HUDSON TAYLOR UNIVERSITY

CATALOG

2026-2027

2855 Rolling Pin Lane
Suwanee, GA 30024
770-831-8882

https://ht.edu/

WELCOME FROM THE PRESIDENT

Dear Students and Friends of Hudson Taylor University,

It is my great honor and privilege to welcome you to Hudson Taylor University, an institution of academic excellence and spiritual growth. As President, I am filled with excitement and gratitude for the opportunity to lead an institution that is deeply committed to nurturing both the minds and souls of our students.

At Hudson Taylor University, we believe that education is a divine calling and a transformative journey. Our mission is to provide a Christ-centered education that prepares students to serve with integrity, compassion, and excellence. We are dedicated to fostering an environment where faith and learning intersect, enabling our students to grow in knowledge, character, and faith.

Our faculty, staff, and administration are devoted to creating a supportive and inspiring community where each student is encouraged to explore their God-given potential. Through rigorous academics, meaningful service opportunities, and a vibrant campus life, we aim to equip our students with the skills and values necessary to make a positive impact in the world.

As you navigate through this catalog, you will discover a diverse array of programs and opportunities designed to challenge and inspire you. Whether you are a prospective student, a current student, or a member of our extended community, we invite you to join us in our mission to honor God through our pursuits and to be a light in the world.

May your time at Hudson Taylor University be filled with abundant blessings, profound learning experiences, and a deepened faith in Christ. Together, let us strive to uphold the values of Hudson Taylor University and to glorify God in all that we do.

In His service,

Rev. Suk Min Jang, PhD
President
Hudson Taylor University

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AUTHORIZATIONS & ACCREDITATION

Hudson Taylor University is accredited by the Association for Biblical Higher Education (ABHE) Commission on Accreditation (COA) to grant degrees at the Baccalaureate level. ABHE is a nationally approved agency by the U.S. Department of Education and an accredited member agency of the Council on Higher Education Accreditation (CHEA). Initial accreditation is approved for five years and is granted to those institutions that substantially meet or exceed the COA's Institutional Accreditation Standards and give evidence of continuous improvement.

Association for Biblical Higher Education

5850 T G Lee Blvd Ste. 130

Orlando, FL 32822

407-207-0808

https://www.abhe.org/contact-us/

Hudson Taylor University is authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission (GNPEC). This authorization must be renewed annually.

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305

770-414-3300 | gnpec.georgia.gov

Hudson Taylor University has articulation agreements with Oikos University, Underwood University, and Western Covenant University.

1. INSTITUTION INFORMATION

1-1. INSTITUTIONAL OVERVIEW

(1) Mission Statement

Hudson Taylor University shall strive to glorify and love God in all its endeavors. As an institution of biblical higher education, it shall educate its students to serve Christ and fellow humankind toward the establishment of God's Kingdom. It shall equip those called to His service with the most relevant, culturally diverse, and up-to-date scholarship in biblical and mission studies. Hudson Taylor University shall foster the development of leaders who will bring the Gospel to the far corners of the world.

(2) Institutional Goals

- To produce selfless leaders with missional focus who will dedicate their careers and lives to further our Lord's Great Commission.
- To educate students who exhibit the theological competence and biblical understanding needed in a variety of contexts, whether ministerial or further graduate studies.
- To provide a learning environment that is multilingual and culturally diverse.
- To network, partner with and engage churches, citizens, and institutions, local and global.
- To be an efficiently managed and financially ethical institution.

(3) Statement of Faith

Hudson Taylor University is committed to the historic Christian faith and affirms the following beliefs as the biblical foundation of its educational mission and community.

- We believe that there is one God, eternally existing in three persons: the Father, the Son, and the Holy Spirit.
- We believe that the Bible is the inspired, infallible, and authoritative Word of God.
- We believe in the deity of our Lord Jesus Christ; His virgin birth; His sinless life; His miracles; His vicarious atonement through His shed blood; His bodily resurrection; His ascension to the right hand of the Father; and His personal and visible return in power and glory.
- We believe that humanity was created in the image of God; that humanity was tempted by Satan and fell; and that, because of the sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.
- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life and by whom the Church is empowered to carry out Christ's Great Commission.
- We believe in the bodily resurrection of both the saved and the lost: those who are saved unto the resurrection of life, and those who are lost unto the resurrection of judgment.

(4) Ethical Standards

Hudson Taylor University shall always strive to glorify and love God in all its endeavors. In furtherance of our stated Mission and Institutional Goals, the Board of Directors of Hudson Taylor University has resolved to adopt the following Ethical Standards which shall be applicable and adhered to by all members of the University including all full and part-time employees, faculty, officers, administrators and the Board of Directors.

Standard 1. Honesty
Hudson Taylor University recognizes that God is the ultimate judge of our intentions and actions. Worldly reputation and temporal recognition are mere derivatives of our earnest prayer to be judged by God with mercy and love. Therefore, as members of the University, we shall always be honest in our intentions and actions toward ourselves, students, and all those with whom we communicate. All records and data shall be created and maintained honestly and with the highest level of integrity and competence by the University.

Standard 2. Mercy
Hudson Taylor University recognizes that we are all sinners whose lives are redeemed solely by God's Mercy and Christ's blood. Members of the University shall always look toward themselves and those around them with merciful demeanor and be spiritually prepared to forgive others as God has forgiven them.

Standard 3. Financial Responsibility and Transparency
Hudson Taylor University recognizes that material and financial resources are given to us by God's Providence and Grace. Therefore, every member of the University shall always be transparent in handling matters of finance and in the use of university resources.

Standard 4. Avoidance of Conflict of Interest
Hudson Taylor University recognizes that our entire endeavor should lead solely to further building of His kingdom on Earth. Personal profit and individual gain must be avoided in all affairs of the University. All potential conflicts of interest and all issues that may violate this Standard must be fully disclosed to the Board of Directors. The Board must apply the strictest interpretation of the applicable State and Federal law in deciding matters involving conflict of interest.

Standard 5. Compliance with the Law
Hudson Taylor University recognizes that adherence to the above Standards should lead to full compliance with all Federal, State, and local laws regarding the governance, operation and financial filing requirements promulgated by the government. Nonetheless, the University shall strive to continually update its knowledge of the law and maintain the highest level of compliance with the law.

Standard 6. Violation of Ethical Standards
Hudson Taylor University recognizes that we must be ever vigilant regarding violations of the Ethical Standards set above. All violations must be reported to the office of the President

initially as a confidential communication and then reviewed and investigated by the Institutional/Legal Compliance Committee. All final adjudication on the violation shall be made by the Board of Directors upon recommendation by the Chair of the Institutional/Legal Compliance Committee.

(5) Fair Business Practices & Truth in Advertising Standards

Hudson Taylor University follows business practice and advertising standards that enhance the school's credibility and integrity. Section 5(a) of the Federal Trade Commission Act 15 USC §45 prohibits "unfair or deceptive acts of commerce." This includes deceptive or misleading advertising. Hudson Taylor University, therefore, pledges not to engage in such advertising. All HTU marketing is closely vetted to ensure its accuracy and veracity. This policy applies to online, broadcast, and print advertising.

(6) History

Hudson Taylor University was founded in 2013, inspired by its namesake and the preeminent missionary to China, James Hudson Taylor. Hudson Taylor was born in 1832, and in 1853 he took his first trip to China. He founded the China Inland Mission in England, responsible for training more than 800 missionaries and for the establishment of 125 schools in China. His mission was ground-breaking in its embrace of all Protestant denominations and worthy of emulation in its respect of Chinese culture and customs Hudson Taylor was adamant that his missionaries should “fit in” as much as possible – while in China, he always wore Chinese clothes and spoke the language of the people.

Hudson Taylor University is a faithful manifestation of God’s calling to bring the Gospel of Christ to the ends of the earth (Acts 1:8). We are profoundly inspired by Hudson Taylor’s lifelong dedication to missions in China. We therefore seek to educate those who are called to carry on the missional work inaugurated by him wherever they are called to serve.

Almost contemporaneously with the creation of Hudson Taylor University, Hudson Taylor Chapel was founded as its chapel, a vehicle of its missional work, a center for ministerial development of its faculty and students, and the ecumenical arm of the University. Hudson Taylor Chapel changed its name to Hudson Taylor Mission Church in 2018. It holds worship services for university students and faculty and also serves the community as a local church. Hudson Taylor University is a 501(c)(3) not-for-profit corporation. It is located in Suwanee, Georgia, convenient to the city of Atlanta. The campus is comprised of two buildings: the chapel, occupied by Hudson Taylor Mission Church, HTU Administrative offices, and the HTU student lounge; and 50,000 sq. ft. main building where classrooms, an auditorium and the library are located. Hudson Taylor University has been authorized by the Georgia Nonpublic Postsecondary Education Commission since November 2014 to operate as a University in the State of Georgia.

(7) Location

Located on Interstate 85, the city of Suwanee is convenient to the North Georgia mountains, Lake Lanier, and Atlanta's cultural amenities. Suwanee is 50 minutes north of Hartsfield-Jackson International Airport. Suwanee has both big-city vibrancy and a small-town feel. It is considered one of the most desirable places to live in the Atlanta region and has been named by several national publications (*Money*, *Family Circle*, Kiplinger.com) as one of the best places to live and raise families. The city is located in Gwinnett County, whose school system is widely regarded as the best in the state. The district has twice won the National Board Prize, which rewards districts that improve achievement levels of disadvantaged students. Suwanee students are among the best of the best, as evidenced by high test scores and other school achievements.

(8) Facilities

The campus is housed in a two-building complex. The main building is 50,000 square feet, and it houses the auditorium, seminar/event space, music recital room, IT/computer lab, art studio, dance studio, library, and classrooms of varying sizes. The buildings are located on an 8.3- acre parcel of land, which provides the school with approximately 300 parking spaces and a large field with grass and trees.

1-2. GOVERNANCE & ADMINISTRATION

(1) Hudson Taylor University Administration

BOARD OF DIRECTORS

Chair	**Richard Yoon, Esq., J.D.**
Secretary	**Jesse J. Sligh, Esq., J.D.**
Members	**Charles Wrinkle, Esq., J.D.** **Rev. Sarah Eunsook Han** **President (Ex Officio)** **Rev. Suk Min Jang, Ph.D.**

ADMINISTRATIVE PERSONNEL

President	**Rev. Suk Min Jang, Ph.D.**
Assistant to the President Director of Institutional Effectiveness Accreditation Liaison Officer (ALO)	**David Kim**
Chief Academic Officer Dean of Academic Affairs Program Director	**Jino Jeong, Ph.D.**

Director of Planning & Compliance	**Jino Jeong, Ph.D.**
Director of Admissions Director of Student Services Designated School Official (DSO)	**Charlie Kim**
Chief Financial Officer (CFO)	**Getaneh Workie**
Director of Information Technology	**Harry Makwana**
Director of Library Services	**Debra Giannone, M.L.S.**
Registrar	**Kyoungmi Oh**

HUDSON TAYLOR UNIVERSITY FACULTY

Baick, Seung Ju Professor of Old Testament	Ph.D., Mid-America Baptist Theological Seminary Th.M., Emory University M.Div., McCormick Theological Seminary M.A., ACTS University, Seoul, Korea B.A., Korean Bible University, Seoul, Korea
Byun, Chan Uk Professor of New Testament	Ph.D., Princeton Theological Seminary Th.M., Princeton Theological Seminary Th.M., Presbyterian University and Theological Seminary M.A., Chung-Ang University B.A., Chung-Ang University
Giannone, Debra Professor of Library Science	M.L.S., Long Island University B.A., Concordia College
Hwang, Sarah Assistant Professor of Christian Counseling	Ph.D. Candidate, Yonsei University M.Div., America Evangelical University Th.M., Yonsei University B.A., Yonsei University
Jang, Suk Min Professor of Systematic Theology	Ph.D., Chicago Theological Seminary S.T.M., Chicago Theological Seminary Th.M., Harvard University M.Div., Emory University B.A., Northeastern Bible College
Jeong, Jino Professor of Biblical Theology and Christian Leadership	Ph.D., Yonsei University Th.M., Yonsei University M.Div., Luther University B.A., Luther University
Lee, Howoo (Howard) Professor of Historical Theology	Ph.D., Westminster Theological Seminary S.T.M., Drew University

	M.Div., Westminster Theological Seminary B.A., Korean Bible University
Lee, Hye Jin Assistant Professor of Christian Ethics	Ph.D. Candidate, Boston University M.A., Duke University M.Div., Seoul Theological University B.A., Seoul National University
Lee, Kyoohan Professor of Practical Theology	Ph.D., Midwestern Baptist Theological Seminary Th.M., Liberty University Baptist Theological Seminary M.Div., Westminster Theological Seminary M.S., Yonsei University B.S., Inha University
Yu, Enoc Jaehyung Professor of Homiletics and Pastoral Ministry	D.Min., Memphis Theological Seminary M.Div., Memphis Theological Seminary B.S., Berry College

1-3. LIBRARY SERVICES

(1) Library Services Overview

Library Mission & Educational Vision

The Hudson Taylor University Library is an integral component of Hudson Taylor University and is guided by its mission statement:

The Hudson Taylor University Library exists to provide a wide range of materials and services designed to enhance and advance faculty members' and students' personal Christian lives and equip them for ministry and service, as well as provide a good academic foundation in Biblical, professional, and general studies.

The goal of library service is to help students achieve success while in college, and to foster mastery of research skills for lifelong learning. The library, by its nature, supports academic programs by partnering with them to enhance student learning, program development, faculty research, and other professional activities. The library is the cornerstone of a successful college because it provides access to a wealth of information and offers support services that enable students, faculty, and staff to utilize and evaluate this information.

The library's collections and services have benefited from advances in technology, including the addition of access to several online databases. The library's goals reflect continued and enhanced use of technology to improve the quality and scope of its collections and

educational services, and to increase student access to these services whenever possible. The exponential growth in information available in the modern world, combined with rapidly changing technology has resulted in an information environment that is extremely complex. The Library's goals focus on resources and services to help users in finding their way through this information maze.

(2) Library Resources

The library contains a variety of resources available for use by all members of the school. The library holds approximately 10000 print books and journals, as well as CD's, and DVD's. We also provide access to Korean Studies Information Service System (KISS); National Library of Korea; and RISS National Digital Library. HTU also provides access to the Library and Information Resources Network (LIRN). Library materials are available for use by the Hudson Taylor University community subject to the guidelines outlined in the Library Handbook. Copies of the Library Handbook may be obtained from the Library or downloaded from the HTU website (www.ht.edu). Students also have access to the Underwood University library stacks.

(3) User Policy

Hudson Taylor University provides library resources that support the instructional, research, and spiritual development needs of its students and faculty. Library collections include print materials, reference resources, electronic databases, and digital learning resources.

Students are expected to use all library resources responsibly and comply with applicable borrowing procedures and copyright laws.

(4) Online Catalog (OPAC)

A catalog of Library holdings as well as a tutorial for library use is available through the Library page on the Hudson Taylor University website, www.ht.edu.

(5) Electronic Library (HTU e-Library)

HTU is committed to expanding access to scholarly resources through its Electronic Library (HTU e-Library). Students have access to a growing collection of electronic books, academic journals, Open Access resources, and licensed digital databases that support both on-campus and distance education.

Electronic resources may include:

- Licensed academic databases
- Open Access eBooks and journals
- Digital theological resources
- Institutional research materials

- Course-related electronic resources

The University continually evaluates additional electronic resources to enhance student learning and research.

(6) Responsible Use of Electronic Resources

Students shall use all electronic resources in accordance with applicable licensing agreements, copyright laws, and University policies.

Unauthorized copying, distribution, sharing of login credentials, or misuse of licensed electronic resources is prohibited.

(7) Interlibrary Loan Services

If a library user needs resources that are not available from the Hudson Taylor University Library, every effort will be made to secure the resource through interlibrary loans. All copyright laws of the United States government will be observed and obeyed. The user will be responsible for all costs incurred through the interlibrary loan process and will be responsible for any and all fines if applicable. To apply for an interlibrary loan, contact the Director of Library Services.

(8) Library Partnership (LIRN / GPALS)

Hudson Taylor University expands access to academic and research resources through institutional partnerships and resource-sharing arrangements, including the Library and Information Resources Network (LIRN) and the Georgia Private Academic Libraries (GPALS).

Library and Information Resources Network (LIRN)

Through LIRN, HTU students, faculty, and staff have access to a broad range of electronic academic resources, including scholarly journals, periodicals, reference materials, e-books, and research databases. These electronic resources support undergraduate and graduate study, faculty research, and distance education. Authorized users may access available LIRN resources remotely in accordance with University library procedures and licensing requirements.

Georgia Private Academic Libraries (GPALS)

HTU also participates in GPALS, a cooperative network of private academic libraries in Georgia. Through this partnership, eligible HTU students and faculty may have access to participating academic libraries and additional library resources, subject to the policies and procedures of HTU and the participating institutions.

These partnerships supplement HTU's physical and electronic library collections and help ensure that students and faculty, including those participating in distance education, have access to appropriate learning and research resources in support of the University's academic programs.

Students may contact the Director of Library Services for information regarding access, authentication, participating libraries, and applicable borrowing or resource-sharing procedures.

(9) Location and Hours of Operation

The library is located in the Main Building of Hudson Taylor University, 2855 Rolling Pin Lane, Suwanee, GA 30024. At present, the hours of operation for the library are Monday through Friday, 9:00 AM through 5:00 PM. The hours of operation are reviewed by the Academic Affairs Committee and changed when necessary.

(10) Future Library Development

As part of its commitment to innovation and student success, HTU continues to develop an AI-assisted digital library environment designed to improve resource discovery and learning support.

Future enhancements may include AI-assisted search tools, voice-assisted resource discovery, personalized research assistance, and expanded electronic collections that support both residential and online learners.

Additional library policies are published in the HTU Library Handbook and Student Handbook.

2. ACADEMIC PROGRAMS & COURSE DESCRIPTIONS

2-1. UNDERGRADUATE PROGRAMS

(1) Bachelor of Arts in Biblical Studies (BABS)

PROGRAM OVERVIEW

The Bachelor of Arts in Biblical Studies (BABS) program is designed to equip students with a comprehensive understanding of Scripture, theology, and Christian ministry. The curriculum includes the study of the Old and New Testaments, biblical interpretation, theology, church history, and Christian ethics, along with practical ministry training.

In fulfillment of the mission of Hudson Taylor University—to glorify and love God in all its endeavors and to educate students for service to Christ and humanity—the BABS program prepares students to participate in the advancement of God's Kingdom. The program emphasizes biblically grounded, culturally diverse, and academically rigorous study in biblical and mission studies, equipping students for effective ministry, global engagement, and lifelong spiritual growth. It also seeks to cultivate Christ-centered leaders who are prepared to bring the Gospel to diverse and underserved contexts around the world.

Courses are offered through both on-campus and distance education modalities. Distance education courses include regular and substantive interaction between faculty and students and designed to support consistent learning outcomes and comparable academic expectations across instructional modalities.

PROGRAM LEARNING OUTCOMES

Upon completion of the BABS program, students will be able to:

1 Interpret Scripture using appropriate biblical hermeneutical methods.
2 Demonstrate knowledge of the historical and cultural contexts of the Old and New Testaments and the early church.
3 Apply a Christian worldview to personal life, spiritual formation, and community engagement.
4 Engage in intercultural and missiological reflection for diverse ministry contexts.

5 Exhibit Christ-centered leadership through the application of biblical ethics and leadership principles.

ASSESSMENT OF STUDENT LEARNING

Student learning is assessed through a variety of direct and indirect measures aligned with program learning outcomes.

Direct measures include research papers, exegetical assignments, examinations, ministry projects, and faculty evaluations of student performance.

Indirect measures include student surveys and course evaluations. The faculty regularly review assessment data to evaluate the effectiveness of the program and to make improvements in curriculum, instruction, and student support. This ongoing process ensures that the program remains aligned with the institutional mission and supports the preparation of students for faithful service in diverse ministry contexts.

INSTRUCTIONAL MODALITIES

The BABS program is offered through face-to-face, hybrid, and distance education formats. Distance education courses include regular and substantive interaction and ensure instructional consistency and comparable academic rigor across delivery formats.

CURRICULUM REQUIREMENTS

120 semester hours for graduation (Full Time: 8 semesters, 4 years)

- General Education: 33 credit hours
  - 9 credits of University Core
  - 24 credits of General Electives
- Major Core Curriculum: 48 credit hours, consisting of
  - 30 credits of Biblical/Theological studies
  - 18 credits of Practical studies
- Major Electives: 12 credit hours
- Department Electives: 27 credit hours
- Institutional Requirements: 8 non-credit courses.

GENERAL EDUCATION (33 Credit Hours)

Each undergraduate student is required to complete 33 credit hours of General Education courses: 9 credits of core courses, and 24 credits of elective courses.

General Education requirements may be fulfilled through courses offered directly by Hudson Taylor University as well as approved cross-registration partnerships. All courses accepted toward degree completion are subject to institutional oversight, academic review, and transcript evaluation to ensure alignment with institutional learning outcomes, academic standards, and degree requirements.

NOTE: General Education courses marked with an asterisk (*) are offered directly by Hudson Taylor University. Additional approved General Education courses may be completed through cross-registration partnerships, including Underwood University, in accordance with institutional academic policies and degree requirements.

University Core (3 credits)	**Credit Hours**
UC220 Christian Leadership Seminar	3

Writing and Communication (6 credits)	**Credit Hours**
ENG101 College English I	3
ENG102 College English II	3

GENERAL EDUCATION ELECTIVES (24 credit hours)

Choose at least one course from each category: Humanities and Fine Arts; Education and Social Sciences; Mathematics and Physical Sciences. BABS Majors are also required to take at least one course in Biblical Languages. See "Biblical Languages," below.

Humanities and Fine Arts

Communication	Credit Hours
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
BUS105 Business English	3

Fine Arts	Credit Hours
ART101 Fundamentals of Art and Design	3
ART108 Three-Dimensional Design	3
ART110 Basic Drawing	3
ART130 Western Art History & Impression	3
ART131 Theories of Design & Color	3
ART160 Two-Dimensional Design	3
DNC100 Appreciation of Dance	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS210 Introduction to Church Music	3

Foreign Language	Credit Hours
*BSLG151 Elementary Biblical Greek I	3
*BSLG152 Elementary Biblical Greek II	3
*BSLH141 Elementary Biblical Hebrew I	3
*BSLH142 Elementary Biblical Hebrew II	3
FLS101 Spanish I	3
FLS102 Spanish II	3
FLC101 Chinese I	3
FLC102 Chinese II	3
FLJ101 Japanese I	3
FLJ102 Japanese II	3
FLK101 Korean I	3
FLK102 Korean II	3

+EITHER BLG151 OR BLH141 IS REQUIRED FOR BABS MAJORS.

History	Credit Hours
*BIBL130 The Roman Empire in the First Century	3
CHIS105 History of Black Church	3
HIS130 American History I	3
HIS131 American History II	3
*HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3
*HPR120 World Civilization	3
RLA120 Civil Rights and the Black Consciousness Movement	3

Law/Business/Leadership	Credit Hours
*BIBL120 Dynamics in Leadership	3
ECOM101 Principles of Economics I (Fundamentals and Micro)	3
LDSH101 Developing the Healthy Leader	3
LDSH102 Leadership and Interpersonal Relationship	3
LDSH105 Life and Time Management of a Leader	3
POL101 Introduction to Political Science	3
POL102 American Government	3
RLA105 Justice Among Nations	3
RLA110 American Public Policy and Religious Freedom	3

Philosophy	Credit Hours
*PHIL101 Introduction to Philosophy	3
PHIL102 Christian Perspectives in Philosophy	3
PHIL103 Reasoning in Religion	3
*PHIL120 Ethics and Film	3

Religion	Credit Hours
HPR150 Civilization and Religions	3
HPR201 Church and Race	3
REL150 Survey of World Religions	3
REL101 Introduction to Theology	3
*REL115 Religious Experience in Film	3
REL120 Society and Moral Value	3
RPS115 Personality and Morality	3

Education and Social Sciences

Education	Credit Hours
*RCE101 Introduction to Today's Education	3
RCE201 Survey of Christian Education	3

Social Sciences	Credit Hours
*PSY101 Introduction to Psychology	3
PT203 Career Development	3
RCE103 Introduction to Learning Environment	3
RCE120 Theories of Faith Development	3
*RCE125 Psychology in Education: Cognitive Development	3
RCE150 Parent-Child Relationships	3
RPS105 Marriage and Family	3
RPS112 Psychology of Religious Experience	3
*RPS115 Personality and Morality	3
RPS120 Stress Management	3
*RS105 Sociology of Religion	3
RS115 Race and Ethnic Relations	3
SOC101 Introduction to Sociology	3
PSY101 Introduction to Psychology	3

Mathematics and Physical Sciences

Natural ad Physical Sciences	Credit Hours
*MAT101 College Algebra I	3
MAT102 Probability	3
MAT103 Statistics	3
MAT104 College Algebra II	3
MAT151 Calculus I	3
BIO101 Topics In Biology	3
CHEM110 Contemporary Chemistry	3
CSI110 Basic Computer and Microsoft Applications	3
CSI130 Introduction to Social Media	3
PHY103 Survey of Physics	3
PHY191 Physics in Modern Technology	3

Fine Arts/Music/Physical Education/Dance	Credit Hours
ART101 Fundamentals of Art and Design	3

ART108 Three-Dimensional Design	3
ART110 Basic Drawing	3
ART130 Wester Art History & Impression	3
ART131 Theories of Design & Color	3
ART160 Two-Dimensional Design	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS150 Introduction to World Music	3
PED101 Physical Education I	3
PED102 Physical Education II	3
DNC100 Introduction to Dance	3

MAJOR CORE CURRICULUM (48 credit hours required)

BIBLICAL/THEOLOGICAL STUDIES (30 credit hours)	**Credit Hours**
BSOT200 Old Testament Survey	3
BSOT202 Pentateuch	3
BSOT204 Major Prophets	3
BSNT200 New Testament	3
BSNT201 The Gospels	3
BSNT204 Pauline Literature	3
BIBL340 Biblical Theology	3
BIBL300 Biblical Interpretation	3
CHIS310 History of Christianity I	3
THEO301 Introduction to Theology I	3

PRACTICAL STUDIES CORE (18 credit hours)	**Credit Hours**
ISM250 Introduction to Christian Mission	3
MISS310 Mission and Biblical Worldview	3
PRCH230 Public Speeches as Preaching	3
PACC300 Pastoral Care and Listening	3
PRTH490 Senior Integrative Seminar	3
PRTH406 Ministry Formation (Includes PT401-405)	3

MAJOR ELECTIVES (12 credit hours)

Foundations of the Bible	**Credit Hours**
BIBL104 Leaders in The Bible	3
BIBL210 History of Ancient Israel	3

BIBL220 New Testament in First-Century Context	3
BIBL230 Intertestamental Period	3
BIBL240 Early Christianity	3
BIBL350 Biblical Backgrounds	3
BIBL360 Bible Land Geography and Biblical Archaeology	3
BIBL410 Biblical Hermeneutics	3
BIBL420 Apocalyptic Literature	3
BIBL450 Holy Land Project (Bible Lands Study Tour)	3

Old Testament	**Credit Hours**
BSLH141 Elementary Biblical Hebrew	3
BSOT203 Historical Books	3
BSOT205 Minor Prophets	3
BSOT206 Wisdom Literature	3
BSOT301 Genesis	3
BSOT305 Nehemiah	3
BSOT306 Psalms as Literature & Spirituality	3
BSOT310 Historical and Poetic Books	3
BSOT400 Jeremiah	3
BSOT401 Old Testament Exegesis	3
BSOT420 Old Testament Theology	3

New Testament	**Credit Hours**
BSLG151 Elementary Biblical Greek	3
BSNT202 Synoptic Gospels	3
BSNT203 Gospel of John and Johannine Epistles	3
BSNT204 Pauline Literature	3
BSNT205 General Epistles	3
BSNT210 The General Epistles and Revelation	3
BSNT300 Romans	3
BSNT304 Acts of The Apostles	3
BSNT305 1 Corinthians	3
BSNT306 Letter of James	3
BSNT310 Parables of Jesus	3
BSNT320 Mark Story	3
BSNT350 Miracle Stories of Jesus	3
BSNT360 Pauline Theology	3
BSNT400 Book of Revelation	3
BSNT401 New Testament Exegesis	3
BSNT420 New Testament Theology	3

Theological/Professional/Practical Studies	Credit Hours
CHIS300 History of Korean Christianity	3
CHIS311 History of Christianity II	3
THEO200 Jesus, Then and Now	3
THEO220 Christian Perspective and Philosophical Thought	3
THEO302 Introduction to Theology II	3
PRTH250 Discipleship and Evangelism	3
PRTH350 Foundations of Children's Ministry	3
PRTH410 Christian Worship and Liturgy	3
PRTH425 Cell and Church Planting	3
LDSH300 Biblical Perspectives on Leadership	3

DEPARTMENTAL ELECTIVES (27 credit hours)

Select nine courses from the following credit hours or nine courses from other departmental electives. One asterisk-marked course should be included in the selections.

Departmental Electives	Credit Hours
BIBL104 Leaders in The Bible	3
ICSM360 World Religions: Beliefs and Practices	3
ICSM205 Intercultural Communications	3
ICSM220 Introduction to Cross-Cultural Ministry	3
ICSM305 Intercultural Communication for Christian Ministry	3
ICSM410 Cultural Anthropology	3
LDSH300 Biblical Perspectives on Leadership	3
LDSH310 Leadership in Cross-Cultural Context	3
MISS200 Introduction to Sports Mission	3
MISS210 Mission Perspectives	3
MISS220 History of Mission	3
MISS330 Biblical Foundation of Mission	3
MISS350 Urban Mission	3
MISS390 Christ in Culture	3
PHIL200 Moral Philosophy	3
PHIL210 Science and Religion	3
PHIL250 Christian Ethics: Contemporary Issues	3
PHIL310 Philosophy of Christian Thought	3
PRCH240 Storytelling as Communication	3
PRTH350 Foundations of Children's Ministry	3
PRTH410 Christian Worship and Liturgy	3
THEO220 Christian Perspective and Philosophical Thought	3
THEO310 Survey of Christian Ethics	3

THEO400 Topics in Contemporary Theology	3
RCE210 Foundations of Christian Education	3

INSTITUTIONAL REQUIREMENT (IR) (8 Courses)

Students are required to complete one non-credit IR (WS300 Institutional Requirement) each semester of enrollment until graduation.

Spiritual Formation requirements may be fulfilled through approved residential or online participation formats designed to support spiritual growth, community engagement, discipleship, and integration of the institution's mission across all instructional modalities.

SUGGESTED COURSE SEQUENCING

Below is a *suggested* course sequencing to guide you through your eight semesters. Please consult with your advisor each semester to ensure that you are staying on track and meeting the requirements for graduation.

First Semester	**Credit Hours**
ENG101 College English I	3
BSLG151 Elementary Biblical Greek I	3
OR	
BSLH141 Elementary Biblical Hebrew I	3
ISM250 Introduction to Christian Mission	3
Select Two General Education Courses	6
WS300 Institutional Requirement	0
Total	15

Second Semester	**Credit Hours**
ENG102College English II	3
Select Four General Education Electives	12
WS300 Institutional Requirement	0
Total	15

Third Semester	**Credit Hours**
BSOT200 Old Testament Survey	3
BIBL210 History of Israel	3
BIBL300 Biblical Interpretation	3
UC220 Christian Leadership Seminar	3
Select One Departmental Elective	3

WS300 Institutional Requirement	0
Total	15

Fourth Semester	**Credit Hours**
BSNT200 New Testament Survey	3
BIBL340 Biblical Theology	3
PACC300 Pastoral Care and Listening	3
THEO310 Survey of Christian Ethics	3
PRCH200 Public Speeches as Preaching	3
WS300 Institutional Requirement	0
Total	15

Fifth Semester	**Credit Hours**
CHIS310 History of Christianity I	3
BSOT202 Pentateuch	3
BSOT204 Major Prophets	3
MUS210 Introduction to Church Music	3
Select One General Education Elective	3
WS300 Institutional Requirement	0
Total	15

Sixth Semester	**Credit Hours**
THEO301 Introduction to Theology I	3
BSNT201 The Gospels	3
Select Two Major Electives	3
Select One Departmental Elective	3
WS300 Institutional Requirement	0
Total	15

Seventh Semester	**Credit Hours**
BSNT204Pauline Literature	3
Select Four Departmental Electives	12
WS300 Institutional Requirement	0
Total	15

Eighth Semester	**Credit Hours**

Select One Major Elective	3
Select One Departmental Elective	3
MISS310 Mission and Biblical Worldview	3
PRTH490 Senior Integrative Seminar	3
PRTH406 Ministry Formation	3
WS300 Institutional Requirement	0
Total	15

2-2. UNDERGRADUATE COURSE DESCRIPTIONS

(1) Major Core & Elective Courses

Biblical Languages

BSLG151/152 Elementary Biblical Greek I, II (6 credits)

This course introduces students to the basic elements of *Koine* Greek, focusing on vocabulary and basic grammar. In the second semester, students are introduced to the fundamental tasks of exegesis and textual criticism, and will translate selected New Testament texts, practice exegetical methods, and perform introductory grammatical layouts. BSLG151 is a prerequisite for BSLG152.

BSLH141/142 Elementary Biblical Hebrew I, II (6 credits)

This course introduces students to the basic elements of Ancient Hebrew, focusing on vocabulary and basic grammar. In the second semester, students will focus on the translation and analysis of selected portions of the Hebrew Bible. BSLH141 is a prerequisite for BSLH142

Biblical Studies

BIBL104 Leaders in the Bible (3 credits)

In this course, students study major biblical characters, examining their strengths and weaknesses that resulted in their victories and defeats. Through this in-depth analysis of each character, students will explore forms of biblical leadership.

BIBL120 Dynamics in Leadership (3 credits)

This study surveys some of the greatest Biblical characters, examining the strengths, weaknesses, victories, and defeats of each. Discover how their leadership allowed them to accomplish extraordinary things as ordinary people. Through the depth of character within the people of the Biblical stories, the student further explores the topic of leadership from a Biblical perspective. Essential Biblical principles bearing on the purpose and character of leadership will be examined.

BIBL130 The Roman Empire in the First Century (3 credits)

This course will explore the development of Rome to a world power, and various life settings and facets of the first century Greco-Roman world. The students will examine the history and society of the Roman Empire in the context of the rise of Christianity. The study will provide for a general historical overview of the period and life under the first century of Roman Emperors.

BIBL210 History of Ancient Israel (3 credits)

This course provides students with a general history of Ancient Israel. It begins by looking at the Patriarchal Period and its major events: the nomadic period, the covenant at Sinai, the settlement of Canaan, the tribal league, and the emergence of the Davidic monarchy. It concludes by looking at the fall of the Northern Kingdom in 721 BCE and the fall of the Southern Kingdom in 587 BCE, resulting in Babylonian Captivity.

BIBL220 New Testament in First-Century Context (3 credits)

This course provides an overview of the historical context for the writing of the New Testament. Emphasis is given to the influence of Second Temple Judaism and Hellenism, both in terms of ancient Greek philosophy and the Hellenistic religions. Understanding these influences will help students better understand the concerns of the New Testament authors. This, in turn, should help students better interpret and apply Scripture for a modern context.

BIBL230 Intertestamental Period (3 credits)

This course covers the historical period between the writing of the two testaments, from the close of the Old Testament canon in the fifth century BCE to the formation of the New Testament writings in the first century CE. Prerequisite: BSOT200

BIBL240 The Early Christianity (3 credits)

This course is a survey of the first eight centuries of the Christian church and its interaction with the social, cultural, and religious environment. It is during this period that many of the

basic doctrines of the church were first formulated and, thus, is a crucial period of study for understanding Christian life and thought.

BIBL300 Biblical Interpretation (3 credits)

This course focuses on the principles and methods for interpreting Scripture. It will help them develop techniques for exegeting and applying biblical texts for preaching and teaching contexts. Prerequisites: BSOT200 or BSNT200

BIBL340 Biblical Theology (3 Credits)

This course provides students with various techniques for interpreting scripture by introducing them to major theological themes that run throughout the Bible, such as the covenant history, concern for the defenseless, Christ, the kingdom of God, and so on. These themes are emphasized as interpretative frameworks that allow students to approach the Bible as a whole.

BIBL350 Biblical Backgrounds (3 Credits)

This course focuses on the historical background of the Old and New Testaments. Attention is given to the Ancient Near East (ANE), Ancient Israelite history, Roman culture and history, first-century Judaism, and the intertestamental period.

BIBL360 Bible Land Geography and Biblical Archaeology (3 credits)

This course is a survey of the historical and physical geography of the lands associated with the Bible. Emphasis is placed on the background of scriptural texts to enhance understanding of the Bible. It also acquaints students with archaeological findings and their significance in understanding the Bible. Prerequisites: BSOT200 or BSNT200

BIBL410 Biblical Hermeneutics (3 credits)

This course is a survey of the various forms of biblical interpretation and textual criticism, beginning in the late eighteenth century and focusing on the New Testament. The course traces the history of biblical hermeneutics and the various approaches that have been developed. It focuses on the intersection of theology, history, and literary genre to provide students with a wholistic approach to biblical interpretation. Prerequisites: BSOT200, BSNT200

BIBL420 Apocalyptic Literature (3 credits)

This course compares the books of Daniel and Revelation, focusing on the common techniques they employ and the literary genre they constitute. Emphasis is given to the use of imagery and symbolism and the ways that they are interconnected with history and with the present. Prerequisites: BSOT200, BSNT200

BIBL460 Holy Land Project (3 credits)

This project studies the locations of Bible stories in the Holy Land itself. This study includes cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through seminar lecture and travel to the Holy Land. It gives academic credit for a travel study tour with a Biblical Studies Instructor. (cost of travel is extra; please contact the Office of Academic Affairs for details).

Biblical Studies: Old & New Testament

Old Testament Studies

BSOT200 Old Testament Survey (3 credits)

This course introduces students to the Old Testament. It covers the Pentateuch, the historical books, and the pre-exilic prophets. Students will be encouraged to read the biblical texts and will be introduced to various interpretative methods. They will also be exposed to biblical Hebrew as an important part of understanding the thought-world of the Old Testament. Finally, students are encouraged not only to understand the importance of these texts for the ancient Israelites, but also the ongoing importance of these texts for the church today.

BSOT202 Pentateuch (3 credits)

This course focuses on the major theological themes of the Pentateuch, including liberation and the exodus experience, the covenant relationship with YHWH, Israel as counter-community, the wilderness wandering, Deuteronomy, the patriarchs, primeval history, and the Pentateuch as story and canon.

BSOT203 Historical Books (3 credits)

This course focuses on the historical books of the Old Testament, emphasizing the basic outline of Israelite history contained in the books of Joshua to 2 Kings, Ezra, Nehemiah, Esther, and 1 and 2 Chronicles. This course will give attention not only to the content and theology of each of these books, but also to their historiography. Attention will also be given to varying modern historical approaches to these Old Testament books. Prerequisite: BSOT200.

BSOT204 Major Prophets (3 credits)

This course is a survey of the prophetic literature of the Old Testament. It focuses on the historical setting and message of the Old Testament prophets, giving particular attention to the books of Isaiah and Jeremiah. Students will be given selected passages to read and exegete. Prerequisite: BSOT200

BSOT205 Minor Prophets (3 credits)

This course is a survey of the minor prophets, focusing on the historical setting, background, and message of the twelve smaller prophetic texts. Students will be given selected passages to read and exegete. Prerequisite: BSOT200

BSOT206 Wisdom Literature (3 credits)

This course covers the wisdom literature of the Old Testament, focusing on the books of Proverbs, Job, and Ecclesiastes. Emphasis is given to the role of wisdom in Old Testament theology and Wisdom theology. Students are given reading and interpretative strategies with the goal of helping them understand wisdom literature in its own context and apply it to their own.

BSOT301 Genesis (3 credits)

This course focuses on the book of Genesis, providing detailed attention the major episodes and the overall theology of the book. Students are required to read the book in its entirety and provide exegetical analysis of some of its passages. Students are encouraged to see the relevance of Genesis and its theology for its historical context and for the life of faith today. Prerequisites: BSOT200 and BIBL300 or

BSOT305 Nehemiah (3 credits)

This course focuses on the book of Nehemiah, giving particular attention to the major episodes in post-exilic Israel including the history of Persian rule, the return from exile, the rebuilding of the Temple, the preservation of the covenant people, the social and religious reforms of the post- exilic community, and biblical principles of leadership. Prerequisites: BSOT200 and BIBL300

BSOT306 Psalms as Literature & Spirituality (3 credits)

This course invites students to study the lament psalms, which comprise half of the Psalter. Attention is given to their structure, typology, and function. Students are encouraged to consider the theological significance of these psalms in their own context as well as for the present, considering their spiritual-psychological dimensions and socio-religious functions.

BSOT310 Historical and Poetic Books (3 credits)

This course examines the books of history and poetry in the Old Testament, focusing on the historical books of Joshua, Judges, Ruth, Samuel, Chronicles, Ezra-Nehemiah, and the poetic books of Psalms, Proverbs, Song of Songs.

BSOT400 Jeremiah (3 credits)

This course is an in-depth exegetical study of the book of Jeremiah. It focuses on the place of the prophet Jeremiah within the prophetic movement, his relationship to the Deuteronomic reform, as well as the theology of the book of Jeremiah and its use of the wisdom tradition. Prerequisites: BSOT200 and BIBL300

BSOT401 Old Testament Exegesis (3 credits)

This course focuses on exegetical methods for interpreting the Old Testament. It is designed to further students' engagement with the tools of biblical interpretation, research, and exegesis. Students are then encouraged to apply the exegetical methods developed in this course and in earlier courses to selected passages from the Old Testament. Prerequisites: BSOT200 and BSLH141

BSOT420 Old Testament Theology (3 credits)

This course examines the overarching theology of the Old Testament, recognizing that there are distinctive theological perspectives from the various books, genres, and authors of the Bible. As a result, a great deal of attention is given to the issue of unity and diversity within the Old Testament. The course provides an examination of the message of the Old Testament and gives special attention to Jesus in the Old Testament, including such topics as law and grace, Israel and the church, promise and fulfillment, and covenant and faith. Prerequisite: BSOT200.

New Testament Studies

BSNT200 New Testament Survey (3 credits)

This course introduces students to the New Testament, with special attention to its historical, social, political, and cultural settings. Students will also learn to use a variety of critical tools in interpreting Scripture

BSNT201 The Gospels (3 Credits)

This course introduces students to the four Gospels of the New Testament—Matthew, Mark, Luke, and John. Emphasis is given to the distinctiveness of each Gospel, their respective theological perspectives and historical backgrounds. Students will study the major structure and key themes of each Gospel, looking at the role of Christ, the kingdom of God, the forgiveness of sins, and so on.

BSNT202 Synoptic Gospels (3 credits)

This course introduces students to the unique historical and literary relationship between the Gospels of Mark, Matthew, and Luke. It focuses on the synoptic problem, noting the similarities between these three books and their common sources.

BSNT203 Gospel of John & Johannine Epistles (3 credits)

This course is a survey of the Johannine literature, focusing on the Fourth Gospel and the later letters written by the Johannine community. It focuses on the unifying theological perspectives of these books, their historical contexts, while provides students with interpretative methodologies for exegeting them and applying them to today's context. Prerequisites: BSNT200 and BIBL300 or BIBL300

BSNT204 Pauline Literature (3 credits)

This course is a survey of the background and message of the Pauline epistles. Attention is given to the undisputed letters of Paul, including I & II Corinthians, Galatians, Philippians, Philemon, Romans, and I Thessalonians. Attention is also given to life, ministry, and theology of Paul himself.

BSNT205 General Epistles (3 credits)

This course is a survey of the non-Pauline epistles. It provides students with historical background to these books and emphasizes their respective theological perspectives. Attention is also given to how to interpret and apply these texts in church today.

BSNT210 The General Epistles and Revelation (3 Credits)

This course provides students with an overview of the General Epistles (James; 1 & 2 Peter; 1, 2, &3 John; Jude) and the book of Revelation. Emphasis is given to is on theological interpretation and application of these texts and to their historical backgrounds.

BSNT300 Romans (3 credits)

This course focuses on the book of Romans. The study focuses principally on Paul's theology, examining his teaching on a wide range of theological issues, such as the Jewish-Gentile relationship, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel. Attention is also given to the historical background of the book as well as its theological implications for the life of the church both then and now. Prerequisite: BSNT200

BSNT304 Acts of the Apostles (3 credits)

This course focuses on the books of Luke and Acts, both written by the same author with a unified theological vision. Emphasis in this class is given to Acts, its structure, and major themes, while the Gospel of Luke is referenced as a background for understanding the author's broader theological perspective. Attention is given to God's intentions for the early church and their mission. Students are also encouraged to think about the application of Acts for the church today. Prerequisite: BSNT200

BSNT305 I Corinthians (3 credits)

This course focuses on the structure, setting, and purpose of 1 Corinthians. It examines the historical context of the letter, the problems that Paul had with the church at Corinth, and the theological issues that were addressed. Students will exegete select passages and consider the relevance of this book for the church today.

BSNT306 Letter of James (3 credits)

This course focuses on the book of James, its historical background and history of interpretation. The course focuses on the major theological theme of the book, the relationship between faith and works. That is, if Christians are saved by faith, then what moral responsibility do Christians continue to have toward ethical action in the world. Students are encouraged not only to understand the historical implications of this issue for the church, but to consider the theological ramifications for faith today. Prerequisites: BSNT200 and BIBL300

BSNT310 Parables of Jesus (3 credits)

This course focuses on the parables of Jesus found in the four Gospels. Students are encouraged to look for common theological themes throughout the parables that give rise to interpretative rubrics. Students are then encouraged to read selected parables and exegete them in light of the broader interpretative rubric they have identified. Prerequisites: BSNT200 or BIBL300

BSNT320 Mark Story (3 credits)

This course focuses on the Gospel of Mark, providing an opportunity for students to engage in a closer exegetical study of the book. The course encourages students to explore Mark's parabolic presentation of the Jesus story and to engage literary and sociological interpretations while reading the text. The primary purpose of this course is to enable students to begin developing an understanding of the whole gospel as a story of Jesus. Prerequisite: BSNT200

BSNT350 Miracle Stories of Jesus (3 credits)

This course focuses on the miracle stories of Jesus in the Gospels. It provides students with exegetical and interpretative methods for finding meaning in these stories within the broader context of the Bible. Prerequisites: BSNT200 or BIBL300

BSNT360 Pauline Theology (3 credits)

This course focuses on the theology of Paul found throughout his writings. It provides students with the opportunity to exegete selected portions of Paul's writings and to consider the broader influence of Paul's calling and missionary vision. Students are also encouraged to consider the relevance of Paul's theology for faith today. Prerequisite: BSNT200

BSNT400 Book of Revelation (3 credits)

This course is an overview of the Book of Revelation, including its historical, cultural, social, and political contexts. This course includes consideration on the issues of criticism, interpretation, and theology. Although eschatology will be addressed as exegesis requires, primary emphasis is placed on questions of content and hermeneutics. Prerequisites: BSNT200 and BIBL300

BSNT401 New Testament Exegesis (3 credits)

This course focuses on exegetical methods for interpreting the New Testament. It is designed to further students' engagement with the tools of biblical interpretation, research, and

exegesis. Students are then encouraged to apply the exegetical methods developed in this course and in earlier courses to selected passages from the New Testament. Prerequisites: BSNT200 and BSLG151

BSNT420 New Testament Theology (3 credits)

This course examines the overarching theology of the New Testament, recognizing that there are distinctive theological perspectives from the various biblical authors. As a result, a great deal of attention is given to the issue of unity and diversity within the New Testament canon. Students are also introduced to contemporary perspectives from the discipline of biblical theology. Prerequisite: BSNT200

Theology

THEO200 Jesus: Then and Now (3 credits)

Students will learn Jesus' moral teaching concerning the Kingdom of God in comparison to social ethics in a postmodern world. Students will also learn about Jesus' self-declaration of his role and duty towards secular society in the First Century. The course will methodologically examine Jesus' spirit of God and human life, and how Christians realize Jesus' teaching of ethics effectively in society through a soteriological point of view. Various types of Jesus' spiritual criteria of the 1st century, including modern society, will be used to provide an easier understanding of the movement of the Kingdom of God.

THEO210 Comparative Religion: Traditions (3 credits)

This course is an introductory survey of the world's religious traditions, with emphasis on cultural context and historical development.

THEO220 Introduction to Christian Philosophical Thought (3 credits)

This course examines philosophy from a distinctly Christian perspective. Emphasis is given to the question of the relationship between philosophy and Christianity, in the first place, and what it means to develop a distinctly Christian philosophical perspective. Students are then encouraged to apply Christian philosophy to a variety of philosophical concerns.

THEO230 Gandhi/Marx/Niebuhr (3 credits)

This course introduces students to the social ethics of Mahatma Gandhi and compares them to those of Karl Marx and Reinhold Niebuhr. Emphasis is given to concepts of human nature, social change, utopian vision, and lifestyle. Students will analyze current situations of personal, social, and political conflict as case studies.

THEO250 Church and Social Responsibility (3 credits)

This course is designed to help students see the biblical mandate toward social responsibility. From the deliverance of the Israelites from slavery to the Old Testament injunction to protect the defenseless—the widow, the fatherless, and the foreigner—to Jesus' call to love our enemies, the Bible makes it clear that followers of Christ are to be working toward God's kingdom on earth, bringing release to the captive and sight to the blind. This course considers the church's responsibility toward social problems and encourages students to put Biblical ethics into practice.

THEO301 Introduction to Theology I (3 credits)

This course gives a general introduction to the nature, history, and methodology of systematic theology, as well as insight into the relationship of systematic theology to other disciplines. This course explores the Biblical foundations of the Christian doctrines.

THEO302 Introduction to Theology II (3 credits)

This course continues the survey started in THEO301, introducing the students to Systematic Theology. In this second part of the course, students will go beyond discussions of doctrine to questions of theological hermeneutics and Christian worldview. Students are encouraged to think critically about the role of doctrine in ordering theological beliefs derived from the biblical witness and how different readings of scripture result in different systematic approaches. Prerequisite: THEO301

THEO310 Survey of Christian Ethics (3 credits)

This course is designed to help students think critically about ethical issues from a distinctly Christian perspective. It introduces students to the history of ethical thought in the Christian tradition, the major thinkers and theories that have been developed. Students are then encouraged to apply these Christian ethical models to their contemporary context, considering issues of social and ecological justice, business ethics, sexual ethics, and peacemaking. Prerequisite: THEO301

THEO330 Introduction to Christology (3 credits)

This course introduces students to the historical and contemporary formulations of the doctrine of Christ. It focuses on the problems associated with person and place of Jesus Christ in Christian theology. Emphasis will be given to the discussion of the historical person of Jesus of Nazareth, the doctrine of the incarnation, the nature of the Triune God, and the role of the risen Christ in the faith of the church. Students will be introduced to a variety of theologians and theological approaches to these issues.

THEO350 Doctrine of the Holy Spirit (3 credits)

This course is a study of the person and work of the Holy Spirit. Attention will be given both to the biblical witness regarding the Holy Spirit and to the witness of the church throughout history. Prerequisite: THEO301

THEO380 Theology and Practice of the Sacraments (3 credits)

This course reviews significant developments in the theology of the sacraments in the Reformed tradition, both classic and contemporary. Attention is given to ways of enhancing congregational participation in and appreciation of Baptism and the Lord's Supper. The course provides the opportunity for students to practice presiding at both sacraments.

THEO400 Topics in Contemporary Theology (3 credits)

This course provides a consideration of specific theologians and theological movements within 20th- century Christian thought, including neo-orthodoxy, third world theologies, process theology, theologies of hope, as well as considerations of the current evangelical spectrum of thought and practice. Prerequisite: THEO301

THEO410 Introduction to Apologetics (3 credits)

This course focuses the role of Christian apologetics in theology. It provides students with a historical survey of apologetic approaches from the early church to the present. Attention will be given to key apologists and their methodologies, including classical apologetics, evidentialism, pre-suppositionalism, and more recent holistic models. Prerequisite: THEO301

THEO420 Reformation Theology (3 credits)

This course is a study of Christian doctrine and practice in the various branches of the church at the time of the Protestant Reformation, with an emphasis on reading the primary sources. Prerequisite: THEO301

THEO421 Luther the Theologian (3 credits)

This course is designed to provide an introduction to the life and background of Martin Luther the Reformer along with a critical analysis of his theology in relation to the late Medieval Roman Catholic thoughts. A special emphasis will be given to his theology of the cross.

Church History

CHIS105 Civilization and Religions (3 credits)

This course will survey the civilization history, beliefs, texts, and practices of the world's major religious traditions, including Christianity, Islam, Judaism, Buddhism, Hinduism, Taoism, and Confucianism. Special attention will be paid to the experience of these religions in contemporary societies

CHIS120 History of the Black Church (3 credits)

This course studies the Black Church in America. Given the unique history of slavery, segregation, and discrimination in North America, the experience of Christianity for African Americans has also been unique, resulting in distinct theological perspectives and ways of being the church. This course focuses on the seven major black denominations: the African Methodist Episcopal (AME) Church; the National Baptist Convention, USA Incorporated (NBC); the National Baptist Convention of America Unincorporated (NBCA); the Progressive National Baptist Convention (PNBC); and the Church of God in Christ (COGIC).

CHIS150 Religion and Race (3 credits)

This course examines the church's response to the issue of race and racism in America. It attempts to offer a balanced, historical perspective, considering the ways in which the church has both been complicit in the history of racism—slavery, segregation, and discrimination—and the ways in which it has been a voice for racial justice.

CHIS210 Christianity in America (3 credits)

This course focuses on a study of the Christianity in America from its colonial beginnings to the current day, with emphasis on the numerous influences that have forged the current religious scene.

CHIS300 History of Korean Christianity (3 credits)

This course introduces students to the history of the Korean church. Emphasis is given to the history of missionary evangelism to Korea, the planting and development of the church in Korea, and the ways in which Korean Christianity has grown in the face of persecution. Attention is also given to the ways in which Korea has developed its own evangelistic strategies for global missions.

CHIS310 History of Christianity I (3 credits)

This course introduces students to the history of the Christian church. In the first semester, attention is given to the early origins of the church in the New Testament period, focusing particularly on the Apostolic age, the Church Fathers, and concluding with the early Middle Ages.

CHIS311 History of Christianity II (3 credits)

This course continues the survey of Church history started in CH310. The second semester picks up with the church in the Middle Ages and canvasses its development through the Reformation, the Modern period, and the contemporary context. 'Prerequisite: CHIS310

HIS320 History of Christian Thought (3 credits)

This course examines the development of Christian thought and practice from the apostolic Fathers to the Modern period. Emphasis is given to the development of doctrine and theology in the early church, the Reformation, and the 17th and 18th centuries. Particular attention is given to key thinkers in each of these periods.

Mission

MISS200 Introduction to Sports Mission (3 credits)

This is an introductory study to promote athletic programs or sports to become effective tools for a mission. The study will briefly survey the roles of sports and athletic programs in the history of missions. The main goal of this study is to develop student athletes into mission leaders.

MISS210 Mission Perspectives (3 credits)

This course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined.

MISS220 History of Christian Mission (3 credits)

This course is a study of the expansion of Christianity from the Pentecost to the present. Particular attention is given to examining the modern Protestant mission movement.

MISS250 Foundation of Evangelism (3 credits)

This course develops in students a biblical and theological understanding of evangelism and a lifestyle of evangelism related to mission. Students will learn communicating principles in order to reach the unreached.

MISS300 Survey of New Religious Movements (3 credits)

This course is a historical and sociological survey of the origin and growth of new religious movements, with particular attention given to Mormonism, Jehovah's Witnesses, Modern Paganism, and New Age. Special attention is given to comparing and contrasting new religious movements with the historical Christian faith.'

MISS310 Mission and Biblical Worldview (3 credits)

This course studies the biblical basis of missions and its principles; examines God's purpose in missions in the life of the local church and students; and a panorama of the history of missions. Through this study, students will understand and develop biblical world perspectives and lifestyles, including how to examine major world views.

MISS320 Holy Spirit and Mission (3 credits)

The purpose of this course is to explore the dynamics of the work of the Holy Spirit and mission in through the following dimensions: personal, biblical, historical, contextual, and functional. Students are encouraged to explore their ministry/mission philosophy regarding the role of the Spirit of God for their mission context.

MISS330 Biblical Foundation of Mission (3 credits)

This course reviews perspectives in both Old and New Testaments on the mission of God that touches the nations under the rubric of the Kingdom of God.

MISS350 Urban Mission (3 credits)

This course is a study of the nature and methods of the Christian mission as they apply to the development and implementation of a mission strategy for the urban church, as well as the training of individuals for outreach in the urban community.

MISS400 Mission in Postmodern World (3 credits)

This course is an in-depth examination of the effects of cultural change in five key areas that directly affect Christian mission and theology, including postindustrial technology, post-literate communication, postmodern philosophies, post-colonial politics, and post-orthodox spiritualties. Prerequisite: ISM250

Practical Theology

PACC300 Pastoral Care and Listening (3 credits)

This course introduces students to the psychological and theological aspects of pastoral care and counseling. Emphasis is given to the need for empathic listening. The primary goal is to help pastors and pastoral care givers grow in the area of listening; however, the course is also useful for lay people who want to establish better relationships with family, friends, and neighbors.

PRTH250 Discipleship and Evangelism (3 credits)

This practicum focuses on Christian discipleship and evangelism. Practical models are explored for developing disciples within a ministry context, and students are encouraged to consider ways of implementing these models both in their personal lives and within the context of the church.

PRTH350 Foundations of Children's Ministry (3 credits)

This course is a study of the elements involved in building effective children and family ministries. Particular attention is given to curriculum development and evaluation, creative programming, and ministry training. Students will be exposed to a variety of local children's ministry models.

PRTH400 Women in the Bible (3 credits)

This course examines the roles and images of women in the Bible. It is designed to aid students in a critical reflection on and academic study of biblical literature, as well as challenge students to reflect upon the ways the Bible has impacted modern understandings of women and women's roles. Students also develop their own views of the subject matter through reading primary and secondary sources, in-class discussion, and independent research.

PRTH410 Christian Worship and Liturgy (3 credits)

This course introduces students to the history, theology, and practice of Christian worship and liturgy. Emphasis is given to Sunday gatherings, the sacraments, weddings, funerals, and daily prayers.

PRTH406 Ministry Formation (3 Credit)

This course provides students with the opportunity to apply their theological education in a practical ministry context. Students explore their ministerial gifts, strengths, and areas for growth through supervised ministry reflection and faculty-guided integration. This course supports preparation for PRTH490 Senior Integrative Seminar.

PRTH425 Cell and Church Planting (3 credits)

This course invites students to consider the biblical and theological basis for church planting, and its ongoing importance for the Christian community today. Emphasis is given to practical aspects of starting a new church.

PRTH450/PRTH451 Practicum I, II (Ministry Project I, II) (6 credits)

This course provides an opportunity for on-the-job training. Students should be involved in various areas of ministry, including the pulpit, education, church school ministry, instruction, discipleship training, and campaign evangelism with supervision by a faculty member and a leader of the ministry field.

PRTH490 Senior Integrative Seminar (3 Credits)

This course allows the student to complete and reflect upon their ministry experiences, fulfilling the mission and purpose of HTU. Students will contemplate their future direction and confirm their competencies in field ministry. Students will complete their practical ministry

work during the period of this course. This course may only be enrolled in during the final semester before a student graduates. Prerequisite: Completion of required practical ministry coursework or approval of the Academic Dean.

Leadership

LDSH250 Leadership and the Biblical Perspective (3 credits)

This course considers leadership theories from a biblical perspective. Attention is given to a variety of leadership models that have developed throughout the modern and contemporary periods. These models are examined in light of biblical and theological considerations. Students are also encouraged to consider the role of culture and worldview in the development of leadership theories and practices.

LDSH270 Cross-Cultural Leadership (3 credits)

The course explores the integration of the principles and practices of Christian leadership for cross-cultural ministry. Emphasis is given to models and practices that facilitate cross-cultural sensitivity and training. The course also considers biblical examples of characters such as Joseph, Moses, Ruth, Esther, Ezra, and Daniel, who exhibited leadership in cross-cultural contexts. These biblical examples provide paradigms for appropriate types of action for contemporary Christian leaders.

(2) General Education Courses

Education

RCE101 Introduction to Today's Education (3 credits)

This course is an introduction to the history, culture, and beliefs found in modern education. Students will reflect on current conditions and approaches to educational

system, as well as alternative strategies.

RCE103 Introduction to Learning Environments (3 credits)

This course will introduce qualities and characteristics of a highly effective learning environment in which determined by a wide variety of factors, school policies, governance structures, and other features.

RCE120 Theories of Faith Development (3 credits)

This course focuses on the development of Faith throughout a person's life. Students will study various theories from different perspectives in theology.

RCE125 Psychology in Education: Cognitive Development (3 credits)

This study is a survey of human cognitive development over the lifespan, covering prenatal, infant, child, adolescent, and adult periods. This study will introduce the field of human cognition, surveying methods, concepts, findings, and problems in perception, learning, memory, thinking, problem solving, psycholinguistics, and development.

RCE130 Development of Interpersonal Relationships (3 credits)

This course is an exploration of the prevailing theories and empirical research on the nature of significant personal relationships and their interrelationships with individual cognitive, social, emotional, and behavioral development.

RCE150 Parent-Child Relationships (3 credits)

This course provides an overview and critical analysis of theory and research on the nature of parent-child relationships. Parenting practices are explored through discussion and case studies. Emphasis is placed on the bidirectional processes by which parents and children socialize with each other.

RCE201 Survey of Christian Education (3 credits)

This course is an introductory overview of the church's involvement in education, including the history, aims, methods, and principal agencies of Christian Education.

RCE210 Foundations of Christian Education (3 credits)

This course introduces the historic foundations of Christian education, including contemporary innovations, methods, and applications of ministry using the latest insights of social science and contemporary thought. The course emphasizes that Christian education is an all-encompassing endeavor and seeks to help students develop unique ways to minister to others in the wider body of Christ.

Fine Arts, Music, And Physical Education

ART101 Fundamentals of Art and Design (3 credits)

This course investigates the elements and principles of design that underlie all the visual arts. Students will be introduced to the basic skills and techniques necessary for the creation of well- crafted designs.

ART108 Three-Dimensional Design (3 credits)

This studio option with a three-dimensional emphasis offers students the opportunity to study various 3D studio media. Studio classes are offered in ceramics and sculpture. Instruction in the studio processes is done with an emphasis on creativity, craftsmanship, application, and understanding of design principle and safety.

ART110 Basic Drawing (3credits)

This course is designed to introduce students to the materials and techniques of drawing, focusing on the representation and interpretation of objects and natural forms. This course assumes no previous experience.

ART130 Western Art History & Impression (3 credits)

This course is designed to help students to understand the ideology and the flow of Western Art History. This course will also discuss the impact of the history of Western art on Modern Art History. Students will have opportunities to experience art pieces from different eras.

ART131 Theories of Design & Color (3 credits)

With an introduction to design, this course focuses on the history and theories of modern design. Furthermore, the course discusses the importance of color in modern design as a primary factor of consideration. Throughout this course, students will be encouraged to apply their learning in the modern world.

ART160 Two-Dimensional Design (3 credits)

This studio option with a two-dimensional emphasis offers students the opportunity to study various 2D studio media. Studio classes are offered in drawing, painting, and printmaking. Instruction in the studio processes is done with an emphasis on creativity, craftsmanship, application, and understanding of design principle and safety.

DNC100 Introduction to Dance (3 credits)

This course is an introduction to the theory and practice of dance as an expressive art form, a symbolic language, and an integral aspect of world cultures. The course is designed to help students grasp a range of cultural, aesthetic, and bodily worlds from which dance is born.

DNC110 Elements of Performing (2 credits)

This course is a study designed to develop the performer's powers of projection. The course emphasizes the differences between simply displaying movement and communicating it to an audience. The building of concentration, awareness of stylistic differences, and the establishment of professional rehearsal behavior are developed.

MUS100 Music Appreciation (3 credits)

This course is an introduction to music as an art. It acquaints students with musical masterpieces as well as their styles and periods. Class sessions include lectures, listening to music, and a variety of participatory activities.

MUS105 Fundamentals of Music (3 credits)

This course is an introduction to the building materials of music and is intended for students with little or no musical background. Principal topics include staff notation, scales and keys, rhythm and meter, and intervals and triads.

MUS106 University Chorus (3 credits)

This course involves a choral ensemble that includes the study, rehearsal, and concert performance of choral literature of various periods and styles. In addition, the group participates in in-school and off-campus performances, as well as appearances in the weekly on-campus chapel services.

MUS120 Introduction to Music (3 credits)

As an introductory course in the music of Western culture for non-music majors, this course is designed to develop music reading and related aural skills through practice and application of sight-reading techniques and ear training procedures.

MUS210 Introduction to Church Music (3 credits)

This course is intended to provide a broad overview of church music. It includes studies on the biblical basis for the use of music in the church, and principles and practice for such use. This course is designed to provide a foundational understanding of music ministry for Christians preparing for vocational and lay ministry.

PED101/102 Physical Education I, II (3 credits)

This course introduces concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility. Students will develop physical and health-related fitness skills through participation in individual and field activities.

Language/Writing/Communication

BLG151/152 Elementary Biblical Greek I, II (6 credits) See Biblical Languages

BLH141/142 Elementary Biblical Hebrew I, II (6 credits) See Biblical Languages

COMM101 Introduction to Communication (3 credits)

This course surveys the theories of communication relevant to all contexts. It introduces students to essential concepts and fundamental theories that describe the process, function, nature, and effects of communication.

COMM102 Public Presentations (3 credits)

An introduction to the preparation, presentation, and evaluation of basic speech experiences for small groups, meetings, and mass audiences. The integration of content, physical performance and presentation technology is stressed. This course employs peer and, ultimately, instructor evaluations that are based on organization of ideas, development and support of a thesis, verbal and visual aesthetics, and performance.

ENG101 College English I (3 credits)

This course reviews the fundamentals of English grammar and composition, including parts of speech, spelling and punctuation, and sentence structure. This is not an ESL class; although students with a lower level of English ability are welcome, they should be aware that basic English speaking and reading skills are required.

ENG102 College English II (3 credits)

This course provides instruction in the more advanced English grammar and essay-writing techniques necessary for college-level reading and writing.

Prerequisite: ENG101

ENG103 Theological English I (3 credits)

This course is designed so students can familiarize themselves with the original theological books in English. While the students will review Basic English grammar and composition, they will be able to comprehend the deep structure of complicated sentences found in these texts.

ENG104 Theological English II (3 credits)

This course sequence builds upon ENG103 and is designed to improve skills relating to oral and written communication, theme organization, and reading comprehension, including skills related to public speaking, effective writing, and academic research in theological settings. Prerequisite: ENG103

ENG105 Business English (3 credits)

Students learn how English is used in business and corporate environments. Correct use of grammar that is appropriately formal for these environments is stressed. This course includes study of presentation and public speaking skills; the writing of business emails, memos, reports, and business letters; telephone etiquette; and other necessities of business life in an English- speaking context. Prerequisite: ENG101 and/or ENG102

FLC101/102 Chinese I, II (6 credits)

This is an overview course that provides coordinated practice in the four skills of listening, speaking, reading, and writing, as well as additional insight into Chinese culture and society. Throughout this course, integrated Chinese builds on the three modes of communication interactive, interpersonal, and presentational - to establish proficiency in the use of the Chinese language in real-life situations. FLC101 is a prerequisite for FLC102

FLJ101/102 Japanese I, II (6 credits)

This course is an introductory course in modern Japanese with emphases on speaking, listening, reading, and writing. It focuses on developing skills in producing and comprehending modern Japanese. The goal of the course is to master fundamental linguistic forms and function of Japanese. Evaluation is based on a student's performance in class, homework assignments, quizzes, and tests. There are daily homework assignments and frequent quizzes. FLJ101 is a prerequisite for FLJ102

FLK101/102 Korean I, II (6 credits)

This is an overview course that provides coordinated practice in the four skills of listening, speaking, reading, and writing, as well as additional insight into Korean culture and society. Throughout this course, integrated Korean builds on the three modes of communication interactive, interpersonal, and presentational - to establish proficiency in the use of the Korean language in real-life situations. FLK101 is a prerequisite for FLK102.

FLS101/102 Spanish I, II (6 credits)

Focusing on the fundamental skills of listening, speaking, reading, and writing, today's Spanish speaking countries are introduced in context. From the first day of class, the emphasis is on communication in Spanish, both in speaking and in writing. At the end of this two-semester sequence, actively participating students will have a firm grounding in the principles of Spanish grammar and a basic oral proficiency in the language. FLS101 is a prerequisite for FLS102

Law, History, Politics, Economics, & Leadership

BIBL120 Dynamics in Leadership (3 credits)

This study surveys some of the greatest Biblical characters, examining the strengths, weaknesses, victories, and defeats of each. Discover how their leadership allowed them to accomplish extraordinary things as ordinary people. Through the depth of character within the people of the Biblical stories, the student further explores the topic of leadership from a Biblical perspective. Essential Biblical principles bearing on the purpose and character of leadership will be examined.

BIBL130 The Roman Empire in the First Century (3 credits)

This course will explore the development of Rome to a world power, and various life settings and facets of the first century Greco-Roman world. The students will examine the history and

society of the Roman Empire in the context of the rise of Christianity. The study will provide for a general historical overview of the period and life under the first century of Roman emperors.

HIS130 History of America I (3 credits)

This course is a survey on the historical development of the United States of America, starting with the thirteen colonies and Movement West. The course surveys the relationship of ideas, geography, borders, immigration, culture, economies, and the military to the expression of the US in the world.

HIS131 History of America II (3 credits)

This course is an introductory survey of the historical developments of the United States from the aftermath of the Civil War to the presidency of Barack Obama. The course seeks to encompass the ideological, political, and philosophical framework that served as the foundation for the establishment of the world superpower.

HIS140 History and Culture of Asia (3 credits)

This course provides a general overview of the history and cultures of Eastern Asia, including Korea, China, and Japan. Students will explore the social, historic, and political cultures of these nations in context with the Western world.

HIS150 History of Modern Business (3 credits)

The modern corporation has emerged as the dominant form doing business throughout the world. This course looks at the history of the international corporation from the industrial revolution to the present to consider how corporations have evolved, and the varying ways in which they have influenced the history of modern times. Much of the course will involve an examination of case studies of individual companies, industries, or issues to understand how corporations have functioned in specific instances.

POL101 Introduction to Political Science (3 credits)

This course is a survey of concepts and theories of politics and government, including an examination of some of the enduring questions of conflict and cooperation within and between nation states.

POL102 American Government (3 credits)

This course will explore the origins, development, structure, and functions of the American national government. Topics include the Declaration of Independence, the United States Constitution, the three branches of government, and the processes of the American

RLA105 Justice among Nations (3 credits)

This course looks at theoretical & practical issues in international economic justice. Students will examine the applicability of theories of justice to a world of sovereign states and explore the relation of justice to national security and world order. Special topics include New International Economic Order, Development Assistance, Human Rights and Basic Needs, and Technology Transfer.

RLA110 American Public Policy and Religious Freedom (3 credits)

This course studies U.S. domestic policy, with special attention to religious freedom and the politics of national policy in economy, social welfare, and the environment. The study also includes the stages of the policy process: agenda-building, formation, budgeting, implementation, and evaluation.

RLA120 Civil Rights and Black Consciousness Movements (3 credits)

This course is a social and religious history of the African American struggle for citizenship rights and freedom from World War II to the present.

ECON101 Principles of Economics (Fundamentals and Micro) (3 credits)

This course focuses on basic economic problems leading to labor divisions in societal and economic systems; mechanisms, concepts, and theories of micro and macroeconomics in consumption, production, savings, and investment of government and private sectors; analysis of the relationships and equilibrium of various markets of both closed and open economies; and general guidelines for dealing with basic economic problems.

LDSH101 Developing the Healthy Leader (3 credits)

The students will analyze issues of the soul (mind, emotions, and will). This analysis will be accomplished by examining their emotions, their perceptions, their beliefs, the scriptures, and scientific studies. Additionally, the students will study how a healthy leader's thoughts and actions are manifested in practical principles.

LDSH102 Leadership and Interpersonal Relationship (3 credits)

This course is an introduction to the fundamental concepts of leadership. Emphasis is placed on the understanding of individual and group behavior in organizations, with special emphases on typical interpersonal and leadership relationships.

LDSH105 Life and Time Management of a Leader (3 credits)

The objective of this course is to learn how to manage time effectively by improving personal organization skills and planning and prioritizing tasks in line with achieving leadership qualities.

Religion and Philosophy

REL101 Introduction to Theology (3 credits)

This course introduces students to systematic theology. Emphasis is given to the basic doctrines of the church, including God, Jesus, the Holy Spirit, the Church, sin, grace, and the kingdom of God.

REL115 Religious Experience in Film (3 credits)

This course is designed to help students connect Christian theological commitments with contemporary cultural concerns through the use of film. Throughout the course, a variety of films will be viewed, each addressing theological and cultural concerns. Students will be encouraged to think critically about Christian responses to these concerns.

REL120 Society and Moral Virtue (3 credits)

This course examines the various modes of morality that have developed within various cultures and societies. Emphasis is given to theories about the origin and function of morality in society. Also, students are encouraged to consider the difference between the language of moral value, as used in contemporary Western discourse, and moral virtue.

REL150 Survey of World Religions (3 credits)

This course introduces students to the major world religions: Judaism, Islam, Buddhism, and Hinduism. Students are also encouraged to think critically about ways to engage in interreligious dialogue that is hospitable, but that avoids relativistic tendencies.

PHL101 Introduction to Philosophy (3 credits)

This course introduces students to major the themes and philosophers of the history of Western philosophy.

PHL102 Christian Perspectives in Philosophy (3 credits)

This course introduces students to Christian perspectives in philosophical thought. It focuses on the ways in which Christian theology has both shaped and been shaped by Western philosophy. As a result, special attention is given to philosophers and philosophical positions that overlap with theological concerns.

PHL103 Reasoning and Religion (3 credits)

This course introduces students to the techniques of reasoning in theological contexts. It helps students understand various kinds of arguments and elements of reasoning, introducing them to key terms such as grounds and claims, warrants and backing, qualifiers and rebuttals, evidence and explanations, etc. It then helps students apply these methods to areas of theological reasoning—sermons, biblical exegesis, theological papers, etc.

PHL120 Ethics and Film (3 credits)

This course introduces students to Christian ethics through film. Students will study the historical theory of ethics, its methodology and application. Students will engage various visual media, such as movies and dramas, that reinforce these themes.

HPR120 World Civilization (3 credits)

This course is a study of Western and non-Western cultures from antiquity through the Protestant Reformation. Emphasis is placed on the development of the classical and medieval west and an introduction to major world cultures and religions.

HPR150 Civilization and Religions (3 credits)

This course will survey the civilization history, beliefs, texts, and practices of the world's major religious traditions, including Christianity, Islam, Judaism, Buddhism, Hinduism, Taoism, and Confucianism. Special attention will be paid to the experience of these religions in contemporary societies.

HPR201 Church and Race (3 credits)

This course will examine the church's address to the problem of Racism. Looking at the church's historical activity, it will view points at which the church has been complicit with forces fostering racism, and places where the church has been a voice for racial justice.

Mathematics and Physical Sciences

BIO101 Topics in Biology (3 credits)

This course is designed to introduce the non-science major to the major principles in biology and then to utilize these principles to discuss science-related concerns in today's society.

CHEM110 Contemporary Chemistry (3 credits)

This course is a study of the fundamental principles of chemistry, the chemical activity of elements and compounds, principles of organic chemistry, and principles of biochemistry. Materials to be studied include problems of the environment, energy, population, air pollution, water pollution, solid wastes, pesticides, food additives, and drugs. Consideration is given to the moral, ethical, and political implications in making decisions concerning these problems.

CSI110 Basic Computers and Microsoft Applications (3 credits)

This course is an introduction to computers, highlighting their use in management and the concepts of computer software, hardware, and systems analysis. Applications will include electronic spreadsheets, database management software, and other special purpose tools. Word processing tools will be used for most graded assignments. Programming will be studied in the context of spreadsheet macros.

CSI130 Introduction to Social Media (3 credits)

This course will introduce students to the contexts and forms of social media. What are social media, who uses them, who gains from them, and how are they transforming the media landscape and the way we inhabit the world Students will become familiar with a range of social media tools, analyze and discuss their uses and implications, and develop their participatory skills. They will have the opportunity to explore both the theory and practice of social media through writing assignments, applied tasks, and a course project. Students will also discover other types of social media they may not have been aware of and how to use them for their benefit personally, academically, and, eventually, professionally.

MAT101 College Algebra I (3 credits)

This is an introductory course studying the nature of mathematics as a logical system. The structure of the number system is developed and extended by logical reasoning to cover essential algebraic topics such as algebraic expression, functions, and the theory of equations.

MAT102 Probability (3 credits)

This course focuses on the theory of probability. Topics include sample spaces, combinatory, axioms and rules of probability, conditional probability and independence, discrete and continuous random variables, mathematical expectation, and the moment generating function. Prerequisite: MAT101

MAT103 Statistics (3 credits)

This course covers the basic topics of applied statistics, including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. Prerequisites: MAT101

MAT104 College Algebra II (3 credits)

This is an introductory course to the nature of mathematics as a logical system. The structure of the number system is developed and extended by logical reasoning to cover essential algebraic topics: circle and ellipse, sequence, matrix, geometry, trigonometry, and differentiation.

MAT151 Calculus I (3 credits)

This course provides students with expanded functions with applications, and an introduction to differential calculus, with a laboratory component. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of changes, inverse functions, logarithms and exponential functions, the derivative, and differential equations. Prerequisite: MAT101

PHY103 Survey of Physics (3 credits)

This course is concerned with an introduction to the fundamental laws underlying physics and has general application in other areas of science. Mechanics and thermodynamics are treated quantitatively with a special emphasis on problem solving.

PHY191 Physics in Modern Technology (3 credits)

This purpose of this course is to expose students to the history of physics, starting with the ancient Greeks up to today. Major contributions of scientists through the years and an exploration of how they contributed to the evolution of physics are discussed.

Society and Personality Sciences

CS120 Introduction to Korean Literature (3 credits)

This course covers Korean literary works and the characteristics that make these works uniquely Korean. Topics include Korean books, plays, and poetry, as well as the place of literary works, both historical and contemporary, in Korean society.

PSY101 Introduction to Psychology (3 credits)

This entry-level course studies the contributions of modern psychology to the Christian perspective of man. The course will focus on the pastor's responsibility in counseling. It covers the psychological principles that underlay human behavior and students will develop skills in understanding people.

RS105 Sociology of Religion (3 credits)

With an introduction to sociology, this course will examine the meaning of religion as a dimension of social life: religion, myth, and symbolic reality; churches as organizations and institutions; the social identity of the faithful; and secularization and revival.

RS115 Race and Ethnic Relations (3 credits)

This course provides a sociological perspective on intergroup relations between different ethnic groups. Culturally based differences regarding communication styles, lifestyles, and ideology are explored, as well as mechanisms of discrimination as they influence power structures and inhibit equality. The history and current experiences of some of the ethnic groups represented in the United States are examined.

RPS105 Marriage and Family (3 credits)

This course focuses on the characteristics of problem areas and their solutions in courtship and marriage. It covers the social and economic problems of the American family, the relations between parents and children, and the relations between home and church. The course uses a case study approach to exploring and examining content.

RPS112 Psychology of Religious Experience (3 credits)

This is an introductory course designed to help students understand the many forms of religious experience with a survey of various theoretical, empirical, and clinical literatures on religion.

RPS115 Personality and Morality (3 credits)

This course is designed to explore human personality and its characteristics in human nature. Furthermore, this course tries to find a methodology that can help society respect diverse cultural and social circumstances with specific ethological identities. In this course, students will learn about the development of human nature and personality through scholars' various ethical, psychological, and sociological theories, which includes socio-scientific traditions in postmodernism. Ultimately, students will be exposed to a wide range of theories in this course that will inform their understandings of human nature.

RPS120 Stress Management (3credits)

This course is designed to provide basic information and knowledge about human stress as well as diverse ways of coping with it. This course will help students to learn how to identify stressors and cope with them effectively, even in the midst of demanding life tasks, problems, and ongoing challenges.

SOC101 Introduction to Sociology (3 credits)

This course explains the social organization, institutions, and social forces within our society. It evaluates the problems of society, including social deviance, urban growth, drug addiction, and adjustment to social changes.

PT203 Career Development (3 credit)

This course seeks to develop an understanding of HR/employment practices as students develop practical skills to facilitate their individual success, including writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting, and using Internet resources to land internships and jobs. This course is also designed to help students in the process of exploring and defining their career goals. This course explores personal interests, values, and abilities; examines methods of researching information on careers; and applies decision-making models.

University Core

UC220 Christian Leadership Seminar (3 credits)

A central focus of the HTU Mission Statement is developing selfless, Christ-like leaders who will bring the Gospel to the far corners to the world. Since Christ is the model of Christian leadership, this course emphasizes the problem-solving skills of our Lord, teaching students how to distill core issues of the problems facing the world today. This course will do this through reading materials, documentary viewing, and colloquia. The colloquia takes students into various academic disciplines: History, Anthropology, Sociology, Psychology, Quantum Physics, Philosophy, Comparative Religions, Theology and Biblical Studies, and provides the contextual framework needed to help students. Students then use this to create their own presentations in this course and ultimately their thesis. After the colloquia the class is divided into groups. Each group will choose a problem, provide in depth research regarding the problem and will propose a detailed, real (or at least realistic) solution in a comprehensive presentation before the class.

Intercultural Studies

ICSM205 Intercultural Communication (3 credits)

This course focuses on the foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory.

ICSM220 Introduction to Intercultural Ministries (3 credits)

This course is an introduction to the challenging opportunities and possibilities of involvement in intercultural ministries, with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives. Students will be challenged to consider their individual roles in the global community.

ICSM250 Introduction to Christian Mission (3 credits)

This is an introductory course to the mission of the church, with attention given to the Biblical foundations of mission, its historical developments, socio-cultural context, and methodological implementation. This course also identifies current issues confronting the church in mission, and the growth in ecumenism.

ICSM305 Intercultural Communication for Christian Ministry (3 credits)

This course focuses on the foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory, integrated with selected areas of personal encounter in cross-cultural settings.

ICSM310 Contextualization (3 credits)

This course is a study of contextualization from theoretical and practical perspectives, including an examination of the meanings and methods of contextualization as proposed in recent literature, an analysis of the proposals of prominent contextualizes, and the development of limited contextualized materials for selected target cultures. Prerequisite: MISS210

ICSM320 Introduction to Social Work (3 credits)

This course is a study of social casework principles, procedures, philosophy, welfare history, and administration in relation to a biblical view of humanity and the helping process.

ICSM330 Leadership and Community Development (3 credits)

Students will learn key features of developing leaders and ministry teams within the church. This course will also explore the theology and ideology of community organizing, offer training in community organizing techniques, and provide the opportunity to visit community organizing

ICSM350 Urban Life and the Mission of the Church (3 credits)

This course is a study of the impact of the inner city's demographics, race relations, and social and economic problems on the church's ministry, with emphasis on the evangelical church's effectiveness in the inner city. It examines mission as a modern science and surveys resources for understanding the ethos of the city, the international urbanization milieu, and the scriptural and social roles of the church. The students will also evaluate models of ministry in urban settings.

ICSM360 World Religions: Belief and Practices (3 credits)

This course is a study of religious perspectives in human experience and their bearing on the advocacy of the acceptance or rejection of the Gospel. It focuses on Christian evangelism in relation to religious beliefs and practices.

ICSM400 Theology of Cross-Cultural Ministry (3 credits)

This course is based on the teaching of the Scriptures for an understanding of how Christ intended the church to do mission work today. The biblical models of early mission work, along with biblical precepts, are used to construct a theological framework for developing a missionary congregation and for planting indigenous churches that will in turn carry out the Great Commission. Prerequisite: ICSM220

ICSM410 Cultural Anthropology (3 credits)

This course is an introduction to the principles of cultural anthropology, including cross-cultural analyses of such topics as religion, language, family, economics, and political systems. This course is also an introduction to culture and personality studies, structural functional analysis, and cultural ecology. Prerequisite: ICSM205

ICSM450 Independent Study (3 credits)

This course provides a way for well-motivated students to pursue a topic of interest that does not necessarily fit into a traditional academic setting for learning.

ICSM451/452 Practicum I, II (Mission Project I, II) (6 credits)

This course is a directed and practical study in a selected mission field. Students will participate in the mission project of the selected mission field, including identifying and evaluating ethnic groups, exploring how to contact them, how they make decisions, how to disciple them, and to nationalize the ministry for evangelizing to the world.

Philosophy

PHIL200 Moral Philosophy (3 credits)

This course introduces students the classical question of moral philosophy is: “What is the good?” It focuses on the major philosophers of the Western tradition, such as Plato, Aristotle,

St. Augustine, St. Aquinas, Kant, and the ways that they have framed discussions of the good for humans. Particular attention is given to the ways in which Christian thought has both shaped and been shaped by this discussion.

PHIL210 Science and Religion (3 credits)

This course introduces students to the relationship between science and religion. It focuses on the history of the relationship between Christianity and modern science, including the various approaches that have developed for relating the two disciplines. It introduces students to the key terms of the discussion and the methodologies that have been employed for reconciling these disciplines.

PHIL250 Christian Ethics: Contemporary Issues (3 credits)

This course introduces students to some of the major ethical questions confronting the church today. It draws on the history of Christian moral philosophy and biblical interpretation for resources to address these concerns. Prerequisite: PHIL200

PHIL310 Philosophy of Christian Thought (3 credits)

This is an upper-level course that provides in-depth analysis of the interrelationship between Christian theology and Western philosophy, looking at the ways in Ancient and Modern philosophy shaped Christian theology, as well as the ways in which Christian theological commitments have shaped Modern and Contemporary philosophy.

Preaching

PRCH200 Public Speech as Preaching (3 credits)

This course introduces students to the techniques of public speaking. It focuses both on the elements of writing a public address for various occasions and on how to deliver speeches, providing opportunity for students to practice. In both the writing and the delivery, special attention is given to logos, ethos, and pathos.

PRCH230 Preaching (3 credits)

This course introduces students to the practice and theology of preaching. As an undergraduate course, it focuses on developing the basic oral communication skills that will allow the student to develop confidence in extemporaneous speaking while giving a testimony,

presenting a devotional message, delivering a sermon, etc. The course also prepares students for further training in homiletics at the graduate level.

PRCH240 Story Telling as Communication (3 credits)

This course is an analysis of the structures and methods used to prepare biblical, "Big Idea" narrative messages from the Gospels. It includes a study of the unique features of biblical narrative as well as the exegetical, hermeneutical, and theological principles learned in New Testament Exposition and interpretation. Special emphasis is placed on the method of narrative preaching and its delivery. This study includes various practice scenarios and workshops in order for students to develop their preaching styles as narrative preachers.

PRCH300 Preaching Practicum (3 credits)

This course provides students with more practical experience in preaching. It goes into more detail than **PRCH200** in choosing a passage of scripture and developing a sermon based on the theological insights of that passage. It also provides more opportunities for practice in preaching.

2-3. GRADUATE PROGRAMS

(1) Master of Divinity (M.Div.)

Program Overview

The Master of Divinity (M.Div.) at Hudson Taylor University is a professional graduate degree designed to provide comprehensive theological education and ministerial preparation for ordained ministry, pastoral leadership, and global missions. Grounded in the supreme authority of Scripture and the historic Christian faith, the program integrates biblical studies, historical and systematic theology, and intercultural engagement to equip students for effective ministry in diverse contexts.

In fulfillment of the mission of Hudson Taylor University—to glorify and love God in all its endeavors and to educate students for service to Christ and humanity—the M.Div. program prepares students to participate in the advancement of God's Kingdom through faithful pastoral leadership and missional engagement. The curriculum emphasizes academically rigorous, biblically grounded, and culturally responsive theological education, forming students in Christ-like character, theological depth, and practical ministry competence.

Courses are offered primarily through residential instruction, with options for distance education. Distance education courses include regular and substantive interaction between faculty and students and are designed to support consistent learning outcomes, academic rigor, and effective student engagement across all instructional modalities.

Program Learning Outcomes

Upon completion of the M.Div. program, graduates will be able to:

1. **Biblical Knowledge** – Demonstrate a comprehensive and critical understanding of the Bible and Christian theology.
2. **Exegesis** – Interpret Scripture using advanced linguistic, hermeneutical, and exegetical methods.
3. **Communication** – Preach, teach, and communicate biblical truth effectively to diverse audiences.
4. **Pastoral Leadership** – Provide compassionate pastoral care and strategic leadership in complex ministry settings.
5. **Missional Engagement** – Engage in ministry and missions with cultural intelligence in global and multi-ethnic contexts.
6. **Integration** – Synthesize theological reflection with supervised ministry practice through a capstone experience.

Assessment

Student learning in the Master of Divinity program is assessed through a combination of direct and indirect measures aligned with program learning outcomes.

Direct measures include exegetical papers, theological research papers, sermons, ministry evaluations, supervised ministry assessments, examinations, and capstone projects that demonstrate students' ability to integrate biblical, theological, and practical ministry competencies.

Indirect measures include student surveys, course evaluations, and feedback from ministry supervisors, which provide insight into student learning, ministerial readiness, and program effectiveness.

Faculty regularly review assessment data to evaluate program effectiveness and to implement continuous improvements in curriculum, instructional delivery, and student support. This ongoing assessment process ensures alignment with the institutional mission and prepares graduates for faithful and effective service in pastoral, ecclesial, and global mission contexts.

Curriculum Requirements:

Total Credits: 75 semester credit hours

- **Standard Duration**: 3 years (full-time)
- **Maximum Duration**: 6 years from matriculation
- **Minimum GPA**: 2.5 on a 4.0 scale
- **Modality:** Residential, Hybrid, and Distance Education

Curriculum Structure (75 Credits)
The Master of Divinity program consists of **75 total credits**, including core theological studies, ministry practice, intercultural engagement, and a capstone experience.

Instructional Modalities
The M.Div. program is offered primarily through residential instruction, with selected courses available via distance education. Distance education courses are designed to provide regular and substantive interaction between instructors and students and to ensure that learning outcomes are equivalent to those of residential instruction.

Core Curriculum (21 Credits)

Course Code	Course Title	Credits
BS540	Biblical Hermeneutics	3
OT550	Old Testament Theology	3
NT550	New Testament Theology	3
ST500	Systematic Theology	3
ETH510	Christian Ethics and Cultural Engagement	3
LDS500	Christian Leadership Foundations	3
RES500	Research Methods in Theology and Ministry	3

Advanced Biblical and Theological Studies (12 Credits)

Course Code	Course Title	Credits
BSL601	Biblical Hebrew	3
BSL605	Biblical Greek	3
BS600	Advanced Exegesis (Old Testament or New Testament)	3
HPR500 / HPR502	Church History I or Church History II	3

Practical Theology and Ministry (12 Credits)

Course Code	Course Title	Credits
PT520	Preaching and Communication	3
PT540	Pastoral Theology and Ministry	3
PCC500	Pastoral Care and Counseling	3
PT545	Worship and Liturgy	3

Intercultural Studies and Missions (9 Credits)

Course Code	Course Title	Credits
MIS500	Mission Perspectives	3
ICS510	Intercultural Communication	3
ICS550	Cultural Anthropology for Mission	3

Christian Education and Leadership (6 Credits)

Course Code	Course Title	Credits
RCE600	Teaching and Learning Methods	3
LDS510	Leadership Development for Ministry	3

Supervised Ministry Practicum (9 Credits)

Course Code	Course Title	Credits
PT701	Ministry Formation I	2
PT702	Ministry Formation II	2
PT703	Ministry Formation III	2

Course Code	Course Title	Credits
PT705	Supervised Ministry Internship	3

Capstone Requirements (6 Credits)

Course Code	Course Title	Credits
PT790	Senior Integrative Seminar	3
RES700 / RES710	Thesis or Ministry Project	3

Institutional Requirement (Non-Credit)

Course Code	Course Title	Credits
IR501–IR506	Spiritual Formation (Chapel) – Required each semester	0

Spiritual Formation requirements may be fulfilled through approved residential or online participation formats designed to support spiritual growth, community engagement, and integration of the institution's mission across all instructional modalities.

Suggested Course Sequence

The following is a recommended three-year course sequence for full-time students.

Year 1 – Foundations

Fall Semester

Course	Credits
RES500 Research Methods in Theology and Ministry	3
BS540 Biblical Hermeneutics	3
OT550 Old Testament Theology	3
BSL605 Biblical Greek	3
IR501 Chapel	0
Total	**12**

Spring Semester

Course	Credits
ST500 Systematic Theology	3
NT550 New Testament Theology	3
LDS500 Christian Leadership Foundations	3
BSL601 Biblical Hebrew	3
IR502 Chapel	0
Total	**12**

Year 2 – Ministry Practice

Fall Semester

Course	Credits
HPR500 Church History I	3
PT520 Preaching and Communication	3
PT540 Pastoral Theology and Ministry	3
PT701 Ministry Formation I	2
IR503 Chapel	0
Total	**11**

Spring Semester

Course	Credits
ETH510 Christian Ethics and Cultural Engagement	3
PCC500 Pastoral Care and Counseling	3
MIS500 Mission Perspectives	3
PT702 Ministry Formation II	2
IR504 Chapel	0
Total	**11**

Year 3 – Integration and Application

Fall Semester

Course	Credits
BS600 Advanced Exegesis	3
ICS550 Cultural Anthropology for Mission	3
RCE600 Teaching and Learning Methods	3
PT703 Ministry Formation III	2
PT790 Senior Integrative Seminar	3
IR505 Chapel	0
Total	**14**

Spring Semester

Course	Credits
ICS510 Intercultural Communication	3
LDS510 Leadership Development for Ministry	3
PT545 Worship and Liturgy	3
PT705 Supervised Ministry Internship	3
RES700 / RES710 Thesis or Ministry Project	3

Course	Credits
IR506 Chapel	0
Total	**15**

(2) Master of Arts (M.A.) in Leadership

Program Overview

The Master of Arts (M.A.) in Leadership at Hudson Taylor University is designed to provide advanced graduate-level theological and leadership education grounded in the supreme authority of Scripture and the historic Christian faith. The program integrates biblical studies, theological reflection, and leadership theory to prepare students for effective leadership in churches, non-profit organizations, and diverse ministry contexts.

In fulfillment of the mission of Hudson Taylor University—to glorify and love God in all its endeavors and to educate students for service to Christ and humanity—the M.A. program equips students to participate in the advancement of God's Kingdom through faithful and strategic leadership. The program emphasizes academically rigorous, biblically grounded, and culturally responsive education, preparing students to lead with wisdom, integrity, and missional purpose in a rapidly changing global environment.

Courses are offered through in-person, hybrid, and distance education modalities. Distance education courses include regular and substantive interaction between faculty and students and are designed to maintain instructional consistency and comparable academic expectations across all delivery modalities.

Program Learning Outcomes

Upon completion of the M.A. program, graduates will be able to:

1. Exegesis: Interpret Scripture using sound socio-historical and literary hermeneutical methods.
2. Integration: Synthesize biblical and theological knowledge with leadership and ministry applications.
3. Character: Demonstrate servant leadership grounded in biblical principles and mature Christian character.
4. Contextualization: Apply theological insights to organizational and ministry challenges.
5. Communication: Communicate biblical and leadership principles effectively in ministry contexts.

Assessment

Student learning in the M.A. program is assessed through a variety of direct and indirect measures aligned with the program learning outcomes.

Direct measures include research papers, leadership case studies, presentations, examinations, and capstone projects that demonstrate students' ability to integrate theological knowledge with leadership practice.

Indirect measures include student surveys, course evaluations, and program feedback that provide insight into student experience and perceived learning outcomes.

Faculty regularly review assessment data to evaluate program effectiveness and to make continuous improvements in curriculum design, instructional delivery, and student support services. This ongoing assessment process ensures that the program remains aligned with the institutional mission and prepares graduates for effective leadership in ministry and organizational contexts.

Program Requirements

- **Total Credits:** 36 semester credit hours
- **Minimum GPA:** 2.5 on a 4.0 scale
- **Modality:** Residential, Hybrid, and Distance Education
- **Program Duration**: Typically 1.5–2 years

Instructional Modalities

All courses may be delivered through in-person, hybrid, or distance education formats. Students have the option to complete the program fully online. All distance education courses are designed to ensure regular and substantive interaction and equivalent academic quality.

Curriculum Structure

Core Curriculum (21 Credits)

Course Code	Course Name	Credit Hours
RES500	Research Methods in Theology and Ministry	3
BS540	Biblical Hermeneutics	3
OT550	Old Testament Theology	3

NT550	New Testament Theology	3
ST500	Systematic Theology	3
LDS500	Christian Leadership Foundations	3
ETH510	Christian Ethics and Cultural Engagement	3

Major Courses: Leadership (9 Credits)

Course Code	Course Name	Credit Hours
LDS600	Biblical Leadership and Servant Leadership	3
LDS620	Organizational Leadership for Ministry	3
LDS640	Strategic Planning and Ministry Development	3

Capstone Requirement (6 Credits)

Course Code	Course Name	Credit Hours
RES700	Ministry Research Thesis **or**	6
RES710	Applied Ministry Project	6

Must be taken in the final semester; a proposal must be approved by the Faculty Advisor one semester prior.

Institutional Requirement

Course Code	Course Name	Credit Hours
IR501–504	Spiritual Formation (Chapel)	0 (Pass/Fail)

Required every semester of enrollment; essential for graduation.

Spiritual Formation requirements may be fulfilled through approved residential or online participation formats designed to support spiritual growth, community engagement, and integration of the institution's mission across all instructional modalities.

Suggested Course Sequencing (36 Credits)

Year/Semester	Courses	Credits
Year 1 – Fall	RES500 Research Methods in Theology and Ministry, BS540 Biblical Hermeneutics, OT550 Old Testament Theology, IR501 Spiritual	9

	Formation / Chapel	
Year 1 – Spring	NT550 New Testament Theology, ST500 Systematic Theology, LDS500 Christian Leadership Foundations, IR502 Spiritual Formation / Chapel	9
Year 2 – Fall	ETH510 Christian Ethics and Cultural Engagement, LSD600 Biblical Leadership and Servant Leadership, LSD 620 Organizational Leadership for Ministry IR503 Spiritual Formation / Chapel	9
Year 2 – Spring	LSD 640 Strategic Planning and Ministry Development, RES700 Ministry Research Thesis or RES710 Applied Ministry Project, IR504 Spiritual Formation / Chapel	9

Notes for Students

1. All students must complete the required major courses (9 credits).
2. Capstone must be completed in the final semester.
3. Spiritual Formation is required each semester.
4. Program must be completed within five years.

(3) Master of Arts (M.A.) in Digital Ministry

Program Overview

The Master of Arts (M.A.) in Digital Ministry and Artificial Intelligence at Hudson Taylor University is designed to provide advanced graduate-level theological education that engages the intersection of theology, digital culture, and emerging technologies. Grounded in the supreme authority of Scripture and the historic Christian faith, the program equips students to think critically and theologically about digital transformation and its impact on ministry, community, and human identity.

In fulfillment of the mission of Hudson Taylor University—to glorify and love God in all its endeavors and to educate students for service to Christ and humanity—the program prepares students to participate in the advancement of God's Kingdom through innovative and faithful digital ministry. The curriculum emphasizes biblically grounded, academically rigorous, and culturally responsive study, equipping students to engage contemporary society through digital platforms, artificial intelligence, and global communication networks.

Courses are offered through in-person, hybrid, and distance education modalities. Distance education courses include regular and substantive interaction between faculty and students and designed to support academic rigor, meaningful student engagement, and consistent learning outcomes across all instructional modalities.

Program Learning Outcomes

Upon completion of the M.A. program, graduates will be able to:

1. **Exegesis**: Interpret Scripture using sound socio-historical and literary hermeneutical methods.
2. **Integration:** Integrate biblical and theological knowledge with digital ministry and technological applications.
3. **Character**: Demonstrate Christ-centered leadership in digital and global environments.
4. **Contextualization:** Apply theological insights to digital culture, AI, and contemporary ministry challenges.
5. **Communication:** Effectively communicate biblical truth across digital platforms.

Assessment

Student learning in the M.A. program is assessed through a variety of direct and indirect measures aligned with the program learning outcomes.

Direct measures include research papers, digital ministry projects, case study analyses, presentations, and capstone projects that demonstrate students' ability to integrate theological reflection with digital ministry practice and technological application.

Indirect measures include student surveys, course evaluations, and program feedback that provide insight into student learning experiences and program effectiveness.

Faculty regularly review assessment data to evaluate the effectiveness of the program and to implement continuous improvements in curriculum, instructional delivery, and student support. This ongoing assessment process ensures that the program remains aligned with the institutional mission and effectively prepares graduates for leadership in digital ministry and technologically engaged contexts.

Program Requirements:

- **Total Credits:** 36 semester credit hours

- **Minimum GPA:** 2.5 on a 4.0 scale
- **Modality:** Residential, Hybrid, and Distance Education
- **Program Duration**: Typically 1.5–2 years

Instructional Modalities

All courses may be delivered through in-person, hybrid, or distance education formats. Students have the option to complete the program fully online. All distance education courses are designed to ensure regular and substantive interaction and equivalent academic quality.

Curriculum Structure

Core Curriculum (21 Credits)

Course Code	Course Name	Credit Hours
RES500	Research Methods in Theology and Ministry	3
BS540	Biblical Hermeneutics	3
OT550	Old Testament Theology	3
NT550	New Testament Theology	3
ST500	Systematic Theology	3
LDS500	Christian Leadership Foundations	3
ETH510	Christian Ethics and Cultural Engagement	3

Major Courses: Digital Ministry (9 Credits)

Course Code	Course Name	Credit Hours
DGM600	Theology of Technology and Digital Culture	3
DGM620	Digital Ministry Strategy	3
DGM650	Artificial Intelligence and Christian Ministry	3

Capstone Requirement (6 Credits)

Course Code	Course Name	Credit Hours
RES700	Ministry Research Thesis **or**	6
RES710	Applied Ministry Project	6

Must be taken in the final semester; a proposal must be approved by the Faculty Advisor one semester prior.

Institutional Requirement

Course Code	Course Name	Credit Hours
IR501–504	Spiritual Formation (Chapel)	0 (Pass/Fail)

Required every semester of enrollment; essential for graduation.
Spiritual Formation requirements may be fulfilled through approved residential or online participation formats designed to support spiritual growth, community engagement, and integration of the institution's mission across all instructional modalities.

Suggested Course Sequencing (36 Credits)

Year/Semester	Courses	Credits
Year 1 – Fall	RES500 Research Methods in Theology and Ministry, BS540 Biblical Hermeneutics, OT550 Old Testament Theology, IR501 Spiritual Formation / Chapel	9
Year 1 – Spring	NT550 New Testament Theology, ST500 Systematic Theology, LDS500 Christian Leadership Foundations, IR502 Spiritual Formation / Chapel	9
Year 2 – Fall	ETH510 Christian Ethics and Cultural Engagement, DGM600 Theology of Technology and Digital Culture, DGM 620 Digital Ministry Strategy, IR503 Spiritual Formation / Chapel	9
Year 2 – Spring	LSD 640 Strategic Planning and Ministry Development, RES700 Ministry Research Thesis or RES710 Applied Ministry Project, IR504 Spiritual Formation / Chapel	9

Notes for Students

1. All students must complete the required major courses (9 credits).
2. Capstone must be completed in the final semester.
3. Spiritual Formation is required each semester.
4. Program must be completed within five years.

2-4. GRADUATE COURSE DESCRIPTIONS

(1) Core Course (21 Credits) – MA and M.DIV

BS540 Biblical Hermeneutics (3 credits)

This course equips students with advanced skills to interpret Scripture using sound socio-historical and literary hermeneutical principles. Students critically engage historical-grammatical methods, genre-specific analysis, and theological reflection to formulate faithful and contextually relevant biblical interpretations for diverse ministry settings.

OT550 Old Testament Theology (3 credits)

An in-depth examination of the major theological themes of the Old Testament within their historical and canonical contexts. Students learn to integrate Old Testament theology into contemporary preaching, teaching, and missional practice.

NT550 New Testament Theology (3 credits)

Analysis of central theological trajectories of the New Testament, including Christology, Ecclesiology, and Eschatology. Students synthesize exegetical insights with biblical theology to address contemporary ministerial and ethical challenges.

ST500 Systematic Theology (3 credits)

Comprehensive study of core Christian doctrines (God, Humanity, Sin, Christ, Spirit, Church). Students articulate and defend classical Christian orthodoxy while applying theological truths to leadership and cultural engagement in a global context.

ETH510 Christian Ethics and Cultural Engagement (3 credits)

Students construct a biblical and theological framework for ethical decision-making. Addresses complex contemporary moral issues such as social justice, bioethics, and digital ethics, equipping leaders to engage diverse cultures with integrity and prophetic wisdom.

LDS500 Christian Leadership Foundations (3 credits)

Develops leadership competencies grounded in biblical servant-leadership models and Christ-like character. Students apply organizational theory and spiritual formation disciplines to lead healthy, mission-driven faith communities.

RES500 Research Methods in Theology and Ministry (3 credits)

Students master graduate-level research, academic writing, and critical thinking. Integration of primary and secondary sources into theological reflection and evidence-based ministry practice.

(2) Biblical & Theological Courses - M.DIV

BSL605 Biblical Greek (3 credits)

Foundational study of Koine Greek morphology and syntax. Develops ability to read and analyze the New Testament in its original language, enhancing preaching and teaching accuracy.

BSL601 Biblical Hebrew (3 credits)

Introduction to grammar, vocabulary, and syntax of Biblical Hebrew. Enables deeper engagement with the Hebrew Scriptures through original language tools.

BS600 Advanced Exegesis (OT or NT) (3 credits)

Detailed exegetical analysis of selected biblical books using original language tools. Integrates linguistic, historical, and literary methods for academic and pastoral application.

HPR500/502 Church History I & II (3 credits each)

Surveys the historical development of the Christian Church from the Apostolic Age to the present. Analyzes key figures, councils, and theological shifts to inform contemporary ministry.

(3) Practical Theology - M.DIV

PT520 Preaching and Communication (3 credits)

Develops core competencies in homiletics, including text-to-sermon preparation, audience exegesis, and effective oral communication across diverse contexts.

PT540 Pastoral Theology and Ministry (3 credits)

Integrative study of pastoral identity and ministry practice. Covers liturgical leadership, church administration, and spiritual oversight.

PT540 Pastoral Theology and Ministry (3 credits)

Provides foundational skills in pastoral care, including active listening, crisis intervention, and spiritual direction.

PCC500 Pastoral Care and Counseling (3 credits)

Provides foundational skills in pastoral care, including active listening, crisis intervention, and spiritual direction.

PT545 Worship and Liturgy (3 credits)

Explores biblical, theological, and historical foundations of worship. Teaches design and leadership of theologically and culturally sound worship experiences.

(4) Major Courses: Leadership (9 Credits)

Leadership and Organizational Development

LDS600 Biblical Leadership and Servant Leadership (3 credits)

Analyzes biblical leadership models (Moses, Nehemiah, Paul, Jesus) and applies servant-leadership principles to organizational governance and pastoral authority.

LDS620 Organizational Leadership for Ministry (3 credits)

Develops skills in systems thinking, team building, conflict resolution, and change management within church and non-profit contexts.

LDS640 Strategic Planning and Ministry Development (3 credits)

Students learn to design and implement strategic ministry plans integrating mission, vision, values, and measurable outcomes.

(5) Major Courses: Digital Ministry Leadership (9 Credits)

DGM600 Theology of Technology and Digital Culture (3 credits)

Theological investigation into technology's impact on human identity and community; develops a framework for faithful Christian digital presence.

DGM620 Digital Ministry Strategy (3 credits)

Equips students to utilize digital platforms for evangelism, online discipleship, and community building.

DGM650 Artificial Intelligence and Christian Ministry (3 credits)

Examines ethical, theological, and practical implications of AI in ministry administration and research.

Capstone (6 Credits)

RES700 Ministry Research Thesis or RES710 Applied Ministry Project

Major research or applied project demonstrating integration of biblical, theological, and practical competencies in ministry or academic contexts.

(6) Missions (M.DIV)

MIS500 Mission Perspectives (3 credits)

Studies the biblical mandate, historical expansion, and strategic challenges of global missions. Develops missional frameworks for local and global engagement.

ICS510 Intercultural Communication (3 credits)

Equips students to communicate the Gospel effectively across cultural boundaries. Focuses on cultural intelligence and multi-ethnic ministry skills.

ICS550 Cultural Anthropology for Mission (3 credits)

Applies anthropological concepts to understand cultural systems, worldviews, and social structures. Enables contextualized ministry strategies without compromising biblical truth.

(7) Supervised Ministry - M.DIV

PT701-703 Ministry Formation I, II, III (2 credits each)

Progressive, supervised field experiences focusing on personal spiritual formation and core ministry skill development. Includes 90 hours of ministry per course with logs, reflection papers, and mentor evaluations.

PT705 Supervised Ministry Internship (3 credits)

Culminating field experience requiring 135 hours of active ministry leadership. Demonstrates mastery of pastoral competencies via structured internship and portfolio evaluation.

PT790 Senior Integrative Seminar (3 credits)

Capstone course synthesizing theological education with practical ministry experience. Students articulate a mature theology of ministry and demonstrate vocational readiness through an integrative project.

(8) Christian Education & Leadership - M.DIV

RCE600 Teaching and Learning Methods (3 credits)

Studies pedagogical and andragogical theories for effective teaching in the church. Develops skills in curriculum design, instructional technology, and learner-centered engagement.

LDS510 Leadership Development for Ministry (3 credits)

Focuses on identifying, recruiting, and mentoring leaders in local church contexts. Students design comprehensive leadership development plans.

3. ADMISSIONS, STUDENT INFORMATION, REGULATIONS

3-1. ADMISSIONS

(1) Admissions Information

General Admissions Policies

Hudson Taylor University (HTU) welcomes applicants who demonstrate academic ability, Christian character, and a sincere desire to pursue Christ-centered higher education. The University maintains an open admissions policy for qualified applicants and does not discriminate on the basis of race, color, sex, age, disability, or national or ethnic origin, consistent with its biblical mission and applicable law.

Applicants are evaluated on the basis of:

- Academic preparation and prior educational achievement
- Christian testimony and moral character
- Commitment to Jesus Christ and the mission of the University
- Personal readiness for higher education
- References and supporting application materials

Meeting the minimum admission requirements does not guarantee admission. Admission decisions are based on the applicant's overall qualifications and the University's published admissions standards.

The Admissions Committee reviews completed applications and may require an interview or additional documentation when necessary. Approved applications remain valid for one (1) year from the date of acceptance.

Hudson Taylor University reserves the right to deny admission to applicants who do not meet institutional, academic, or ethical standards.

Online Admissions Process

Hudson Taylor University utilizes the Populi Admissions System to provide a secure, paperless, and efficient admissions process.

Applicants may begin by submitting an online inquiry and then complete the online application through the HTU Admissions Portal.

The online admissions process includes:

- Online application submission
- Electronic document upload
- Online recommendation requests
- Electronic admissions notifications
- Admissions Committee review
- Electronic admission decision
- Online enrollment

Applicants are responsible for monitoring both the Admissions Portal and the email address provided on their application. Official admissions communications are delivered electronically through these systems.

Applications are considered complete only after all required documents have been received.

(2) Undergraduate Admission

Educational Requirements

Applicants must satisfy one of the following:

- Graduation from an accredited high school; or
- Successful completion of the General Educational Development (GED) examination.

Applicants educated outside the United States may be required to submit official English translations and a professional transcript evaluation demonstrating equivalency to a U.S. high school diploma.

Undergraduate Application Requirements

Applicants must submit:

- Completed online application
- Non-refundable application fee
- Official high school transcript

- Official transcripts from all colleges attended (if applicable)
- Professional transcript evaluation (when required)
- Two online recommendation forms
- Personal testimony and educational statement
- Student Enrollment Agreement
- Any additional documentation requested by the Admissions Office

Official transcripts should be submitted directly by the issuing institution or through an approved electronic transcript service unless otherwise authorized by the Admissions Office.

(3) Graduate Admission

Applicants for graduate programs must hold a bachelor's degree (or its equivalent) from an accredited institution.

International degrees may require professional transcript evaluation.

Graduate applicants must submit:

- Completed online application
- Non-refundable application fee
- Official transcripts from all post-secondary institutions
- Proof of bachelor's degree completion
- Two online recommendation forms
- Personal statement describing Christian testimony, ministry experience, and vocational calling Student Enrollment Agreement

Applicants enrolling in English-language programs who are not native English speakers must satisfy the University's English language requirements.

Applicants must:

- Hold a bachelor’s degree (or equivalent) from an accredited institution
- International degrees must be evaluated for U.S. equivalency if required.

(4) International Student Admissions

Hudson Taylor University is authorized to enroll F-1 international students and issue Form I-20.

International applicants must submit:

- Passport copy
- Official academic transcripts
- Professional transcript evaluation (when required)
- Proof of English proficiency
- Financial documentation demonstrating sufficient funds to cover tuition, fees, and estimated living expenses for at least the first academic year
- Affidavit of Financial Support (if sponsored)
- Passport copies for dependents (if applicable)
- Copy of I-94 (if currently in the United States)
- Immunization records (prior to enrollment)
- Required application and international student processing fees

International applicants are encouraged to complete the admissions process at least four (4) months before the intended enrollment date.

Form I-20 will be issued only after all admission requirements and immigration documentation have been completed and approved by the University's Principal Designated School Official (PDSO).

Applicants transferring their SEVIS record from another U.S. institution must complete the University's SEVIS transfer procedures before Form I-20 can be issued.

English Language Requirements

Applicants enrolling in the English-language track who are not native English speakers must demonstrate English proficiency through one of the following:

- IELTS 6.5 or higher
- TOEFL 550 (paper) or 79–80 (internet-based)
- HTU English Proficiency Examination: Applicants complete Writing and Speaking assessments as part of the admission application process. The assessments are reviewed by designated HTU personnel to determine whether the applicant demonstrates sufficient English proficiency to successfully undertake college-level study in English.

Applicants enrolled in the Korean-language track are not required to demonstrate English proficiency.

(5) Nonstandard Admissions

Hudson Taylor University does not offer:

- Ability-to-Benefit admissions
- Probationary admissions
- Concurrent enrollment between high school and university
- Academic credit based solely upon prior experiential learning

All applicants must satisfy the University's published admission requirements.

(6) Admissions Review & Decision

After all required application materials have been received, the Admissions Office reviews each application for completeness and verifies academic records, recommendations, English language requirements, and international student documentation when applicable.

Completed applications are forwarded to the Admissions Committee for review.

Applicants are notified electronically through the Admissions Portal and email of one of the following admission decisions:

- Accepted
- Deferred
- Declined
- Withdrawn

Official admission letters are issued electronically through the University's admissions system.

(7) Enrollment Status

Applicants offered admission must complete all enrollment requirements before registration.

Enrollment requirements include:

- Acceptance of the admission offer
- Submission of any outstanding documentation
- Electronic acknowledgment of the Student Enrollment Agreement
- Payment of applicable tuition and fees

- Course registration
- Participation in New Student Orientation

International students must satisfy all immigration requirements before Form I-20 is issued.

(8) Definition of a Credit Hour

Hudson Taylor University bases its definition of a credit hour on the standard "Carnegie Unit." A semester unit of credit is equal to a minimum of three hours of work per week for a semester. A "unit" of credit equates to three hours of student work per week (1 hour lecture plus 2 hours of homework or 3 hours of lab) for 16 weeks. For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week for homework.

(9) Statement of Non-Discrimination

Hudson Taylor University does not discriminate against anyone on the basis of race, color, sex, age, disability, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship programs, employment procedures, or any other school-administered program. Hudson Taylor University is a Christ-centered and Bible-based educational community, and as such, in the furtherance of its stated Mission and Institutional Goals; and in order to maintain adherence to its Biblical Foundations Statement and Ethical Standards, requires applicants to be personally committed in faith to Jesus Christ.

(10) Reasonable Accommodation Policy

As part of its policy of nondiscrimination, and in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hudson Taylor University will make reasonable accommodations to ensure equal opportunity and access for qualified students to applicable programs, services, activities, and facilities. After acceptance and prior to entering classes, a student with a disability must submit written requests for modifications or auxiliary aids to HTU Administration. Documentation of a disability is required in order to receive the appropriate modifications. Service animals are permitted on the HTU campus if the appropriate documentation has been filed. Students with documented disabilities may use the marked parking spaces in the visitor parking lot.

Hudson Taylor University cannot make substantial adjustments in existing programs beyond those necessary to eliminate discrimination against otherwise qualified students, and will not modify existing programs to the extent that it places an undue financial or administrative

burden on the University. Hudson Taylor University assumes no responsibility for personal care attendants, health-care providers, personal devices, individually prescribed devices, and readers for personal use or study, or private tutors. Please see Appendix 2: Academic Support for Students with Disabilities.

3-2. TRANSFER CREDIT POLICIES

(1) Transfer Admission

Transfer applicants must complete the standard admissions process and submit official transcripts from all previously attended institutions.

Transfer credit is evaluated based upon:

- Institutional accreditation or legal authorization
- Faculty qualifications
- Course content
- Academic rigor
- Program compatibility

Generally:

- Undergraduate transfer credit requires a minimum grade of C (2.0).
- Graduate transfer credit requires a minimum grade of B- (2.7).

A maximum of:

- 70% of undergraduate degree requirements
- 50% of graduate degree requirements

(2) Transfer of Credit Policy

Hudson Taylor University recognizes appropriate academic work completed at other institutions and evaluates transfer credit in accordance with institutional academic standards, accreditation expectations, and applicable state regulations. Transfer credit is awarded only when it is determined to be comparable in content, rigor, instructional level, and learning outcomes to courses offered at Hudson Taylor University.

Students should not assume that credits will automatically transfer to or from any educational institution. Before enrolling, applicants are encouraged to consult with the Office of Admissions regarding the transferability of previously earned credits.

The final decision regarding the acceptance and application of transfer credit rests with the Admissions Committee in consultation with the Registrar and the Academic Dean, when appropriate.

(3) General Criteria for Transfers

Transfer credit is evaluated based upon the following factors:

- Institutional accreditation or legal authorization
- Faculty qualifications
- Course objectives and learning outcomes
- Course content and instructional level
- Credit hours earned
- Grades received
- Applicability to the student's degree program
- Hudson Taylor University's residency requirements

The accreditation status of the institution from which credit was earned is an important consideration but is not the sole determining factor in the evaluation of transfer credit.

Maximum Transfer Credit

Students may transfer credit subject to the following institutional residency requirements:

- Undergraduate students may transfer up to 70% of the total credits required for a bachelor's degree. A minimum of 30% of the credits required for the degree must be completed at Hudson Taylor University.
- Graduate students may transfer up to 50% of the total credits required for a graduate degree. A minimum of 50% of the credits required for the degree must be completed at Hudson Taylor University.

Transfer credit does not automatically satisfy program-specific graduation requirements.

Transfer from Accredited Institutions

Applicants seeking transfer credit from accredited colleges or universities must submit an official transcript demonstrating satisfactory completion of coursework.

Transfer credit will generally be accepted when:

- Undergraduate courses have been completed with a minimum grade of C (2.0).
- Graduate courses have been completed with a minimum grade of B− (2.7).
- Courses are substantially equivalent in content, rigor, instructional level, and learning outcomes to Hudson Taylor University courses.
- Courses are applicable to the student's degree program.

Transfer credit is not awarded for:

- Prior experiential learning
- Ability-to-benefit programs

- Non-collegiate instruction
- CLEP or similar examination credits, unless specifically approved under institutional policy

Credits earned under the quarter system will be converted to semester credits using a 67% conversion factor, rounded to the nearest whole credit when appropriate.

Students wishing to appeal a transfer credit decision may submit additional supporting documentation to the Office of Admissions. Appeals that do not provide new information will not be reconsidered.

Transfer from Unaccredited Institutions

Credits earned at institutions that are not institutionally accredited will not be automatically rejected. Each application will receive an individual academic review.

In addition to the standard transfer evaluation, the Admissions Committee will consider:

- Evaluation of the institution's catalog
- State authorization or official exemption
- Faculty qualifications
- Course content
- Instructional rigor
- Learning outcomes
- Academic level comparable to Hudson Taylor University

Transfer credit from an unaccredited institution may be accepted only when the Admissions Committee determines that the coursework is substantially equivalent in quality, content, rigor, and learning outcomes to comparable Hudson Taylor University coursework.

Hudson Taylor University reserves the right to deny transfer credit from institutions determined to lack acceptable academic quality or whose academic practices fail to meet institutional standards.

Articulation Agreements

Hudson Taylor University maintains approved Articulation Agreements with selected partner institutions.

Transfer credit under an approved Articulation Agreement may be accepted beyond the general transfer evaluation process when authorized by the University. Such credit remains subject to review of course equivalency, learning outcomes, faculty qualifications, and degree program requirements.

Acceptance of transfer credit under an Articulation Agreement does not waive Hudson Taylor University's residency requirements or graduation requirements.

Additional Transfer Policies

The following additional policies apply:

1. Courses completed under the quarter system will be converted to semester credits using the University's approved conversion formula.
2. Transfer credit may not exceed 70% of undergraduate degree requirements or 50% of graduate degree requirements.
3. Certain major, capstone, practicum, internship, ministry formation, thesis, or other program-specific courses that represent distinctive institutional learning outcomes may be required to be completed at Hudson Taylor University.
4. Requests for transfer credit evaluation should be submitted before the end of the student's first semester of enrollment.
5. Acceptance of transfer credit does not automatically guarantee fulfillment of degree, major, concentration, licensure, or graduation requirements.

Transfer-out Procedure

Students who intend to transfer to another institution should submit a Transfer-Out Request Form to the Office of the Registrar as early as possible to allow sufficient time for review and processing.

To complete the transfer-out process, students must satisfy the following requirements:

- Submit a completed Transfer-Out Request Form.
- Provide proof of admission to the receiving institution (such as an official acceptance letter or admission notification).
- Satisfy all outstanding financial obligations to Hudson Taylor University.
- Return all library materials and receive clearance from the Library.
- Return the Student Identification Card, if applicable.
- Obtain clearance from the Registrar's Office.

International students must also comply with applicable SEVIS transfer procedures and should consult the University's Designated School Official (DSO) regarding transfer release dates and immigration requirements.

Official transcripts will be released only after all financial obligations to the University have been satisfied.

Hudson Taylor University cannot guarantee that credits earned at the University will be accepted by another institution. The acceptance of transfer credit is determined solely by the receiving institution.

3-3. TUITIONS, FEES, & FINANCIAL INFORMATION

Students are responsible for meeting all financial obligations to Hudson Taylor University. Students with outstanding financial obligations may not be permitted to register for future classes or receive official transcripts, diplomas, enrollment verifications, or other official

academic documents until all financial obligations have been satisfied, unless otherwise required by applicable law.

Students with unresolved financial obligations may also be ineligible for graduation, placement recommendations, or other institutional services until their accounts have been cleared.

Hudson Taylor University is committed to maintaining transparent, equitable, and student-centered financial practices. Tuition, fees, refunds, and financial obligations are administered in accordance with applicable federal and state regulations, GNPEC requirements, accreditation standards, and institutional policies.

(1) Payment Policy

Students are required to satisfy their financial obligations or make approved payment arrangements before registering for classes.

Payment may be made by one of the following methods:

- Cash (in person at the Business Office)
- Personal or Cashier's Check (payable to Hudson Taylor University)
- Credit or Debit Card
- Approved Electronic Payment Methods

Late registration or late payment may result in additional fees as published in the current Tuition and Fee Schedule.

Payment plans may be available upon approval by the Business Office.

(2) Tuition & Fees

The following tuition and fee schedule is currently in effect. Tuition and fees are established by the University and approved by the Board of Directors. Hudson Taylor University reserves the right to revise tuition and fees when necessary. Updated schedules will be published as appropriate.

Financial counseling is available upon request.

Program	Standard Tuition	Partner Institution Tuition*

Bachelor of Arts in Biblical Studies (B.A.B.S.)	$200 per credit hour	$200 per credit hour
Master of Divinity (M.Div.)	$400 per credit hour	$350 per credit hour
Master of Arts in Leadership	$400 per credit hour	$350 per credit hour
Master of Arts in Digital Ministry	$400 per credit hour	$350 per credit hour

Partner Institution Tuition

Partner Institution Tuition applies only to students enrolled under officially approved partnership or articulation agreements authorized by Hudson Taylor University.

General Fees

Fee	Amount
Application Fee (non-refundable)	$100
Technology Fee (per semester)	$300
Student Services & Ministry Fee (per semester)	$100
Semester Registration Fee (per semester)	$100
Graduation Fee	$300
Late Registration Fee	$200
Returned Check Fee	$35
Official Transcript Request	$20
Official Document Processing	$20
Replacement Student ID Card	$10

International Student Fees

The following fees apply only to F-1 international students, where applicable.

Fee	Amount
SEVIS Form I-20 Processing Fee	$200 per I-20
International Student Services Fee (per semester)	$100
Change of Status (COS) Processing Fee	$1,000
Form I-20 Reissue Fee	$50
Form I-20 Extension Processing Fee	$200
Optional Practical Training (OPT) Recommendation Processing Fee	$500
Reinstatement Processing Fee	$500
USCIS RFE Response Fee – Level 1	$300
USCIS RFE Response Fee – Level 2	$600
USCIS RFE Response Fee – Level 3	$1,000

Note: University processing fees are separate from government filing fees charged by the U.S. Citizenship and Immigration Services (USCIS), SEVIS, or other governmental agencies. Government fees remain the responsibility of the student.

Transfer-Out Fees

The following fees apply to international students requesting transfer of their SEVIS record to another institution.

Fee	Amount
Transfer-Out Request Fee	$150
SEVIS Transfer Processing Fee	$200
Transfer-Out Records Processing Fee	$150
Total Transfer-Out Fee	**$500**

(3) Refund Policy

Hudson Taylor University's refund policy complies with applicable federal regulations, the Georgia Nonpublic Postsecondary Education Commission (GNPEC) Minimum Standards and Criteria, and institutional polices.

Hudson Taylor University's refund policy complies with applicable federal regulations, the Georgia Nonpublic Postsecondary Education Commission (GNPEC) Minimum Standards and Criteria, and institutional polices.

Enrollment Cancellation

Students may cancel their Enrollment Agreement at any time before the first day of instruction by providing written notice to the University.

Students who cancel before the first day of instruction will receive a refund of all tuition and fees paid, except for the non-refundable Application Fee.

Withdrawal from All Classes

Students withdrawing from all classes after instruction has begun may be eligible for a partial tuition refund.

Written notification of withdrawal must be submitted to the Office of the Registrar or Business Office.

Tuition refunds are calculated based upon the student's official withdrawal date or last date of attendance, as determined under applicable institutional and federal regulations.

Students remain responsible for:

- Non-refundable application fees
- Textbooks or supplies accepted by the student
- Tuition liability determined under the University's Refund Schedule

Tuition Refund Schedule

Tuition refunds are calculated on a pro-rata basis through 50% completion of the payment period or enrollment period, whichever is applicable.

Students withdrawing after completing more than 50% of the academic period are not eligible for a tuition refund.

Any refund due will be issued within 30 calendar days after the student's official withdrawal.

Return of Title IV Funds (R2T4)

Upon approval to participate in the federal Title IV Financial Aid Programs, students receiving federal financial assistance will also be subject to the University's Return of Title IV Funds (R2T4) Policy, which is administered in accordance with applicable federal regulations. When applicable, federal regulations governing the return of Title IV funds will supersede institutional refund calculations.

Extenuating Circumstances

Hudson Taylor University recognizes that extraordinary circumstances may prevent a student from completing an academic term.

Examples include:

- Serious illness or injury
- Death of an immediate family member

- Military service
- Natural disaster
- Other documented extraordinary circumstances

The University may, at its sole discretion, approve an exception to the standard refund policy when appropriate documentation is provided.

Students dismissed for academic or disciplinary reasons remain subject to the University's refund policy.

Program Cancellation

If Hudson Taylor University cancels a course or academic program, or makes a substantive change that prevents a student from completing the program as originally offered, the University will:

- Provide reasonable opportunities for the student to complete the program;
- Develop an appropriate Teach-Out Plan when required;
- Arrange a Teach-Out Agreement with another accredited institution when appropriate;
- Refund tuition and applicable fees if no reasonable alternative can be provided.

Teach-Out Plans will be developed in accordance with applicable accreditation standards and state regulations.

Institutional Closure

Should Hudson Taylor University discontinue operations, students will receive timely notification and guidance.

The University will maintain secure access to permanent academic records, including:

- Official Transcripts
- Enrollment Records
- Academic History
- Degree Verification

Appropriate arrangements will be made for student record maintenance and, where applicable, transfer opportunities.

Continuity of Instruction

Hudson Taylor University is committed to maintaining instructional continuity during emergencies, technology disruptions, natural disasters, or other catastrophic events.

Alternative instructional methods may include:

- Distance Education
- Synchronous Online Instruction
- Asynchronous Learning
- Alternative Academic Calendars

Students will receive timely notification regarding any interruption affecting instruction.

(4) Scholarships

Hudson Taylor University may award institutional scholarships to eligible students based on academic achievement, attendance, service, leadership, and demonstrated commitment to the mission and community life of the University.

Scholarships are awarded as institutional tuition credits only. Scholarships are not awarded as cash payments to students and may not be used for non-tuition expenses unless specifically approved by the University in writing.

Scholarship recipients may be selected through student application, faculty or administrative recommendation, or other institutional review procedures established by the University.

All scholarship awards are subject to availability of institutional funds, student eligibility, satisfactory academic standing, satisfactory attendance, and compliance with University policies.

Hudson Taylor University does not currently maintain private endowments for scholarship funding. HTU does not currently offer hardship-based or need-based institutional scholarships. Students seeking information regarding scholarships should contact the Office of the Registrar or the Office of Student Affairs.

Scholarship Committee

The Scholarship Committee is composed of the President, Director of Academic Affairs, Director of Admissions, and Director of Student Affairs, or their designated representatives.

The Committee reviews scholarship applications and recommendations based on published criteria. Scholarship decisions are made by consensus of the Committee whenever possible. Final scholarship awards are subject to institutional approval and availability of funds.

The Committee considers the following factors:

- Academic record
- Attendance record
- Service to the community
- Leadership and personal character
- Commitment to the mission and community life of Hudson Taylor University

Scholarship Committee

To receive and maintain a scholarship, a student must:

- Be admitted to and enrolled in an eligible academic program;
- Maintain satisfactory academic standing;
- Comply with the University's attendance policy;
- Remain in good conduct standing;
- Meet all specific scholarship criteria;
- Submit all required scholarship documents by the published deadline.

A scholarship may be reduced, suspended, or canceled if the student violates the attendance policy, is placed on academic warning or probation, withdraws from the University, changes enrollment status, or otherwise fails to meet scholarship requirements.

Scholarship awards may affect a student's financial aid package. Upon approval to participate in federal Title IV financial aid programs, institutional scholarships will be coordinated with federal, state, and other aid in accordance with applicable federal regulations.

Academic Achievement Scholarship

The Academic Achievement Scholarship recognizes students who demonstrate outstanding academic performance at Hudson Taylor University.

To be eligible, the student must:

- Be enrolled as a full-time student;
- Have completed at least two semesters at Hudson Taylor University;
- Have a cumulative GPA of at least 3.85 on a 4.0 scale;
- Be in good academic, attendance, and conduct standing;
- Submit a completed scholarship application;
- Submit one recommendation letter from a faculty member.

The scholarship may provide up to $1,000 in tuition credit per academic year, subject to availability of funds and approval by the Scholarship Committee.

Application deadline: June 30

Decision announcement: No later than the end of July

President's Scholarship

The President's Scholarship recognizes students who demonstrate exceptional leadership, service, Christian character, and commitment to the Hudson Taylor University community and the broader society.

To be eligible, the student must:

- Be enrolled in an eligible academic program;
- Demonstrate extraordinary commitment to leadership and service;
- Be in good academic, attendance, and conduct standing;
- Submit a completed scholarship application;
- Submit a personal essay;
- Submit one recommendation letter from an HTU faculty member or administrator.

The scholarship may provide $1,000 or more in tuition credit per academic year, subject to review by the Scholarship Committee, approval by the President, and availability of institutional funds.

In exceptional cases, the scholarship may cover a greater portion of tuition, but such awards require documented institutional approval.

Application deadline: June 30

Decision announcement: No later than the end of July

4. ACADEMIC POLICIES & STUDENT REGULATIONS

4-1. REGISTRATION & ENROLLEMENT

(1) Orientation

All new students are required to participate in New Student Orientation prior to the beginning of their first semester. Orientation introduces students to the University's mission, academic expectations, institutional policies, student support services, library and electronic library resources, learning technologies, and other resources that promote student success.

Students are also introduced to the University's Student Portal, which serves as the primary platform for course registration, academic records, communication, financial information, and other student services.

(2) Registration

Students are responsible for registering for courses during the published registration period each academic term. Registration dates are published in the Academic Calendar. Registration is completed electronically through the University's Student Portal. Students should consult with their academic advisor before registering to ensure appropriate progress toward degree completion. Registration is not considered complete until all required approvals, financial arrangements, and registration procedures have been satisfied. Students who register after the published registration deadline may be subject to a Late Registration Fee and may have limited course availability.

(3) Add/Drop Period

Students may add or drop courses during the official Add/Drop period published in the Academic Calendar by submitting the appropriate request through the Student Portal.

Requests submitted after the Add/Drop period require approval from the Chief Academic Officer or the designated academic administrator.

(4) Registration Holds

Students with outstanding financial obligations, incomplete admissions documentation, academic holds, or other institutional obligations may have a registration hold placed on their account. Registration holds must be resolved before future registration activities may occur.

(5) Academic Advising

Hudson Taylor University is committed to supporting student success through academic advising.

Each student is assigned an academic advisor who assists with educational planning, degree completion, course selection, academic progress, and other matters related to the student's academic program.

Students are encouraged to meet regularly with their academic advisor throughout their enrollment.

Although advisors provide guidance, students remain ultimately responsible for understanding degree requirements and satisfying all graduation requirements.

4-2. ACADEMIC POLICIES

(1) Attendance Policy

Class Attendance

Regular attendance and active participation are essential components of the educational experience at Hudson Taylor University (HTU). Students are expected to attend all scheduled class sessions, participate in required learning activities, and complete assignments by the deadlines established by the instructor.

Students are responsible for all course content, assignments, examinations, and announcements regardless of the reason for an absence.

Excused Absences

Excused absences may be granted for circumstances such as illness, family emergencies, military service, jury duty, approved University activities, or other situations approved by the instructor or the Chief Academic Officer.

Whenever possible, students should notify the instructor in advance and provide appropriate documentation when requested.

Online Attendance

For online and hybrid courses, attendance is determined by meaningful academic participation rather than simply logging into the learning management system.

Examples of academic attendance include:

- Participating in instructor-led discussions
- Submitting assignments or examinations
- Participating in required online learning activities
- Engaging in other academically related activities identified by the instructor

Failure to participate academically for an extended period may result in administrative withdrawal or other academic action in accordance with University policies and applicable federal regulations.

Attendance Responsibility

Specific attendance requirements are published in each course syllabus. Students who fail to meet attendance requirements may receive academic penalties, including reduction of course grades, administrative withdrawal, or other disciplinary action as appropriate.

(2) Grading System

Academic performance is evaluated according to the following grading scale.

Grade	Percentage	Grade Points
A	94–100	4.0
A-	90–93	3.7
B+	87–89	3.3
B	84–86	3.0
B-	80–83	2.7
C+	77–79	2.3
C	74–76	2.0
C-	70–73	1.7
D+	67–69	1.3

D	64–66	1.0
D-	60–63	0.7
F	Below 60	0.0

Graduate grading standards, where applicable, are published in the graduate program requirements.

(3) Grade Symbols

The following symbols may appear on a student's academic record.

Symbol	Meaning
AU	Audit
I	Incomplete
P	Pass
NC	No Credit
TR	Transfer Credit
WD	Official Withdrawal

Transfer credits and audited courses are not calculated in the cumulative grade point average (GPA).

(4) Course Repeat Policy

Students may repeat a course in accordance with University academic policies.

When a required course is failed, the course must normally be repeated before degree requirements are considered complete.

Repeated courses remain part of the student's permanent academic record. The method used to calculate the cumulative GPA for repeated coursework is described in the Student Handbook.

(5) Academic Records

Hudson Taylor University maintains a permanent academic record for every student.

Students may access unofficial academic records, grades, degree progress, class schedules, and enrollment information through the University's Student Portal.

Official transcripts and other official academic documents may be requested electronically by submitting the appropriate request through the Student Portal. Applicable processing fees are published in the Tuition and Fee Schedule.

Requests for correction of academic records or grades should be submitted promptly in accordance with University procedures. Additional information regarding academic records, transcript requests, and record privacy is provided in the Student Handbook and FERPA Policy.

4-3. ACADEMIC STANDARDS

(1) SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain Satisfactory Academic Progress (SAP) in order to remain in good academic standing. Students receiving federal or institutional financial aid must also meet SAP requirements established in accordance with applicable federal regulations.

SAP is evaluated using the following standards:

Grade Point Average (Qualitative Standard)

Undergraduate students must maintain a minimum cumulative GPA of 2.0 (equivalent to a "C" average).

Graduate students must maintain a minimum cumulative GPA as established by the graduate academic policies.

Pace of Completion (Quantitative Standard)

Students must successfully complete a sufficient percentage of the credits they attempt in order to demonstrate reasonable progress toward graduation.

Repeated courses, withdrawals, incomplete grades, and transfer credits are evaluated in accordance with the University's SAP Policy.

Maximum Timeframe

Students must complete their academic program within the maximum timeframe established by the University and applicable federal regulations. Generally, undergraduate students must complete their degree requirements within **150% of the published program length**.

SAP Evaluation

Academic progress is reviewed at the conclusion of each academic term.

Students who fail to meet one or more SAP standards may be placed on Academic Warning, Academic Probation, Financial Aid Warning, or Financial Aid Suspension, as applicable.

Students who experience extraordinary circumstances may submit a written SAP Appeal in accordance with the University's published SAP Appeal Policy.

Academic Advising

Students experiencing academic difficulty are encouraged to meet promptly with their academic advisor. Academic advising, tutoring, academic recovery plans, and other student support services are available to assist students in successfully completing their educational goals.

Detailed SAP procedures, financial aid eligibility requirements, and appeal processes are published in the HTU Financial Aid Handbook and Student Handbook.

(2) Academic Discipline Policies

Academic Standing

Students are expected to maintain satisfactory academic performance throughout their enrollment at Hudson Taylor University.

Academic standing is determined based upon cumulative academic performance and Satisfactory Academic Progress (SAP).

Students may be placed into one of the following academic classifications:

- Good Academic Standing
- Academic Warning
- Academic Probation

- Academic Suspension
- Academic Dismissal

Academic Warning

Students whose academic performance falls below the University's minimum standards may be placed on Academic Warning for one academic term.

During this period, students are encouraged to work closely with their academic advisor and utilize available academic support services.

Academic Probation

Students who fail to regain satisfactory academic standing following Academic Warning may be placed on Academic Probation.

The University may require the student to complete an Academic Recovery Plan (ARP), participate in academic advising, tutoring, or other support services as conditions for continued enrollment.

Academic Suspension

Students who fail to satisfy the conditions of Academic Probation or who demonstrate continued unsatisfactory academic progress may be placed on Academic Suspension for a period determined by the Chief Academic Officer.

Students seeking readmission following suspension must satisfy all readmission requirements established by the University.

Academic Dismissal

Academic Dismissal may occur when a student repeatedly fails to meet the University's academic standards or is unable to demonstrate satisfactory academic progress after suspension.

Students who are academically dismissed may apply for readmission in accordance with University policy.

Appeals

Students may submit a written appeal regarding Academic Suspension or Academic Dismissal when extraordinary circumstances have affected their academic performance.

Appeals will be reviewed by the Chief Academic Officer or an Academic Appeals Committee appointed by the President. Decisions issued through the appeal process are final.

Additional procedures regarding academic discipline and appeals are published in the Student Handbook.

4-4. ACADEMIC INTEGRITY

(1) Academic Integrity

Academic Integrity

Hudson Taylor University is committed to the highest standards of academic honesty and integrity. Students are expected to produce original work and properly acknowledge the ideas, words, research, and creative works of others.

Academic misconduct undermines the educational mission of the University and will not be tolerated.

Academic misconduct includes, but is not limited to:

- Plagiarism
- Cheating on examinations or assignments
- Unauthorized collaboration (Collusion)
- Fabrication or falsification of data or academic records
- Submission of another person's work as one's own
- Multiple submission of the same work without instructor approval
- Unauthorized possession or distribution of examination materials

Faculty members may impose academic sanctions, including reduced grades, assignment failure, course failure, or referral for additional disciplinary action.

Responsible Use of Artificial Intelligence (AI)

HTU recognizes that Artificial Intelligence (AI) technologies may serve as valuable educational tools when used ethically and responsibly.

Students may use AI-assisted technologies only when permitted by the course instructor and must accurately disclose such use when required.

Students may not use AI tools to:

- Generate assignments that are submitted as entirely their own work.
- Fabricate citations, references, research data, or academic sources.
- Complete examinations or graded assessments without authorization.
- Circumvent academic integrity requirements.

The use of AI must never replace a student's own critical thinking, research, analysis, or academic responsibility.

Violations of this policy may be treated as academic misconduct.

Additional guidance regarding AI-assisted learning is provided in the Student Handbook.

(2) Academic Standards

Hudson Taylor University (HTU) expects every student to pursue academic excellence and maintain satisfactory progress toward the completion of his or her educational program. Students are responsible for understanding and complying with all academic regulations published in the Academic Catalog, Student Handbook, course syllabi, and other official University publications.

Students are expected to attend classes regularly, complete all required coursework, participate actively in learning activities, and maintain the academic standards established by the University.

(3) Code of Conduct

Purpose

Hudson Taylor University (HTU) is committed to fostering a Christ-centered academic community characterized by integrity, respect, responsibility, and Christian service. Every student is expected to demonstrate conduct consistent with biblical principles, the University's mission, and applicable federal and state laws.

Enrollment at HTU is a privilege that carries both academic and personal responsibilities. Students are expected to uphold the University's standards of conduct both on campus and in online learning environments.

Student Responsibilities

Students are expected to:

- Demonstrate honesty, integrity, and respect in all academic and personal activities.
- Treat faculty, staff, fellow students, and visitors with dignity and Christian love.
- Comply with all University policies, including those contained in the Academic Catalog and Student Handbook.
- Respect University property and the property of others.
- Use University technology, learning management systems, and digital resources responsibly.
- Conduct themselves in a manner that reflects the mission and values of Hudson Taylor University.

Christian Conduct

As a Christian institution of higher education, HTU encourages students to pursue lives of spiritual maturity, ethical leadership, and faithful Christian witness. Students are expected to demonstrate behavior consistent with biblical standards both within and outside the University community.

Conduct inconsistent with Christian character, including dishonesty, harassment, discrimination, intimidation, violence, or other behavior that disrupts the educational environment, may result in disciplinary action.

Digital Citizenship

Students are expected to exercise integrity and professionalism when using University technology, including Populi, institutional email, learning management systems, video conferencing platforms, AI-assisted educational tools, and electronic library resources.

Improper use of University technology, unauthorized access to electronic systems, misuse of digital resources, or violations of applicable copyright or licensing agreements may result in disciplinary action.

Student Accountability

Students are responsible for understanding and complying with all University policies. Ignorance of University regulations does not exempt a student from responsibility.

Students may be subject to disciplinary action for violations of University policies, including but not limited to academic misconduct, behavioral misconduct, misuse of University resources, or violations of federal, state, or local law.

Student Handbook

Additional standards of student conduct, disciplinary procedures, residence policies (if applicable), and student expectations are published in the **HTU Student Handbook**, which is incorporated by reference into this Catalog. Students are responsible for reviewing both the Academic Catalog and the Student Handbook annually.

4-5. DISTANCE EDUCATION

(1) Distance Education Policies

Hudson Taylor University offers selected academic programs through online, hybrid, and other distance education delivery methods approved by institutional accreditors and state regulatory authorities.

Distance education courses are designed to provide learning outcomes equivalent to those achieved through traditional classroom instruction.

(2) Regular and Substantive Interaction (RSI)

Consistent with federal regulations, all distance education courses provide Regular and Substantive Interaction (RSI) between instructors and students.

Faculty members regularly engage students through activities such as:

- Scheduled online instruction
- Discussion forums
- Individual feedback
- Email communication
- Virtual office hours
- Video conferencing
- Assessment and academic coaching

(3) Learning Management System

HTU utilizes **Populi** as its official Learning Management System (LMS). Students are responsible for regularly accessing Populi to review course materials, assignments, grades, announcements, and instructor communications.

Students are expected to maintain reliable internet access and appropriate technology necessary to complete online coursework.

(4) Student Authentication

Hudson Taylor University employs reasonable procedures to verify that the student who registers for an online course is the same individual who participates in and completes the course.

Authentication methods may include secure login credentials, institutional email accounts, identity verification procedures, proctored assessments, and other technologies deemed appropriate by the University.

(5) Online Learning Expectations

Students enrolled in distance education courses are expected to demonstrate the same level of academic integrity, participation, and professionalism required in face-to-face instruction.

Additional online learning procedures are published in the Student Handbook and individual course syllabi.

4-6. STUDENT RIGHT & INSTITUTIONAL POLICIES

(1) FERPA (Family Educational Rights & Privacy Act)

Student Educational Records

Hudson Taylor University complies with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student educational records.

Eligible students have the right to:

- Inspect and review their educational records.
- Request amendment of inaccurate or misleading records.
- Consent to the disclosure of personally identifiable information, except as permitted by law.
- File a complaint with the U.S. Department of Education regarding alleged violations of FERPA.

Release of Information

The University will not disclose personally identifiable information from a student's educational records without the student's written consent, except as authorized under FERPA or other applicable law.

Students may authorize the release of educational records by submitting the appropriate FERPA authorization form.

Directory Information

Hudson Taylor University may designate certain information as directory information in accordance with FERPA. Students may request that directory information not be released by submitting written notification to the Office of the Registrar.

Additional information regarding FERPA rights and procedures is available from the Office of the Registrar and in the Student Handbook.

(2) Title IX, Non-Discrimination, &, Equal Opportunity

Title IX

HTU is committed to maintaining an educational environment free from sex discrimination, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation, consistent with applicable Title IX regulations.

Students who experience or witness conduct that may violate this policy are encouraged to report the matter promptly to the University's Title IX Coordinator.

The University will investigate reports promptly, fairly, and impartially while protecting the rights of all parties involved.

Equal Opportunity

Hudson Taylor University provides equal educational opportunities consistent with applicable federal and state laws and does not unlawfully discriminate in its educational programs, activities, admissions, employment, or student services.

Non-Discrimination

Hudson Taylor University prohibits unlawful discrimination on the basis of legally protected characteristics as required by applicable law.

Questions regarding this policy or the University's Title IX procedures should be directed to the Title IX Coordinator.

Complete policies and reporting procedures are published in the Student Handbook and on the University's website.

(3) Disability Accommodation Services

Institutional Commitment

Hudson Taylor University is committed to providing qualified students with disabilities equal access to educational opportunities in accordance with applicable federal and state laws.

Reasonable academic accommodations are provided to qualified students whose documented disabilities substantially limit one or more major life activities.

Requesting Accommodations

Students requesting accommodations should contact the Student Services Office as early as possible and provide appropriate documentation from a qualified healthcare or educational professional.

Accommodation requests are reviewed individually, and approved accommodations are determined based upon documented needs and applicable legal requirements.

Academic Accommodations

Reasonable accommodations may include, when appropriate:

- Extended testing time

- Alternative testing arrangements
- Accessible instructional materials
- Assistive technology
- Classroom accommodations
- Other reasonable academic adjustments

Accommodations are not retroactive and do not alter the essential academic requirements or learning outcomes of any course or program.

Student Responsibilities

Students are responsible for requesting accommodations in a timely manner, providing appropriate documentation, communicating approved accommodations to instructors, and participating actively in the accommodation process.

Additional procedures regarding disability accommodations are available from the Student Services Office and are published in the Student Handbook.

(4) Student Grievance Policy

Purpose

Hudson Taylor University (HTU) is committed to resolving student concerns promptly, fairly, and respectfully. Students are encouraged to seek resolution at the lowest appropriate level whenever possible before submitting a formal grievance.

Internal Grievance Procedure

Step 1: Informal Resolution

Students should first discuss the concern directly with the appropriate instructor or University administrator. Meetings may be conducted in person or electronically through Populi or the student's official HTU email account. Most concerns can be resolved through open communication.

Step 2: Administrative Review

If the matter is not resolved informally, the student may submit a signed written grievance to the appropriate office:

Chief Academic Officer (CAO) for academic matters.

Student Services Office for non-academic matters.

The appropriate administrator will review the complaint, consult with the parties involved, and provide a written decision.

Step 3: Grievance Review Committee

If the grievance remains unresolved, the President may appoint a Grievance Review Committee to review the matter and make a recommendation.

Step 4: Presidential Review

A student who remains dissatisfied may submit a written appeal to the President. The President will review all documentation and issue a final written decision, normally within ten (10) business days.

Grievances should normally be submitted within thirty (30) calendar days of the event giving rise to the complaint.

External Complaint Procedures

Students are expected to exhaust all internal grievance procedures before filing complaints with external agencies.

Students may file complaints, when appropriate, with:

- Georgia Nonpublic Postsecondary Education Commission (GNPEC)
- Association for Biblical Higher Education (ABHE)
- NC-SARA Student Complaint Process (where applicable)
- Other appropriate governmental agencies

Current complaint procedures and contact information are published on the University's website and provided during enrollment.

(5) Professional Licensure Disclosure

Hudson Taylor University does not currently offer academic programs specifically designed to satisfy state professional licensure or certification requirements.

4-7. WITHDRAWAL & GRADUATION

(1) Withdrawal from the University

Notification of Withdrawal

Students who decide to discontinue enrollment must officially withdraw from the University by submitting an **Official Withdrawal Request** through the University's **Student Portal**.

Students are encouraged to consult with their academic advisor and the appropriate University offices before withdrawing to understand the academic and financial implications of their decision.

Failure to complete the official withdrawal process may result in failing grades, financial obligations, or other academic consequences.

Information regarding tuition refunds and Return of Title IV Funds (when applicable) is published in the University's Tuition Refund Policy and Financial Aid policies.

Leave of Absence (LOA)

Students who anticipate returning to the University after a temporary interruption of their studies may request an approved Leave of Absence (LOA).

Leave of Absence requests must be submitted through the Student Portal before the beginning of the requested leave whenever possible and may require supporting documentation.

An approved Leave of Absence normally may not exceed one (1) academic year. Students who do not return within the approved period may be required to reapply for admission.

Readmission

Students returning after an extended absence or following withdrawal may be required to complete a Readmission Application through the Student Portal.

Readmission decisions are based upon the student's previous academic record, current admission requirements, and the availability of the academic program.

Students who are readmitted are subject to the academic requirements published in the Academic Catalog in effect at the time of their readmission unless otherwise approved by the University.

(2) Graduation Policy

Graduation Requirements

Students are responsible for monitoring their academic progress and completing all degree requirements for graduation.

To be eligible for graduation, students must:

- Successfully complete all program requirements.
- Satisfy the minimum cumulative grade point average required for the degree program.
- Complete all financial obligations to the University.
- Resolve any outstanding academic or administrative holds.
- Submit an **Application for Graduation** through the Student Portal by the published deadline.

Graduation applications are reviewed by the Office of Academic Affairs to verify completion of all degree requirements before degrees are conferred.

Commencement

Hudson Taylor University normally conducts one annual Commencement Ceremony.

Students who complete degree requirements after the annual Commencement may have their degrees officially conferred at the next available degree conferral date and may participate in the next Commencement Ceremony, subject to University policies.

Participation in Commencement does not constitute official degree conferral.

Academic Honors

Academic honors recognize outstanding academic achievement.

Undergraduate students who complete all graduation requirements may be recognized as follows:

Honor	Cumulative GPA
Honors	3.60 – 3.84
High Honors	3.85 – 3.94
Highest Honors	3.95 – 4.00

The University may also recognize outstanding academic achievement through additional awards and honors as determined by institutional policy.

Graduation Documents

Official diplomas, transcripts, enrollment verification letters, degree verification letters, and other official academic documents may be requested through the Student Portal.

Applicable processing fees are published annually in the University's Tuition and Fee Schedule.

Catalog Changes

Hudson Taylor University reserves the right to revise academic policies, procedures, curricula, tuition and fees, degree requirements, academic calendars, and other institutional regulations whenever such changes are determined to be in the best interest of the University or are required by accrediting agencies, governmental authorities, or applicable law.

Reasonable efforts will be made to communicate significant changes to students in a timely manner through official University communications and the Student Portal.

The Academic Catalog in effect at the time of a student's enrollment generally governs degree requirements unless otherwise specified by University policy or required by applicable accreditation or regulatory standards.

5. STUDENT LIFE & CAMPUS SERVICE

5-1. STUDENT GOVERNMENT ASSOCIATION

All currently enrolled students are eligible for membership in the Student Government Association (SGA) of Hudson Taylor University.

The Student Government Association serves as the representative voice of the student body and promotes student leadership, service, communication, and participation in campus life consistent with the mission and values of Hudson Taylor University.

The SGA works to foster collaboration among students, faculty, staff, and the administration by representing student interests and encouraging student involvement in University activities and initiatives.

The officers of the Student Government Association, including the President, Secretary, and Treasurer, are elected by the student body in accordance with election procedures established by the Office of Student Affairs.

The Student Government Association operates under the advisement of the Office of Student Affairs, which provides guidance while encouraging student leadership and responsible self-governance.

The Student Government Association provides opportunities for students to develop leadership skills, cultivate Christian character, and participate responsibly in the life and governance of the University.

5-2. CHAPEL PROGRAM

Chapel Services

As a Christ-centered institution, Hudson Taylor University regards chapel as an essential component of its educational mission and Christian community.

Chapel provides opportunities for corporate worship, biblical reflection, prayer, spiritual formation, Christian fellowship, leadership development, and the integration of faith and learning. Campus announcements, prayer requests, and information of general interest may also be shared during chapel gatherings. Regular chapel services are conducted during the Fall and Spring semesters. Chapel schedules, locations, and meeting times are announced each semester by the University.

Chapel Attendance Requirements

Participation in chapel is an important expectation of student life at Hudson Taylor University. Unless otherwise approved by the Office of Student Affairs, all degree-seeking students, whether enrolled full-time or part-time, are expected to participate in the University's regularly scheduled chapel services during the Fall and Spring semesters.

Alternative chapel participation or approved exemptions may be granted for students enrolled exclusively in distance education, participating in approved field education or internships, experiencing documented medical circumstances, military obligations, or other exceptional situations approved by the University.

Chapel Attendance Policy

Students are responsible for verifying their chapel attendance through the University's approved attendance reporting process. Failure to participate in chapel or failure to verify attendance may constitute a violation of the University's Chapel Attendance Policy.

Repeated violations may result in progressive student conduct action, including written notice from the Office of Student Affairs and other disciplinary measures consistent with the Student Code of Conduct.

Commencement Chapel & Ceremony

Commencement Chapel and the Commencement Ceremony are significant institutional events celebrating the academic and spiritual accomplishments of graduating students. Graduating students are expected to participate in all commencement activities unless excused by the University. Continuing students, faculty, staff, families, and friends are encouraged to attend these events in support of the graduating class and the University community.

Online Chapel Participation

Students enrolled exclusively in online programs may satisfy the chapel requirement through approved synchronous or asynchronous chapel experiences designated by the University.

5-3. MINISTRY FORMATION

(1) Purpose

Ministry Formation is a core component of the educational mission of Hudson Taylor University. Consistent with the University's mission to prepare Christ-centered leaders for the Church and society, every degree program integrates academic learning, spiritual formation, Christian service, and practical ministry appropriate to the objectives of the respective program.

The Ministry Formation Program seeks to cultivate graduates who demonstrate biblical knowledge, Christian character, servant leadership, professional competence, and faithful ministry through supervised learning experiences both inside and outside the classroom.

The program is administered by the Director of Ministry Formation in cooperation with program directors, faculty members, approved ministry supervisors, and field mentors.

Program Components

Depending upon the degree program, Ministry Formation may include one or more of the following components:

- Institutional Requirement (Chapel Participation)
- Supervised Christian Service
- Field Education
- Ministry Practicum
- Leadership Practicum
- Digital Ministry Project
- Ministry Reflection
- Integrative Seminar
- Specific requirements are determined by each academic program.
- Leadership Practicum
- Digital Ministry Project
- Ministry Reflection
- Integrative Seminar

(2) Undergraduate Ministry Formation

Bachelor of Arts in Biblical Studies

Students enrolled in the Bachelor of Arts in Biblical Studies participate in a structured Ministry Formation Program that integrates worship, Christian service, supervised ministry, biblical reflection, and vocational preparation.

The undergraduate Ministry Formation Program consists of the following components:

Institutional Requirement (WS300 Chapel)

Students participate in weekly chapel services throughout their enrollment unless otherwise approved by the Office of Student Affairs.

PRTH406 Ministry Formation (3 credits)

PRTH406 provides supervised ministry experience under the guidance of an approved ministry supervisor. Students are expected to complete the supervised ministry requirements established by their academic program in approved ministry settings and submit one Ministry Report documenting ministry activities, spiritual growth, and ministry reflection for each semester of participation.

Detailed reporting procedures are published in the Ministry Formation Handbook.

PRTH490 Senior Integrative Seminar (3 credits)

Students complete the Senior Integrative Seminar during their final semester. The course integrates biblical studies, theology, Christian ministry, vocational calling, and practical ministry through lectures, discussions, case studies, ministry reflection, and a culminating integrative project.

(3) Graduate Ministry Formation

Graduate ministry formation emphasizes professional competency appropriate to each academic discipline.

Master of Divinity

The Master of Divinity program requires supervised ministry experiences designed to develop pastoral competency through field education, theological reflection, and ministry practice. Students complete supervised ministry under approved ministry supervisors in churches or other approved ministry settings. Ministry experiences may include preaching, teaching, worship leadership, pastoral care, evangelism, discipleship, missions, church administration, chaplaincy, and related pastoral ministries.

Master of Arts in Leadership

Students enrolled in the Master of Arts in Leadership integrate academic learning with practical leadership experiences in churches, nonprofit organizations, educational institutions, mission agencies, or other approved leadership settings. Leadership projects emphasize servant leadership, organizational effectiveness, ethical leadership, strategic planning, and community engagement.

Leadership projects may include supervised ministry experiences, organizational leadership assignments, applied case studies, community leadership initiatives, or other faculty-approved leadership projects.

Master of Arts in Digital Ministry

Students enrolled in the Master of Arts in Digital Ministry apply theology, leadership, and technology through supervised digital ministry experiences and applied ministry projects. Projects may include digital evangelism, online discipleship, worship technology, media ministry, AI-assisted ministry, digital communication, online education, and church technology leadership.

Students are strongly encouraged to complete authentic ministry projects that demonstrate the effective integration of theology, technology, communication, and Christian leadership within real ministry contexts. Examples include digital evangelism initiatives, online discipleship programs, AI-assisted ministry applications, digital content creation, church media development, and technology-supported outreach projects.

(4) Assessment

Students participating in Ministry Formation are evaluated through appropriate assessment methods, which may include:

- Ministry participation
- Supervisor evaluations
- Ministry Reports
- Reflective writing
- Classroom participation
- Integrative assignments
- Professional conduct
- Achievement of course learning outcomes

(5) Approved Ministry Settings

Approved ministry experiences may be completed in local churches, mission organizations, Christian schools, nonprofit ministries, chaplaincy settings, community outreach ministries, leadership organizations, digital ministry organizations, and other sites approved by the Director of Ministry Formation.

(6) Distance Education Students

Students enrolled exclusively through distance education complete approved ministry experiences within their local ministry context under qualified supervision. Required meetings, ministry reports, reflections, evaluations, and projects may be completed through approved online technologies.

(7) Ministry Formation Handbook

Detailed requirements governing ministry placements, required service hours, Ministry Reports, supervisor qualifications, evaluation procedures, forms, assessment rubrics, and program-specific expectations are published in the **Hudson Taylor University Ministry Formation Handbook**, which forms part of the University's official academic policies.

5-4. CAMPUS HEALTH AND SAFETY

Hudson Taylor University is committed to providing a safe, healthy, Christ-centered learning and working environment for students, faculty, staff, and visitors. All members of the University community are expected to comply with applicable federal, state, and local laws as well as University policies governing health, safety, and personal conduct.

(1) Drug & Alcohol-Free Campus Policy

Hudson Taylor University maintains a drug- and alcohol-free campus in accordance with the Drug-Free Schools and Communities Act Amendments of 1989, applicable federal regulations, the laws of the State of Georgia, and the University's Lifestyle Commitment and Student Code of Conduct.

The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances or alcohol on University property or during any University-sponsored activity is strictly prohibited.

The misuse of alcohol or controlled substances adversely affects physical health, mental well-being, academic performance, judgment, and personal safety. Hudson Taylor University

encourages every member of the University community to pursue a healthy lifestyle that reflects Christian values and responsible stewardship of one's body and mind.

In accordance with federal law, Hudson Taylor University annually distributes information regarding its Drug-Free Schools and Communities Program, including standards of conduct, applicable legal sanctions, health risks, available counseling resources, and institutional disciplinary sanctions.

(2) General Policy on Possession of Controlled

The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances is prohibited under the Georgia Controlled Substances Act and other applicable federal and state laws.

Accordingly, Hudson Taylor University prohibits the unlawful possession, use, manufacture, distribution, or sale of controlled substances:

- On University-owned or leased property;
- During any University-sponsored activity, whether on or off campus;
- While representing Hudson Taylor University.

Any student or employee who violates this policy may be subject to:

- University disciplinary action;
- Suspension or dismissal;
- Employment disciplinary action, including termination where appropriate;
- Referral to local, state, or federal law enforcement authorities.

Hudson Taylor University will cooperate with appropriate governmental agencies in the investigation of alleged violations of applicable law.

Students or employees who become aware of violations of this policy are encouraged to report such concerns promptly to the Director of Student Affairs, the Office of Academic Affairs, or another appropriate University official.

(3) Legally Prescribed Medications

The unlawful manufacture, distribution, dispensing, possession, or use of controlled substances is prohibited under the Georgia Controlled Substances Act and other applicable federal and state laws.

Accordingly, Hudson Taylor University prohibits the unlawful possession, use, manufacture, distribution, or sale of controlled substances:

- On University-owned or leased property;
- During any University-sponsored activity, whether on or off campus;
- While representing Hudson Taylor University.

Any student or employee who violates this policy may be subject to:

- University disciplinary action;
- Suspension or dismissal;
- Employment disciplinary action, including termination where appropriate;
- Referral to local, state, or federal law enforcement authorities.

Hudson Taylor University will cooperate with appropriate governmental agencies in the investigation of alleged violations of applicable law.

Students or employees who become aware of violations of this policy are encouraged to report such concerns promptly to the Director of Student Affairs, the Office of Academic Affairs, or another appropriate University official.

(4) Alcohol

Hudson Taylor University complies with all applicable federal, state, and local laws governing alcoholic beverages.

Except as specifically authorized by the University for approved institutional events, the possession, consumption, manufacture, sale, or distribution of alcoholic beverages is prohibited on University property and during University-sponsored activities.

The legal drinking age in Georgia is twenty-one (21) years.

Students and employees who violate applicable alcohol laws or University policy are subject to disciplinary action under the Student Code of Conduct, Lifestyle Commitment, Faculty

Handbook, or Employee Handbook, as applicable, and may also be subject to criminal prosecution.

Because Hudson Taylor University is a Christ-centered institution, students voluntarily agree, through the University's Lifestyle Commitment, to maintain an alcohol-free lifestyle while enrolled.

(5) Tobacco, Nicotine, & Electronic Smoking Devices

To promote a healthy learning environment, Hudson Taylor University prohibits the use of tobacco products, nicotine products, and electronic smoking devices in all University buildings.

This prohibition includes, but is not limited to:

- Cigarettes
- Cigars
- Pipes
- Electronic cigarettes (e-cigarettes)
- Vaping devices
- Smokeless tobacco
- Chewing tobacco
- Snuff
- Nicotine pouches
- Similar nicotine delivery products

Use of these products is permitted only in designated outdoor areas where authorized by the University.

Users are responsible for disposing of tobacco-related waste properly in designated receptacles.

Failure to comply with this policy may result in disciplinary action.

Consistent with the University's Lifestyle Commitment, students agree to maintain a tobacco-free lifestyle while enrolled.

(6) Weapons

To provide a safe educational environment, Hudson Taylor University prohibits weapons and dangerous devices on University property, except as otherwise permitted by applicable law and expressly authorized by the University.

Prohibited items include, but are not limited to:

- Firearms
- Ammunition
- Explosives
- Fireworks
- Incendiary devices
- Pellet or BB guns
- Non-utility knives
- Dangerous blades
- Facsimiles or replicas of weapons that may reasonably create fear or disruption

As a private institution, Hudson Taylor University reserves the right, consistent with applicable Georgia law, to prohibit weapons on University property.

Individuals found in violation of this policy may be subject to disciplinary action up to and including dismissal or termination, removal from campus, and referral to law enforcement authorities where appropriate.

(7) Communicable Disease Policy

Hudson Taylor University is committed to protecting the health and safety of all students, faculty, staff, and visitors while respecting the dignity, privacy, and legal rights of every individual.

The University follows applicable guidance issued by the Georgia Department of Public Health (GDPH), the U.S. Centers for Disease Control and Prevention (CDC), and other appropriate public health authorities regarding communicable diseases.

Communicable diseases include, but are not limited to, illnesses identified by public health authorities as presenting a potential risk to the University community.

Students, faculty, or staff who are aware that they have been diagnosed with a communicable disease that may present a significant health or safety risk to others should promptly notify the Office of Student Affairs or another appropriate University official so that appropriate health and safety measures may be considered.

All medical information received by the University will be maintained in accordance with applicable federal and state privacy laws and institutional policies. Medical information will be disclosed only when required by law or when necessary to protect the health and safety of the University community.

Hudson Taylor University does not discriminate against any individual solely because of a medical condition or communicable disease. However, conduct that violates the University's Lifestyle Commitment, Student Code of Conduct, or other applicable University policies may result in disciplinary action regardless of an individual's medical condition.

When appropriate, the University may impose reasonable temporary restrictions on participation in campus activities based upon:

- recommendations of qualified medical professionals;
- applicable public health guidance;
- the health and safety of the University community;
- applicable federal and state law.

Whenever reasonably possible, the University will seek to provide appropriate academic accommodations or alternative instructional arrangements consistent with institutional policy and applicable law.

(8) Children on Campus

Hudson Taylor University is committed to providing a safe educational environment for all members of the campus community.

Because the University is not licensed or insured to provide childcare services, children may not accompany students to classes or remain unattended on campus.

Children accompanying visitors are welcome when appropriately supervised by a responsible adult at all times.

The University reserves the right to restrict access to classrooms, laboratories, offices, and other instructional or administrative areas when necessary to maintain safety or minimize disruption to University operations.

(9) Animals on Campus

With the exception of service animals as defined by the Americans with Disabilities Act (ADA), animals are not permitted on University property unless prior authorization has been granted by the University.

Individuals using service animals are encouraged to notify the University in advance so appropriate accommodations may be coordinated. Advance notification is requested to facilitate access and does not constitute a condition for the use of a service animal.

Emotional Support Animals (ESAs) are not considered service animals under the ADA and are subject to separate University policies and approval procedures.

Owners or handlers are responsible for maintaining control of approved animals at all times and for complying with applicable health and safety requirements.

(10) Hazardous Chemicals & Machinery

Hudson Taylor University is committed to maintaining a safe working and learning environment.

Students, faculty, and staff may use hazardous chemicals, laboratory materials, machinery, or specialized equipment only when:

- authorized to do so;
- properly trained;
- supervised when required;
- complying with all applicable safety procedures.

Unauthorized use of hazardous chemicals, maintenance equipment, power equipment, or other specialized machinery is strictly prohibited.

Access to specialized instructional areas, including laboratories, art studios, kiln rooms, maintenance facilities, and similar locations, is limited to authorized individuals.

Failure to comply with laboratory or workplace safety requirements may result in disciplinary action and/or removal from the instructional area.

(11) Visitors to the Campus

Hudson Taylor University welcomes visitors to campus while maintaining appropriate measures to protect the safety and security of the University community.

Visitors who are not currently enrolled students or University employees may be required to register or sign in at the designated reception area.

Visitors are expected to comply with all University policies while on campus.

Visitors are responsible for any minor children accompanying them.

Hudson Taylor University is private property and reserves the right, consistent with applicable law, to deny or revoke access to any individual whose presence is determined to:

- threaten the safety or security of the University community;
- interfere with University operations;
- violate University policies or applicable law.

Visitors who refuse to comply with University policies may be required to leave campus immediately.

(12) Campus Health Reporting

Members of the University community are encouraged to report unsafe conditions, health hazards, accidents, or other concerns affecting campus health or safety to the Office of Student Affairs or another appropriate University official.

Reports will be reviewed promptly, and appropriate corrective measures will be taken whenever reasonably practicable.

(13) Emergency Medical Assistance

Individuals experiencing a medical emergency should immediately contact 911 before notifying University personnel.

Following emergency notification, students, faculty, staff, or visitors should notify the Office of Student Affairs or another University official as soon as reasonably possible so that appropriate assistance and follow-up may be provided.

6. APPENDICES & SUPPORT

6-1. CAMPUS EMERGENCY PROCEDURE

(1) Emergency Response

In any emergency involving immediate danger to life or property, call 911 immediately.

After contacting emergency services, notify the University Administration as soon as it is safe to do so.

Hudson Taylor University maintains a comprehensive Emergency Response Plan addressing fire, severe weather, medical emergencies, hazardous conditions, campus security incidents, and other emergencies.

All students, faculty, and staff are expected to become familiar with emergency procedures during orientation and to follow the instructions of University officials and emergency personnel during an emergency.

(2) Emergency Notifications

The University may communicate emergency information through one or more of the following methods:

- Email
- SMS/Text Messages
- University Website
- Classroom Announcements
- Other emergency communication systems

Students are responsible for maintaining current contact information with the University.

(3) General Emergency Guidelines

During any emergency:

- Remain calm.
- Call **911** whenever immediate emergency assistance is required.
- Follow instructions provided by emergency responders and University officials.
- Evacuate or shelter in place when directed.
- Assist individuals with disabilities whenever it is safe to do so.
- Do not re-enter buildings until authorized.

(4) Fire

If a fire or smoke is discovered:

- Activate the nearest fire alarm if available.
- Call **911** immediately.
- Evacuate using the nearest safe exit.
- Do not use elevators.
- Move to the designated assembly area.
- Do not re-enter the building until authorized by emergency personnel.

(5) Medical Emergencies

In the event of a serious illness or injury:

- Call **911** immediately.
- Notify University Administration.
- Provide assistance only if properly trained.
- Remain with the injured person until emergency personnel arrive whenever it is safe to do so.

(6) Severe Weather

When severe weather threatens the campus:

- Follow instructions issued by University officials.
- Move to designated shelter areas when instructed.
- Stay away from windows and exterior doors.
- Remain sheltered until the all-clear is given.

(7) Active Threat

In the unlikely event of an active threat or violent incident:

- Immediately call **911** if it is safe to do so.
- Follow the nationally recognized **Run – Hide – Fight** principles, based on the circumstances.
- Follow all instructions given by law enforcement officers.
- Do not leave a secure location until instructed by emergency personnel.

(8) Hazardous Conditions

If hazardous materials, suspicious packages, gas leaks, or other dangerous conditions are observed:

- Leave the area if necessary.
- Call **911**.
- Notify University Administration.
- Do not touch suspicious objects or hazardous materials.

(9) Campus Closings

When severe weather or other emergencies require modification of University operations, announcements will be communicated through the University's official communication channels.

Students should not travel to campus unless the University has confirmed that normal operations have resumed.

(10) Emergency Response Plan

Additional emergency procedures are maintained in the University's Emergency Response Plan.

Students, faculty, and staff are encouraged to review these procedures during orientation and periodically thereafter.

6-2. PLACEMENT SERVICES AND CAREER DEVELOPMENT

(1) Career Development and Vocational Services

Hudson Taylor University is committed to preparing students for faithful Christian service, professional excellence, and lifelong vocational development. Consistent with the University's mission, Career Development Services are designed to assist students in identifying and pursuing educational, ministerial, and professional opportunities that align with their gifts, interests, academic preparation, and calling.

The University provides career guidance and professional development resources that support students preparing for ministry, graduate education, nonprofit leadership, Christian service, and careers in a variety of professional settings.

While Hudson Taylor University seeks to assist students in career preparation and ministry placement, the University cannot guarantee employment, internships, ministry appointments, or admission to graduate or professional schools.

(2) Career Advising

Faculty advisors and designated University personnel provide academic and career advising throughout a student's educational journey.

Career advising may include:

- Academic planning
- Career exploration
- Vocational discernment
- Ministry preparation
- Graduate school planning
- Professional goal setting

Students are encouraged to meet regularly with their academic advisor to discuss educational and career goals.

(3) Professional Development

Hudson Taylor University provides opportunities that help students develop professional skills necessary for Christian leadership and career success.

Professional development opportunities may include:

- Resume and Curriculum Vitae (CV) development
- Cover letter preparation
- Interview preparation
- Professional communication skills
- Networking strategies
- Workplace professionalism
- Leadership development
- Digital communication skills

- Career planning workshops

These services may be offered through individual advising, workshops, seminars, guest speakers, or other educational activities.

(4) Ministry and Leadership Development

As a Christian institution of higher education, Hudson Taylor University places particular emphasis on leadership development and practical ministry experience.

Students are encouraged to participate in supervised ministry, leadership experiences, Christian service, mission opportunities, and community engagement throughout their academic program.

These experiences help students integrate biblical knowledge, spiritual formation, leadership development, and practical service while preparing for future ministry and professional responsibilities.

Detailed Ministry Formation requirements are published in the Hudson Taylor University Ministry Formation Handbook.

(5) Employment and Ministry Resources

When available, Hudson Taylor University may provide students with information regarding:

- Ministry opportunities
- Church positions
- Mission organizations
- Christian nonprofit organizations
- Educational institutions
- Volunteer opportunities
- Employment resources
- Graduate and professional school opportunities

The University also seeks to develop partnerships with churches, ministries, educational institutions, and community organizations that provide opportunities for student learning and professional development.

(6) Lifelong Vocational Development

Hudson Taylor University believes that vocational development is an ongoing process of Christian discipleship, servant leadership, and faithful stewardship.

Students are encouraged to pursue careers and ministries that glorify God, serve the Church, strengthen communities, and contribute positively to society through lives marked by biblical faithfulness, professional excellence, and compassionate service.

(7) Additional Information

Students seeking additional assistance regarding career development, ministry opportunities, or graduate education should contact their Academic Advisor, Program Director, or the Office of Student Services.

The University reserves the right to modify or expand career development services based upon institutional resources, student needs, and available partnerships.

6-3. ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES

(1) Disability Support Services

Hudson Taylor University is committed to providing equal educational opportunities for qualified students with disabilities in accordance with the **Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973**, and other applicable federal and state laws.

The University provides reasonable accommodations that enable qualified students with documented disabilities to participate fully in academic programs, student services, and University activities.

Reasonable accommodations are intended to provide equal access to educational opportunities and do not fundamentally alter academic standards, essential program requirements, or impose an undue administrative or financial burden on the University.

(2) Requesting Accommodations

Students requesting accommodations are responsible for notifying the University of their disability and submitting appropriate documentation supporting the requested accommodation.

Requests should be submitted as early as possible before the beginning of the semester to allow sufficient time for review and implementation.

The University may request current or updated documentation when appropriate to evaluate accommodation requests.

(3) Accommodation Process

Accommodation requests are reviewed by the Office of Student Services or the University's designated ADA Coordinator.

When appropriate, the University will work collaboratively with the student, faculty members, and other appropriate personnel to develop reasonable accommodations that support the student's educational success while maintaining the academic integrity of the program.

Examples of reasonable accommodations may include:

- Extended testing time
- Reduced-distraction testing environment
- Accessible classroom or facility access
- Assistive technology
- Approved service animals
- Reasonable modifications for online learning
- Other accommodations determined appropriate based on individual needs

Accommodations are determined on an individualized basis.

(4) Documentation

Students requesting accommodations should provide appropriate documentation from a qualified healthcare or other licensed professional when necessary to support the request.

The University reserves the right to request additional information when documentation is incomplete or insufficient to determine appropriate accommodations.

(5) Confidentiality

Information regarding a student's disability and accommodations will be maintained as confidential educational records in accordance with the **Family Educational Rights and Privacy Act (FERPA)** and other applicable privacy laws.

Disability-related information will be shared only with University personnel who have a legitimate educational interest in providing approved accommodations.

(6) Appeals

Students who disagree with an accommodation decision may submit a written appeal to the Vice President for Academic Affairs or the appropriate University administrator in accordance with University policies.

(7) Additional Information

Students seeking disability accommodations should contact the Office of Student Services or the University's designated ADA Coordinator as early as possible.

Additional information regarding disability services and accommodation procedures is available from the Office of Student Services.

6-4. FERPA

(1) Disability Support Services

Hudson Taylor University is committed to providing equal educational opportunities for qualified students with disabilities in accordance with the **Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973**, and other applicable federal and state laws.

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(7) Additional Information

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Additional information regarding disability services and accommodation procedures is available from the Office of Student Services.

6-5. Hudson Taylor FERPA

Hudson Taylor University complies with the **Family Educational Rights and Privacy Act of 1974 (FERPA)**, a federal law that protects the privacy of student education records and provides eligible students with certain rights regarding those records.

FERPA applies to all educational records maintained by the University that are directly related to a student.

For purposes of FERPA, an eligible student is a student who is 18 years of age or older or who attends a postsecondary institution. At Hudson Taylor University, FERPA rights belong to the student.

(1) Student Rights

Under FERPA, eligible students have the right to:

- Inspect and review their education records within 45 days of submitting a written request.
- Request correction of education records believed to be inaccurate or misleading.
- Consent to the disclosure of personally identifiable information contained in education records, except where FERPA permits disclosure without consent.
- File a complaint with the U.S. Department of Education concerning an alleged failure of the University to comply with FERPA.

(2) Disclosure of Education Records

Hudson Taylor University generally will not disclose personally identifiable information from a student's education records without the student's prior written consent, except as permitted by FERPA.

Examples of permitted disclosures include:

- University officials with legitimate educational interests.
- Other institutions to which the student transfers or seeks enrollment.
- Accrediting organizations.
- Government agencies administering financial aid or educational programs.
- Compliance with a judicial order or lawfully issued subpoena.
- Health or safety emergencies.
- Other circumstances permitted under applicable federal law.

(3) School Officials

A school official is a person employed by or acting on behalf of Hudson Taylor University who requires access to education records in order to fulfill professional responsibilities related to the student's education or the operation of the University.

School officials may include faculty members, administrators, staff, contractors, consultants, legal counsel, auditors, technology service providers, or other individuals performing institutional services on behalf of the University, provided they are subject to appropriate confidentiality requirements.

(4) Directory Information

Hudson Taylor University may designate certain student information as Directory Information, which may be disclosed without prior written consent unless the student has submitted a written request to withhold such information.

Directory Information may include:

- Student name
- Enrollment status
- Degree program
- Dates of attendance
- Degrees, honors, and awards received
- Participation in officially recognized activities
- Other information designated by the University consistent with FERPA

Students wishing to restrict the release of Directory Information must submit a written request to the Office of the Registrar.

(5) Annual Notification

Hudson Taylor University annually notifies students of their FERPA rights through the Academic Catalog, Student Handbook, the University website, or other official means of communication.

(6) Record Inspection Requests

Students wishing to inspect or review their education records should submit a written request to the Office of the Registrar.

The University will provide access to eligible records within the time period required by FERPA.

(7) Requests to Amend Records

Students who believe their education records contain inaccurate or misleading information may submit a written request for correction to the Office of the Registrar.

If the request is denied, the student will be informed of the University's procedures for requesting a formal review in accordance with FERPA.

(8) Complaints

Students who believe that Hudson Taylor University has failed to comply with FERPA may file a complaint with the Student Privacy Policy Office (SPPO) of the U.S. Department of Education.

Current information regarding the complaint process is available through the U.S. Department of Education.

(9) Additional Information

Questions regarding FERPA or student education records should be directed to the Office of the Registrar.

Additional information regarding FERPA is available from the U.S. Department of Education's Student Privacy Policy Office.