explore the theological construct of reality, forming a basis to understand and evaluate themes related to Web 3.0 and the Metaverse (augmented reality, virtual reality, avatars, online communities, et al.). Students will also probe the biblical nature of money and its relationship to the current technologies of Cryptocurrency, Blockchain, and Non-Fungible Tokens (NFTs) in a world of wealth, poverty, and income disparity. In doing so, students will discover the legitimate and illegitimate uses of these technologies and their ethical implications. Attention will be given to avoiding the liabilities of these tools, while harnessing their innovations for effective ministry. Three hours.

PM 7730 Biblical Spirituality and Soul Care
Learners will grow in their understanding of the constructs of Christian orthodoxy, orthopraxy, and orthopathos in light of the doctrines of regeneration and sanctification. Biblical and theological underpinnings of the inherent value of the soul and the call to steward the soul well will be explored. Through this investigation, false paradigms of biblical spirituality will be uncovered. The divine-human relationship will provide the framework for students to embrace the *imago dei* in light of the tension of being redeemed and yet living in a broken world. Three hours.

PM 7740 Stewardship and Sustainable Technologies
Students will focus on establishing the theological foundations of *ex nihilo* creation along with a teleological understanding of humanity and our world. Through this lens of biblical truth and responsible creation care, students will evaluate matters related to environmental stewardship and sustainable technology. Special attention will be given to the current cultural discussion on these issues, including proposals, possibilities, and their limitations, with a goal of clarifying the Church's legitimate role in caring for God's creation as stewards but not saviors. Three hours.

PM 7750 Biotechnology and Healthcare in Pastoral Context
Students will construct a foundation resting on a theology of personhood, with an understanding of human nature as it relates to the mind-body, sex-gender, health, disease, dying, and eternity. They will continue building this foundation by delving into the promise and perils of bioengineering, healthcare technology, and bioethics. Finally, students will explore the theological aspects of human enhancement, transhumanism, healthcare advancements, and ethical dilemmas in biotechnology currently in vogue within broader society, with a goal of providing church leaders with perspective and counsel for the Christian community and society at large. Three hours.

PM 7760 Christian Spirituality and the Soul of the Leader
Learners will investigate those experiences within their own lives that have shaped their relational patterns to God, self, and others. They will understand their life's journey within the larger redemptive framework in order to construct a personal narrative that is biblically informed. Historical practices of the Christian faith throughout the life of the church will be applied to promote growth in the life of the leader. With this deeper self-awareness and historical perspective, learners will be equipped to practice the stewarding of their own soul well. Three hours.

PM 7770 Shepherding the Soul of Others
Learners will be equipped to walk alongside people who are experiencing difficulty in trusting God. Theological and theoretical constructs will be examined in order to effectively shepherd others in pain. Learners will develop an interpersonal sensitivity and competency in discipling others into biblical spirituality. Emphasis will be placed on relational maturity, emotional intelligence, and attunement with a desire to refine these skills. Three hours.

PM 7780 Soul Care in Spiritual Community
Learners will be equipped to develop an ethos of biblical spirituality for the life of the church. As a theology of the Triune God is studied, learners will construct a personal philosophy of love, relationships, and community. As God's vision for spiritual community is explored, they will further develop their philosophy of biblical spirituality and soul care by recognizing how the relational nature of the church provides essential avenues for the restoration from sin and support for the sanctification journey. Effective methodologies, including interpersonal neurobiology, will be explored to provide theoretical constructs for facilitating transformational communities in culturally-sensitive ways. Three hours.

PM 8010 Practice of Ministry Leadership
A study of the biblical and theological concepts of ministry of leadership. Special emphasis upon 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. Three hours.

PM 8100 The Effective Communicator
The goal of the course is to increase a speaker's ability to develop messages which are: True to the biblical text; Clear and well-organized; Interesting to listen to; and specifically relevant to the listener's needs. Students will learn (a) how to determine the specific applications of a biblical passage and (b) how to help listeners follow the unfolding of the message. These practical skills will be developed through instruction, examples, group interaction and personal use. Three hours. [N.B. PM 8100 should be listed before PM 8010]

PM 8130 Old Testament Preaching and Teaching
This course focuses on some of the basic themes of the Old Testament and how to present them powerfully from the pulpit or in teaching situations. Appropriate hermeneutical strategies will be applied to different genres of the Old Testament. Attention will also be given to the application of these truths to personal spiritual growth. Specific Old Testament problems will be analyzed and discussion will be centered on how to use these problems positively in ministry. This is a practical course that deals with the tools and concepts that help preachers prepare sermons. Three hours.

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. Three hours.

PM 8370 Change and Conflict Management
An examination of advantages and disadvantages of pastoring an established church; how to assess and implement changes for continuing progress in growth and ministry. Special focus on how to rally support from other leadership and then the church people. Three hours.

PM 8410 High Impact Expository Preaching Method
A study of the High-Impact Expository Preaching (HIEP) Method. Attention will be focused on developing a deep understanding of the impact of anointed expository preaching using a Bible-centric, skill-based, and outcome driven method. Three hours.

PM 8420 High Impact Expository Preaching Lab
A practical preaching lab requiring a step-by-step application and mastery of the High-Impact Expository Preaching (HIEP) Method. Learners will demonstrate growing expertise in Bible-centric, outcome-driven preaching in both the individual aspects of the HIEP method, in addition to expository preaching as a whole. Three hours.

PM 8430 High Impact Expository Exegesis
An exegetical approach in which students will learn to accurately mine the biblical text for the sermon's central proposition as well as the subsequent outline and content, using the High Impact Expository Preaching (HIEP) Method. Three hours.

PM 8440 Multi-Sensory Preaching
Involves the recognition and engagement of listeners' senses in the congregational preaching context to drive life transformation through engaging learners' attention, comprehension, retention, and application of God's Word. Three hours.

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. Three hours.

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, and understanding grace as a motivation for both sanctification and Christian service. Three hours.

PM 8630 Leadership and Growth Pipeline
A biblical and organizational analysis of the leadership and growth needs of ministries, resulting in the development of a discipleship-based strategy for sustainable outreach, evangelism, catechesis, assimilation, formation, and leadership production, as evidenced by demonstrable numerical growth. Three hours.

PM 8670 Team Staffing, Mentoring, and Coaching
A biblical and theological overview of ministry leadership as it pertains to coordinating the work of the ministry through volunteer and paid ministry staff. Special attention given to providing advanced strategic equipping in hiring, positioning, equipping, overseeing, mentoring, and coaching ministry professionals. Three hours.

PM 8830 Advanced Shepherding
An advanced biblical, theological, and practical consideration of the pastor's role and responsibilities as the shepherd of God's flock. Special focus on effective pastoral care including disciple making strategy, conflict resolution, ministry to the suffering and grieving, interpersonal relationship skills, spiritual formation in small groups, and pastoral counseling. Three hours.

PM 8840 Ministry Vision and Strategy
A theological overview of management and leadership principles involved in the identification and execution of a God-given ministry vision and strategy. Includes attention to identifying the knowledge, skill sets, tools, and competencies required for effective visioneering, vision-casting, and strategic planning required to move an organization to mission-vision-goal fulfillment. (3 hours)

PM 8850 Ministry Alignment and Execution
A theological analysis of biblical and organizational principles effective in the planning, organization, resourcing, and execution of ministry goals. Special emphasis to be given on expertly motivating and mobilizing a well-organized and empowered team of highly-equipped people to reach the multifaceted goals of a church or Christian ministry. Three hours.

PM 8990 Doctor of Ministry Professional Project–All Concentrations
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 Professional Project Handbook. Six hours.

Doctor of Intercultural Studies

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. Three hours.

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. Three hours.

DI 8140 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. Three hours.

DI 8150 Contextualization for 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. Three hours

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. Three hours.

DI 8240 Directed Research and Writing
Learners will engage in exploration of potential supporting themes related to their future dissertation topic. This involves designing a detailed topic-driven outline, then conducting a targeted research project under the direction of a DICS faculty member. The online class research project will involve the identification and use of quality digital, print, and other research, resulting in a comprehensive annotated bibliography, then a formal precedent literature draft paper. Three hours

DI 8280 Doctoral Research Methods
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 ministry settings. MI 6200. Three hours.

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. Three hours.

DI 8530 Biblical Theology of World 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. Three hours.

DI 8982 and 8983 Professional Project: Intercultural Studies
DICS 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 150-175 pages must be submitted. For details and deadlines, consult the Doctor of Intercultural Studies Handbook. Eight hours.

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. Three hours.

Doctoral Program Electives

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. Three hours.

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. Three hours.

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. Three hours.

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. Three hours.

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. Three hours.

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. Three hours.

DI 8900 Independent Research Elective
Students in the DICS 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 DICS 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. Three hours.

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. Three hours.

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.
Vice President and Dean, Professor of Christian Ministry & Leadership

Ph.D. 2005 - Leadership, The Southern Baptist Theological Seminary, Louisville, KY
M.A. 1994 - Christian Education, Southeastern Baptist Theological Seminary, Wake Forest, NC
B.S. 1991 - Church Ministries, Liberty University, Lynchburg, VA
Additional Post-Doctoral Studies: The Southern Baptist Theological Seminary

Freddy oversees the faithful execution of the mission and vision for the School of Ministry Studies. He is committed to advancing the Kingdom of God by expanding the size, reach, and impact of the school, faculty, staff, and the dynamic programs they offer. Freddy also serves as Professor of Christian Ministry and Leadership. In this capacity, he equips Christian leaders for ministry impact, and trains disciples to wield the Word of God and the power of God, for the glory of God.

Publications:
Chapter: *Christian Higher Education, the Church, Evangelism, and Discipleship*. Nashville, TN: Lifeway, 2024.
Set Apart: Living a Life for God. Bible Studies for Life Series. Summer 2023. Zondervan Academic.
Contributor: *Confronting Injustice without Comprising Truth*. 123/2020.
Baker Academic. Introducing Christian Education (book). 11/2019
Baker Academic. Teaching the Next Generations. Educational Technology (chapter). 10/2016
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
Past regular contributor to the Arkansas Baptist News, Little Rock, Arkansas
Past regular contributor to the Chattanooga Free Press, Chattanooga, Tennessee
Jurist-Referee for the Peer-Reviewed Journal of Youth Ministry
Jurist-Referee for the Peer-Reviewed Christian Education Journal

Bowald, Mark A., Ph.D.
Professor of Theological Studies

Ph.D. Theology, Wycliffe College, University of St. Michael's College, Toronto, Canada
Th.M., Systematic Theology, University of Toronto
M.Div., Christian Education, Grand Rapids Baptist Seminary
B.S. in Psychology/Business Administration, Grace College

Publications:
Projects underway:
The Eloquent Word: On the Character and the Practices of Scriptural Interpretation. Under contract with Eerdmans: Grand Rapids.
God Loves Metaphors. Lexham Press: Eugene.
Son of Thunder and Love. A theological commentary on the Gospel of John.
Book and article projects completed:
"What Evangelicals Can Learn from George Lindbeck" *Christianity Today.* (February, 2018) https://www.christianitytoday.com/ct/2018/february-web-only/what-evangelicals-can-learn-from-lindbeck.html.
"The Ascension." In *The Evangelical Dictionary of Theology* edited by Daniel J. Treier and Walter Elwell, Third Edition. Grand Rapids: Baker, 2017.
Faithful Interpretation: Writings from the Archives. A Two-Volume Collection of Republished and Unpublished Works and Letters of Hans Frei. Edited by Mark Bowald and Mike Higton. Eugene: Cascade, 2015-16.
Rendering the Word in Theological Hermeneutics: Mapping Divine and Human Agency. Second Revised Paperback Edition. Eugene: Lexham, 2015.
"We Have Never Been Secular: On the Porous Boundaries between Theology and the Political Administration of Religious Tolerance." In *Irreconcilable Differences? Fostering Dialogue among Philosophy, Theology, and Science,* edited by Jason Robinson and David Peck, 117-34. Eugene: Pickwick, 2015.
"On (Still) Taking St. Paul Seriously: The Hermeneutical Function of Sin and Vice in Scriptural Interpretation." In Revisioning, Renewing and Rediscovering the Triune.
Center: A Festschrift for Stanley Grenz, edited by Derek Tidball, Brian Harris and Jason Sexton, 258-80. Eugene: Cascade, 2014.
"A Generous Reformer: Kevin Vanhoozer's Place in Evangelicalism." *Southeastern Theological Review* 4, no. 1 (2013): 3-9.
*"*The Redemption of Interpretation." *The Other Journal*. http://theother journal.com/2012/07/23/theredemptionofinterpretation/.

"The Character of Theological Interpretation of Scripture." This article was the recipient of the *Colin Gunton Prize* from the *Society for the Study of Theology (UK)* and appeared in the *International Journal of Systematic Theology,* 12 no. 2 (2010): 162-83.
"Who's Afraid of Theology? Theology as a Grammar of Christian Particularity." In *The Logic of Incarnation: A Critique of Postmodern Religion*, edited by Neal DeRoo, 168-81. Eugene: Wipf & Stock, 2008.
Rendering the Word in Theological Hermeneutics: Mapping Divine and Human Agency. Aldershot: Ashgate, 2007.
*"*Rendering Mute the Word: Deistic Tendencies in Modern Evangelical Hermeneutics." *Westminster Theological Journal* 69 (2007): 367-81.
"Objectivity" and "Grace" In the *Dictionary for the Theological Interpretation of the Bible*, edited by Kevin J. Vanhoozer, 268-70 and 544-45. Grand Rapids: Baker Academic, 2005.
"Finding Culture's Pulse: The Importance of Film Study for Theology," co-written with Fr. Adelmo Dunghe S.J. *Journal of the Canadian Theological Society* 21, no. 1.

Casey, Anthony F., Ph.D.
Associate Professor of Intercultural Studies
Director of DICS; Associate Director of Doctoral Studies

Ph.D. in Intercultural Studies/Missions, The Southern Baptist Theological Seminary, 2013
M.Div., The Southern Baptist Theological Seminary, 2009
B.S. in Interpersonal and Organizational Communication, University of Wisconsin, 2005

Anthony Casey is Associate Professor of Intercultural Studies at Grace College and Seminary. He has worked with refugees and other immigrants in the U.S. and overseas for fifteen years, conducted cultural and linguistic research on four continents, and previously served as professor of anthropology at a university in Kuala Lumpur, Malaysia. Dr. Casey is author of *Peoples on the Move: Community Research for Ministry and Missions* (Wipf and Stock, 2020) and *Church Planting among Immigrants in U.S. Urban Centers: The Where, Why, and How of Diaspora Missiology in Action* (Institute for Diaspora Studies, 2016) in addition to a number of book chapters and journal articles. He previously served as Vice President for Publications member of the executive board of the Evangelical Missiological Society. Dr. Casey is married to his wife Beth and has four sons.

Publications:
Books:
Peoples on the Move: Community Research for Ministry and Missions. Eugene, OR: Wipf & Stock, 2020.
Church Planting Among Immigrants in US Urban Centers: The Where, Why, and How of Diaspora Missiology in Action. Portland, OR: Institute of Diaspora Studies, 2014. 2nd edition 2016.
Contributor: *Explore: Pathways to Missions*. Rockville, VA: International Centre for Excellence in Leadership, International Mission Board, SBC, 2011.
Series Editor: Evangelical Missiological Society Monograph Series, 2018 – Present
Book Chapters:
"The Rise of Orality in Modern Missions Practice." In *Missionary Methods: Research, Reflections, and Realities*. Pasadena: William Carey Library, 2013:107-26.
Journals:
Co-Editor: Journal of the Evangelical Missiological Society. 2018 – Present.
Forthcoming article on refugees and 20th century mission. *Journal of Biblical and Theological Studies*. "Professor as Mentor: The Life and Work of Sue Russell." *Journal of the Evangelical Missiological Society*. Vol. 2 No. 2 (Fall 2022): 1-17.

"Majority World Theological Education in the Globalized Age." *Journal of Global Christianity*. Vol. 7.1 (April 2022): 8-20.
"Missiologist as Vocational Calling: The Life and Work of Robert J. Priest." *Journal of the Evangelical Missiological Society*. Vol. 1 No. 2 (Fall 2021): 1-19.
"When I Write, I Feel the Pleasure of God: The Life and Work of Scott Moreau." *EMS Occasional Bulletin*. Vol. 34 No. 4 (Fall 2020): 21-26.
"Identifying and Reaching Ethnic Groups in the City." *Great Commission Research Journal*, Vol. 4 (Summer 2012): 60-75.
Associate Editor. *The Southern Baptist Journal of Missions and Evangelism*. 2013-2014.

Harmon, Matthew S., Ph.D.
Professor of New Testament Studies
Ph.D. in Biblical Theology-New Testament, Wheaton College
M.Div., Trinity Evangelical Divinity School
B.S. in Communication, Ohio University

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 teaches in their Life Education courses. Before teaching at Grace, Dr. Harmon was on staff with Campus Crusade for Christ for eight years.

Publications:
Rebels and Exiles: A Biblical Theology of Sin and Restoration. Essential Studies in Biblical Theology. Downers Grove: IVP, 2020.
The Servant of the Lord and His Servant People: Tracing a Biblical Theme through the Canon. New Studies in Biblical Theology 54. Downers Grove: IVP, 2020.
Galatians. Evangelical Biblical Theology Commentary. Bellingham: Lexham, 2021.
The God Who Saves and Judges: A Theology of 2 Peter and Jude. New Testament Theology. Wheaton: Crossway, 2023.
"Divine Identity and the Resurrection in Galatians 1:1: An Exploration of the Intertextual Matrix Underlying Paul's Redefinition of God's Identity." Pages 1-19 in *Scripture, Texts, and Tracings in Galatians and 1 Thessalonians*. Edited by A. Andrew Das and B. J. Oropeza. London: Lexington Books, 2023.
How to Study the Bible's Use of the Bible: Seven Hermeneutical Choices for the Old and New Testaments. Grand Rapids: Zondervan, submitted. [co-authored with Gary Schnittjer]
2 Peter and Jude. ESV Bible Expository Commentary. Wheaton: Crossway, 2018.
Asking the Right Questions: A Practical Guide to Understanding and Applying the Bible. *Wheaton: Crossway, 2017.*
Jeremiah. Knowing the Bible*.* Wheaton: Crossway, 2016.
Making All Things New: Inaugurated Eschatology in the Life of the Church. *Grand Rapids: Baker, 2016.* [co-authored with Benjamin L. Gladd]
Philippians: A Mentor Commentary. Ross-Shire, Scotland: Christian Focus, 2015.
Studies in the Pauline Epistles: Essays in Honor of Douglas J. Moo. Grand Rapids: Zondervan, 2014. [co-edited with Jay E. Smith]
"Allegory, Typology, or Something Else? Revisiting Galatians 4:21–5:1." *Pages 144-58 in Steward of God's Mysteries: Essays on the Apostle Paul in Honor of Douglas J.* Moo. Edited by *Matthew S.* Harmon and Jay E. Smith. Grand Rapids: Zondervan, 2014.
"Letter Carriers and Paul's Use of Scripture," *Journal for the Study of Paul and His Letters 4* (2014):*25-44.*

"For the Glory of the Father and the Salvation of his People: Definite Atonement in the Synoptic Gospels and Johannine Literature." *Pages 267-88 in From Heaven He Came and Sought Her: Definite Atonement in Biblical, Historical, Theological and Pastoral Perspective.* Edited by David Gibson and Jonathan Gibson; Wheaton: Crossway, 2013.
"Philippians," *in NIV Proclamation Bible*. London: Houghton & Stoddard, 2013.
Multiple articles in Baker Illustrated Bible Dictionary (eds. Peter Enns and Mark Strauss; Grand Rapids: Baker, 2013).
She Must and Shall Go Free: Paul's Isaianic Gospel in Galatians. BZNW 168; Berlin: deGruyter, 2010.

Hill, Christine M., Ph.D.
Professor of Spiritual Formation and Women's Ministries

Ph.D. in Educational Studies with emphasis in Character Development and Spiritual Formation, Talbot School of Theology
M.A. in Christian Education, Talbot School of Theology
B.A. in Christian Education with emphasis in Local Church Ministry and Intercultural Studies, Wheaton College

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:
Dissertation: *the Role of Attachment Styles in Relationship with God among Evangelical Christians in Southern California*. (Doctoral Dissertation, Biola University, 2003). Dissertation Abstracts International, 64 (University Microfilms No. AA130-88095).
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.
Contributor:
Essay: "The Divine Artist, Gender Differentiation and Genesis 2" and "Progressive Sanctification and Gender/Sexuality" in *Singing a Better Song of Gender and Sexual Identify*, Charis Fellowship Publishing, 2024.
Entry: *"*Aelred of Rievaulx*"* in *Encyclopedia of Christian Education,* Rowman & Littlefield Press, 2015.
Entry: *"*Dark Night of the Soul*"* in *Encyclopedia of Christian Education,* Rowman & Littlefield Press, 2015.
Entry: *"*St John of the Cross*" in Encyclopedia of Christian Education,* Rowman & Littlefield Press, 2015.
Entry: "Theology of Suffering," in *Worldview Study Bible*, Holman Christian Standard Bible, Lifeway, 2013.

Chapter: "Promoting Piety: Historical Perspectives on Grace Seminary and its Pursuit of Holistic Education" in *Becoming Grace: 75 Years on the Landscape of Christian Higher Education in America,* 2015, Norris and Burkholder (Ed.)*. Winona Lake, IN: Brethren Missionary Herald.*

Robinson, B. (Ed.). (2004). Women's Ministry in the 21st Century. Loveland, CO: Group Publishing.

LaGioia, Rock M., Th.M, D.Min.
Professor of Pastoral Studies
Director of Doctoral Programs

D.Min. Preaching, Trinity Evangelical Divinity School
Th.M. Practical Theology, Trinity Evangelical Divinity School
M.Div., Trinity Evangelical Divinity School
B.A. in Pastoral Studies, Moody Bible Institute

Dr. LaGioia is passionate about training the next generation of church leaders to effectively communicate God's Word to their listeners. Dr. LaGioia has taught undergraduate, graduate, and doctorate level courses in bible, theology, pastoral studies, and preaching at Moody Bible Institute (recognized for dedication and excellence in serving students), Taylor University, Grace College (recognized for constant care for the spiritual well-being and success of students), Trinity Evangelical Divinity School, Huntington University Graduate School and Grace Theological Seminary. He is a member of the Association for Doctor of Ministry Education; the Evangelical Homiletics Society; and the Evangelical Theological Society. Rev. LaGioia has pastored churches in Illinois and has since served as Interim Pastor at numerous churches throughout the Midwest. He has also served as Chaplain at the O'Hare International Airport and Chicago Midway Airport chapels where he was recognized for distinguished service and godly pastoral ministry. Rock enjoys an active preaching and teaching ministry at worship services, prophecy conferences, doctrinal seminars, pastors conferences, and denominational meetings.

Publications:
Isaiah 1-5: Resource for Sermon and Lesson Preparation Grace Theological Seminary.
"Addressing Spiritual Lethargy: A Biblical, Theological, and Homiletical Approach." Testamentum Imperium: An International Theological Journal.
"Blackwood, Andrew Watterson." "Chapman, John Wilbur." "Chappell, Clovis Gilham." Jefferson, Charles Edward." "Jowett, John Henry." "Lee, Robert Greene." "McClain, Alva J." "McGee, John Vernon." "Marshall, Peter." "Robinson, Haddon W." "Talbot, Louis Thomson." Encyclopedia of Christianity in the United States.
"Victory Over Trials and Temptations." Selah: Pause and Think.
"The Preincarnate Son of God." Strong in Grace.
"The Holy Spirit in the Old Testament." Strong in Grace.
"The Pastor as a Leader." MRN Connection.
"In Praise of Innocence." "God's Promises; Our Praises." "Our Heavenly Employment." Anchor.

Stallter, Thomas M., D.Miss.
Retired Professor of Intercultural Studies and World Mission

Postdoctoral studies in Anthropology, Trinity Evangelical Divinity School
D.Miss., Western Seminary
Th.M. in Bible Exposition, Dallas Theological Seminary
B.A in Communications, Grace College.

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 an 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).

Teevan, John A., D.Min.
Adjunct Professor in the School of Ministry Studies

D.Min. in Intercultural Ministry, Grace Theological Seminary
M.Div., Grace Theological Seminary
A.B. in Economics, Princeton University

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. Chair for two county boards: Habitat for Humanity and Gradway.

School of Professional & Online Education

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

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.

Grading Procedures

For information about grading policies and procedures, please view the institution's Academic Policy Manual.

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.

Associate of Science in Liberal Arts

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Associate of Science in Liberal Arts

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

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 Associate of Science in Liberal Arts is designed to develop your critical-thinking skills and begin your journey to higher education.

Program Purpose

The Associate of Science in Liberal Arts exists to provide a biblically-anchored, affordable, and accessible college education to Grace College students.

Program Learning Outcomes

Those learners who complete the Associate of Science in Liberal Arts program of Grace College will be evaluated in three domains:

1. **Discovering Self –** Learners will identify and apply God-given abilities and gifts.
2. **Relationship to Others –** Learners will examine and expand their knowledge of their community and the world.
3. **Demonstrate Knowledge –** Learners will apply learned content to be successful after graduation or as they continue on in their educational journey.

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 various degree-completion program offerings.

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 8-week-long courses. The format is flexible enough that students can complete their course assignments around their own specific weekly schedules.

College Launch is delivered online or in a residential/online format.

Admission Requirements

High School Graduates

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.

College Launch Applicants

1. Applicants to the A.S. Liberal Arts degree must have their guidance counselor submit their high school transcript and reference form to the School of Professional and Online Education.
2. Minimum 3.0 GPA
3. Students must agree to complete all necessary requirements to obtain a high school diploma while working on the associate degree.
4. Students may transfer up to 12 credit hours prior to the start of the program. No additional transfer credit hours will be accepted once the program has commenced. Student should contact the School of Professional and Online Education for further details about transfer credits.
5. For minimum requirements to remain in the program see Grace College Academic Status and Appeal policy.
6. Confirm with your Grace Advisor that your pathway meets your High Schools graduation requirements

Graduation Requirement

To receive a degree, each student must satisfy check sheet requirements, earn 60 credit hours. A minimum GPA of 2.0 is required to graduate and obtain the Associate of Science in Liberal Arts degree. It is the student's responsibility to work with their advisor and monitor progress towards these goals.

Tuition Refund Policy

Tuition refunds for students withdrawing from the school will be based on the official date of action that is recorded by the Registrar's Office. A student who is withdrawing from the school must contact The School of Professional and Online Education (888-249-0533) to complete the proper forms. It is the student's responsibility to follow up with the required paperwork in order to receive an accurate refund based on the schedule below.

Drop Dates

To drop a course, you **must** contact your Grace Advisor; College Launch Students must also contact your high school guidance counselor. Dropping a course is **not** recommended because this will impact your high school diploma requirements and impact your high school graduation date or college graduation date. The needed courses are not offered every session, so it might not be possible to replace the dropped course in time to meet the requirements needed to graduate. Dropping a course by the deadline will not cause the course to appear on your transcript. Dropping a course must be done within the first seven days of the session.

Withdrawal Dates

To withdraw from a course, you must contact your Grace Advisor; College Launch Students must also contact your guidance counselor. To withdraw from a course, you must contact the coordinator before the midpoint of the course. When you withdraw, you will receive a “W” on your transcript. Any drop after this date will result in a grade of “F”.

Withdrawal Refund Schedule per Session

Week	Tuition
1*	100%
2	50%
3	0%

* Registration week is considered the first full week of the session. The week a complete withdrawal is made is considered a full week. Individuals who withdraw within the first week will receive a full refund.

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.

Grace Core
FYE 1000 First-Year Foundations
BIB 1050 Exploring the Bible
BIB 2010 Scripture and Interpretation
COM 1100 Public Speaking
ECN 3000 Consumer Economics
ENG 1100 Effective Writing
HIS 1050 Current Issues in Historical Context
HUM 2100 Creative Arts and Culture
PSY 1200 Essentials in Behavioral Science
SCI 2030 Faith, Science, and Reason
PHI 3010 Christianity and Critical Thinking

The Grace Core Course descriptions are listed under Undergraduate Curriculum

Additional General Education (3 of the following 9 courses)
BHS 2520 Leadership Principles of Development**
COM 2130 Interpersonal Communications*
SCI 1140 Physical Science Survey****
GEO 1010 World Geography*
MAT 1185 Quantitative Reasoning****
LIT 2010 Literary Interpretation***

HIS 2050 American Journeys*
HIS 2060 American Journeys II*
POS 2200 Introduction to American Government *
LIT 2010 Literary Interpretation ***

Choose one Concentration:

General Studies
COM 2130 Interpersonal Communication*
MGT 3405 Organizational Behavior**
BHS 2520 Leadership Principles
LIT 2010 Introduction to Literary Studies
HUM 3500 Liberal Arts Capstone-This will be replaced by BUS-1010 in 2027-2028

Business
BUS 1010 Foundations of Business**
MGT 2430 Principles of Management**
ACC 1050 Introduction to Accounting**
MKT 2150 Marketing Principles**
BUS 2230 Economics**

Education
SED 1000 Teaching School in America#
SED 2200 The School Age Child#
SED 2400 Teaching Exceptional Learners#
HIS 2050 American Journeys*
SCI 1140 Physical Science Survey****

Interdisciplinary
PSY 1100 Intro to Psychology##
POS 2200 Intro to American Government*
HIS 2060 American Journeys II*
LIT 2010 Into to Literary Studies***
HUM 2000 Global Perspectives###

Biblical Studies
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*****
BIB 3300 Essential Doctrinal Themes*****

A * or # Denotes a course description that is housed in another school. Listing of location on the following page.

COURSES

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 credit 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 credit hours.

HUM 3500 Liberal Arts Capstone
This capstone is the final course for the Associate of Science program. The course seeks to integrate the concepts, techniques, and knowledge within the course work of the liberal arts program. Students select an area of interest related to their academic studies, and future goals for continued education or employment to create a research project. The project will be comprehensive in nature demonstrating their knowledge of the program outcomes.

***HIS, POS**, **GEO** and **COM** course descriptions not listed above are found in the Department of Communication, Social, and Historical Studies.

****ACC, BHS, BUS** and **MGT** course descriptions not listed above are found in Department of Business Section

*****LIT** course descriptions are found in the Department of English, Literature, and Languages

******SCI** and **MAT** course descriptions are found in the Department of Science and Engineering.

*******BIB** and **BBL** course descriptions are found in the School of Ministry Studies

SED course descriptions are found in the Department of Education

PSY and **SOC** course descriptions are found in the Department of Behavioral Sciences

ENG and **HUM** course descriptions are found in the Department of English, Literature, Language

Grace College Akron

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Grace College Akron

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

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

The Akron program 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.

Program Learning Outcomes

1. Students will have a foundational understanding of how to accurately study and interpret a Scripture passage or a biblically derived topic/concept to those they serve in either a local church or parachurch ministry setting.

2. Students will be able to understand and express the orthodox view of God and theology in a context that is culturally and audience specific.

3. Students will be able to develop, analyze, and lead within local church ministries

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 onlineadmissions@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. An official transcript must accompany the application form if the student intends to transfer credits from another institution.

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 and Theological Seminary 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 Connie Burkholder, Coordinator of Student Disability Services at x6423, via email at burkhoc@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 a student would like accommodations for any classes, it is the student's responsibility to inform their course instructors of any 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, the DOGC will work with the Disability Office and the student to determine what accommodations are available for fulfilling the educational requirements.

Notice of Nondiscrimination

Grace College and Grace Theological Seminary ("Grace") is a private, not-for-profit, faith-based organization, and, as such, is permitted religious exemptions set forth in Title VII of the Civil Rights Act of 1964. Grace does not engage in unlawful discrimination or harassment based on race, color, ancestry, religion, age, sex, national origin, citizenship status, genetic information, pregnancy or childbirth, disability, or military veteran status in its educational programs and activities. Grace maintains its Christian mission and reserves the right to make decisions in alignment with its religious mission, values, Covenant of Faith, and community life standards to the extent permitted by Federal and State law. To report incidents of discrimination, harassment, or sexual misconduct, contact the Chief Human Resources Officer (574-372-5100 x6074, Indiana Hall), the Title IX Coordinator (574-372-5100 x6491, McClain 102), the Coordinator of Disabilities Services (574-372-5100 x6423, Morgan Library Learning Center), and/or the United States Department of Education's Office of Civil Rights at OCR or 800-421-3481. (Updated May 5, 2026)

AKRON EDUCATION FACILITY

Akron Address

565 South Cleveland Massillon Road,
Fairlawn, Ohio 44333

The Akron Education Team

Gary Colledge, Faculty Support Specialist
Akron Location
Office Phone: 330-784-5258
Email: colledg@grace.edu

Jodi Baker, Academic Support Coordinator
Winona Lake Campus
Office Phone: (574) 372-5100 ext. 6194
Email: bakerj@grace.edu

Tim Ziebarth, M.B.A., Ed.D., Executive Dean, Grace College School of Professional and Online Education Winona Lake Campus
Office Phone: (574) 372-5100 ext. 6191
Email: tjziebarth@grace.edu

Shannon Simmons, Momentum Partner
Office Phone: 330-322-7273
Email: akron@grace.edu

Handbook

Grace College Akron has a handbook that outlines its policies. This handbook is available from the Akron Faculty Support Specialist.

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.

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.

Grace Core
FYE 1000 First-Year Foundations
BIB 1050 Exploring the Bible
BIB 2010 Scripture and Interpretation
COM 1100 Public Speaking
ECN 3000 Consumer Economics
ENG 1100 Effective Writing
HIS 1050 Current Issues in Historical Context
HUM 2100 Creative Arts and Culture
PSY 1200 Essentials in Behavioral Science
SCI 2030 Faith, Science, and Reason
PHI 3010 Christianity and Critical Thinking

The Grace Core Course descriptions are listed under Undergraduate Curriculum

B.S. in Biblical Studies Major Requirements

BBL 2010 Understanding the Old Testament
BBL 2020 Understanding the New Testament*
BBL 3090 Spiritual Formation*
BIB 2310 History of Christianity*
BBL 3010 Defining Doctrines of Christian Faith*
BBL 3140 Biblical Backgrounds*
MIS 3220 Principles and Practices of Prayer*
BBL 4810 Senior Seminar*
BBL 3000 Theological Systems*
PHI 3000 Apologetics*
BIB 3290 NT Bible Exposition*
BIB 3310 OT Bible Exposition*
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 Min.
ICS 3650 Intercultural Ministry
MLD 3060 Contemporary Ministry Communication
MLD 2020 Ministry Leadership Seminar 1
MLD 3020 Ministry Leadership Seminar 2
MLD 4020 Ministry Leadership Seminar 3
* Denotes a course that the description is housed in the School of Ministry Studies

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.

MAJOR REQUIREMENTS

BBL2010 Understanding the Old Testament

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

MLD 2700 Servant Leadership

Servant Leadership 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.

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. 3 credit hours.

MLD 3400 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.

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 ethic 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.

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. Six credit hours.

MLD 3020 Ministry Leadership Seminar 2—Making Disciples of Jesus
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 credit hours.

MLD 4020 Ministry Leadership Seminar 3—Leading in Ministry
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.

MLD 3060 Contemporary Ministry Communication
Contemporary Ministry Communication will introduce students to the foundational skills and dynamics of communicating truth with Biblical integrity, humble authority and creative method in teaching and preaching in the contemporary world. Emphasizing practice and application in creative communication labs, the course will focus not only on the various communicative and rhetorical skills basic to communicating God's words but also on the planning of and preparation for that communication with attention to the various settings and to the variety of audiences one might encounter in the church today. Three credit hours.

Grace Opportunities for Adult Learners (Degree Completion)

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Degree Completion

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

PROGRAM DESCRIPTION

Grace College offers a degree completion program leading to a Bachelor of Science degree. 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 online instruction.

Purpose

The Degree Completion program exists to provide learners the ability to complete a Grace College four-year degree while maintaining their family and career responsibilities.

MAJORS

- Business Administration Online
- Human Services Online
- Psychology Online
- Ministry Leadership Online

Program Type

The Grace College degree completion program is delivered in two formats the **Accelerated program** and the **Traditional program.**

The degree completion programs run in the format listed below:

Accelerated Program:

- Business Administration
- Human Services

Traditional Program:

- Psychology
- Ministry Leadership

The **Accelerated program** offers learners **5** week courses each degree completion cohort in the accelerated program will attend classes together for **16** months (four consecutive terms). Three of the terms will consist of four courses.

The **Traditional program** offers learners **8** week courses each degree completion cohort in the traditional track 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.

PROGRAM ADMISSION AND COMPLETION

Admission Requirements

1. Complete Online Application.
2. 60 prior college credit hours (some life and career experiences may be substituted for credits).
3. All transcripts of previous college coursework.
4. Minimum 2.0 GPA
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 goal@grace.edu.

Schedule

New cohorts typically begin their programs in August.

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.

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.

CONTACT

For additional information about Degree completion programs, admission requirements, or course enrollment and completion, please contact:

Online programs:
School of Professional and Online Education
Grace College
1 Lancer Way
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 degree (degree completion) can be completed when these requirements are met:

Accelerated Program (Business Admin, Human Services)

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 Degree Completion programs:
    a. Business Administration (Online)
    b. Human Services (Online)
    c. Management (Residential or Online) (Hiatus)
    d. Quality Management (Residential or Online) (Hiatus)
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.

Traditional Program (Psychology, Ministry Leadership)

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.

Business Administration or Human Services-Accelerated Track

Program Learning Outcomes-Business Administration
Those learners who complete the core of the Degree Completion program at Grace College will be assessed in three domains:

1. Understanding Self – Students will review personality and leadership styles and learn to recognize traits in themselves and others.
2. Understanding People – Students will analyze information obtained to produce various projects that involve utilizing personnel effectively to complete a project.
3. Demonstrate Knowledge-– Students will apply learned content showing they are prepared to be successful after graduation or as they continue on in their educational journey.

Program Learning Outcomes-Human Services
Those learners who complete the core of the Degree Completion program at Grace College will be assessed in three domains:

1. Understanding Self – Students will review personality and leadership styles and learn to recognize traits in themselves and others.
2. Understanding People – Students will analyze information obtained to produce various projects that involve utilizing personnel effectively to complete a project.
3. Understanding the Discipline – A learner completing the GOAL core will interpret and apply relevant content of the field of study. Specific goals for each major are listed in the Academic Catalog.

CURRICULUM

The following courses are required for all of the Accelerated Program Degree Completion majors:

GOL 3010 Fundamentals of Lifelong Learning
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
Understanding Business Administration - A learner completing the Degree Completion 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

Understanding Human Services - A learner completing the Degree Completion 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

COURSES

GOL 3010 Fundamentals of Lifelong Learning

In this course, we 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. Three credit hours.

GOL 3100 Business Writing in the New Millennium

Learners will build a writing compilation for diverse audiences and purposes. A writing rubric will ensure strong ideas, logical organization, conversational tone, clear voice, smooth sentences, correct copy, and a read-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 credit 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 credit hours.

GOL 3200 Expanded Conversation: Public Speaking in the Workplace
This course is designed to engage the student in learning to analyze, construct, and deliver a variety of presentations required in the modern workplace. Special emphasis will be on practicality and personal growth. Three credit 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 credit 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 and group dynamics through the study of the Myers-Briggs Type Indicator (MBTI). Students will gain valuable insight into their own personality preferences as well as that of those they interact with through instruction as well as self-evaluation. Three credit hours.

GOL 3450 Marketing in a Technological Age
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 essential2) relevant, timely, valid information is essential3) 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.

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 credit 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 credit hours.

GOL 4000 Interpreting Basic Statistics
Students will learn how to interpret basic statistics to aid in the decision-making process. Examples from research studies will be used to help the student comprehend how various statistics can be used to make decisions about real life problems in the workplace. Three credit 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 credit hours.

GOL 4050 The Global Environment
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. Three credit 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 credit 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 credit 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 credit hours.

GOL 4400 Operations Management
This course is designed to provide a background and introduction into Operations Management, with a focus on key high-level operations management functions, and select core concepts including Supply Chain Management, Employee Motivation, and Lean Manufacturing. Three credit 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 credit 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. Three credit hours.

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 credit 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 credit 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 credit hours.

GOL 4700 Senior Seminar
In this capstone course, each GOAL student is provided with an individualized assessment of their program performance. The assessment includes a self-audit and recommendations for future growth. Additionally, all students will be required to review how thoroughly they have completed the three goals of GOAL: 1) learning about oneself, 2) learning to work with others, 3) learning the basic principles of management. Three credit hours.

Ministry Leadership -Traditional Program

Program Learning Outcomes- Ministry Leadership

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-Ministry Leadership

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 21st 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

* Denotes a course description that is housed in another school.

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. Three credit hours.

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. 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 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. Three credit hours.

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.

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 ethic 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.

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.

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 credit 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 credit hours.

Psychology -Traditional Program

Program Learning Outcomes-Psychology

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 exhibit a thorough understanding of the psychology discipline informed by the knowledge of the bible and the Christian faith. (faith integration)
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 an understanding of the frameworks of psychology through APA writing skills and demonstration of research. (Competence)

Curriculum- Psychology

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

* Denotes a core course or a course description listed in the Behavioral Science Department catalog

COURSES

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. 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. Three credit hours.

Master of Business Administration (MBA)

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Master of Business Administration (MBA)

Faculty

Kevin Cabe, D.B.A., CPA
David Houghton, Ph.D.
Heidi Kantenwein, PhD
Richard Koontz, D.B.A.
Trent Lambert, D.Min.
Bradley Lemler, Ph.D.
Heidi Miller, D.B.A.
Daniel Michel, Ph.D.
Thomas Pycraft, D.B.A., J.D.
Brad Stamm, Ph.D.
Seth Wilson, J.D.
Evan Wood, Ph.D.
Kameron Wright, J.D.

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

The Grace College MBA program provides a curriculum and environment where current and future business professionals are transformed through the study of business from a distinctly biblical perspective. To pursue this purpose, emphasis will be placed on ethical, biblically based decision making, analyzing data to make functionally sound decisions and thinking from a strategic perspective.

Program Learning Outcomes

1. **Ethical/Biblical Decision Making**: Graduates will understand the ethical implications of business decisions and demonstrate the ability to apply biblically based ethical principles in complex business situations. Learners will be able to make sense of the business landscape from an ethical and biblical perspective.
2. **Data Analysis**: Graduates will be proficient in data collection, analysis, and interpretation, utilizing quantitative and qualitative methods to inform strategic decision-making.
3. **Strategic Thinking**: Graduates will be able to analyze complex business situations, develop strategic plans, and make informed decisions to achieve organizational goals from a biblical perspective.

Program Concentrations

Within the MBA, Grace College offers several areas of study or concentrations. These concentrations include Financial Planning, Finance, Healthcare Administration, Marketing, Strategic Leadership & Culture, Non-Profit Management, and a General MBA option. These programs are all taken fully online.

Each program of study contains 9 core courses:

- BUS 5050 MBA Foundations
- BUS 5120 Human Resource Management
- BUS 5130 Operations & Supply Chain Management
- BUS 5140 Marketing Management
- BUS 5160 Strategic Leadership
- BUS 5200 Financial Management
- BUS 5220 Legal Environment of Business
- BUS 5265 Data Analytics
- BUS 5550 Capstone

Students then select from the following concentrations:

Financial Planning

- BUS 5440 Financial Markets & Investing
- BUS 5610 Financial Planning
- BUS 5620 Risk Management, Taxes & Regulations
- BUS 5630 Investments & Human Behavior

Finance

- BUS 5440 Financial Markets & Investing
- BUS 5450 Financial Statement: Analysis & Valuation
- BUS 5460 FinTech and Current Issues in Finance
- BUS 5610 Financial Planning

Healthcare Administration

- BUS 6110 Foundations of the US Healthcare System
- BUS 6120 Healthcare Management
- BUS 6130 Data Analysis for Healthcare Management
- BUS 6140 Healthcare Finance

Marketing

- BUS 5830 Marketing Strategy
- BUS 5840 Data Driven Marketing
- BUS 5840 Consumer Behavior
- BUS 5860 Digital Marketing

Strategic Leadership & Culture

- BUS 5710 Executive Leadership
- BUS 5720 Organizational Strategy
- BUS 5730 Innovation & Technology
- BUS 5740 Managing Strategic Transformations

Non-Profit Management

- BUS 5710 Executive Leadership
- NPM 5030 Obtaining & Managing Resources for Non-Profits
- BUS 5820 Regulations & Financial Considerations for Non-Profits
- NPM 5050 Marketing, Communication & Special Topics for Non-Profit Organizations

General MBA

Students in the General MBA option select four electives from the following:

- BUS 5610 Financial Planning
- BUS 5620 Risk Management, Taxes & Regulations
- BUS 5630 Investments & Human Behavior
- BUS 5710 Executive Leadership
- NPM 5030 Obtaining & Managing Resources for Non-Profits
- BUS 5820 Regulations & Financial Considerations for Non-Profits
- NPM 5050 Marketing, Communication & Special Topics for Nonprofit Organizations
- BUS 5720 Organizational Strategy
- BUS 5730 Innovation & Technology
- BUS 5740 Managing Strategic Transformations

Orthopedic MBA

In addition to the concentration areas, Grace College offers an Orthopedic MBA. This program was created in conjunction with partner companies from within the orthopedic industry and provides a unique focus that should help prepare graduates for work in this industry. There is more information on the Orthopedic MBA below.

Schedule

The program is typically 24 months in length, with students taking one course at a time during the fall, spring, and summer sessions. (There are two 8-week sessions in both the fall and spring semesters, and two 6-week sessions during the summer semester.)

New cohorts can begin at the beginning of any semester. Other start dates 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 website.

Dual Degree Students

This program is eligible for the dual degree (blended) program under which traditional undergraduate students begin taking MBA courses during years 3 and 4, leading to both an Undergraduate degree and an MBA. 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.

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 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 cohort, all application materials must be received three weeks prior to the beginning of the requested start semester.

Admission Requirements (Blended Degree Candidates Only)

1. A minimum of seventy-eight (78) undergraduate credit hours already completed.
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.

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.
4. Students must have a cumulative GPA of 3.0 in the MBA Program in order to graduate.

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 M.B.A. Director.

Satisfactory Progress Policy

All students are required to maintain a GPA average of 3.0 (which is a B average) to continue in the MBA program. Students whose cumulative MBA GPA falls below 3.0 will move to a probationary status for one session. If their GPA still remains below a 3.0 average after the probationary session, they will be given the option of either retaking low-GPA courses to improve their overall GPA or of exiting the program.

Dual degree students must also maintain a 3.0 GPA in their undergraduate courses to continue in the program. Dual degree students whose overall undergraduate GPA falls below 3.0 will move to a probationary status for one session. If their undergraduate GPA remains below a 3.0 after the probationary session, they will have to stop taking MBA courses until their overall undergraduate GPA has returned to a 3.0 or higher.

Students who earn an “F” in an MBA course may not move on to the next course until the failed course has been successfully completed.

COURSES

First Year Courses:

- **BUS 5050 MBA Foundations**: Introduction to key business concepts and biblical principles for ethical decision-making. Three credit hours.
- **BUS 5120 Human Resource Management**: 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 & Supply Chain Management**: This course provides learners with the opportunity to develop an understanding of activity-based management, lean manufacturing, and total quality management, incorporating insights from Scripture concerning efficiency, productivity, and quality. Three credit hours.
- **BUS 5140 Marketing Management**: This course is designed to provide the learner with an understanding of the complexities of decision-making in managing the marketing function in an ever-changing environment, with a focus on ethical issues and case analysis. Three credit hours.
- **BUS 5160 Strategic Leadership**: This course introduces the key concepts, tools, and principles of strategy formation and competitive analysis, focusing on managerial preparation and business judgment in a changing world. Three credit hours.

Second Year Courses:

- **BUS 5200 Financial Management**: This course provides learners with the opportunity to develop and act on an understanding of finance, focusing on financial statements, risk, and biblical insights for evaluating financial information. Three credit hours.

- **BUS 5220 Legal Environment of Business**: This course deals with basic legal principles controlling modern business transactions, including contracts, employment law, intellectual property, torts, corporate structures, and international issues. Three credit hours.
- **BUS 5265 Data Analytics**: Students will apply statistical and quantitative approaches to solve business problems covering probability, descriptive statistics, normal distributions, Z-scores, histograms, correlations, and regression. Three credit hours.
- **BUS 5550 Capstone**: The capstone course allows students to apply all knowledge obtained in the context of their chosen concentration. Students will complete a final project and present it to their class. Credit/No Credit

Concentration Courses:

Financial Planning

- **BUS 5440 Financial Markets & Investing**: This course teaches how to manage investment risks and make informed decisions to build and protect wealth, covering portfolio decisions, debt-equity balance, and risk mitigation strategies. Three credit hours. **BUS 5610 Financial Planning**: This course takes you through the financial planning process, including long-term planning and planning for crisis situations. Students will draft an entire financial plan and evaluate all risks and concerns that clients must be aware of. Three credit hours.
- **BUS 5620 Risk Management, Taxes & Regulations**: This course provides a comprehensive examination of the interconnected disciplines of risk management, taxation, and regulatory compliance, emphasizing their critical roles in shaping business strategy in today's dynamic global markets. Three credit hours.
- **BUS 5630 Investments & Human Behavior**: This course delves into the rapidly evolving field of behavioral finance, exploring how cognitive biases, emotions, and social influences impact financial decision-making at both individual and institutional levels. Three credit hours.

Finance

- **BUS 5440 Financial Markets & Investing**: This course teaches how to manage investment risks and make informed decisions to build and protect wealth, covering portfolio decisions, debt-equity balance, and risk mitigation strategies.
- **BUS 5450 Financial Statement: Analysis & Valuation**: Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial

statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions.

- **BUS 5460 FinTech and Current Issues in Finance**: This course explores disruptors like blockchain and cryptocurrency, enabling students to evaluate and capitalize on opportunities in decentralized finance and lead discussions on cutting-edge technologies.
- **BUS 5610 Financial Planning**: This course takes you through the financial planning process, including long-term planning and planning for crisis situations. Students will draft an entire financial plan and evaluate all risks and concerns that clients must be aware of. Three credit hours.

Healthcare Administration

- **BUS 6110 Foundations of the US Healthcare System**: This course prepares aspiring healthcare system managers to analyze the economic impact of policy changes and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. Three credit hours.
- **BUS 6120 Healthcare Management**: This course focuses on management principles and practices that create successful healthcare organizations, covering strategic analysis, workforce management, and ethical leadership. Three credit hours
- **BUS 6130 Data Analysis for Healthcare Management**: This course explores effective management and integration of data-driven decisions in healthcare, enabling students to strategize and communicate data insights for ethical impact. Three credit hours.
- **BUS 6140 Healthcare Finance**: This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions in healthcare financial management. Three credit hours.

Marketing

- **BUS 5830 Marketing Strategy**: This course will provide an in-depth exploration of marketing management. Through case studies, students will refine their ability to develop and critically evaluate strategic marketing recommendations in a real-world business context. Three credit hours.

- **BUS 5840 Data-Driven Marketing:** This course explores how consumer behavior data is transforming marketing strategy, focusing on emerging data sources and advanced analytic tools for planning and evaluation. Three credit hours.

- **BUS 5850 Consumer Behavior:** This course explores the psychological processes and biases that shape consumer behavior, emphasizing how to apply these insights to customer-focused marketing strategies from identifying needs to post-purchase satisfaction. Three credit hours.

- **BUS 5860 Digital Marketing:** This course explores how algorithmic tools leverage consumer digital footprints to optimize marketing strategies and investments across digital and traditional channels. Three credit hours.

Strategic Leadership & Culture

- **BUS 5710 Executive Leadership**: This course prepares aspiring and current leaders for the complex challenges of today's global business environment, focusing on strategic, interpersonal, and ethical dimensions of leadership. Three credit hours.
- **BUS 5720 Organizational Strategy**: This course equips students with the theoretical frameworks and analytical tools to design, implement, and evaluate strategies that drive long-term success and competitive advantage. Three credit hours.
- **BUS 5730 Innovation & Technology**: This course explores the role of innovation and technology in shaping modern organizations, enabling students to lead transformation initiatives in a digital landscape. Three credit hours.
- **BUS 5740 Managing Strategic Transformations**: This course provides a framework for diagnosing the need for transformation, designing robust strategies, and executing change initiatives with precision. Three credit hours.

Non-Profit Management

- **BUS 5710 Executive Leadership**: This course prepares aspiring and current leaders for the complex challenges of today's global business environment, focusing on strategic, interpersonal, and ethical dimensions of leadership. Three credit hours.
- **NPM 5030 Obtaining & Managing Resources for Non-Profits**: This course equips students with skills to attract funding, manage resources, and create sustainable value aligned with non-profit missions, covering fundraising strategies and donor relationship management. Three credit hours.

- **BUS 5820 Regulations & Financial Considerations for Non-Profits**: This course examines the legal, tax, and financial landscapes governing non-profit operations, emphasizing compliance and strategic financial planning. Three credit hours.
- **NPM 5050 Marketing, Communication, and Special Topics for Non-Profit Organizations**: This course integrates marketing principles with communication strategies, teaching students to build compelling brand narratives and engage stakeholders using modern digital tools. Three credit hours.

General MBA

Students select four electives from the courses listed above under Financial Planning, Finance, Strategic Leadership & Culture, and Non-Profit Management concentrations.

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 Grace Theological Seminary (“Grace”) is a private, not-for-profit, faith-based organization, and, as such, is permitted religious exemptions set forth in Title VII of the Civil Rights Act of 1964. Grace does not engage in unlawful discrimination or harassment based on race, color, ancestry, religion, age, sex, national origin, citizenship status, genetic information, pregnancy or childbirth, disability, or military veteran status in its educational programs and activities. Grace maintains its Christian mission and reserves the right to make decisions in alignment with its religious mission, values, Covenant of Faith, and community life standards to the extent permitted by Federal and State law. To report incidents of discrimination, harassment, or sexual misconduct, contact the Chief Human Resources Officer (574-372-5100 x6074, Indiana Hall), the Title IX Coordinator (574-372-5100 x6491, McClain 102), the Coordinator of Disabilities Services (574-372-5100 x6423, Morgan Library Learning Center), and/or the United States Department of Education’s Office of Civil Rights at OCR or 800-421-3481. (Updated May 5, 2026)

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 of 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 website.

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) or email online@grace.edu. For more information, visit: https://online.grace.edu/

Master of Science

GRACE COLLEGE & GRACE THEOLOGICAL SEMINARY CATALOG 2026-2027

GRACE COLLEGE

Master of Science

Tim Ziebarth, MBA, Ed.D., Exec. Dean, School of Professional & Online Education

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

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.

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) or email onlineadmissions@grace.edu. For more information, visit: https://online.grace.edu/programs/master-of-science-in-higher-education/

Master of Science in Athletic Administration (MSAA)

Program Descriptions

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.

Program Learning Outcomes

1. 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.
2. 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,
3. To prepare the student to use proper & ethical business practices and marketing procedures.
4. 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.
5. To help the student develop proper research skills and techniques.

Schedule (MSAA)

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. https://online.grace.edu/admissions/technology-requirements/

MSAA Program Admission and Completion Requirements

Admission Requirements

1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
3. Submit completed MSAA Application, official transcripts of all previous academic coursework, current resume.'
4. Be a member of the NIAAA or the CIAAA
5. Have completed at least two LTCs
6. Be actively involved in an interscholastic athletic program

Degree Requirements

1. Each course is 3 credit hours, resulting in 36 hours for the program.
2. 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 MSAA program.
3. Minimum GPA for graduation 2.5

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. To be eligible to graduate, each student must complete all requirements and have a cumulative GPA of 2.5.

COURSES

Grace College Courses	NIAAA/CIAAA LT Courses	Grace College Requirement
*AAD 6010 Foundations of Athletic Admin	LTC 501 and any other LTC	Project
*AAD 6020 Risk Management & Ethical Issues	LTC 504 and any other LTC	Project
*AAD 6030 Athletic Finance & Marketing Mgt.	Any Two LTC's	Project
AAD 6035 Athletic Program Assessment	Any Two LTC's	Project
AAD 6040 Team Cohesion and Character Dev	Any Two LTC's	Project
AAD 6050 Facility Planning & Management	Any Two LTC's	Project
AAD 6060 Facility & Event Management	Any Two LTC's	Project
*AAD 6070 Athletic Organization & Admin	Any Two LTCs	Project
AAD 6080 Sport Med & Strength Training Prog	Any Two LTC's	Project
AAD 6090 Educational Athletics	Any Two LTC's	Project
*AAD 6100 Athletic Decision-Making	Any Two LTC's	Project
AAD 6110 Current Issues & Trends	Any Two LTC's	Project
*AAD 6120 Practical Application	Work Experience	Project
*AAD 6130 Capstone	Work Experience	Project

*Denotes a Core required course

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 credit hours.
Incorporates NIAAA LT Courses: LTC 501, 502, 608 [LTC 502 recommended if available]

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 credit hours.
Incorporates NIAAA LT Courses: LTC 504, 506, 508 [LTC 506 recommended if available]

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 credit 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 credit 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 credit 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 credit hours.
Incorporates NIAAA LT Courses: LTC 615, 616, 619 [LTC 615 and 616 recommended if available]

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 credit hours.
Incorporates NIAAA LT Courses: LTC 621, 622, 707 [LTC 621 and 630 recommended if available]

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 credit hours.
Incorporates NIAAA LTC Courses: LTC 625, 630, 700, 701, 719 [LTC 625 and 700 recommended if available]

AAD 6080 Sport Medicine and Strength Training Administration
This course outlines the policies and procedures in operating and administrating 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 credit hours.
Incorporates NIAAA LTC Courses: LTC 617, 620, 627[LTC 617 and 620 if available]

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 credit hours.
Incorporates NIAAA LTC Courses: LTC 703, 705, 720, 721 [LTC 703 and 705 if available]

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 credit hours.
Incorporates NIAAA LT Courses: LTC 709, 714, 719,

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 [LTC 610 and 710 if available]

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 credit hours. *No LTCs required for this course.*

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 credit hours. *No LTCs required for this course.*

Notes: ***The LTC courses listed are recommendations only, any two LTCs may be used if these courses are not readily available.**

Master of Science in Higher Education (MSHE)

Program Description

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.

Purpose

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.

Program Learning Outcomes

1. A student of the Higher Education program will 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.

2. A student of the Higher Education program will synthesize and demonstrate/present course content.
3. A student of the Higher Education program will illustrate preparedness for doctoral work through assemblage and composition in higher education.
4. A student of the Higher Education program will display competency to serve as effective staff and administration in higher education, utilizing collaborative management, fiscal organization, and student development theories.

Schedule (MSHE)

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 and spring semester.

Please view the institution's 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. https://online.grace.edu/admissions/technology-requirements/

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.

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. To be eligible to graduate, each student must complete all requirements and have a cumulative GPA of 2.5.

COURSES

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 credit 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 credit 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 credit 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) Three credit hours.

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) Three credit hours.

Master of Science in Nonprofit Management (MSNM)

Program Description

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.

Program Learning Outcomes

1. Students of the Nonprofit Management program will integrate a biblical worldview in analyzing course content.
2. Students of the Nonprofit Management program will display competency of discipline-specific content.

3. Students of the Nonprofit Management program will integrate and apply discipline-specific concepts in a variety of nonprofit settings.

Schedule (MSNM)

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. https://online.grace.edu/admissions/technology-requirements/

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.

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.

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

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 (5) years prior to completing the program curriculum at the discretion of the Department Chair. To be eligible to graduate, each student must complete all requirements and have a cumulative GPA of 2.5.

COURSES

NPM 5015 Nonprofit Management as a Career
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
NPM 5003 Applied Nonprofit Management* Taken twice

COURSE DESCRIPTIONS

NPM 5015 Nonprofit Management as a Career

People view nonprofits from different perspectives, some considering them to be social institutions and others considering them to be more like business firms with a social purpose. This course attempts to blend these perspectives and to provide a balanced overview of the field. Although some people portray nonprofits as less well-managed than businesses, that perspective is often inaccurate. This course will encourage students preparing for careers in nonprofit management to proceed with pride and confidence that their field is as distinguished as management in business or government. Together we will thoroughly pursue an understanding of how a nonprofit management career brings challenges but also rewards. Three credit hours.

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 credit 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 credit hours.

NPM 5030 Obtaining and Managing Resources for Nonprofit Organizations
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.

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 credit 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 credit 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 credit hours.

NPM 5075 Nonprofit Management Analysis II
This course will emphasize commitment to analytic inquiry, active learning, real-world nonprofit analysis and practical information development. Real-world analysis may be demonstrated through traditional and non-traditional (individual oral interview) assignments and this course will include both types of work. The course will link practical knowledge acquired in nonprofit settings with academic knowledge acquired in the Nonprofit Management Program. Three credit hours.

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. Three credit hours. (cross listed as MHE 5110)

NPM 5090 Grant Writing for Foundations and Corporations

This course is a guide through grantmaking process from researching potential funding sources, building and developing a relationship with a grant maker, devising a proposal, and ultimately securing funding through a grant proposal. Three credit hours. (cross listed as MHE 5100)

NPM 5100 Philanthropy & Fundraising Fundamentals

Fundraising is an essential element to sustain and grow most nonprofit organizations. This course will provide an overview of fundraising, exploring the various functions and opportunities within the realm of fundraising. The ultimate purpose of this course is to prepare nonprofit leaders to deliver effective “asks” for their organization. Individual fundraising is the most effective method of gaining financial support and understanding the process for securing a gift is an important skill for nonprofit leaders. Three credit hours. (cross listed as MHE 5120)

NPM 5003 Applied Nonprofit Management

This course is an individualized opportunity for students to work on a worthwhile project (typically related to a nonprofit organization for which the student works or at which the student volunteers) while earning 3 credits during an 8-week session. Students take this course two times in the course of study. Three credit hours.

GRADUATE DEGREES

Master of Business Administration with concentrations in:

- Financial Planning
- Finance
- Healthcare Administration
- Marketing
- Strategic Leadership & Culture
- Non-Profit Management
- General MBA option

Orthopedic MBA

Department of Sport Management

MAJORS
Sport Business

Sport Management – with concentration in Communication & Media Arts

MINOR
Sport Management

The following majors have some business school courses in them but are housed in other departments on campus:

- Sport Ministry – School of Ministry Studies
- B.S. in Business Administration – degree completion
- M.S. in Nonprofit Management
- M.S. in Athletic Administration