

# About Grace College &



1 Lancer Way  
Winona Lake, IN 46590  
[www.grace.edu](http://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, in the 1930s and 1940s, an increasingly robust and influential movement. This evangelical identity was enhanced by the location of the seminary and college in Winona Lake, Indiana, a resort community that had become a center for Progressive Era social and political activity and, by the 1920s, a well-known location for evangelical Bible conferences.

## **A Deep Experience of Community**

Throughout the ensuing decades, the enrollment of Grace Theological Seminary and Grace College has grown exponentially. 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, w

## 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 four core values: thriving, selfless, engaged, and authentic. Institutional mission, values, and brand promise are articulated on its [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.<sup>1</sup> 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.”<sup>2</sup> In other words, we are whole individuals and recognize the deficiency of a compartmentalized life.<sup>3</sup> Based on this foundation, our faith informs our work and makes it distinctive.<sup>4</sup> 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.<sup>5</sup>

---

*How Christian Faith Can Sustain the Life of the Mind  
The Idea of a Christian College*

*Christianity in the Twenty-First Century* (Grace College) (2016)

## Grace College and Seminary Catalog | 2024 – 2025

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.<sup>6</sup> 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 created us with certain characteristics (BEING), for example, compassionate, redemptive, honest, just, hard-working, etc. Further, God 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 called us to convert our 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 integrate-] TJET 00.00000912 0 612 792 reW\*nBT/F1 11.04 Tf1 0 0 1 114.98 487.27 Tm0 g0 G[(d)13( )-4(l)5(ea

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 context and discipline, but will always move beyond mere academics. Sometimes, 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?”<sup>9</sup> Other times, the integration of faith and learning will be of a more applied nature.<sup>10</sup> 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 that may bring discussions of justice and caring for the oppressed into our classrooms and offices. We will not doubt consider specific portions of the Bible. And we may engage students in questions concerning most effective ways of ministering, expressing themselves artistically, or serving Christ in local industries or within a chosen field.

---

<sup>6</sup> On the important link between learning and Christian community



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.<sup>12</sup>

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<sup>13</sup> 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

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.





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, provides dining facilities for all resident students. The air-conditioned residence hall is arranged in suites, with two persons to a room and bathroom facilities for every two rooms. Alpha Dining Commons is located in Alpha Hall.
2. **Beta Hall**, which houses 100 men, is a three-story brick residence hall containing a large recreation room and laundry room on the lower level.
3. **Boyer Apartments** has units that house four students each. The units include air conditioning, washer, and dryer. A unique feature of this living option is its close proximity to the Miller Athletic Complex and backyard access to the Winona Lake Greenway trails.
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







**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](mailto: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](mailto: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

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, and by 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 174,000 in electronic format through more than 145 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.













**Chappell, Melissa K., M.B.A., B.A.**

Assistant Professor of Management

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

**Crabtree, Aaron T., Ph.D., M.A., BS.**

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

**Deal, 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, Jeffrey K., D.B.A., M.B.A., B.A.**

Professor of Marketing

Dean, School of Business

B.A. in Business Administration, Cedarville College; M.B.A., University of Baltimore; D.B.A., Cleveland 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

**Flam Tf1 0 0 1 281.45 0 0.00000912 0 612 792 reW\*nBT/F1 11.04 Tf1 0 0 1 344.83 225 024 .drW\*n**

**Frentzel, Joseph W., Ph.D., B.S.**

**Johnson, Danielle H., Ph.D., M.A., B.S.**

Instructor of Graduate Counseling

B.S. in Psychology; Ferrum College; M.A. in Clinical Mental Health Counseling and Certificate of

**Martin, Michelle R., M.A., B.S.**



**Owen, Laurinda A., Ph.D., M.A., B.S.**

Distinguished Professor of Education

Chair of Secondary Education

Director of Student Teaching

B.S. in Elementary









**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

## 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

## Grace College and Seminary Catalog | 2024 – 2025

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](#).