



HUDSON TAYLOR UNIVERSITY

School Catalog

2024-2025

2855 Rolling Pin Lane Suwanee, GA 30024

770-831-8882

www.hudsonayloruniversity.org

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AUTHORIZATIONS AND 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.

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

GENERAL INFORMATION

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.

Institutional Goals

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

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 member 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.

FAIR BUSINESS PRACTICES AND 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.

HISTORY

Inspirational Origins

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.

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.

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.

LIBRARY SERVICES

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 benefitted 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.

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.

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.hudson-taylor-university.com). Students also have access to the Underwood University library stacks.

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.hudson-taylor-university.org.

Interlibrary Loans

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.

Other Libraries

Geographically, Hudson Taylor University is located within easy driving distance of many prestigious university libraries and several public libraries. While most libraries will not allow check-out privileges, many will allow students to use their facilities. See the Director of Library Services for more information. Students are encouraged to obtain library cards for their local libraries, which will allow them access to quality databases and a broad range of curricular resources.

ADMISSIONS INFORMATION

General Admissions Policies

Hudson Taylor University admits those who meet its educational requirements. Successful applicants must possess a diploma from an accredited high school or have successfully passed the General Education Development (GED) test.

Successful applicants must hold a diploma from an accredited high school or a passing score on the General Education Development (GED) test. HTU's process for evaluating the validity of a student's high school completion includes (1) receiving documentation from the secondary school that confirms the validity of the student's diploma, and (2) confirming with or receiving documentation from the relevant department or agency in the state in which the secondary school is located that the secondary school is recognized as a provider of secondary school education. For international students, certain applicants may be asked to have their transcripts translated and evaluated to show equivalence to a U.S. high school diploma, at the student's expense, by a reputable transcript evaluation company a list of which can be provided by the HTU Admissions Office.

For traditional students who are American citizens, scores for either the SAT or ACT are required (contact the Office of Admissions for current minimum scores). These test scores are not required for F-1 Visa students or Korean-language students.

HTU provides two language tracks for the BABS program: Korean and English. Language requirements vary for each.

1. For Korean-language track applicants:
Native Korean-speaking students have no further language requirement. English proficiency exams are not necessary.
2. For English-language track applicants:
Native English-speaking students have no further language requirement. However, non-native English-speaking students, who want to take English track courses, should show their English efficiency level in one of the following ways:
 - International Language Testing System (IELTS) score of 6.5 or higher
 - Test of English as a Foreign Language (TOEFL) scores of 550 or higher on the paper test, or 79-80 on the internet-based test
 - Hudson Taylor University in-house Test of English Proficiency score of 70% or higher

Applicants who are not native English speakers and who do not possess any of the above scores may take Hudson Taylor University's in-house English Proficiency Test. Details of this test and the minimum required scores are available in the Admissions Office. Certain applicants may be

required to have an interview with members of the English Faculty to verify proficiency. HTU is prepared to provide an English fundamentals course to any student struggling to meet the in-house proficiency test. Hudson Taylor University reserves the right to refuse admission to students who do not meet these criteria.

Hudson Taylor University follows an open admissions policy for those who meet its educational requirements. Application decisions are made without regard to the applicant's race, color, gender, handicap or disability, or national/ethnic origin, according to our non-discrimination policy.

Applicants are assessed according to their academic background, moral character, and a religious autobiography. The Admissions Committee carefully reviews an applicant's records and reference letter(s), and after such review, makes a recommendation to allow or refuse admittance. The Admissions Committee or Admissions Office may choose to conduct an interview with the applicant. Once the Admissions Committee makes a decision, the applicant will be immediately notified of his or her status, usually within one business day. Approved applications are valid for a year from the date of approval. Hudson Taylor University reserves the right to refuse admission to any applicants who do not meet our standards and criteria.

Nonstandard Admissions

(Ability-to-Benefit, Concurrent Enrollment, Probationary Admission, etc.)

HTU does not admit ability-to-benefit students. All applicants must possess the required educational background (high school diploma or equivalent, etc.). No credit is given for prior learning experience or for credit earned from non-degree programs. All transfer credits must be earned post-secondary-level credits. See "Transfer Students and Transfer of Credit," below, for details. HTU does not accept applications for concurrent enrollment (i.e. high school students enrolling in undergraduate programs or undergraduate students enrolling in graduate programs), nor does it accept probationary enrollment of any kind. All applications for admission are subject to the requirements detailed in this section of the Catalog.

Other requirements for admission to Hudson Taylor University include both a definite knowledge of Jesus Christ as the applicant's personal savior, and a committed relationship with Him. Therefore, every applicant will be evaluated on the basis of:

- Academic records
- Assessment of references
- Personal salvation experience through faith in Jesus Christ
- Personal desire to attend Hudson Taylor University

Admissions Requirements

- \$100.00 non-refundable application fee (contact HTU administration office for payment options)
- Fully completed application form, including signed Lifestyle Commitment section. Application forms are available from the HTU Admissions Office.

- Two recent 2" x 2" photos (US passport size)
- Academic credentials (official, sealed transcripts from all previous educational institutions attended)
- A certified copy of a high school diploma or General Education Development (GED) certificate
- Official high school transcript or GED Score
- Two recommendation letters: one from a religious leader and the other from a community leader or businessperson NOT related to the applicant
- A personal essay (see Admissions Packet for details)

Hudson Taylor University reserves the right to refuse admission to any applicants who do not meet our standards and criteria.

International Student Admissions

Hudson Taylor University is authorized under federal law to enroll nonimmigrant alien students by issuing Form I-20, with which students may apply for an F-1 Nonimmigrant Student visa.

International applicants who are not US citizens or lawful permanent residents must verify their immigration status with the SEVP-authorized Primary Designated School Official (PDSO) or Designated School Official (DSO) of Hudson Taylor University. If such applicants are accepted, they must supply the following documents:

- Current bank statement or verification letter from bank attesting to financial sufficiency (an affidavit of financial support indicating sponsorship by a third party and providing documentation of financial support sufficient to cover the applicant's tuition, textbooks, fees, and personal living expenses may be submitted in lieu of a bank statement)
- Copy of I-94
- Immunization records (forms will be supplied by Hudson Taylor University)
- Proof of English proficiency (see below)
- Payment of first semester's tuition, a \$100 non-refundable application fee, \$100 facility fee, and \$200 SEVIS I-20 processing fee must be made upon acceptance.

All of the above items must be submitted to the Hudson Taylor University Admissions Office no later than four (4) months prior to the student's enrollment. The university will issue a Form I-20 after all required items have been received and approved by the Admissions Committee.

English Proficiency

In addition to meeting all other applicable requirements for admission, international students must demonstrate sufficient English language proficiency. This may be done through any of the following:

- International Language Testing System (IELTS) score of 6.5 or higher

- Test of English as a Foreign Language (TOEFL) scores of 550 or higher on the paper test, or 79-80 on the internet-based test
- Hudson Taylor University in-house Test of English Proficiency score of 70% or higher

Applicants are assessed according to their academic background, moral character, and a religious autobiography. The Admissions Committee carefully reviews an applicant's records and reference letter(s), and after such review, makes a recommendation to allow or refuse admittance. The Admissions Committee or Admissions Office may choose to conduct an interview with the applicant. Once the Admissions Committee makes a decision, the applicant will be immediately notified of his or her status, usually within one business day. Approved applications are valid for a year from the date of approval. Hudson Taylor University reserves the right to refuse admission to any applicants who do not meet our standards and criteria.

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.

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.

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.

General Criteria for Transfers

Accreditation status and faculty qualifications of the institution, as well as content correspondence and instructional level of courses are considered.

Criteria for Transfer from Unaccredited Institutions

- Evaluation of catalog
- Authorization or official exemption of the institution by the state where it is located
- Evaluation of faculty credentials
- Assessment of course content and level of instruction

Policies of Transfer Credit:

As of Fall 2022, HTU has established Articulation Agreements with Oikos University, Underwood University, and Western Covenant University.

Accordingly, mutual transfer credits between the schools are unlimited based on the one-on-one course exchange. Those who wish to transfer their academic credits from the previous institutions should be met the following criteria.

TRANSFER STUDENTS AND TRANSFER OF CREDITS

Students transferring from an accredited or otherwise officially recognized college or university must follow the general application policies and procedures.

General Criteria for Transfer of Credits

Students should not assume that credits will automatically transfer to or from any educational institution. Before signing an enrollment agreement, all students are advised to verify with Hudson Taylor University Admissions Department any requested transfer of credits and to determine whether or not the University will accept any credits earned at another educational institution. Undergraduate course credits with a grade of C (2.0 on a 4-point scale) or higher earned at accredited colleges and universities will **generally** be accepted at full value, to the extent that the courses are comparable to Hudson Taylor University's stated requirements, as decided by the Admissions Committee, but no guarantee of any transfer will necessarily be made, nor should it be assumed. Applicants should note that in any case, no more than 75% of the credits towards an undergraduate degree may be transfer credits, and that graduate degree program students must complete a minimum of 50% of credit hours toward their degree at Hudson Taylor. The accreditation status of the institution from which credit was earned will be

taken into account, but is not the sole deciding factor in approving or denying a credit transfer.

Transfer from Accredited Institutions

An official transcript from the institution attended showing satisfactory course completion is required. Transfer hours are not accepted into non-degree programs or for courses that do not meet HTU program requirements. Accepted transfer credits based on a quarter system rather than a semester system will be converted at a 67% equivalency rate, rounded to the nearest whole number. As noted above, no more than 75% of the overall credits towards a degree may be transfer credits. Accreditation status and faculty qualifications of the institution, course content correspondence and the instructional level of courses taken will also be considered. Credit will not be awarded for ability-to-benefit learning, prior experiential learning, College Level Examination Program (CLEP) exemptions, etc. A student may appeal a denial of credit transfer to the Office of Admissions if the student feels that all information was not taken into account, but must be prepared to defend his or her position with new information pertinent to the denial. Appeals that do not provide new information will not be considered.

Transfer from Unaccredited Institutions

Credits earned at unaccredited institutions will not be automatically rejected, but applications from students wishing to transfer credits to Hudson Taylor from unaccredited institutions must undergo additional evaluations. The HTU Admissions Committee will look at these criteria, in addition to the standard application criteria:

- Evaluation of the institution's catalog
- Authorization or official exemption of the institution by its homestate
- Evaluation of faculty credentials
- Assessment of course content and level of instruction

Hudson Taylor University reserves the right to refuse admittance to transfer applicants whose previous institutions do not meet HTU standards or that are considered by the Council for Higher Education Accreditation (CHEA) to be "diploma/degree mills." See:

<http://www.chea.org/4DCGI/cms/review.html?Action=CMS_Document&DocID=45&MenuKey=main>

Undergraduate course credits with a minimum grade of "C" earned at other accredited colleges and universities will generally be accepted at full value to the extent that the courses are comparable to Hudson Taylor University's stated requirements. Graduate course credits must reflect a grade of B- (2.7) or higher. An official transcript from the institution attended showing satisfactory course completion is required. Transfer hours are not accepted into a non-degree program, or for courses that do not meet program requirements. Also, all discussions for the transferring credits should be done prior student's first semester ends.

Categorized Transferring Credits

There are several restrictions in considering Transfer of Credits.

1. If the school runs a quarter system, two courses (six credit units) are calculated as one course (three credits).
2. The maximum transferring credits should not be exceeded 66 % of graduate programs and 75% of undergraduate programs.
3. Core courses of all programs are not transferred.

Transfer-out Procedure

Students wishing to transfer from Hudson Taylor University to another institution must complete and submit a transfer-out form by the last date of one of these deadlines:

- Spring Semester transfer period: from the last day of the semester until May 31.
- Fall Semester transfer period: from the last day of the semester until December 15.

Additionally, the following requirements must be met:

- An original acceptance letter from the school to which the student is transferring must be submitted with the transfer request.
- Discharge any and all financial obligations to Hudson Taylor University.
- Return any and all checked-out library materials, and be cleared by the library.
- Provide all documents required to complete student files, including immunization certificates, updated financial support affidavits or bank statements showing evidence of financial ability, recommendation letters or any other documents or items required to complete files. File completion requirements may vary according to student status; contact the Registrar for details.
- Be cleared by the HTU Registrar and be able to demonstrate no outstanding balances on Hudson Taylor University accounts.
- Return Student ID cards to the Admissions Office.
- Submit a Transfer-Out Request form to the Admissions Office.
- **Please note:** As an unaccredited institution, HTU cannot guarantee that credits from our institution will be accepted by other institutions/schools.

FINANCIAL INFORMATION

No student is eligible to register for classes, or receive an official document, such as a diploma or transcript, until all outstanding balances with Hudson Taylor University are current or paid in full. In addition, any student who has an unresolved financial balance will not be recommended for placement until the matter has been resolved.

Payment

Students are required to pay their tuition and fees in full before they can register for classes. If they fail to make their payment on time, a late fee will be assessed.

The following payment options are currently available

- Cash: Please deliver cash payments in person to the Office of Business Affairs.
- Check: Personal checks or cashier’s checks are accepted. Please make all checkspayable to Hudson Taylor University.

TUITION AND FEES

The following tuition and fee scale is in effect. **Please note that all tuition and fee amounts are subject to change without notice.** The figures below are accurate as of this writing, but students should contact HTU Administration for the most up-to- date financial information. Financial counseling is available upon request.

BABS Degree Program	\$200.00 per credit hour
Application fee (one-time; non-refundable)	\$100.00
Technology fee	\$200.00 per semester
Graduation fee (one-time)	\$300.00
Registration fee	\$100.00 per semester
Late Registration fee	\$200.00
Returned Check fee	\$35.00
*Official Transcript fee	\$20.00
Other Documents	\$5.00 per item
Student ID Replacement fee	\$10.00
<u>International Students Only</u>	
SEVIS I-20 Processing Fee	\$200 per I-20
Transfer-out Application and Processing Fee	\$500
SEVIS I-20 Reissuing Fee	\$50 per I-20
OPT Fee \$500 I-20 Extension Fee	\$200 per I-20
International Student Fee (Transfer-In)	\$600
International Student Fee (COS)	\$700
Reinstatement Processing Fee	\$500
USCIS Request for Evidence Response Fee	Level 1: \$200 Level 2: \$400 Level 3: \$800

REFUND POLICY

HTU’s refund policy is in compliance with the Amendments to Education Law Section 5002, passed in July 1990 and with the current Minimum Standards and Criteria set by GNPEC.

* To obtain a transcript, please email the registrar’s office kyoungmi.o@hudsonayloruniversity.org. The fee is \$20. HTU accepts cash or check.

Withdrawal from All Classes

If a student withdraws from all classes after the first day of the semester, he/she is entitled to a partial tuition refund depending on the percentage of the semester that has passed since the first day of the semester (see “Tuition Refund Schedule,” below).

Refund Approval Contingencies

Students who withdraw before the beginning of a semester or on the first day of the semester will receive a refund of all monies paid, with the exception of the non-refundable application fee. After the first day of a semester, students are liable for

- the cost of any textbooks or supplies accepted
- tuition liability as of the student’s last date of attendance at the university (see “Tuition Refund Schedule,” below).

To be eligible for a refund, written notification of withdrawal must be submitted to the Office of Business Affairs.

In addition to the stated policy herein, Hudson Taylor University will review a student’s extenuating circumstances (e.g., injury, prolonged illness, death, or other circumstances which prohibit completion of the semester or program of study), and, *at its sole discretion*, may grant a tuition refund beyond the amount prescribed in this section. Please note that even students that are dismissed for academic or conduct violations are still subject to the refund policy.

Tuition Refund Schedule

The amount of a tuition refund is determined on a pro-rata basis up to 50% completion of the semester days to the student’s withdrawal date or the last date of attendance by the student, whichever is later. If a student withdraws after completing 50% of the semester, no Tuition Refund shall be given. Refunds will be returned to students within 30 days of withdrawal.

Scholarships

Hudson Taylor University encourages and grants scholarships to students based upon their academic records, attendance records, service to the community, and commitment to the welfare of fellow students and Hudson Taylor community. Recipients of scholarships are selected either by a student’s application, or recommendation by the faculty or administration.

The Scholarship Committee is comprised of the President, Director of Academic Affairs, Director of Admissions and Director of Student Affairs. The decision to grant a scholarship is made by consensus or unanimous approval of all members of the Committee.

The Committee considers four factors in making a scholarship award decision:

- Academic record
- Attendance record

- Service to the community
- Personal attributes or leadership characteristic

HTU does not currently have any private endowments that fund scholarships. HTU does not offer hardship- or need-based scholarships. Scholarships are not awarded as cash, but as credit toward tuition. Students may apply for these scholarships in the Office of the Registrar. Violation of the Attendance policy and/ or a negative change in Academic standing such as being placed on Warning or Probation status will result in the cancellation of a scholarship. Currently, there are two scholarships available to those who meet the criteria:

Academic Achievement Scholarship

The recipient must be a full-time student with at least two semesters of academic record at HTU. The student's overall GPA must be at least 3.85 out of 4.0. A recommendation letter from a faculty member is required. The selection and granting of the scholarship is made per year and the recipients are awarded \$1,000.00 tuition credit per an academic year to full coverage of all costs of education while attending Hudson Taylor University.

- The application due date is June 30th to the Director of Student Affairs
- The decision announcement by the scholarship committee will be made no later than at the end of July.

President's Scholarship

The recipient of the President's Scholarship must exhibit extraordinary commitment to leadership in his or her respective community and must demonstrate selfless dedication to the needs of the HTU community, and to society, nation, and world. The application for this Scholarship must be accompanied by a personal essay and recommendation letter from a member of HTU faculty or administration. The selection and granting of the Scholarship is made by the Committee with the final determination of the amount of the grant by the President. It can range from a \$1,000.00 tuition credit per an academic year to full coverage of all costs of education while attending Hudson Taylor University.

- The application due date is June 30th to the Director of Student Affairs
- The decision announcement by the scholarship committee will be made no later than at the end of July.

STUDENT GOVERNMENT ASSOCIATION

All students are eligible for membership in the Student Government Association (SGA) of Hudson Taylor University. SGA is responsible for matters of general student concern. The President, Secretary, and Treasurer of SGA are elected through a general campus election. Under the supervision of the Office of Student Affairs, SGA coordinates the interactions between campus organizations, the student body, the faculty, and the administration.

SEXUAL HARASSMENT POLICY

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Each student, staff, and faculty member should be able to work in an atmosphere free from discriminatory intimidation based on sex, as well as intimidation based on race, color, age, national origin, or disability. Sexual harassment of students, staff, or faculty by any member of the University community will not be tolerated. Sexual harassment includes any repeated or unwanted verbal or sexual advances, sexually explicit derogatory remarks, or offensive statements made by someone in the workplace when

- Submission to the conduct is either explicitly or implicitly a condition of employment, grades, or good will;
- Submission to or rejection of the conduct is used as a basis for grading or relational decisions affecting any person; or
- The conduct has the purpose or effect of substantially interfering with student, staff, or faculty performance of duties, or of creating an intimidating, hostile, or offensive work or learning environment.

The above are examples of behavior that constitutes sexual harassment, but other behavior of a sexual nature may be considered harassment as well. Sexual harassment on HTU premises will not be tolerated under any circumstances, and will be severely punished, up to and including dismissal from the University and, if applicable, legal actions against the harasser.

Anyone experiencing or observing sexual harassment as described in any of the above categories should report the incident immediately to the Director of Student Affairs or another member of HTU Administration. For complete details regarding harassment of any sort and the disciplinary actions that may be taken, please refer to the Hudson Taylor University Policies and Procedures Manual.

CAMPUS HEALTH AND SAFETY

Drug- and Alcohol- Free Campus Policy

Alcohol and drug consumption causes changes in behavior, ranging from impaired judgment and coordination to inhibiting a person's ability to learn and use higher mental functions. Repeated use may lead to dependence, and long-term use can cause permanent damage to the brain, liver, and other vital organs. This is inconsistent with HTU's desire for all its constituents to be healthy and sound as possible, in mind and body. As mandated by federal regulations (Drug- Free School and Community Act Amendments of 1989), and in line with the terms of its Lifestyle Commitment Agreement, Hudson Taylor University maintains certain policies regarding a drug- and alcohol-free campus. These policies are outlined below.

General Policy on Possession of Controlled Substances

Unlawful manufacturing, distribution, dispensing, possession or use of controlled substances is prohibited by state law under the Georgia Controlled Substances Act. The unlawful possession, use, or distribution of controlled substances is prohibited on HTU property or as part of any University activity. Any HTU constituent who violates the above policy is therefore subject not only to disciplinary action under the HTU Code of Conduct, but to possible criminal prosecution. Employees or students found to be in violation of this drug- and alcohol-free environment policy will be subject to appropriate action, including but not limited to termination or dismissal. Any employee or student who becomes aware of a violation of this policy should report it immediately to the Director of Student Affairs, Director of Academic Affairs, or Administration Office so that the matter can be investigated. HTU will report any illegal activities to relevant local, state, or federal authorities, and will cooperate to the best of its ability with such authorities in investigations of violations of this policy.

Legally Prescribed Medications

The only exception to this policy is for medications that have been legally and properly prescribed by a physician. Those in possession of such medications and related paraphernalia (e.g., insulin needles) must keep these items on or near their persons at all times, and should only use or take such medication when necessary and as privately as possible. Used medical paraphernalia must be removed from campus and disposed of properly. HTU waste receptacles are not for medical waste, and disposal of medical waste in these receptacles constitutes a biohazard. This policy does not apply to legal, over-the-counter, non-controlled medications, such as aspirin, acetaminophen, cold remedies, etc., although such medications should also be used privately and only when necessary.

Alcohol

Hudson Taylor University abides by all state and local laws regarding the possession, consumption, sale or distribution of alcoholic beverages. No alcoholic beverages of any kind are to be brought onto HTU campuses or properties without authorization. The legal drinking age in Georgia is 21. Any HTU student or employee under the age of 21 who purchases, attempts to purchase, or knowingly possesses an alcoholic beverage, on-campus or off-campus; or a student

or employee over 21 who purchases, attempts to purchase, or otherwise furnishes alcoholic beverages for a person under the age of 21, is in violation of state law and of University policy, and subject to discipline under the HTU Code of Conduct and to possible criminal prosecution. Additionally, students at HTU commit to living an alcohol-free life, having signed the Lifestyle Commitment upon admission.

Tobacco

Tobacco use (including cigarettes, cigars, pipes, e-cigarettes or vaping devices, chewing tobacco, snuff, dip, snus, *gutka* and *paan*), is PROHIBITED on in all HTU buildings and on all HTU premises, except in designated outdoor areas. These areas contain fireproof ashcans for disposal of cigarette butts. Tobacco-related rubbish, such as cigarette butts, empty cigarette or tobacco packets, etc. must be disposed of properly so as to avoid litter and the risk of fire. Students or employees not properly disposing of used smoking or other tobacco materials are subject to disciplinary action. Additionally, students at HTU commit to living a tobacco-free life, having signed the Lifestyle Commitment upon admission.

Weapons

Weapons of any kind or facsimiles thereof are prohibited on Hudson Taylor University property. This includes but is not limited to firearms, explosives, fireworks, incendiary devices, pellet guns, and non-utility knives or other sharp blades. Those found to be in possession of such items on HTU property are subject to disciplinary action up to and including dismissal from the University and legal action where appropriate.

Communicable Disease Policy

Hudson Taylor University follows the health and safety guidelines set forth by the Georgia Department of Public Health and by the US Centers for Disease Control as they relate to communicable diseases. Communicable diseases prevalent in the US and Canada include influenza, infectious mononucleosis, hepatitis A and B, measles, meningitis, mumps, chickenpox, tuberculosis, acquired immune deficiency syndrome (AIDS; including ARC and HIV), other immunodeficiency-related viral infections such as Human T-cell lymphotropic virus types I and II (HTLV-I and II), and sexually transmitted diseases such as Chlamydia, herpes, syphilis, and gonorrhea. These diseases pose primary risks to the infected person and secondary risks to those who come in contact with the infected person. In addition, due to the provisions of the Lifestyle Commitment Agreement signed by all students, students who contract a sexually-transmitted disease may be liable to disciplinary action, if they are found to have violated the terms of the Agreement.

Cases of communicable diseases at HTU will be handled with concern for the individual as well as for the University community. Any student, staff, or faculty member who is aware he or she has a communicable disease, either through diagnosis or because of obvious symptoms, should report this immediately to the Vice President and to the Director of Student Affairs. All information thus reported shall be strictly confidential. The individual's right to privacy shall be protected in all reported incidents. Only communicable diseases that are required by law to be

reported to local health agencies shall be reported. Any disciplinary action taken against students who contract a sexually-transmitted disease will be kept strictly confidential.

In all cases of communicable disease, Hudson Taylor University reserves the right to impose restriction of campus activities on the infected individual, based on all available relevant information. Such decisions will generally be made by the Vice-President and the Director of Student Affairs.

Children on Campus

Hudson Taylor University cannot be responsible for children on campus. Therefore, for reasons of safety and insurance, children are not allowed on the HTU campus (apart from those accompanying short-term visitors). Students may not bring their children to the campus while classes are in session. All children brought by visitors must be under adult supervision at all times.

Animals on Campus

No pets or animals of any other kind are allowed on HTU property without prior authorization from HTU Administration. Service animals are permitted on the University campus with the prior authorization of HTU Administration. If you have a service animal, please contact the Main Office for details on obtaining authorization.

Hazardous Chemicals and Machinery

Under no circumstances are students or unauthorized faculty and staff to handle or use any materials, such as cleaners, paints, etc. or any machinery such as vacuums, floor cleaners, etc. or any machinery or devices not directly related to their job or work. Specific permission is required for students to handle chemicals in the arts studio, and no student or staff member without such permission is to handle these. Similarly, the kiln in the arts studio is for use by art students and instructors ONLY, and no unauthorized persons are to enter the firing room.

Visitors to the Campus

Visitors are welcome to Hudson Taylor University. Visitors are responsible for any children that accompany them. All visitors (i.e., anyone who is not a student, faculty member, or staff member of HTU) must sign in at the front desk. Visitors who have not signed in may be asked to leave the premises. HTU is a private business, and therefore reserves the right to refuse entry to anyone for any reason.

Campus Emergency Plan

The HTU Campus Emergency Plan is a comprehensive plan covering actions to be taken in most emergencies. Full text of the Plan may be found in Appendix 1 of this Catalog.

CHAPEL

Chapel Services

The administration and faculty strongly believe in the contribution and vital role of chapel and its ministry of encouragement, worship, and community development. Prayer needs, campus announcements, and items of general interest are shared during this community time of rest, relief, and renewal. During the fall and spring semesters chapel is held regularly. Days and times may differ each semester.

Chapel Attendance Requirements

All Hudson Taylor University students (full-time or part-time) are required to attend weekly chapel services during the semester.

Attendance Policy Violations

Failure to attend and report attendance is a violation of the chapel attendance policy. Repeated violations will result in a warning letter from the Director of Student Affairs that will be placed in the student's file.

Commencement Chapel and Ceremony

The faculty believes the commencement events are a vital part of the academic calendar. All non-graduating students are encouraged to attend the commencement chapel and the ceremony to show support for the graduates.

CHRISTIAN SERVICE PROGRAM

The Christian Service Program has three components: chapel attendance, practical ministry service and a ministry formation course, and an integrative seminar course. Chapel attendance (known as Institutional Requirement at HTU), is a non- credit course which requires students to attend chapel services once a week during the semester.

HTU's Ministry Formation program consists of two parts. The first entails a student's participation each semester in a local church ministry, Christian charity or mission organization, or a mission field for at least twelve hours per semester. The chaplain's office will monitor the students' service and their progress at the end of the semester. The second part of the program is the Ministry Formation course, taken during the student's final semester of enrollment, which includes overview of Basic Christian belief and various ministries through lectures and discussions. During that semester student will participate in Christian Service Program under the supervision by field director or intern supervisor or local pastor.

The Program is supervised by the Director of Ministry Formation, who is a full-time faculty member. This course requires the student to be overseen by an approved supervisor in an approved service situation, which may range from actual ministry in a local church to evangelism, mission, or outreach work. The student submits a monthly report explaining their service duties, their reactions, lessons learned, etc. At the conclusion of the course, the supervisor submits a report detailing the student's abilities, and strengths. Based on these reports, the student is evaluated on his or her ministry skills and issued a final grade for the course.

The Senior Integrative Seminar course, taken during the student's final semester of enrollment, which includes practical service accompanied by formal lecture and seminar discussions. It focuses on the foundations of Christian Theology and the Bible.

CHRISTIAN SERVICE PROGRAM REQUIREMENTS

Bachelor of Arts in Biblical Studies (BABS)

Required enrollment:

1. PRTH406 Ministry Formation (3 credits)
In the Christian Service Program, students must serve in at least two of the ten approved ministry areas over the period of their second to seventh semesters of enrollment. At the accumulation of each semester's Christian service, the student's total grade will be reflected in PRTH406 course, which includes the part of the practical ministry under a supervision.
2. PRTH490 Senior Integrative Seminar (3 credits)
Students must enroll in this course during the final semester of their enrollment. This course focuses on the basics of the Bible and Christian Theology through lectures and interactive discussions. This course meets for three hours a week and requires outside reading and assignments. It also includes ongoing Christian service throughout the senior

year.

3. IR: WS300 Institutional Requirement (Chapel)

Students are required to attend chapel services once a week for the duration of their enrollment.

Approved Ministry Fields

- Evangelism
- Service and Charity Work
- Teaching / Bible Study
- Social Justice
- Missions / Outreach
- Children's Education
- Chaplaincy
- Music Ministry
- Parish Ministry
- Administrative

Evaluation

Credit for CSP participation is assessed as follows:

- I. Chapel: Chapel attendance is recorded weekly. Students missing a chapel service must speak to the Chaplain to be allowed some other way of fulfilling this portion of the requirements.
- II. Ministry Formation and Senior Integrative Seminar
 1. Lecture: Classroom attendance and participation required.
 2. For CSP, students need to participate in various ministries and submit monthly report for Christian Service Program.
 3. During the period of enrollment for the Ministry Formation Course, these documents must be submitted by the student:
 - Form I: Approval of Student Ministry (by the first month of each semester)
 - Form II: Ministry supervisor's final evaluation (by the end of the semester)
 - Form III-a, b, c: Three separate Ministry Reports (one by the last week of every month of the semester of enrollment).

The supervisor at the site will provide the final evaluation, after which the instructor will assess a grade. Complete details of the Christian Service Program may be found in the Christian Service Program Handbook, available from the HTU main office.

CODE OF CONDUCT AND DISCIPLINE POLICIES

Hudson Taylor University expects its students to be of high moral character, and to behave accordingly. The HTU Code of Conduct governs student behavior on- and off- campus, and its Academic Integrity policies govern classroom behavior and maintenance of grade point averages. Penalties for violation of academic integrity, academic discipline, and/or Code of Conduct policies range from warnings to permanent expulsion from HTU. All students are required to sign a document attesting to the fact that they have read, understood, and will abide by the Code of Conduct. Any questions regarding these policies should be directed to the Office of Academic Affairs. Detailed information regarding student conduct and discipline policies may be found in the Student Handbook.

Academic Standards, Integrity, and Discipline

Students who fail to meet Hudson Taylor University's academic expectations and rules (including attendance) may be warned, placed on probation, suspended, or dismissed. The length of suspensions is subject to determination by the Director of Academic Affairs (in consultation with the student's academic advisor, if the DAA deems it necessary). Decisions regarding lengths of suspensions may not be appealed.

In certain situations, withdrawal or dismissal shall be compulsory:

- Lengthy illness, or illness requiring extensive hospitalization, that significantly impedes a student's ability to progress through a degree program
- Violations of certain school regulations
- Failure to meet all the requirements of classes and graduation
- Failure to register during the prescribed period.

Satisfactory Academic Progress (SAP)

It is in the best interests of both student and institution that students maintain good academic standing at HTU. Students may do this demonstrating that they are making Satisfactory Academic Progress (SAP); in other words, that they are working to the standard expected of them as evidenced by their Grade Point Average (GPA). The minimum required cumulative (credits earned at HTU) GPA for undergraduate programs is 2.0; equivalent to a "C" average.

Undergraduate students who do not meet the SAP standard are subject to being placed on Academic Warning status, and will be required to raise their GPA to at least the required standard within one semester. Those who fail to do so will be placed on Academic Probation status, and risk being suspended from the University. A detailed explanation of these academic discipline policies may be found in the HTU Student Handbook, under "Academic Discipline Policies for Undergraduate Students." The Student Handbook is available for download on the HTU website.

ACADEMIC INTEGRITY AND MISCONDUCT

Hudson Taylor University considers certain types of academic misconduct to be serious enough for review of a student's status at the university. Academic misconduct includes but is not limited to the actions listed below. All Students are advised to refer to the Attendance Policy, Withdrawal Policy, and University Standards in the catalog.

Plagiarism

A student plagiarizes if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else. Plagiarism includes, but is not limited to:

- Failing to give credit via footnotes for ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions derived by another.
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or any part thereof.
- Minimally paraphrasing the expressions of thought by others without appropriate quotation marks or attribution.
- Assembling parts from various works and submitting the synthesis or single paper as your own creation.
- Including references in the Bibliography that were not examined by the student. Including bogus references in the bibliography.
- Falsely citing bibliographic references in footnotes.
- Other similar activities.

Cheating

A student is considered to have cheated if he or she does not abide by the conditions set by a particular learning experience, item of assessment or examination.

Cheating includes, but is not limited to:

- Falsifying data obtained from surveys or similar activities
- Copying the answers of another student in an examination or allowing other students to copy answers in an examination
- Taking unauthorized materials into an examination
- Sitting an examination for another student or having another person at an examination on behalf of a student
- Removing an examination question paper from an examination room where this is contrary to instruction
- Improperly obtaining and using information about an examination before the examination
- Making changes to an assignment that has been marked, then returning it for re-marking claiming that it was not correctly marked

If the institution finds that cheating and/or plagiarism did occur, the faculty member shall impose

an academic sanction. The student will be informed in writing of the academic sanctions imposed. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning an "F" for the entire course, or assigning another penalty as deemed appropriate.

Collusion

A student commits collusion when he or she works with another person or persons without the permission of the instructor to produce work which is then presented as work completed independently by the student. Collusion includes, but is not limited to:

- Writing the whole or part of an assignment with another person
- Using the notes of another person to prepare an assignment
- Using another person's resource materials that have been previously annotated, highlighted or underlined
- Allowing another student, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment

Other

A student commits an act of academic misconduct when he or she inhibits or prevents other people's legitimate learning or teaching. Such actions include but are not limited to:

- Any infringement of the library rules, including specifically
 - withholding books from the library in such a way that prevents other students from having access to the books at the time they may need them
 - defacing books from the library
 - stealing books from the library
- Any disruption of classes
- Any other conduct which unreasonably impairs the rights of other persons to pursue their work, studies or research.

ACADEMIC DISCIPLINE POLICIES

Students who fail a course in any term will be issued an academic warning letter concerning their performance, with copies of the notification sent to the student's advisor, the director of Academic Affairs, and the Vice President. Students who fail the same course a second time will be automatically placed on academic probation for a period of not less than one full semester. Students who fail the same course a third time will be subject to academic dismissal. Details of Academic Warning and Academic probation statuses are given below.

Academic Warning

If a student's overall GPA falls below 2.0, the student will be sent a letter from the Office of Academic Affairs, informing the student of the problem and notifying them of an ad hoc Academic Discipline Committee, composed of the Director of Academic Affairs, the student's academic advisor, and such of the student's faculty instructors or other HTU personnel as the DAA and the academic advisor may deem necessary. The student will be required to appear

before this Committee, and may at this time appeal the Committee's decision if and only if he or she can produce evidence of a legitimate reason for his or her inability to meet the minimum GPA (severe illness, etc.). The evidence presented by the student must be documented in some legitimate fashion (doctor's notes, etc.). Evidence not accompanied by legitimate documentation will not be accepted. If the student's evidence is accepted by the Committee, the student will be placed on Academic Warning status, and will be allowed to continue coursework, but will be advised to maintain close contact with his or her advisor and instructors. If, after the subsequent semester, the student's GPA has risen to or above the minimum standard, he or she will be removed from Academic Warning status, and enrollment and coursework will continue as usual. If, after the subsequent semester, the student's GPA does not meet the minimum, a second Academic Discipline Committee will be convened, and the student will be placed on Academic Probation.

Academic Probation

Academic probation status indicates that a student has failed a particular course twice in succession; or that his or her GPA has dropped below the required minimum. If the student does not or cannot produce satisfactory evidence as to why his or her GPA has fallen below the minimum standard, or fails to meet the minimum GPA after being on Academic Warning status for one semester, the student will be placed on Academic Probation. The Academic Discipline Committee will review the student's record and will design an Academic Recovery Plan (ARP) to help the student raise his or her GPA. The terms of this plan will vary on a case-by-case basis subject to the decisions of the Director of Academic Affairs, but generally, the student will be allowed one semester to bring their GPA up to the minimum standard and to complete the tasks outlined in the ARP. These tasks may involve extra study, tutoring, additional work in research and writing, or other such work as the student's advisor and instructors deem suitable. All involved parties will sign the ARP, and the student will be placed on Academic Probation for the following semester. Regular checks throughout the semester, scheduled by the Academic Discipline Committee, will be performed to ensure student compliance with the ARP. If, at the end of the semester, the student has fulfilled all the requirements of the ARP and his or her GPA meets or exceeds the minimum requirement, the student will be taken off Academic Probation and placed on Academic Warning status, as noted above. Their program of study may proceed as normal, and if minimum GPA standards are met, no further action will be taken. If a student is taken off Academic Probation and placed on Academic Warning status and again fails to meet the minimum GPA, the process of Academic Warning and Probation will restart.

Academic Suspension

Academic suspension occurs when a student fails to earn the required minimum GPA for two consecutive semesters and following academic probation; or otherwise fails to meet the requirements of the ARP. The student will be suspended for a minimum of one semester, during which time they will be ineligible to enroll in, register for, or attend classes at HTU. At the end of the term of suspension, the student may re-enroll at HTU, but will be on academic probation for a term of at least one semester. A student applying for readmission under these circumstances must be interviewed by the Director of Academic Affairs before his or her readmission will be approved. If the student fails to earn the required minimum GPA during the

probationary period after readmission, he or she will be dismissed from the University and will not be eligible for readmission.

Academic Dismissal

Academic dismissals may occur when a student has failed to meet the GPA requirement after a period of academic suspension, has failed the same course more than three times, or has failed ten or more courses in total while attending HTU. Academic dismissal means that the student completely loses his or her enrollment status at Hudson Taylor University. A student who has been so dismissed may reapply to HTU after a period of not less than one academic year (two consecutive semesters) but will be required to reapply as a new incoming student, and the application is subject to special approval by the Director of Academic Affairs. Students who do not obtain the approval of the DAA will not be readmitted. Academically dismissed students may also qualify for readmission to HTU as a degree student after submitting a GPA of a satisfactory level earned at another institution during the period of dismissal; or by successfully completing two consecutive semesters as a non-degree student at HTU, subject to the approval of the DAA.

If a student who has been academically dismissed is accepted for re-enrollment, he or she will be enrolled on a probationary basis, and will be required to maintain the minimum GPA and to report their progress regularly to their academic advisor, or to meet any other requirements the DAA sees fit to impose. Any required classes failed by the student prior to re-enrollment must be retaken. Readmission after academic dismissal will be granted only once. Students academically dismissed a second time from HTU will not be eligible for readmission under any circumstances. Academic probations, and dismissals will be recorded on the student's official transcript.

Other decisions and subsequent actions may be made by the Committee, as circumstances warrant. In all events, the Committee's decision shall be final, and the student will not be allowed to appeal the decision. **For further regulations and policies regarding Academic Misconduct, including disciplinary policies, please refer to the Student Handbook.**

GRIEVANCE POLICY

Hudson Taylor University hopes that student complaints can be resolved before serious problems develop. The following steps should be taken to resolve any issue that arises between a student and an instructor or administrator.

1. Students should first contact the instructor or administrator via Populi or school email to schedule an appointment to discuss the grievance directly, either in person or over email. Most issues can be resolved through this kind of direct communication.
2. If direct communication with the instructor or administrator does not resolve the grievance, or if an issue persists, the student may bring a written and signed summary of the complaint to the Director of Student Affairs, for non-academic concerns (sjang@hudson-taylor-university.org), or the Director of Academic Affairs, for academic concerns (bkchoi@hudson-taylor-university.org). The respective director will then seek to mediate the issue, discussing it first with the instructor or administrator and then with the student. The director will then discuss the final decision with the student and provide a written report summarizing the decision.

3. If the grievance is still not resolved after discussing it with one of the directors, the student may then request that the matter be considered by a joint committee comprised of both directors, who will discuss the issue together. They will review the written complaint by the student and may consult both the student and the instructor or administrator again for additional clarification. The committee will then discuss the final decision with the student and provide a written report summarizing the decision.
4. If the decision of the committee still does not resolve the matter to the student's satisfaction, or if the student does not believe a discussion with either director is appropriate, the student may proceed to the formal grievance stage by presenting a written grievance to the President for adjudication. The President will review the written complaint and consult with all parties involved—the instructor or administrator, the two directors, and the student. After reviewing all relevant information, the President will then make a final decision and notify the student by writing within 10 business days.
5. If the student is not satisfied with the President's final decision, the student may then appeal to the state oversight body, GNPEC, or HTU's accrediting agency (ABHE). The student may do so by contacting one of the addresses below:

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place, Suite 220

Tucker, Georgia 30084-53055

(770) 414-3300 Fax (770) 414-3309

<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

Association for Biblical Higher Education

5850 TG Lee Blvd, Suite 130

Orlando, FL 32822

407-207-0808 | info@abhe.org

<https://www.abhe.org/wpcontent/uploads/2017/08/Complaint-Form.docx>

Please note that GNPEC regulations require that the University's internal grievance procedure must be followed COMPLETELY before they will entertain a complaint.

All grievances must be filed within 30 days of the original issue that caused the grievance. University administration will respond to all grievance filings within 10 business days. All records regarding grievance proceedings will be kept on file in the office of the President.

ACADEMIC INFORMATION

Orientation

Orientation is required for all new students. Orientation is generally held one week prior to the start of classes each semester. Specific dates and times will be communicated to students each semester. At orientation, new students will be informed as to HTU policies and procedures, introduced to HTU personnel, and welcomed to the university. Students will also be shown where to obtain the Catalog and Student Handbook, and will also be shown the Student Information System and introduced to the Library services.

Registration

Hudson Taylor University attempts to make the registration process as efficient as possible for students. Students should register during the registration period assigned to them. Registration priority is given to students graduating within the upcoming academic year. A late registration fee is charged to students who register after the registration deadline. Those who register late run the risk of not getting into necessary courses if they are at capacity, or canceled due to lack of enrollment. Official registration must be completed before the student attends classes. The student's registration will become valid upon the payment of the tuition and fees.

During the first week of each semester, students may make schedule changes – dropping and adding courses. Courses cannot be added after the first week of classes without the approval of the Academic Office. If students do not pay tuition by the appropriate payment deadline, their registration will be voided. They will also lose registration priority. Students who enroll in courses that are not required by the degree program to which they are admitted may be denied registration to those courses except if the course is a non-major elective.

Grading Scale

Grade points are determined on the basis of hours attempted according to the following scale:

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	Less than 60	0

Academic Assessment System

Noncredit Grade Symbols:

AU – Audit
I – Incomplete NC – No
Credit TR – Transfer WD –
Withdrawn P – Pass

Grade Symbols:

A - work of excellent quality
B - work of commendable quality C - work
of acceptable quality
D - work of minimal but passing quality F
- failure to do minimal passing work;
with no credit given

In order to receive credit for a failed course, the student must repeat the course if it is required for their program of study, but may either repeat it or take another elective course if the failed course is not required.

Permanent Academic Record

All recorded grades become a permanent part of the student's academic history. If a student receives a failing grade, that grade will remain on the record. If such a course is re- taken, the new registration and grade will also be recorded on the student's permanent record. After two years, it is understood that both the professor and student have enough time to adjust any grade concerns; thus, the adjusted grade becomes permanent and cannot be changed.

Attendance Policy

Academic credit for a course requires regular class attendance. Class attendance means being present in the classroom for the entire class meeting. The student's physical presence is crucial in any class meeting regardless of whether or not the student's assignments are completed. The maximum allowance for the unexcused absence is three (3) class sessions in a semester. Once a student reaches the limit of missed classes, the instructor is required to report the student's absence status to the Office of Academic Affairs for further evaluation.

All faculty members are required to maintain an accurate attendance record and begin class on time. When it becomes necessary for a student to miss a class for any reason, the student is encouraged to submit a class absence excusal form and to contact the instructor via email to make arrangements to complete missed assignments. For an excused absence, the student must provide documented proof (i.e., court documents, doctor's note, death certificate, birth certificate, flight itinerary, etc.). Excusable reasons for absence are medical appointments, surgery, religious activities, certain family activities such as weddings, military service, jury duty, court hearing, funeral, car accident, etc. In the event of an absence for any reason, the student is responsible for any information or class content missed. In some cases, additional work is required to make up for an absence. If not made up, this may result in a lower grade or even a failing grade for the course. Withdrawal Leave of Absence

Notification of Withdrawal

Students who choose to withdraw from Hudson Taylor University must submit proper notification to the Registrar's Office. Withdrawing students who qualify and who appropriately notify the Registrar's Office will receive a tuition refund in accordance with Hudson Taylor University's refund policy.

Leave of Absence

A leave of absence is a special category of withdrawal that may be requested by a student who intends to withdraw for a period not to exceed one year from the end of their last term of enrollment. Students who need a leave of absence must meet with their academic advisers and submit an application form with supporting documents to be allowed by the office of Academic Affairs.

Readmission Following Withdrawal

Readmission after a period of absence exceeding one year requires reapplication through the Admissions Office. Readmission following a withdrawal or leave of absence of more than one year is subject to the approval of the Registrar and/or the Director of Admissions, and in certain cases the Director of Student Affairs. Students readmitted following a withdrawal are subject to the program requirements noted in the Catalog relevant to the semester when they re- enter.

GRADUATION POLICY**Graduation Application**

All students expecting to complete their academic program in a given semester must apply for graduation in the semester prior to their expected graduation by submitting a request for graduation to the office of Academic Affairs.

Graduation Procedures

All graduation requirements must be met by the end of the semester for graduation. A student may not graduate or participate in commencement while under any probationary or disciplinary action. A minimum grade point average of 2.0 is required for. A minimum grade point average of 3.95 qualifies for highest honors, 3.85 for high honors, and 3.60 for honors.

Degrees are conferred in May, August, and January. The graduation ceremony is held each May. Students who satisfactorily complete their course work in the summer session will receive degree conferral in August. Students who complete their degree requirements in December will receive degree conferral in January, and may participate in the commencement ceremony the following May.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS IN BIBLICAL STUDIES (BABS)

Program Overview

The Bachelor of Arts in Biblical Studies program is designed to deepen students' understanding of Scripture, theology, and ministry, including the study of the Old and New Testaments, biblical interpretation, theology, church history, and Christian ethics. The degree provides a foundation for further ministry, graduate studies, and for personal spiritual growth and enrichment. This program offers some courses in both traditional and Distance Education modes. **See Appendix 4:** Distance Education.

Program Objectives

BABS students will be able to:

1. identify various approaches to interpreting Scripture
2. demonstrate an understanding of the historical contexts of the Old and New Testaments and of the early church
3. apply a Christian worldview to personal and communal spiritual growth and development
4. apply intercultural and missiological studies to a variety of ministry and missional contexts
5. demonstrate Christ-like leadership through the application of Christian ethical and leadership models

Program 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 course. **NOTE:** The GE courses marked below with an asterisk (*) are taught at HTU. All other GE courses are readily available through cross-registration with Underwood University.

UNIVERSITY CORE (9 Credit Hours)

UNIVERSITY CORE (3 CREDITS)

UC220 Christian Leadership Seminar

CREDIT HOURS

3

WRITING AND COMMUNICATION (6 CREDITS)

ENG101 College English I

ENG102 College English II

CREDIT HOURS

3

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

COMM101 Introduction to Communication

COMM102 Public Presentation

ENG105 Business English

CREDIT HOURS

3

3

3

FINE ARTS

ART101 Fundamentals of Art And Design

ART108 Three-Dimensional Design

ART110 Basic Drawing

ART130 Western Art History & Impression

ART131 Theories of Design & Color

ART160 Two-Dimensional Design

DNC100 Appreciation of Dance

MUS100 Music Appreciation

MUS105 Fundamentals of Music

MUS106 University Chorus

MUS120 Introduction to Music

MUS210 Introduction to Church Music

CREDIT HOURS

3

3

3

3

3

3

3

3

3

3

3

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 History of America I	3
HIS131 History of America II	3
*HIS140 History and Culture in Asia	3
HIS150 History of Modern Business	3
*HPR120 World Civilization	3
RLA120 Civil Rights and 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 SCIENCE	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 AND 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

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
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)

BIBLICAL / THEOLOGICAL STUDIES (30 CREDIT HOURS)	CREDIT HOURS
BSOT200 Old Testament Survey	3
BSOT202 Pentateuch	3
BSOT204 Major Prophets	3
BSNT200 New Testament Survey	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.

DEPARTMENT 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.

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
ENG102 College 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
BSNT204 Pauline Literature	3
Select Four Departmental Electives	12
WS300 Institutional Requirement	0
Total	15

Eight 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

UNDERGRADUATE COURSE DESCRIPTIONS

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.

BIBL320 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 and New Testament

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 BIBL400

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 the 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 or BIBL400

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 or BIBL400

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 or BIBL400

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 or BIBL400

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 BIBL151

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

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 BIBL400

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 or BIBL400

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 or BIBL400

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 BSLH41

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.

Church History and Leadership

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

CHIS320 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.

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.

Intercultural Studies / Missiology**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

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 contextualizers, 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.

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 spiritualities. Prerequisite: ISM250

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 which Ancient and Modern philosophy shaped Christian theology, as well as the ways in which Christian theological commitments have shaped Modern and Contemporary philosophy.

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 Credits x 6 semesters for a total of 18 credits)

The course provides students with the opportunity to apply their theological education in a practical way. This will give students the opportunity to explore their ministerial gifts, including strengths and weaknesses. This course requires enrollment for six semesters, followed by enrollment in PRTH490 Senior Integrative Seminar as the culmination of the student's practical ministry experience.

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 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: Successful completion of six semesters of **PRTH406**

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 opportunity for practice in preaching.

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 emphases 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 an 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.

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 the 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 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, natures, 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. FLK151 is a prerequisite for FLK152

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 governmental system.

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

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

BSO101 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, combinatorial, 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

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.

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HUDSON TAYLOR UNIVERSITY FACULTY**FULL TIME****Jang, Suk Min**

PhD, Chicago Theological Seminary

STM, Chicago Theological Seminary ThM, Harvard University

MDiv, Emory University

BA, Northeastern Bible College

Cha, Michael**PART TIME****Choi, Byong Kie**

PhD, Drew University

ThM, Princeton Theological Seminary MDiv, McCormick Theological Seminary BS, Sogang University

Choi, Sungyi

PhD, Claremont School of Theology

MA, Princeton Theological Seminary

BA, New York University

Giannone, Debra

MLS, Long Island University BA, Concordia College

Jo, Yong Soo

PhD, Southern Baptist Theological Seminary

MDiv, Korea Baptist Theological University/Seminary BS, Busan National University

Jung, Chaneung

PhD, Asbury Theological Seminary

MA (Divinity), Asbury Theological Seminary

MA (Theology), Korean Methodist Theological Seminary

BA, Korean Methodist Theological Seminary

Lee, Hye Jin

PhD, Boston University (ABD)

MA, Duke University

MDiv, Seoul Theological University

BA, Seoul National University

Lee, Howoo (Howard)

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STM, Drew University
MDiv, Westminster Theological Seminary
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STM, Dallas Theological Seminary
BE, Seoul National University

Yoo, Si Ha

PhD, BIOLA University
MA, Talbot School of Theology
ThM, Asian United Theological University

APPENDIX 1

CAMPUS EMERGENCY PLAN**IN CASE OF FIRE OR EMERGENCY, CALL 911 IMMEDIATELY**

HTU has an emergency plan that gives procedures to follow in case of fire, weather, earthquake, or lockdown emergencies. Faculty members have this plan explained at Faculty Orientation. They should subsequently review the emergency information with all students at the beginning of each semester (emergency plan/handout discussed at orientation). The student should be made aware of the building layout chart of the classroom, residence hall, and other buildings. In the event of a medical emergency, the situation should be reported immediately to the University business office. The office will call 911 to report and secure the professional attention that is needed. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

GENERAL PRECAUTIONS

In an emergency, you should:

- Upon discovering an emergency, or potential emergency, immediately leave the area and go to the nearest telephone; call the HTU Office, 770-831-9500;
- Give the HTU Office as much information as possible regarding the emergency.
- The HTU office will:
 - Identify the nature and scope of the emergency;
 - Establish priorities and coordinate crisis response efforts;
 - Interact with outside agencies including, but not limited to, the American Red Cross, law enforcement, fire department, and the Federal Emergency Management Agency
- Determine the times and means to report efforts and progress to the campus community.

HTU's emergency procedures are outlined below. These policies detail procedures to be followed in case of fire, weather, earthquake, lockdown, or other emergencies. Faculty will have this plan explained by the Director of Facilities. Faculty should review emergency information with students at the beginning of each semester (students will have the emergency plan explained to them at orientation). In the event of a medical emergency, the situation should be reported immediately to University administration. The office will call 911 to report and secure the professional attention that is needed. Only trained personnel should provide any type of medical care. A first aid kit is kept in the business office for minor needs.

EMERGENCY PHONE NUMBERS

Gwinnett Medical Center Lawrenceville	
24-Hour Emergency Room	678-312-4357
Gwinnett Extended Care Center	678-312-3000
Counseling & Psychiatry of Gwinnett	770-978-9393
Emory University Hospital	
Emergency services	404-712-2000
Toll Free Information	404-712-7100
	800-75-Emory
Gwinnett County Police	
Non-emergency	770-513-5700
Suwanee City Police	
Non-emergency	770-945-8995
Other Important Numbers	
Georgia State Patrol	404-624-7700
Poison Information Center (Statewide)	800-222-1222
Road Conditions (Statewide)	877-694-2511

CRISIS PROCEDURES

Every effort is made to ensure a safe and hazard-free work and study place. Unforeseen circumstances may occur, however, and every contingency cannot be anticipated. HTU Campus Emergency Policy, outlined below, gives information as to what to do in the event of an emergency, crime, or natural disaster.

On request and insofar as it is able, HTU Administration will provide on-campus escorts to and from buildings and vehicles. Security cameras are emplaced in all public areas and classrooms, which record all activity 24/7, and are equipped with infrared capability for recording in the dark. HTU reserves the right to use these cameras in the investigation of any incident on campus, and will provide recordings to relevant authorities when necessary.

IN AN EMERGENCY, DISABLED PERSONS ARE TO BE GIVEN PRIORITY IN THE USE OF ELEVATORS.

The following procedures should be followed in the event of emergencies:

Fire

In all cases of fire, HTU Administration must be notified as soon as possible. Fire alarm pulls are throughout the building; pull the alarm and then call 911. During a fire alarm in any building, you

are required to evacuate immediately.

- If you become trapped in the public area of a building during a fire, find a room, preferably with a window (keep window closed as much as possible), place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews. If there are no windows, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location.
- If you are in a room when a fire alarm sounds, feel the door. If it is hot, do not open it. Seal the cracks around the door with a wet towel or other cloth fabric; place an article of clothing or a sheet outside the window or try to use the telephone for help. If you can safely leave your room, do so and proceed to the nearest exit. Shout and pound on doors to alert others as you leave.
- Know the locations of fire extinguishers, fire exits, and alarm systems in your area. Know how to use them in case of an emergency.
- If a minor fire appears controllable, use one of the fire extinguishers located throughout the building. Pull the pin, aim, squeeze, and sweep the fire extinguisher toward the base of the flame.
- If an emergency exists, notify HTU Administration and activate the building alarm. Call 911 and report the fire.
- If a large fire or one that appears uncontrollable is present, evacuate all rooms, closing all doors to confine the fires and reduce oxygen. Do not lock doors or open windows.
- When the building evacuation alarm is sounded to signal that an emergency exists, follow the evacuation maps posted throughout the building. Walk quickly to the nearest marked exit and alert others to do the same.
- Assist the disabled in exiting the building. Do not use the elevators during a fire. Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.
- Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- If requested, assist emergency crews as necessary. A campus emergency command post may be set up near the emergency site. Do not return to an evacuated building until instructed to do so by a University official.

Illness or Injury

In the event of a serious injury or illness:

- Immediately dial 911 for assistance. Give your name, the campus location of the victim, and describe the nature and severity of the medical problem. Only trained personnel should provide advanced first aid treatment or CPR.
- Keep the victim still and as comfortable as possible.
- Ask the victim, “Are you ok?” and “What is wrong?”
- Check breathing and give CPR if necessary and ONLY if you are properly trained.
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical ID, question witnesses, and give all information to the

paramedics. In case of minor injuries, such as small cuts and scrapes, a first aid kit is located in the Office of Academic Affairs.

Gas Leak

In the event of a gas leak:

- Call 911 and notify HTU Administration.
- Evacuate the building if the safety of faculty, staff, and students is threatened.
- Open doors to promote cross-ventilation.
- Emergency services will establish a safe perimeter. Do not return to an evacuated building until instructed to do so by a University official.

Severe Weather

The Atlanta area is not prone to a high number of tornadoes. However, it is necessary to have an organized method by which to provide ample warning of the possibility of a tornado and to respond in the event a tornado has been spotted or the campus is struck. In the event Gwinnett County comes under a tornado warning (meaning a tornado has been spotted in the Atlanta area) and the tornado is heading toward the campus, the Director of Campus Security and Facilities will immediately notify the Vice President and/or the President. The Director of Academic Affairs will be notified and all classes will be immediately informed.

General Precautions

- Remain indoors.
- Go to the safest area in your building (see list below).
- Stay away from windows.
- Close and vacate all offices with outside windows.
- Windows need not be opened.
- If your building is hit, lay flat on the floor and cover your head with your arms and hands.
- After the tornado hits, do not leave your building until word is given by proper authorities, unless your life is threatened by remaining in the damaged building.

Safest Areas

- Stairwells
- Hallways on the first floor

If a tornado watch (meaning that weather conditions are right for a tornado, but no tornado has yet been spotted) is issued for the metro Atlanta area, the Director of Campus Security and Facilities will notify the Vice President and/or the President, who will determine if further action should be taken.

In the event of severe weather:

- Shut down all computers and electrical equipment that might be damaged by lightning strike.

- The decision to evacuate a building will be announced by HTU Administration. Evacuate the building if the safety of persons inside is threatened.
- Meet at a predetermined location away from the building.
- Check all areas to ensure that everyone is evacuated.

Ice and Snow

Occasionally during the winter months, inclement weather such as snow and/or ice make road and highway conditions hazardous. If weather conditions become hazardous during normal business hours, a decision to close the campus early will be shared via e-mail announcement, telephone calls to each department, and posting on the University website. If weather conditions deteriorate overnight, then the administration will make a decision either to close the campus for the day or open later in the day. Announcements will be made via the University website, the main campus telephone number, and broadcast over major television and radio stations.

If ice/snow conditions arise while classes are in session, remember to be extremely careful when exiting the building. Do not drive if there is ice or snow on the road.

Chemical Spill or Radiation Release

Hudson Taylor University is located near Interstate 85, a major traffic route into and out of Atlanta. Dangerous substances are transported daily on this highway, and are susceptible to accidental release in the aftermath of collisions or fire. An example of this would be a release of anhydrous ammonia from tanks or chlorine being transported along the interstate. These toxic substances can be carried in cloud form and, depending upon variable winds, could threaten the HTU campus.

In the event of a chemical spill or radiation release:

- Immediately call 911 and give the location, material(s) involved, and the extent of any injuries, if known.
- Report the incident to HTU Administration.
- Activate the building alarm.
- Evacuate the affected building or area and leave clear access for arriving emergency personnel.
- Always move uphill, upstream, or upwind to avoid contamination.
- Assist the disabled in exiting the building. Remember that elevators are reserved for the disabled person's use. Do not use elevators in case of fire.
- If requested, assist emergency crews as necessary.
- Do not return to an evacuated building until instructed to do so.
- In case of a spill of potentially hazardous chemicals in or near campus buildings, notify HTU administration immediately. Do not touch or approach any potentially hazardous substance.

Bomb Threat

In the event of a bomb threat:

- **DO NOT HANDLE ANY SUSPICIOUS OBJECT OR PACKAGE!**
- Do not open drawers or cabinets, turn lights on or off, or utilize 2-way radios or cell phones until safely out of the building.
- Clear the area, assisting disabled person(s) in exiting the building. Immediately call 911, and contact HTU Administration. Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.
- Do not return to an evacuated building until permitted to do so by HTU Administration or other proper authority.

If a bomb threat is received by phone, the recipient should ask:

- When is the bomb going to explode?
- Where is the bomb located?
- What kind of bomb is it?
- What does it look like?

If possible, keep talking to the caller and take note of the following for the authorities:

- Time of call.
- Gender and likely age of the caller.
- Speech patterns, accent, possible nationality, etc.
- Emotional state of the caller.

Violent or Criminal Behavior

In the event of violent or criminal acts, immediately dial 911 and report the following to the dispatch operator:

- Nature of the incident
- Location of the incident
- Description of person(s) involved
- Description of property involved
- Weapons involved, if any
- Welfare of the victim

HTU students and employees who witness a crime are expected to assist authorities insofar as they are able. Should gunfire or discharged explosives threaten the campus, move to a place of safety immediately using all available cover and concealment. After the disturbance, seek emergency first aid, if necessary. If an emergency text of a shooting is received, turn out all lights and lock the door. Please immediately report suspicious situations or persons to HTU Administration.

Active shooter situations

In the extremely unlikely event of an active shooter on the HTU campus, take all precautions to ensure your safety and that of others. Try to remain calm. If possible, move to a room that can be locked and lock yourself and others in. If the room has windows, keep on the floor so as not to be seen from outside. Call 911 as soon as possible and report the situation.

DO NOT LEAVE A SAFE SPACE UNTIL YOU ARE INSTRUCTED TO DO SO BY THE POLICE OR A CAMPUS ADMINISTRATOR.

If a shooter enters your classroom or office, try to remain calm. If it is possible to dial 911, do so, and leave the line open so the dispatcher can hear what is being said in the room. It may be possible to negotiate with the shooter, but direct confrontation should be avoided, and attempts to overpower the shooter should be made only as a last resort. If the shooter gives instructions, try to do exactly as they say. If the shooter leaves, move as quickly as possible to a safe area. Do not touch anything the shooter has handled or that was in the shooter's vicinity.

If you decide to flee, make certain you have an escape plan and route in mind. **DO NOT TAKE ANYTHING WITH YOU, AND KEEP YOUR HANDS IN VIEW AT ALL TIMES.** If you encounter a police officer, immediately follow their instructions, without question or hesitation. Do not attempt to move injured persons, but notify authorities as to their location as soon as possible.

Understand that police officers are trained to react as quickly as possible to such situations. They may be dressed in protective gear and may be armed with automatic or other heavy weaponry. Regardless of how the police officers appear, remember that they are there to stop the shooter and ensure your safety. Do not be afraid of them, but follow their instructions instantly and to the letter. Keep your hands visible at all times. The police may handcuff or otherwise detain you – remember that they may not know who the shooter is, and must take every possible precaution. Do not argue with or question the police in such a situation. **DO EXACTLY AS THEY SAY.**

Bear in mind that the entire campus will be designated as a crime scene, and you will likely not be allowed to leave the area. Do not attempt to do so until given the go-ahead by the police. The police will establish a safe zone, and will generally order you to stay within it. Again, **DO EXACTLY AS THE POLICE SAY**, without argument or hesitation.

Hostage Situations

Hostage situations are extremely rare, but nonetheless, preparation is wise. If you are taken hostage:

- Be patient! Time is on your side. Avoid drastic action. The initial 45 minutes are the most dangerous.
- Follow instructions.
- Do not speak unless spoken to and then only when necessary (e.g., medications, first aid, or restroom use).
- Do not speak confrontationally to the captor, who may be in an agitated state. Maintain eye contact with the captor at all times if possible, but do not stare.

- Be observant. You may be released or have the opportunity to escape. The personal safety of others may depend on your memory
- Be prepared to answer questions from the police on the phone.

Evacuation Routes

Evacuation routes are posted around the campus buildings in various places. Each room has an evacuation map posted on the wall.

Fire Extinguishers

Fire extinguishers are located throughout the building. They are regularly inspected and maintained. Do not operate or handle a fire extinguisher except in an emergency.

Campus Closings

Campus closings will be reported via email, SMS, the HTU website, and on local radio, TV and internet. If there is any doubt regarding a school closing, **DO NOT COME TO SCHOOL** until you have checked and verified that HTU is open and operating.

APPENDIX 2

PLACEMENT SERVICES AND CAREER DEVELOPMENT

HTU provides general career development and placement services as and when appropriate or possible. Career development services exist to help students identify, understand and clarify their educational and career goals throughout their students experience at the University. Services provided include career counseling and planning, coaching on interview skills, resume writing skills, effective Job search, networking, internships and volunteering. The Career center also offers several placement related services for students. Please note that HTU cannot guarantee employment for any students.

Career Counseling and Planning

The University provides professional advisors that help students with academic and career counseling. Advisors help students identify and understand career paths open to their general education and degree paths. Students are equipped with tools that help them manage their career development effectively. Students are given opportunities for individual career assistance and equipped with the necessary tools that help them discover and choose their career paths. Career development workshops are conducted quarterly covering essential job search skills, resume review and cover letters, interview skills, networking skills, business etiquette and dressing for success.

Resumé Writing Skills

Students are trained through resume writing workshops on how to write effective targeted resumes that communicates their skills and provide employers with an overall view of their potentials and experience. Resume and cover letter writing help are offered to equip students with skills that help make a lasting impression on their potential employers. The resume writing skills workshops culminate in a walk-through of students' resumes and a cover letter toolkit, which includes a sample resume, a resume template, resume tips, and action words for resumes, a sample cover letter, a cover letter resume and guideline, a sample reference list and how to prepare a list of professional and personal references.

Effective Job Search and Networking Skills

Students are coached on effective job search skills. This includes encouraging students to conduct self-assessments of their skills set and interests. A comprehensive overview of the variety of careers, and functional areas corresponding to the student's area of interest are explored. Students are trained on job searching through the use of networking, on-ground and the current major online job sites. The effective job search skills training culminates in the creation of a personalized job search toolkit. The job search toolkit contains: a professional targeted resume and cover letter, an employer contact log, a networking worksheet, salary negotiation strategies and successful interview tips. Access to job sites with current job openings are provided to student in order to apply to prospective employers.

Coaching on interview skills

Students are coached in successful interview skills that equip them to effectively research prospective employers, analyse job requirements and obtain useful job searching information for their interviews. Interview skill workshops are designed to prepare students on how to articulate their skills and talents to potential employers. The interview skills workshops allow students to review interview tips, practice answers for common interview questions and master successful behavioral interview questions. Students are supplied with an interview toolkit that includes: frequently asked interview questions, dressing or success, how to make good first time impressions and questions to ask your interviewer.

Internships and volunteering opportunities

The Christian Service Program, described elsewhere in this Catalog, provides opportunities for internships and volunteer service in local churches and mission venues. This program, which is required of all HTU students, gives real-world experience designed to not only increase faith and biblical knowledge, but to put faith and knowledge into practical action, as part of a student's preparation to take the Word into the world.

APPENDIX 3

ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES

As part of its commitment to student's well-being and academic success, Hudson Taylor University will provide reasonable academic support for students with documented learning or other disabilities. Hudson Taylor University follows the guidelines of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, wherein "disabled persons" are defined as

[p]ersons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

Hudson Taylor University will provide all reasonable accommodations to meet the needs of such persons. "Reasonable accommodation" is here defined as a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified student with a disability to have an equal educational opportunity but does not lower or modify essential requirements, fundamentally alter the nature of a service, program or activity, or result in undue financial or administrative burdens. To be eligible for such accommodation, a student must be substantially limited (i.e. unable to perform a major life activity due to impairment or disability; or significantly restricted in performing such an activity, as compared with an average person in the general population. Such a disability need not be permanent; a student who is, for example, in a wheelchair while recuperating from surgery may request accommodation, and then simply not renew the accommodation once they have recovered.

The Office of the Director of Student Affairs will review the request and any associated documentation. After reviewing and approving the request, the ODS will work with the student and his or her facilitators (if any) to develop an accommodation plan. Such a plan might include such items as increased time for tests or assignments, classroom accommodation of learning assistance devices, personal facilitators, service animals, use of handicapped parking, special building access, priority use of elevators, etc. Accommodations may be made insofar as they do not impair other students' learning experiences or violate current HTU policy on such accommodation. Disabilities for which accommodation may be requested are not limited to learning disabilities, but may include other handicaps or impairments, physical or mental, which would potentially affect academic progress.

IT IS THE RESPONSIBILITY OF A STUDENT WITH A DISABILITY TO ALERT HTU ADMINISTRATION TO THEIR NEEDS. Students who wish accommodation for a disability should obtain a Disability Accommodation Request from the Office of the Director of Student Affairs and submit it with

their application (if a new student) or as early as possible before registration for a new semester (if a returning student), along with official RECENT (i.e. within the last three years) medical documentation of the disability, such as medical records, a doctor's letter, etc. Students who have been previously approved for a disability accommodation must request reapproval on an annual basis. Students whose disability is no longer documented after their first approval may be denied further accommodation. Hudson Taylor University reserves the right to refuse accommodation, academic or otherwise, to those whose disabilities are not sufficiently documented or who cannot provide documentation; for those whose disabilities do not meet the above definition, or for such requests as would necessitate major and or/unreasonable changes to the curriculum, policy, etc. of Hudson Taylor University.

All submitted forms and documentation regarding student disabilities and accommodation will be treated as confidential, as provided for in the Family Educational Rights and Privacy Act of 1974 (FERPA), and no such information will be released from the student's file without the express prior written permission of the student.

Disability Accommodation Request forms may be obtained in the Office of the Director of Student Affairs.

APPENDIX 4

DISTANCE EDUCATION

This section of the Catalog provides a brief overview of the Distance Education (DE) Program. During the COVID pandemic, Hudson Taylor University has provided full-time online education to all students. However, as the pandemic comes to an end, HTU will offer no more than 49% of its courses online. More specifically, students are permitted to take no more than **one online course per semester**, and only certain courses will be made available online. HTU expects students to complete at least 75% of their education on campus and in person so as to take full advantage of other school services such as the library. Thus, Distance Education in this context refers to local students taking no more than 25% of their classes online.

NOTE: Prospective students should be aware that enrollment in the DE program requires a great deal of dedication and self-motivation on the part of the student!

What is “Distance Education”?

The US Department of Education defines “distance education” as

[...] education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- 1) The internet;
- 2) One-way and two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- 3) Audio conferencing; or
- 4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.¹

The above-cited amendment to the Higher Education Act also distinguishes between “distance learning,” and “correspondence learning,” particularly in that “correspondence learning” is initiated by the student and does not include “regular and substantive interaction” between student and faculty. The phrase “regular and substantive interaction” is not clearly defined in the amendment, but needs to be addressed. **Hudson Taylor University believes that students in distance or online learning environments should expect and receive levels of faculty-student interaction as near as possible to those expected by traditional, “on-ground” students sitting in a classroom.** Students expect instructors to be responsive to questions and concerns, and to be as actively engaged with the course as the students themselves are expected to be; but more importantly, to *actively initiate* interaction with students, not simply passively respond to students. To that end, Hudson Taylor University has developed its own definition of such interaction:

¹ Higher Education Opportunity Act, Pub. L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2

The term “regular and substantive interaction” as it pertains to the distance education program at Hudson Taylor University shall be defined as

regular and effective instructor-initiated contact between faculty and student to aid student comprehension of and engagement with the course materials presented.

This interaction may take any of several forms, including real-time audio/video contact between faculty and student (e.g., via Zoom, Skype, or some other real-time telecommunications application; and emails, direct messaging, telephone conversations, or message board comments and replies between faculty and student.

The credit awarded for an online instructional course is equivalent to that of a traditional, on-ground course, and therefore distance education students have the expectation and the right to an equal or near-equal amount of contact with faculty as that afforded traditional students.

HUDSON TAYLOR UNIVERSITY DISTANCE LEARNING SYSTEM AND STUDENT INFORMATION SYSTEM

For online delivery, HTU uses a learning management system (LMS) called Populi. Instructors upload video version of class lectures rather than lecturing directly face-to-face. The Populi software tracks student viewing of lecture videos, and keeps a record of what percentage of each course's lecture videos have been viewed by each student. Instructors can set time limits for viewing a lecture in order to use student views to record attendance (i.e., if a student has viewed the entire lecture by the end of the day of the class, that student will be counted as present). Populi also allows for direct interaction between students and between students and instructor via message boards. Students may be required to post in discussion threads on a particular topic, or may be required to post questions regarding a particular class lecture, etc. in order to receive marks for participation, for example. Instructors can respond to student questions or comments in live chat or through the message boards and discussion threads. Ultimately, the content of an online course is functionally identical to that of an on-ground course.

Populi tracks overall student engagement as noted above, and instructors can also create assignments, quizzes, and tests on Populi, which can be made accessible to students at a particular time and/or for a particular length of time (e.g. a test may only be accessible to students for a one-hour period on a specific day, while an assignment may be open for a longer period in order to allow students to research or read up on the topic before responding). Tests and quizzes can be created as multiple-choice, short answer, true/false, or essay questions. Short answer and essay questions may be hand-marked by the instructor, or Populi can be set to look for keywords and phrases. Questions can be randomized in order to obviate cheating. Instructors can also upload syllabi, eBook or .pdf versions of texts, or any other document to the Populi course page. Students can be required to download and print out a paper assignment which they can then scan and send back to the instructor via Populi message boards or email. Populi also provides a comprehensive suite of gradebooks and other tools for instructors to use in course and class management.

Populi has security protocols in place to ensure student identification and privacy. When students enroll at HTU, they are assigned a Hudson Taylor.edu email address, which is used for all university communication and which is used on Populi for instructor-student contact. When the email address is assigned, students log in for the first time with a standard password which they are immediately required

to change. The same goes for Populi access -- when students are enrolled, they log in to Populi with a standard password and are required to change it to a personal, secure password before they can proceed. If a student logs in from a previously unknown device (such as a new or public PC), two-factor authentication is activated, so that a student cannot log in to Populi without a security code that is sent to his or her phone or email. Populi itself uses 256-bit Secure Socket Layer (SSL) encrypted connections to protect data, making it FERPA-compliant. Student records for a course are viewable only to the instructor of the course and those with high-level administration clearance, such as the Director of Academic Affairs. High-level clearance requires the same kind of login authentication, and must be manually set up for each administrator. This ensures that student records are secure from viewing by unauthorized persons. Populi does not contain student files such as transcripts, application forms, etc. These are kept separately, in digital and physical formats, by the University Admissions Office, in secure and fireproof file cabinets and on both cloud and external HDDs for redundancy. Physical and digital records are accessible only to authorized HTU administrative personnel.

As we progress, HTU is building a library of lecture videos that can be used again for future classes. Lecture videos, by the terms of HTU employment agreements and as outlined in the HTU Faculty Handbook, are the intellectual property of the instructor who created them, but HTU retains a permanent license to use any such video recordings.

Populi may be accessed at <https://hudsonayloruniversity.populiweb.com/>

ADMISSIONS

Admission to degree programs offered as part of the Distance Education program is the same as admission to Hudson Taylor's traditional on-ground programs. Students are still responsible for submitting all documentation required for standard admissions with the exception of immunization records, which are unnecessary for students not attending on-ground classes. All other requirements (transcripts, letter of recommendation, etc. remain the same).

ACHIEVING SUBSTANTIVE INTERACTION IN DISTANCE EDUCATION COURSES

The learning environment for a DE class must be reflective of the University's standards for traditional classes, and be inclusive of all students, regardless of gender, race, ethnicity, disability (i.e. ADA compliance must be maintained), etc. Instructors therefore make every effort to maintain substantive contact with students. Methods of achieving this level of engagement and interaction include, but are not limited to

- Appropriate and relevant follow-up questions on message board posts
- Timely and personalized feedback on assignments, test, quizzes, etc. that guide students, rather than simply providing a grade. Remember that faculty cannot just "talk to a student after class" in the DE environment, so feedback must be as detailed as necessary to explain student error and to guide students to further knowledge. Note that basic, brief comments such as "needs improvement" or "nice work" cannot be considered substantive. General rubrics are also not substantive, and instructors should instead use specific and detailed rubrics that are communicated to students on the syllabus or with specific assignments. Feedback should then refer to these rubrics.
- Course materials such as texts, web videos, or other documents should facilitate discussion and

follow-up questions and responses. Students must be required to comment upon or question materials, not simply read them and be tested on them. Students should contact the instructor or participate in a discussion thread monitored and moderated by the instructor to respond to such materials.

- Online meetings, chats, or discussion threads that explore course material and answer student questions. These methods should be synchronous, such as Zoom meetings with students, or real-time discussion board postings. This creates an environment of actual instructor-student or student-student interaction, which is vital for maintaining substantive contact.

Ways of achieving regular, substantive contact include

- Use of threaded discussion forums on Populi with appropriate instructor participation based on course topics and specific content of the course addressed to all students and/or to individuals publicly. DE instructors should require such contact in their syllabi, for example, requiring students to respond to a question posted by the instructor with a reply of a certain length. Student should also be required to post questions or comments of their own for the class and the instructor to respond to. A schedule for such posting and responses should be given in the course syllabus and adhered to insofar as possible.
- E-mails sent through Populi to students' Hudson Taylor email addresses. DE students will be required by the terms of their enrollment agreements to check their official HTU emails regularly, as part of their coursework requirements. This requirement must be reiterated on DE course syllabi.
- Regular deadlines, based on the schedule given in the course syllabus, for assignments and other student participation. Deadlines should be strictly adhered to insofar as possible.
- Regular, timely, appropriate feedback and evaluations of student work. Instructors must include response times on syllabi. Generally speaking, students should expect instructor responses within 24 hours of posting a message, a response, or a question, or of sending an email. This period may be extended during weekends, holidays, or other "down" time.
- Online office hours in real time, such as via voice chat, telephone, or pre-arranged videoconference. Instructors may choose to "meet" individually with all the students in a class over the course of a semester (if feasible), or may designate days or hours when they will be available on a first-come, first served basis.
- The creation for a "virtual" classroom experience that approximates that of a traditional class should be achieved by the creation of video lectures (see "Studio Time" in the HTU DE Faculty Handbook), the distribution via Populi of appropriate documentation, including PDF files, Excel spreadsheets, MS Word documents, web links, external videos (as appropriate), eBook texts, or other instructor- or publisher-created materials. Instructors should be mindful of copyright and intellectual property policies and laws governing use of external materials.
- Students must be made aware of their rights and responsibilities regarding student-initiated interactions. Syllabi for DE courses must therefore include course policies defining student-initiated contact (e.g., where to post questions, and examples of types of questions).
- Instructor introductions that "customize" course material to the individual class. Students should not feel as if they are simply being shown a pre-recorded lecture and given "canned" assignments and tests. The instructor should tailor the material to each individual class, insofar

as possible.

- Assignments that promote collaboration between students when appropriate. Students should not feel that they are alone in taking a DE course; they should be made to feel part of a group.
- Questions posed on the Populi message boards should encourage critical thinking and promote discussion. Students should be expected to provide thoughtful responses and to produce questions that build on the discussion topic. Student should be made aware that these discussion interactions are part of the class participation component of their course grade.
- Instructors should participate in discussion threads as and when necessary to summarize, correct errors, keep the discussion on-topic, or add expertise. Students should be encouraged to maintain discipline in discussion threads. Students will be given instruction in Populi discussion etiquette during their orientation., and instructors should ensure that standards of etiquette are maintained.
- Students will be asked to complete course evaluation surveys at the end of the semester, but they should be encouraged to give feedback during the semester as to delivery methods, etc.
- Courses should be designed to encourage interaction between instructor and student and between students themselves. This design should be explained on the course syllabus.

Scheduled interactions with students

Deadlines and schedules are clearly communicated to students. This includes instructor response times, student posting deadlines, and other expectations. Examples of these include the following (individual instructor requirements may vary):

- “The instructor will respond to all questions posted on a Populi message board thread within 48 hours. Questions posted after 12:00pm on Friday will be responded to by Monday morning.”
- “Assignments for a particular class session will be due the Friday following the class session, by 11:59pm. The instructor will post grades for that week’s assignments on or before 6:00pm on Wednesday of the following week.”
- “Emails sent to the instructor will be responded to within 12 hours on weekdays or within 48 hours on weekends. For the purposes of email responses, ‘weekends’ will begin on Fridays and end on Sundays.”
- “Student responses to questions or discussion topics posted on the Populi message board should be posted within 24 hours of the original topic being posted. Responses timestamped after 24 hours from the original posting will have points deducted.”

Interruptions to regular and substantive interactions

It is of course possible, even likely, that certain interruptions to instruction will occur. Scheduled interruptions, such as holidays, must be reflected in the schedule given on the course syllabus. However, reactions to unscheduled and unexpected interruptions must also be anticipated. Instructor illness or other unavoidable emergencies will require notification of all class members as expeditiously as possible, via email, message board announcements, etc. Instructors should consult the HTU DE Faculty Handbook for policies regarding such emergencies and how to react to them. If an instructor cannot resume regular and/or substantive contact with a class for any reason, the instructor must contact the Office of Academic affairs as soon as possible so that other arrangements can be made.

TECHNOLOGY AND STUDENT PRIVACY

Student information privacy is maintained under the same policies as those referring to the privacy of on-campus students. Hudson Taylor University complies with the Family Educational Rights and Privacy Act (FERPA). No student records are released to any person except the student or those whom the student has specifically designated in writing. All students are informed of their rights under FERPA at orientation. Privacy of DE students is provided by use of identity verification methods. These are provided for on both Populi and Outlook (email system). Students will be issued a temporary login password for the first time they log in to Populi, and must then change to a personal password. Students will be allowed access to coursework only after login is completed successfully.

Required technology and equipment

Students applying to the program are required to have access to a PC or laptop with a high-speed internet connection. PCs should use the Windows 10 OS, while Macs should use MacOS 10.14 Mojave (or later). Students should be made aware that they cannot make full use of Populi courses on a tablet or smartphone. Android devices (including Chromebooks) and Apple iOS devices do not provide full compatibility with the Populi SIS. Students should, therefore, NOT rely on smartphones, tablets, Chromebooks, or other non-Windows or non-Mac OS devices to engage with Populi; as a web-based service, Populi is designed to work properly with PCs and Macs, and attempting to access the system with an Android or iOS device will not allow full functionality. While there is a Populi phone app, it is not designed to provide full access to all Populi tools, and cannot be used to fully engage in coursework. Students' PCs should have webcams or other audio/video recording capability, as students may be required in certain courses to post video responses or to engage in live videoconferences or discussions.

STUDENT SERVICES

DE students shall have the same rights, responsibilities, and access to services as traditional students, insofar as possible. These include, but are not limited to

- Admissions Registrar Accounts Payable
- Add/Drop/Withdrawal Transfer Reinstatement
- Library Services
- Access to Student Records.

DE students shall have access to a DE-specific help desk service provided by Hudson Taylor University, in addition to the knowledge base provided by Populi itself, which is available to any person with Populi access. DE students shall have access to advising services via email, phone, and/or videoconferencing with faculty advisors.

All Library services and resources on campus shall be equally available to DE students, including access to all Hudson Taylor library database subscriptions.

APPENDIX 5

FERPA POLICY

FERPA

The Family Educational Rights and Privacy Act or FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA protects “education records,” which are generally defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The following is taken from the Department of Education regarding the FERPA requirements.

(https://studentprivacy.ed.gov/sites/default/files/resource_document/file/A%20parent%20guide%20to%20ferpa_508.pdf)

GENERAL REQUIREMENTS

Rights of Parents and Students

FERPA provides certain rights for parents regarding their children’s education records. FERPA gives these rights to custodial and noncustodial parents alike, unless there is a court order, legally binding document, or State law that specifically provides to the contrary. Under FERPA, the term “parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;

- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Annual Notification of FERPA Rights

Under FERPA, a school must annually notify parents of their rights under FERPA. There are separate annual notifications and other rights under IDEA. The FERPA annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of PII from the records (except in certain circumstances), and the right to file a complaint with SPPO regarding an alleged failure by a school to comply with FERPA. The notification must also inform parents of the school's criteria for the terms "school official" and "legitimate educational interest" in certain instances. A school is not required to notify parents individually, but rather is required to provide the notice by any means that are reasonably likely to inform parents of their rights. These means could include publication in a school activities calendar, newsletter, student handbook, or on a school's website.

RIGHTS OF INSPECTION AND REVIEW OF EDUCATION RECORDS

Access to Education Records Under FERPA, a school or State educational agency (SEA) must provide a parent with an opportunity to inspect and review their child's education records within a reasonable period of time, but not more than 45 calendar days following receipt of a request. A school or SEA is generally not required to provide copies of the education records unless circumstances effectively prevent the parent from exercising the right to inspect and review the education records. For example, if a parent who does not live within commuting distance of their child's school requests that the school provide access to his or her child's education records, the school would be required to make other arrangements for the parent to inspect and review the requested records, or to provide a copy of the requested records.

Procedures for Amending Records

Under FERPA, a parent has the right to seek amendment or correction of their child's education

records that the parent believes to be inaccurate, misleading, or in violation of the child's rights of privacy. However, while a school is not required to amend an education record in accordance with a parent's request, a school is required to consider the request for amendment, to inform the parent of its decision, and, if the request is denied, to advise the parent of his or her right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the parent has the right to insert a statement in the record commenting on the contested information or stating why the parent disagrees with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed.

While a parent has the right to seek to amend non-substantive factual errors in the student's education records, the right is not unlimited, and a school is not required by FERPA to afford a parent the right to seek to change substantive decisions made by school officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions. These substantive decisions also include evaluations of whether a student has a disability and is eligible for special education and related services, disagreements about the content of a student's Individualized Education Program (IEP), or the student's educational placement under Part B of IDEA. While under FERPA a parent may seek amendment to correct a non-substantive factual error in an IEP, a parent should utilize the Part B of IDEA dispute resolution procedures (State complaints, mediation, or due process hearing procedures) to resolve disputes with a school regarding substantive matters. Each State has resources to help parents to participate effectively in their children's education and development. State contact information is available at <https://sites.ed.gov/idea/contacts/#state>.

PROCEDURES FOR DISCLOSING EDUCATION RECORDS

Under FERPA, a school generally may not disclose PII from a student's education records to a third party unless the student's parent has provided prior written consent. However, there are a number of exceptions to FERPA's general consent requirement, some of which are described below. Under these exceptions, schools are permitted to disclose PII from education records without consent, but they are not required to do so by FERPA. School Official FERPA allows "school officials," including teachers, within the school to obtain access to PII from education records without consent, provided that the school has determined the officials have a "legitimate educational interest" in the information. The school's annual notification of rights under FERPA must specify the criteria for determining who constitutes a "school official" and what the school considers to be a "legitimate educational interest." Typically, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

School Official

Also, under the "school officials" exception to the consent requirement, FERPA permits a school to disclose education records to contractors (e.g., software/application vendors, lawyers), consultants (e.g., nutritional or information technology consultants), volunteers (e.g., home room parent volunteers, field trip chaperones, student volunteers), or other third parties to

whom the school has outsourced institutional services or functions, provided that the outside party:

1. Performs an institutional service or function for which the school would otherwise use employees;
2. Is under the direct control of the school with respect to the use and maintenance of education records;
3. Is subject to the requirements in FERPA that PII from education records may be used only for the purposes for which the disclosure was made, and which govern the redisclosure of PII from education records; and
4. Meets the criteria specified in the school's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

More information regarding the use of school volunteers and FERPA is available at <https://studentprivacy.ed.gov/training/school-volunteers-and-ferpa>.

Seeks or Intends to Enroll

Another exception to FERPA's general consent requirement permits a school to disclose PII from a student's education records, without consent, to another school in which the student seeks or intends to enroll, or where the student is already enrolled, as long as the purpose of the disclosure is related to the student's enrollment or transfer. A school that discloses education records under this exception must make a reasonable attempt to notify the parent of the disclosure, unless the disclosure is initiated by the parent, or the school's annual notification of rights under FERPA includes a notice that it forwards education records to other schools that have requested the records and in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. A school that discloses education records under this exception also must provide the parent, upon request, a copy of the records that were disclosed or, upon request, an opportunity for a hearing to amend the records that were disclosed. Under this exception, a school has the discretion to disclose academic, disciplinary, or any other PII from the student's education records to the new school. Further, a parent does not, under FERPA, have the right to prevent a school from disclosing such PII from the student's education records, or from communicating information about a student more generally, to the school in which the student seeks or intends to enroll.

Directory Information

FERPA also permits a school to disclose PII from a student's education records, without consent, when such information has been appropriately designated as "directory information" and the parent has not opted out of the disclosure of such designated information. The FERPA regulations define directory information as information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g.,

undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended. FERPA provides that a school may disclose, without consent, directory information if the school has given public notice to parents of the types of PII that it has designated as directory information and the process, including period of time, for parents to opt out of certain directory information disclosures. This notice is often included in the annual notification discussed below. For more information regarding directory information, visit <https://studentprivacy.ed.gov/training/b-cs-student-directory-information>.

Dependent Student

FERPA provides ways in which a school may share education records on an eligible student with their parents. Schools may, but are not required to, disclose any and all education records to parents, without the consent of the eligible student, if the student is a “dependent student,” as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent’s most recent income tax return, a school may disclose the student’s education records to either parent, without the eligible student’s consent.

This exception to FERPA’s general consent rule also permits institutions of postsecondary education to share information with parents of students who are enrolled in both a high school and a college or university (dually enrolled). In this situation, the parents retain the rights over the student’s education records maintained by the high school, if the student is under the age of 18 years, and the student retains the rights over the education records maintained by the college or university.

Other Exceptions

Provided certain conditions are met that are not included in the summary below, other exceptions to FERPA’s general consent requirement that would permit the disclosure of PII from education records include, but are not limited to, the following:

- To authorized representatives of, among others, State and local educational authorities, such as a State department of education, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs
- To a representative of a State or local child welfare agency or Tribal organization regarding a child in foster care
- To State and local officials or authorities pursuant to a State statute concerning the juvenile justice system and the system’s ability to effectively serve the student whose records are being disclosed
- To organizations conducting studies for, or on behalf of, the school for specified purposes including improving instruction
- To comply with a judicial order or a lawfully issued subpoena
- In connection with a health or safety emergency

Complaints Of Alleged Violations With FERPA

Parents who believe that their FERPA rights may have been violated may file a complaint with SPPO at <https://studentprivacy.ed.gov/file-a-complaint>. SPPO will review the complaint to ensure the complaint:

- Is filed, in writing, by a parent who maintains FERPA rights over the education records that are the subject of the complaint;
- Is submitted to SPPO within 180 days of the date of the alleged violation or of the date that the parent knew or reasonably should have known of the alleged violation; and
- Contains specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred.

SPPO will then make a case-by-case determination to determine the best mechanism for resolving the underlying situation. Sometimes the action will be a formal investigation; for other complaints, consistent with the statute and applicable regulations, we will take other appropriate actions, such as acting as an intermediary or providing resolution assistance. More information regarding our complaint process is available at <https://studentprivacy.ed.gov/file-a-complaint>.

ADDITIONAL INFORMATION

For more information regarding FERPA and other student privacy issues, please visit our website at <https://studentprivacy.ed.gov>.

If you have questions about FERPA that are not addressed here, you may also submit a question through our website at <https://studentprivacy.ed.gov/contact> or write to SPPO for additional guidance at the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

ACADEMIC CALENDAR 2024-2025

Jul. 4: Independence Day (Office Closed)

JULY 2024						
S	M	T	W	Th	F	S
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21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2025						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan. 9: Spring Semester Begins
 Jan. 23: M.L. King Day Holiday Week (No Class-Office Closed)

Aug. 1: Fall Semester Orientation
 Aug. 8: Fall Semester Begins

AUGUST 2024						
S	M	T	W	Th	F	S
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FEBRUARY 2025						
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Feb. 20: President's Day Holiday Week (No Class/Office Closed)
 Feb. 27: Midterm Exams

Sep. 5: Labor Day Holiday Week (No Class/Office Closed)
 Sep. 26: Midterm Exam

SEPTEMBER 2024						
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29	30					

MARCH 2025						
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30	31					

Mar. 24-29: Spring Break Week

Oct. 17: Columbus Day Holiday Week (No Class/Office Closed)

OCTOBER 2024						
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27	28	29	30	31		

APRIL 2025						
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Apr. 17: Final Exams

Nov. 14: Final Exams
 Nov. 28: Thanksgiving Holiday Week

NOVEMBER 2024						
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MAY 2025						
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May 1-23: Transfer-Out Period
 May 8: Graduation Ceremony
 May 12-23: Summer Session 2025 Registration
 May 26: Memorial Day (Office Closed)

Jul. 4: Independence Day (Office Closed)

DECEMBER 2024						
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22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
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22	23	24	25	26	27	28
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Jun. 2: Summer Session Begins
 June 24: Summer Session Ends.