



**HUDSON TAYLOR UNIVERSITY
CATALOG 2021-2022**

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hudsontayloruniversity.org

Approved by the Board of Directors, January 2021

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AUTHORIZATION

Hudson Taylor University is authorized to operate as a postsecondary educational institution under the Nonpublic Postsecondary Educational Institutions Act of 1990.

Hudson Taylor University is an applicant member of the Association for Biblical Higher Education (ABHE) and is pursuing candidacy for full accreditation status.

WELCOME FROM THE PRESIDENT

On behalf of Hudson Taylor faculty and staff, I want to extend my warmest welcome to all students, parents, and friends of the school.

Hudson Taylor University is a young institution and still growing. However, our vision is clear. We strive to provide the highest quality theological education to our students. Our goal is to equip this generation of ministers and missionaries to become Christlike servants who are committed to furthering God's kingdom on earth.

Our school derives its name from the missionary, James Hudson Taylor, who spent the better part of his ministry in China. What set Taylor apart from other missionaries of his time was not simply his zeal for evangelism, but also his sensitivity to the surrounding culture. He adopted their ways of life and embraced the people as his own. In doing so, Taylor reflected the incarnation of Christ to the world, who "did not consider equality with God something to be grasped . . . but made himself nothing by taking the very nature of a servant." (Phil 2:6-7)

It is this spirit of humility and service that we strive to model as an institution and to instill in our students. We want our students to become servant-leaders, who are Christ's hands and feet to their various communities and cultural contexts so that, like the Apostle Paul, we can "become all things to all people that some might be saved." (1 Cor 9:19)

I look forward to serving alongside each of you in this call.

Blessings in Christ,

A handwritten signature in black ink, appearing to be 'D. Brewer', with a long horizontal line extending to the right.

David J. Brewer, 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 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.

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 composed 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 benefited from advances in technology, including the addition of access to several online databases. The library's goals reflect continued and enhanced use of technology to improve the quality and scope of its collections and educational services, and to increase student access to these services whenever possible. The exponential growth in information available in the modern world, combined with rapidly changing technology, has resulted in an information environment that is extremely complex. The Library's goals focus on resources and services to help users in finding their way through this information maze.

Location and Hours of Operation

The library is located in the Main Building of Hudson Taylor University, 2855 Rolling Pin Lane, Suwanee, GA 30024. The hours of operation for the library are Monday through Friday (9:00am to 5:00pm) and Thursdays (9:00am to 6:00pm). The hours of operation are reviewed by the Academic Affairs Committee and changed when necessary.

Library Resources

The library contains many different kinds of resources available for use by all members of the Hudson Taylor University community. The library houses a collection of print books and journals, CD's, and DVD's. In addition to the print resources, the library subscribes to the online virtual library, GALILEO. The Logos Diamond electronic resource collection is also available for use in the computer lab. Other databases are available for research through HTU's partnership with Underwood University. We also provide access to Korean Studies Information Service System; National Library of Korea; RISS National Digital Library; National Assembly Library; and DBpia. Library materials are available for use by the Hudson Taylor University community subject to the guidelines outlined in the Library Handbook.

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.

ACCREDITATION AND AFFILIATIONS

Hudson Taylor University holds applicant status with the Association for Biblical Higher Education, 5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822; 407.207.0808. Applicant status is a pre-membership status granted to those institutions that meet the ABHE Conditions of Eligibility and that possess such qualities as may provide a basis for achieving candidate status within five years.

Hudson Taylor University maintains a Joint Program Partnership with America Evangelical University in Los Angeles, California (an ABHE member).

HTU is authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission (GNPEC).

ADMISSIONS INFORMATION

General Admissions Policies

Hudson Taylor University admits those who meet its educational requirements.

For undergraduate programs, successful applicants must possess a diploma from an accredited high school or have successfully passed the General Education Development (GED) test.

For graduate programs, successful applicants must possess an earned undergraduate degree from a recognized postsecondary educational institution (or equivalent). Transcripts should reflect a Grade Point Average of at least 2.0 (on a 4.0 scale) from an undergraduate program. Admissions Packets are available on the HTU website.

In addition to the above criteria, HTU requires some standards regarding languages.

Along with our institutional goal, diverse language and culture, HTU provides two tracks in delivery method of language: Korean and English.

1. For Korean track applicants:

Native Korean-speaking students have no further language requirement. Non-native Korean students, who want to take Korean track courses, should show their Korean efficiency level through the SAT Korean test (above 65%). For those who cannot reach that level, the admissions are to be considered according to the availability of interpreters in their course work. The interpreters can include the instructors of the course and the current students of HTU.

2. For English track applicants:

Native English-speaking students have no further language requirement. Non-native English-speaking students, who want to take English track courses, should show their English efficiency level through the TOEFL test (iBT 65% or 78 out of 120 points). SAT or ACT score is not required. If the students graduated from a high school or undergraduate/graduate school which teaches in English, the TOEFL requirement would be waived.

For those who cannot reach that level, the admissions are to be considered according to the availability of interpreters in their course work. The interpreters can include the instructors of the course and the current students of HTU.

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

Undergraduate Admissions Requirements

- \$100.00 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)

Graduate Admissions Requirements

- \$100.00 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)
- Official, sealed transcript(s) from all postsecondary educational institutions attended
- A certified copy of the applicant's undergraduate degree
- 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)

Postgraduate (PhD) Admissions Requirements

See the PhD Program section of this Catalog for details.

Please note that certain graduate and postgraduate programs may have additional admissions requirements. Contact the HTU Admissions Office 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 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 who are not native English speakers and who do not possess any of the above scores may take Hudson Taylor'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. Hudson Taylor University reserves the right to refuse admission to students who do not meet these 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. Carnegie definition is based upon a minimum semester length of 16 weeks. Thus, 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 2019, HTU has established Articulation Agreements with Underwood University and America Evangelical University.

Details are below:

Underwood University: BABS, BAIS, MDiv, MATS, MAIS

America Evangelical University: BABS, MDiv, MATS

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 meet the following criteria.

TRANSFER STUDENTS AND TRANSFER OF CREDITS

Students transferring from a recognized college or university must follow the general application policies and procedures.

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

Students should not assume that credits will automatically or equivocally transfer to or from any educational institution. Before enrolling as a student, prospective Hudson Taylor University students should familiarize themselves with the university's policy on the transfer of credits, including whether or not the university will accept any credits earned at another educational institution.

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 to the 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.
4. The PhD program does not allow any transferring credits from the previous doctoral program.

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.

General Fee

A nonrefundable general fee is charged to students during each semester of attendance. This fee covers the student's library usage fee, Student Government Association fee, online and network access, campus use fee, and other administrative costs.

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 checks payable to Hudson Taylor University.

TUITION AND FEES

As of Spring semester 2019, 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.

Undergraduate Degree Programs	\$180.00 per credit hour
Master's Degree Programs	\$250.00 per credit hour
PhD Degree Program*	\$600.00 per credit hour
Application fee (one-time; nonrefundable)	\$100.00
Technology fee	\$200.00 per semester
Graduation fee (one-time)	\$250.00 (PhD \$500.00)
Registration fee (nonrefundable)	\$100.00 per semester
Late Registration fee	\$200.00
Returned Check fee	\$35.00
Official Transcript fee	\$10.00
Other Documents	\$5.00 per item
Student ID Replacement fee	\$10.00

***ADDITIONAL FEES MAY BE REQUIRED FOR PhD STUDENTS. SEE THE PhD PROGRAM SECTION OF THIS CATALOG**

REFUNDS

HTU's refund policy is in compliance with the Amendments to Education Law Section 5002, passed in July 1990 and with the current (2019) Minimum Standards and Criteria set by GNPEC.

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

- non-refundable registration fee
- 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.

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. Hudson Taylor University shall pay the refund within thirty days of the date of withdrawal. If a student withdraws

- Within one week: 75% of tuition refund.
- Between one week to the completing 50% of the semester: 50 % of tuition refund.
- After the 50% of completion: no refund.

All other fees are non-refundable.

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 composed 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 participate in Title IV funding, nor are there 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 are 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 are 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 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 2 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 considered to be 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 an integrative seminar course (For Bachelor of Arts in Biblical Studies students), or Credo (For Master of Arts in Theological Studies students), or Supervised Ministries (For Master of Divinity students). Chapel attendance (known as Institutional Requirement at HTU), is a non-credit course which requires students to attend chapel services once a week.

HTU's Ministry Formation program consists of two parts. The first is student participation at local church ministries, mission organization, and mission field every semester involving 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 Senior Integrative Seminar course, taken during the student's final semester of enrollment, which includes practical service accompanied by formal lecture and seminar discussions. For the Master's degree program, MATS students will write a thesis as the conclusion of the student's participation in Christian Service program and M Div. students will work in actual church

ministry settings, and their work and service will be evaluated by the designated faculty member and the supervisor of the professional ministry training.

The Program is supervised by the Director of Ministry Formation, who is a full-time faculty member. These courses require 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.

CHRISTIAN SERVICE PROGRAM REQUIREMENTS

Bachelor of Arts in Biblical Studies (BABS)

Required enrollment:

1. PRTH406 Ministry Formation (3 credits)
In 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 on PRTH406 course.
2. PT490 Senior Integrative Seminar (3 credits)
Students must enroll in this course during the final semester of their enrollment. This course includes the last part of the practical ministry component.
3. IR: WS300 Institutional Requirement (Chapel)
Students are required to attend chapel services once a week for the duration of their enrollment.

Master of Arts in Theological Studies (MATS)

Required enrollment:

1. MA590 Credo (3 credits) Students must serve in at least two of the ten approved ministry areas over the period of their first to fourth semesters of enrollment as Christian Service Program and their service will be evaluated and reflected on the students' final grade of the thesis as the conclusion of his participation in ministry.
2. IR: WS500 Institutional Requirement (Chapel)
Students are required to attend chapel services once a week for the duration of their enrollment.

Master of Divinity (MDiv)

Required enrollment:

1. SM590/SM591 Supervised Ministry I and II (2 semesters = 6 credits)
Students must serve in at least three of the ten approved ministry areas over the period

of their entire enrollment. During the period of training in local church ministries, the designated faculty member and the professional supervisor will evaluate and award credits including the results of the evaluation of the student's participation in Christian Service Program.

2. IR: WS500 Institutional Requirement (Chapel)

Students are required to attend chapel services once a week for the duration of their enrollment. Note that participation in this program is a mandatory part of enrollment at HTU, and no degree will be awarded until the service component is complete. Students transferring into HTU from other institutions must also enroll in the requisite CSP courses; the necessary amount of coursework and credit will be determined on a case-by-case basis by the student's advisor in consultation with the Chaplain and the Director of Academic Affairs.

Approved Ministry Fields

- Evangelism
- Service
- 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, Credo or Supervised Ministry
 1. Lecture: Classroom attendance and participation required.
 2. During the period of enrollment in the CSP, 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. Students on academic suspension or dismissal status are not eligible for refunds of tuition or fees.

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). For undergraduate coursework at HTU, the minimum required cumulative (credits earned at HTU) GPA is 2.0; equivalent to a "C" average. Graduate students are required to maintain a minimum cumulative GPA of 3.0 (equivalent to a "B" average) to meet HTU standards of Satisfactory Academic Progress.

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.

Graduate students who fail to meet SAP standards will be automatically placed on Academic Probation, and will be required to meet with their academic advisor, the Director of Academic Affairs, and/or their major professor in order to work out a plan of action to remedy the situation. Details of this policy may be found in the HTU Student Handbook, under “Academic Discipline Policies for Graduate Students.” The Student Handbook is available for download on the University website.

SAP for postgraduate (PhD) students is reviewed on a case-by-case basis. PhD students who do not meet SAP may be subject to certain other disciplinary actions, up to and including dismissal from the program. Please consult with the Director of the PhD program for complete details.

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, date 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

Undergraduate Students

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 an academically-dismissed student 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.

Graduate Students

It is, again, in the best interests of both HTU and its students that academic standards be maintained. This is especially true of graduate students, who are naturally held to a higher standard of academic excellence than undergraduates. The process for demonstrating Satisfactory Academic Progress for graduate students is both simpler and stricter than for undergraduates. Graduate students are expected to show a much higher level of academic

autonomy and maturity than undergraduates, and to monitor their own academic progress. A graduate student whose grades are slipping is expected to be proactive in identifying the problem and seeking help. Please note that this policy is not intended to impede the student, but rather to encourage graduate students to take responsibility for their own academic progress and to demonstrate maturity, autonomy, and control over their own careers.

Satisfactory Academic Progress

A minimum GPA of 3.0 is required of students in HTU's graduate programs.

Academic Probation

There is no Academic Warning policy as such for graduate students, nor is there a formal process for developing an Academic Recovery Plan, as there is for undergraduates. An overall semester GPA of less than 3.0 will automatically place the student on Academic Probation status. The student will remain on probationary status until such time as her she has raised their GPA to at least the minimum, subject to the limitations below. The process for addressing graduate-level academic deficiency is begun and controlled by the student. A graduate student whose GPA drops below the minimum is expected to arrange meetings with their major professor, academic advisor, and/or the Director of Academic Affairs as soon as possible (generally within the same semester that the reduction in GPA occurs) in order to remedy the situation. Note that a student may not graduate or participate in commencement while under any probationary or disciplinary action, and that any and all documentation pertaining to academic disciplinary action will be kept permanently in the student's file at HTU, and probations, suspensions, and dismissals will be noted on the student's transcript.

If a graduate student on academic probation fails to meet SAP requirements or fails to meet with their advisor, major professor, or the DAA within the semester that the slipping GPA first occurs, the student may be subject to immediate dismissal from HTU, without appeal. Once so dismissed, no re-enrollment to Hudson Taylor University will be approved.

Academic Probation Review

After the student approaches their major professor, advisor, or the DAA for help with a slipping GPA, an ad hoc Academic Discipline Committee will be convened by the Director of Academic Affairs, comprised of the DAA, the student's academic advisor or major professor, and such other members of HTU graduate faculty or administration as the DAA sees fit to emplace. The student will be allowed to present evidence of any special circumstances that may have affected their GPA at the first meeting of this Committee. Once any such evidence is presented, it will be reviewed by the Committee, along with the student's academic performance history, to determine further actions. The Committee may come to any of several decisions:

- They may accept the student's explanations as to special or extenuating circumstances, and elect to allow the student to continue their coursework contingent upon the student maintaining SAP from that point on.
- They may elect to keep the student in Academic Probation status for a period which may be limited or indefinite, subject to re-evaluation at a later date set by the Committee.
- They may elect to develop, with the student, an action plan by which the student can

raise their GPA. This plan must be agreed upon by all parties, and signed to that effect. The plan will also include a time limit and an agreement as to subsequent steps to be taken if the student meets or fails to meet the plan requirements.

- They may elect to prohibit the student from enrolling in or registering for classes for the subsequent semester (Academic Suspension), and to be placed on Academic Probation status upon his or her return. The probationary period is subject to any such terms as the Committee sees fit to impose.
- In extreme circumstances, the Committee may decide to suspend the student indefinitely, or to dismiss the student from HTU.

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. Students should therefore present a primary grievance to the relevant instructor or administrator and seek resolution. However, if a satisfactory resolution cannot be found, 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) or the Director of Academic Affairs (for academic concerns). Either Director may choose to convene an ad hoc grievance committee meeting to attempt to resolve the issue. If the decision of the committee, the Director of Student Affairs, or the Director of Academic Affairs 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. All primary 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. If the student is not satisfied with the President's final decision, the student may then appeal to GNPEC by contacting them at the address below:

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>

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-complaints>

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

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 also will be shown the Student Information System.

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 – Withdrew
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 excuse 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 graduation in the undergraduate program, while a minimum grade point average of 2.5 is required for graduation in all graduate programs. 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 is available 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; many of our students graduate in 6 years.)

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

GENERAL EDUCATION (33 Credit Hours)

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

UNIVERSITY CORE (9 Credit Hours)

UNIVERSITY CORE (3 CREDITS)	CREDIT HOURS
PT200 Life Journey in Faith	3

WRITING AND COMMUNICATION (6 CREDITS)	CREDIT HOURS
ENG101 College English I	3
ENG102 College English II	3

GENERAL EDUCATION ELECTIVES (24 Credit Hours)

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

HUMANITIES AND FINE ARTS

COMMUNICATION	CREDIT HOURS
COMM101 Introduction to Communication	3
COMM102 Public Presentation	3
ENG105 Business English	3

FINE ARTS	CREDIT HOURS
ART101 Fundamentals of Art and Design	3
ART108 Three-Dimensional Design	3
ART110 Basic Drawing	3
ART130 Western Art History & Impression	3
ART131 Theories of Design & Color	3
ART160 Two-Dimensional Design	3
DNC100 Appreciation of Dance	3
MUS100 Music Appreciation	3
MUS105 Fundamentals of Music	3
MUS106 University Chorus	3
MUS120 Introduction to Music	3
MUS210 Introduction to Church Music	3
PED101 Physical Education I	3
PED102 Physical Education II	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
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
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	

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

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
BSNT206 Acts & Pauline Epistles	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	3

MAJOR ELECTIVES (12 Credit Hours)

One asterisk-marked course should be in the selection

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
BIBL400 Biblical Hermeneutics	3
BIBL420 Apocalyptic Literature	3
BIBL460 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
MUS210 Introduction to Church Music*	3
PHIL200 Moral Philosophy	3
PHIL210 Science and Religion	3
PHIL250 Christian Ethics: Contemporary Issues	3
PHIL310 Philosophy of Christian Thought	3
PT203 Career Development	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	
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
BIBL200 History of Israel	3
BIBL300 Biblical Interpretation	3
PT200 Life Journey in Faith	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 Biblical 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.

BIBL210 History of Ancient Israel (3 credits)

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

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

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

BIBL230 Intertestamental Period (3 credits)

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

BIBL240 The Early Christianity (3 credits)

This course is a survey of the first eight centuries of the Christian church and its interaction with the social, cultural, and religious environment. It is during this period that many of the basic doctrines of the church were first formulated and, thus, is a crucial period of study for understanding Christian life and thought.

BIBL300 Biblical Interpretation (3 credits)

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

Prerequisites: BSOT200 or BSNT200

BIBL340 Biblical Theology (3 Credits)

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

BIBL350 Biblical Backgrounds (3 Credits)

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

BIBL360 Bible Land Geography and Biblical Archaeology (3 credits)

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

Prerequisites: BSOT200 or BSNT200

BIBL400 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 holistic 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

BIBL450 Research and Writing (3 Credits)

This course is an introductory study of how to research and write an essay or a thesis in a systematic fashion. Students will learn basic methods of research and writing, and exercise its product with foundational tools. Research writing includes finding sources, evaluating their credibility, and smoothly integrating them into academic and biblical theological texts. Students ultimately demonstrate the ability to make conscious decisions about style, genre, sources and citation style. Upon completion of this course, students will be able to identify authoritative information sources based on information needs, design searches strategically to access relevant information, ask questions that lead to new areas of inquiry, and view themselves as contributors to the scholarly conversation.

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 lectures 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 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 providing students with interpretive 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 the 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 the 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 to 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 post-industrial 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 to the classical question of moral philosophy: "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

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 an 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 PT490 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 opportunities 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 emphasis on cultural context and historical development.

THEO220 Introduction to Christian Philosophical Thought (3 credits)

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

THEO230 Gandhi/Marx/Niebuhr (3 credits)

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

THEO250 Church and Social Responsibility (3 credits)

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

THEO301 Introduction to Theology I (3 credits)

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

THEO302 Introduction to Theology II (3 credits)

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

THEO310 Survey of Christian Ethics (3 credits)

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

THEO330 Introduction to Christology (3 credits)

This course introduces students to the historical and contemporary formulations of the doctrine of Christ. It focuses on the problems associated with the 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 on 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

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 with each other.

RCE201 Survey of Christian Education (3 credits)

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

RCE210 Foundations of Christian Education (3 credits)

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

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.

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 (3 credits)

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 emphasis 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 functions 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, Politics, Economics, And Leadership**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 emphasis 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 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.

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, combinatorics, 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)

The 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**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 literature 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 understanding 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**PT200 Life Journey in Faith (3 credits)**

This course presents spiritual formation as an intentional emphasis of the Church, whereby we seek to facilitate and cooperate with the work of the Spirit of God. This is accomplished primarily through cultivating a climate of discipleship, encouraging spiritual practices that make us more open and responsive to the Spirit's activity, and developing resources that address the varying needs of persons at different places in their faith pilgrimage.

GRADUATE PROGRAMS

Mission

The mission of HTU's Graduate Programs is to educate and train students for ministerial, educational, missional, and evangelistic leadership in a variety of vocational contexts for the sake of Christ and the furtherance of the Kingdom. This mission is achieved through rigorous programs of biblical and theological studies. HTU also provides the means for students to maintain their personal, practical, spiritual, communal, and ecclesiastical disciplines. These programs are available in both traditional and Distance Education modes. See Appendix 4: Distance Education.

Degree Programs

HTU's Master's degree programs are designed to extend undergraduate training by providing academic and professional skills for both church-related and non-church-related ministries, including mission work in intercultural ministries. HTU offers two Master's degrees: Master of Arts in Theological Studies (MATS) and Master of Divinity (MDiv).

MASTER OF ARTS IN THEOLOGICAL STUDIES (MATS)

Program Overview

The Master of Arts in Theological Studies is an academic degree that provides biblical and theological foundations for a variety of vocational contexts, lay and ordained. Studies include biblical hermeneutics, systematic theology, Church history, intercultural studies, and missions. Particular attention is given to applying theological studies in a variety of intercultural contexts.

Purpose

The program is designed for students seeking a terminal degree for teaching theology; pastors seeking to be more effective in their local churches; and non-ordained, lay leaders seeking to exhibit Christ-like service in the church, society, and religious organizations through academic excellence, critical reflection, and faithful witness.

Program Objectives

MATS students will be able to:

1. demonstrate a variety of hermeneutical approaches to Scripture and a sensitivity to applying Scripture in a variety of contexts
2. articulate, verbally and in writing, their own biblical theology
3. apply biblical theology to contemporary issues in all their various complexities, both personal and societal, with an appreciation of multicultural contexts
4. exhibit qualities of selfless leadership that will enable them to serve in a variety of ministry contexts.

Program Requirements: 48 semester hours for graduation (Full Time: 4 semesters, 2 years; many of our students graduate in 3 or 4 years)

- Theological Studies Core: 21 credit hours
- Theological Studies Electives: 12 credit hours
- General Core: 15 credit hours
- Institutional Requirements: 4 non-credit courses.

Requirements for Graduation

Successful completion of the MATS program requires 48 credit hours in the program with a minimum cumulative 2.7 grade point average. This also includes receiving passing grades on the Bible Entrance and Exit Exams and four non-credit hours of Institutional Requirements (IR), have been recommended by the faculty and approved by the graduation committee.

Students are also required to complete a Credo as a culminating project for their degree program. This is a self-study course (MA590) supervised by a faculty advisor that requires independent research on the part of the student. The credo allows students to integrate what they have learned from their courses in a coherent and holistic way. This course also serves as a self-examination of the effectiveness of students’ theological training. The completion of this course requires a 20- to 30-page paper that summarizes the student’s theological position as it has developed over the course of the MATS program. The paper should include discussion of such topics as the Triune God, God the Creator, Sin, Salvation, Revelation, the Kingdom of God, etc. Specific guidelines for the Credo may be obtained from the department.

THEOLOGICAL STUDIES CORE (21 Credit Hours)

REQUIRED CORE COURSES (21 CREDIT HOURS, 7 COURSES)	CREDIT HOURS
THEO550 Systematic Theology I	3
THEO555 Christian Ethics	3
BSOT500 Introduction to Old Testament	3
BSNT500 Introduction to New Testament	3
CHIS500 Church History	3
THEO552 Systematic Theology II	3
MA590 Credo	3

THEOLOGICAL STUDIES ELECTIVES (12) Credit Hours)

Select (four) courses from the areas of Theology, Religion, Ethics, and Intercultural Studies and Mission.

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
CHIS502 Church History II	3
SPRS510 Society and Religion	3
SPRS530 Jesus and Contemporary Society	3
SPRS535 Church and Culture	3
PHIL500 Philosophical Theology	3
PHIL550 Christian Apologetics	3

PHIL565 Philosophy of the Christian Religion	3
PHIL585 Topics in Philosophy of Religion	3
THEO580 Christian Doctrine	3
THEO585 Theology of Martin Luther	3
THEO590 Theology of Augustine	3
THEO592 Perspectives on Social Ethics	3
THEO594 The Doctrine of the Holy Spirit	3
PRTH590 Worship and Culture	3
ICSM590 Postmodern Issues for Mission	3

GENERAL CORE COURSES (15 Credit Hours, 5 COURSES)

GENERAL CORE (15 CREDIT HOURS, 5 COURSES)	CREDIT HOURS
MISS500 Perspectives in Mission	3
MISS510 Fundamentals in Evangelism and Contextualization	3
MISS515 Biblical Theology of Mission	3
MISS530 Christianity and Worldviews	3
ICSM510 Intercultural Communication in Multi-Ethnic Contexts	3
ICSM580 Cross-Cultural Church Planting and Church Growth	3
ICSM590 Postmodern Issues for Mission	3
SPRS550 Psychology of Religion	3
PACC500 Introduction to Pastoral Care and Counseling	3
PACC540 Introduction to Marriage and Family Counseling	3
PHIL550 Christian Apologetics	3
PRTH520 Introduction to Preaching and Communication	3
PRTH530 Christian Worship and Sacraments	3
PRTH550 Women in Ministry	3
PRTH560 Developing Children's Ministry	3
PRTH580 Introduction to Church Planting	3
CHED500 Fundamentals of Christian Education	3
CHED550 Human Development and Educational Ministry	3
CHED560 Teaching/Learning Methods	3
SPRS510 Society and Religion	3
THEO580 Christian Doctrine	3
BIBL540 Biblical Hermeneutics	3
BIBL550 Holy Land Project	3
LDSH500 Leadership and Inter-Relationship	3
LDSH510 Leadership Development for Ministry	3
LDSH550 Diversity and Cultural Leadership	3
MA595 THESIS/Project (Optional)	3

UNIVERSITY CORE (3 CREDIT HOURS, REQUIRED)

UNIVERSITY CORE (3 CREDIT HOURS, 1 COURSE)	CREDIT HOURS
UC501 Life Journey in Faith	3

INSTITUTIONAL REQUIREMENT (IR) (4 Courses)

Students are required to complete one non-credit IR (WS500 Institutional Requirement) each semester of enrollment until graduation.

Suggested Course Sequencing

Below is a *suggested* course sequencing to guide you through your four 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
THEO550 Systematic Theology I	3
THEO555 Christian Ethics	3
BSOT500 Introduction to Old Testament	3
Select One from General Core	3
WS500 Institutional Requirement	0
Total	12

Second Semester	Credit Hours
CHIS500 Church History I	3
BSNT500 Introduction to the New Testament	3
THEO552 Systematic Theology II	3
MISS530 Christianity and Worldview	3
WS500 Institutional Requirement	0
Total	12

Third Semester	Credit Hours
Select One from Theological Studies Electives	3
Select Two from General Core	6
PT501 Life Journey in Faith	3
WS500 Institutional Requirement	0
Total	12

Fourth Semester	Credit Hours
Select Two from Theological Studies Electives	6
Select One from General Core	3
MA590 Credo	3
WS500 Institutional Requirement	0
Total	12

MASTER OF DIVINITY (MDIV)

Program Overview

The Master of Divinity is a professional degree that is designed to prepare students for future ministry, mission work, or ongoing theological education. Studies include biblical hermeneutics, systematic theology, Church history, intercultural studies, and missions, with the goal of forming Christ-like ministers who exhibit selfless leadership.

Program Objectives

MDIV students will be able to:

1. demonstrate a variety of hermeneutical approaches to Scripture and a sensitivity to applying Scripture in a variety of contexts
2. demonstrate, both in class and practical ministry experience, the skills of preaching and pastoral care necessary for successful ministry
3. apply biblical interpretation to contemporary issues in all their various complexities, both personal and societal, with an appreciation of multicultural contexts
4. exhibit qualities of selfless, Christ-like leadership that will enable them to serve in a variety of ministry contexts.

Program Requirements: 90 semester hours for graduation (Full Time: 6 semesters, 3 years; many of our students graduate in 4 to 5 years)

- Major Core: 60 credit hours
- Major Electives: 27 credit hours
- University Core: 3 credit hours
- Institutional Requirements: 6 non-credit courses.

Students are also expected to complete two Supervised Ministry practicum courses (SM590/591). These are designed to help students hone ministry skills in their area of specific interest and to build ministerial leadership. Thus, students will complete one-year of supervised ministry rounds to increase their self-awareness, skill sets, a life of leadership and service, and competence based on a healthy theological self-identity. Students will serve at least 50 clock hours per semester with a local mission organization. This will provide them the opportunity to experience culturally diverse settings and to use the ministry insights that they have learned throughout the program. Students are required to submit a 10-to-15-page paper at the end of each semester practicum (two papers total).

Requirements for Graduation

Successful completion of the MDiv program requires 90 credit hours in the program with a minimum cumulative 2.7 grade point average. This also includes receiving passing grades on the Bible Entrance and Exit Exams and six non-credit hours of Institutional Requirements (IR), have been recommended by the faculty and approved by the graduation committee.

MAJOR CORE (21 Credit Hours)

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

BIBLICAL/THEOLOGICAL STUDIES (39 Credit Hours)

REQUIRED CORE COURSES (39 CREDIT HOURS, 13 COURSES)	CREDIT HOURS
BSLH581 Biblical Hebrew I	3
BSLG585 Biblical Greek I	3
BIBL520 Biblical Theology	3
BIBL540 Biblical Hermeneutics	3
BSOT500 Introduction to the Old Testament	3
BSOT540 Old Testament Reading and Exegesis	3
BSNT500 Introduction to the New Testament	3
BSNT545 New Testament Reading and Exegesis	3
THEO550 Systematic Theology I	3
THEO552 Systematic Theology II	3
THEO555 Christian Ethics	3
CHIS500 Church History I	3
CHIS502 Church History II	3

PRACTICAL MINISTRY COURSES (21 Credit Hours)

The students in this degree program must take two ministry projects with six credit hours as supervised ministry practice.

REQUIRED CORE COURSES (21 CREDIT HOURS, 7 COURSES)	CREDIT HOURS
SM590 Supervised Ministry I	3
SM591 Supervised Ministry II	3
PACC500 Intro to Pastoral Care and Counseling	3
PRTH520 Intro to Preaching and Communication	3
PRTH530 Christian Worship and Sacraments	3
PRTH580 Intro to Church Planting	3
PRTH585 Worship and Culture	3

MAJOR ELECTIVES (27 Credit Hours)

BIBLICAL STUDIES

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
BIBL510 History of Israel	3
BIBL525 Background of the New Testament World	3
BIBL530 Bible Land Geography and Biblical Archaeology	3

BIBL550 Holy Land Project	3
BIBL560 Issues in Biblical Interpretation	3
BIBL580 Intertestamental Period and Rise of Early Christianity	3
BIBL590 Apocalyptic Literature: Daniel, Enoch, etc.	3
BIBL595 Biblical Characters and Leadership	3

NEW TESTAMENT

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
BSNT502 Synoptic Gospels	3
BSNT503 Gospel of John and Johannine Epistles	3
BSNT504 Pauline Literature	3
BSNT505 General Epistles	3
BSNT540 Jesus and the Kingdom of God	3
BSNT550 New Testament Theology	3
BSNT560 Use of Old Testament in the New Testament	3
BSNT570 Christology in the New Testament	3
BSNT581 Romans	3
BSNT584 Luke and Acts of the Apostles	3
BSNT585 I & II Corinthians	3
BSNT586 Letter of James and Jude	3
BSNT590 Parables of Jesus	3
BSNT592 Gospel as a Story (Mark, Matthew, Luke, and John)	3
BSNT593 Miracle Stories	3
BSNT595 Pauline Theology	3
BSNT594 Book of Revelation	3
BSNT596 Soteriology of St. Paul	3

OLD TESTAMENT

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
BSOT502 Pentateuch	3
BSOT503 Historical Books	3
BSOT504 Major Prophets	3
BSOT505 Minor Prophets	3
BSOT506 Wisdom Literature	3
BSOT581 Genesis	3
BSOT585 Ezra-Nehemiah	3
BSOT586 Psalms as Literature & Spirituality	3
BSOT587 Reading of Prophets: Jeremiah, Isaiah, etc.	3

CHRISTIAN EDUCATION AND LEADERSHIP

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
CHED500 Fundamentals of Christian Education	3
CHED510 Philosophy of Christian Education	3

CHED520 Church's Educational Ministry	3
CHED550 Human Development and Educational Ministry	3
CHED560 Teaching/Learning Methods	3
CHED570 Christian Education in Multi-Cultural Context	3
CHED580 Christian Education and Psychology	3
CHED585 The Bible and Christian Education	3
LDSH500 Leadership and Inter-Relationship	3
LDSH510 Leadership Development for Ministry	3
LDSH520 Biblical Leadership and Characters	3
LDSH550 Diversity and Cultural Leadership	3
LDSH560 Time Management and Ministry	3
LDSH570 Pastoral Coaching	3

THEOLOGY, PHILOSOPHY, AND CHURCH HISTORY

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
CHIS510 History of Korean Evangelical Church	3
PHIL580 Society and Religion	3
SPRS530 Jesus and Contemporary Society	3
SPRS535 Christ and Culture	3
SPRS545 Philosophy of Christian Religion	3
SPRS550 Psychology of Religion	3
PHIL500 Philosophical Theology	3
PHIL550 Christian Apologetics	3
PHIL585 Topics in Philosophy of Religion	3
THEO570 Christian Hope	3
THEO580 Christian Doctrine	3
THEO585 Theology of Martin Luther	3
THEO590 Theology of St. Augustine	3
THEO592 Perspectives on Social Ethics	3
THEO594 Doctrine of the Holy Spirit	3

PRACTICAL THEOLOGY AND MINISTRY

ELECTIVE COURSES (12 CREDIT HOURS, 4 COURSES)	CREDIT HOURS
PACC520 Pastoral Counseling with Couples and Families	3
PACC550 Clinical Pastoral Education	3
PRTH525 Narrative Preaching	3
PRTH535 Church Administration	3
PRTH540 Church Polity	3
PRTH545 Liturgy and Dynamics in Worship	3
PRTH550 Women in Ministry	3
PRTH560 Developing Children's Ministry	3
PRTH580 Introduction to Church Planting	3

UNIVERSITY CORE (3 CREDIT HOURS, REQUIRED)

UNIVERSITY CORE (3 CREDIT HOURS, 1 COURSE)	CREDIT HOURS
PT501 Life Journey in Faith	3

INSTITUTIONAL REQUIREMENT (IR) (6 Courses)

Students are required to complete one non-credit IR (WS500 Institutional Requirement) each semester of enrollment until graduation.

Suggested Course Sequencing

Below is a *suggested* course sequencing to guide you through your six 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
THEO550 Systematic Theology I	3
BSOT500 Introduction to the Old Testament	3
BSNT500 Introduction to the New Testament	3
BSLG585 Biblical Greek	3
CHIS500 Church History I	3
WS500 Institutional Requirement	0
Total	15

Second Semester	Credit Hours
BSLH581 Biblical Hebrew	3
CHIS502 Church History II	3
PACC500 Introduction to Pastoral Care and Counseling	3
THEO552 Systematic Theology II	3
BIBL520 Biblical Theology	3
WS500 Institutional Requirement	0
Total	15

Third Semester	Credit Hours
Select Two from Major Electives	6
BIBL540 Biblical Hermeneutics	3
THEO555 Christian Ethics	3
PRTH520 Introduction to Preaching and Communication	3
WS500 Institutional Requirement	0
Total	15

Fourth Semester	Credit Hours
Select Two from Major Electives	6
BSOT540 Old Testament Reading and Exegesis	3
BSNT545 New Testament Reading and Exegesis	3

PRT530 Christian Worship and Sacraments	3
WS500 Institutional Requirement	0
Total	15

Fifth Semester	Credit Hours
PT501 Life Journey in Faith	3
Select Two from Major Electives	6
PRT580 Introduction to Church Planting	3
SM590 Supervised Ministry I	3
WS500 Institutional Requirement	0
Total	15

Sixth Semester	Credit Hours
Select Three from Major Electives	9
PRT585 Worship and Culture	3
SM591 Supervised Ministry II	3
WS500 Institutional Requirement	0
Total	15

GRADUATE COURSE DESCRIPTIONS

BIBLE CORE & ELECTIVE COURSES

Biblical Languages

BSLG585/586 Intermediate Biblical Greek I, II (3 credits)

This intermediate course reviews the basic elements of Biblical (koine) Greek, including vocabulary, morphology, grammar, and syntax. As an intermediate course, however, attention is also given to reading the Greek New Testament. Students will be given selected passages to develop facility.

Prerequisite: BSLG151 or equivalent course

BSLH581/582 Intermediate Biblical Hebrew I, II (3 credits)

This intermediate course reviews the basic elements of Biblical Hebrew, including vocabulary, morphology, grammar, and syntax. As an intermediate course, however, attention is also given to reading the Hebrew Bible/Old Testament. Students will be given selected passages to develop facility.

Prerequisite: BSLH141 or equivalent course

Biblical Studies

BIBL501 Survey of the Bible (3 credits)

This course provides a general introduction to the Bible, looking at each book in its historical context. Emphasis is given to the Old and New Testaments, their historical formation, the chronology of the individual books, and methods for interpreting and applying them.

BIBL510 History and Literature of Ancient Israel (3 credits)

This course provides an overview of the history and literature of Ancient Israel. from Abraham through the end of the Divided Kingdom, and studies the socio-political-religious culture which shapes the literature of this period. This study includes Ancient Near Eastern history, literature, and culture, which begin with the emergence of culture in the Fertile Crescent. It also deals with important issues such as the early formation of the canon and the authority of the Old Testament scriptures, and provides insights from related geographical, historical, and archaeological perspectives.

BIBL520 Biblical Theology (3 credits)

This course introduces students to the methods of Biblical Theology. It offers students different interpretative frameworks for approaching Scripture, by focusing on major theological themes that run throughout the Old and New Testaments, such as covenant, concern for the defenseless, Christ, the kingdom of God, God, and so on. Students are then encouraged to apply these interpretative frameworks to specific scripture passages. Students are also encouraged to think in terms of applying biblical theology to a variety of ministry contexts.

BIBL525 Background of the New Testament World (3 credits)

This course provides an overview of the historical context for the writing of the New Testament. Attention is given to Second Temple Judaism and Hellenism, giving consideration to the politics, society, culture, philosophies, and religions of the Greco-Roman world from the 2nd century B.C. to the 2nd century A.D.

BIBL530 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 as a background for interpreting the Old Testament in particular. 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, including pictures of the terrain and topography.

BIBL540 Biblical Hermeneutics (3 credits)

This course is a survey of the various forms of biblical interpretation and textual criticism. Some attention is given to the historical schools of interpretation; however, the focus is on the historical-grammatical interpretation of the Biblical narrative itself and the application of Scripture. General principles, such as reliance on the Holy Spirit, Biblical context, ancient culture, and different literary genres are studied in this course. Prerequisite: BSOT500 or BSNT500

BIBL550 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 lectures and travel to the Holy Land. It gives academic credit for a travel study tour with a Biblical Studies Instructor. (The cost of the trip is extra.)

BIBL560 Biblical Interpretation (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. Attention is given to the methods of interpretation and how they have been applied to the different genres of Scripture. Students are also encouraged to apply the results of interpretation to various ministry contexts—worship, teaching, spiritual formation, and so on.

BIBL580 Intertestamental Period and the Rise of 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 provides an overview of the political, historical, and social concerns from the close of the Old Testament canon in the fifth century B.C. to the first century AD and the formation of the New Testament Writings. Attention is also given to the literatures, religious thoughts, and theology that influenced the development of Judaism and Christianity.

BIBL590 Apocalyptic Literature (3 credits)

This course introduces students to the genre of biblical literature that scholars have labeled apocalyptic, including the books of Daniel, Enoch, and Revelation. The course focuses on the conceptual world of Jewish apocalypticism and its formative role in shaping early Christian theology, particularly the influence of Jewish apocalyptic thought as a major theological paradigm of the Second Temple period and its influence on early Christian authors.

BIBL595 Biblical Characters and Leadership (3 credits)

Instances of leadership in the Old and New Testaments will be analyzed within their Biblical contexts and in terms of contemporary understandings of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament. This course helps participants build a theological,

theoretical, and practical foundation in order to become effective leaders within an organization. Motivational theory and its application to individual and group productivity are explored. The course will enable the student to evaluate and develop leadership styles and skills. This course is same as LDSH520.

New Testament

BSNT500 Introduction to the New Testament (3 credits)

This course introduces students to the literature of the New Testament in its various historical, literary, and theological contexts. It also covers important events, individuals, and ideas of Scripture and of the historical context in which it was written. Emphasis is given to theological interpretation and application of the New Testament in service of Christian ministry and practice.

BSNT502 Synoptic Gospels (3 credits)

This course is an exegetical study of the Synoptic Gospels. Attention is given to Synoptic comparisons, the unique theology of each gospel, and interpretive problems of each. Prerequisites: BSNT500 and BIBL540

BSNT503 Gospel of John and Johannine Epistles (3 credits)

This course focuses on the Gospel of John, its authorship and style; its purpose and theology, as well as its distinct portrait of Jesus. Special attention is also given to the relationship of the Fourth Gospel to the Synoptics and to the other Johannine literature, especially to the situation presupposed in 2nd and 3rd John, the eschatology of the letters, and their place within the context of the Johannine community. Prerequisites: BSNT500

BSNT504 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. Students will be expected to read and analyze each book as a part of their homework, paying attention to the overall message and theological truths of each book. Class sessions will include lecture and discussion. Prerequisites: BSNT500

BSNT505 General Epistles (3 credits)

This course is a survey of the non-Pauline epistles, focusing particularly on the structure, themes, theological perspectives, and historical contexts of each. Students will be asked to exegete relevant passages of these letters and to apply their theological conclusions to Christian life and practice. Prerequisites: BSNT500

BSNT540 Jesus and the Kingdom of God (3 credits)

This course focuses on Jesus' proclamation of the kingdom of God as a central and defining aspect of his ministry. Attention is given to Jesus' kingdom preaching in the Sermon on the Mount and in his numerous parables, as well as to the actualization of the kingdom in Jesus' life, death, and resurrection. The course culminates in a comparison of Jesus' kingdom preaching and the apostolic gospel. Prerequisite: BSNT500

BSNT545 New Testament Exegesis (3 credits)

This course introduces students to the techniques of biblical exegesis and interpretation, focusing specifically on reading and interpreting the New Testament. Students are introduced to various forms of criticism — form, textual, historical, and linguistic (philological) — and are asked to apply these exegetical methods to specific passages of the New Testament. Emphasis is given to the theological implications of their exegetical studies and how they apply to contemporary issues of today's church and daily lives. Prerequisites: BSOT500 and BIBL605 or BIBL540

BSNT550 New Testament Theology (3 credits)

This course applies the methods of biblical theology to the study of the New Testament. It focuses on the major theological themes found in the New Testament concerning God, Jesus, the Holy Spirit, the Church, the kingdom of God, and the eschaton. Consideration is given to the historical setting of the New Testament writers and the categories and thought forms they were applying. However, the primary goal is for students to develop a theology of the New Testament that they can apply to Christian life and practice. Prerequisite: BSNT500

BSNT560 Use of Old Testament in the New Testament (3 credits)

This course considers the connections between the Old and New Testaments, specifically the ways in which the New Testament writers applied the Torah in their own understanding of Christ and the Church. Students are encouraged to consider the ramifications for how contemporary Christians should read the Old Testament in light of this study. Prerequisite: BSNT500

BSNT570 Christology in the New Testament (3 credits)

This course examines the theological implications found in the New Testament of Jesus as Christ. Attention is given to the soteriological implications of this role as well as identification in the New Testament of Jesus with God. However, consideration is also given to Jewish messianic hopes and their connection to the early church's identification of Jesus as the fulfillment of those hopes. As a topical study, this course canvasses a range of related questions, including: why Jesus was identified by his followers as the Jewish messiah; how Jesus came to be thought of as God; and where the idea of an antichrist came from. Prerequisite: BSNT500

BSNT581 Romans (3 credits)

This course focuses on the book of Romans. Attention is given to the purpose and structure of the book, including background issues in its composition. In doing so, the course considers the theological implications of Paul's writing, the doctrinal, spiritual, and ethical considerations that the book presents. The ultimate goal is to help students understand the importance of these theological considerations in God's overarching plan of salvation. Prerequisites: BSNT500 and BIBL540

BSNT584 Luke and Acts of the Apostles (3 credits)

This course is a study of the two-part Lukan narrative in the Gospel of Luke and the book of Acts. Special attention is given to the authorship, history, literary style, and theological implications of the texts. Students complete an exegesis of key passages in both books, focusing on the Biblical theology of the Lukan narrative, the historical background of events, and the theological emphasis of the speeches and teachings. Prerequisites: BSNT500 and BIBL540

BSNT585 I and II Corinthians (3 credits)

This course studies the structure, setting, and purpose of I and II Corinthians, giving particular attention to the historical background to the writing of these two letters and their principal theological implications. In doing so, students will discover the situation of the early Corinthian church and Paul's pastoral and theological responses to it. Prerequisites: BSNT500 and BIBL540

BSNT586 Letter of James and Jude (3 credits)

This course considers the books of James and Jude, giving particular attention to the question of faith and action in the life of the Christian community. Toward this end, students will study the socio-historical context of these two books as well as the textual and theological interpretations of them over time. Students are also encouraged to apply the theological insights from these two epistles to current life and faith. Prerequisites: BSNT500 and BIBL540

BSNT590 Parables of Jesus (3 credits)

This course introduces students to hermeneutical approaches for interpreting the parables of Jesus in the Synoptic Gospels. Students are introduced to the history of interpretation of the parables, the strengths and weaknesses of different hermeneutical principles, and how to teach or preach from the parables. Prerequisites: BSNT500 and BIBL540

BSNT592 Gospel as a Story: Mark, Matthew, Luke, and John (3 credits)

This course is designed to help students begin developing an understanding of the four gospels, together, as a story of Jesus. While there are significant historical, textual, and even theological differences between them, their complementary role in the canon suggests a broader theological significance for Christians. This study will provide students the opportunity to explore each Gospel writer's parabolic presentation of the Jesus story and to engage literary and sociological interpretations while reading the text. Prerequisites: BSNT500 and BIBL540

BSNT593 Miracle Stories (3 credits)

This course investigates the miracle stories of the New Testament, giving particular attention to the purpose and meaning of these stories in the ministry of Jesus and the inbreaking of the kingdom of God. Prerequisite: BSNT500

BSNT594 Book of Revelation (3 credits)

In this course, students will study the nature of apocalyptic literature in the New Testament era and examine the structure and message of the Book of Revelation against its historical background. Emphasis will be placed on the significance of this book for the church in the world today. This study includes an analysis of the book of Revelation in its historical context, an exploration of the ways in which it has been interpreted in church and culture throughout the centuries (with special emphasis on contemporary fundamentalism), and a consideration of its message for our own day. Prerequisite: BSNT500

BSNT595 Pauline Theology (3 credits)

This study focuses on the major doctrines of Paul's theology, including his Christology, soteriology, and eschatology. Various dimensions of Paul's background are considered in the development of his theology and his general method of theologizing, including his Jewish and Hellenistic background, his

relationship to the Jesus tradition and the pre-Pauline tradition, his use of Scripture, his evangelical and missionary work. Prerequisite: BSNT500

BSNT596 Soteriology of St. Paul (3 credits)

This course introduces students to Paul's doctrine of salvation: the work of Christ in bringing lost humanity into fellowship with God. Special attention is given to the role of Christ's resurrection in Paul's soteriology and the connection between Paul's soteriology and his doctrines of adoption, justification, sanctification, and glorification. Prerequisite: BSNT500

Old Testament

BSOT500 Introduction to the Old Testament (3 credits)

This course is an introduction to the Old Testament, with an emphasis on theological interpretation and application. It covers the historical background and major themes of the Pentateuch, historical books, poetry, wisdom literature, and prophets. While the Old Testament is treated as the Word of God, it is also examined as a work of literature emerging out of Israel's history that needs to be studied critically to grasp its significance.

BSOT502 Pentateuch (3 credits)

This course is an introduction to the first five books of the Old Testament. Attention is given to the literary nature and structure of these books and their theological content. Theories of origin and genetic development are also covered. Prerequisites: BSOT500 and BIBL540

BSOT503 Historical Books (3 credits)

This course is an introduction to the Historical books of the Old Testament, focusing on the overarching narrative of the nation of Israel, from its formation to its exile and eventual return. Special attention is given to the major characters and events of the books of Joshua through Esther and the theological significance of these events for God's overarching purposes for Israel and the world. Prerequisite: BSOT500

BSOT504 Major Prophets (3 credits)

This course is a study of the books of the Major Prophets (Isaiah through Daniel), in light of their historical background and developing content. Attention is given to their structure, genre, setting, and purpose and to the theological interpretation and application of these books. Prerequisite: BSOT500

BSOT505 Minor Prophets (3 credits) This course examines the content and literary qualities of the Minor Prophets in light of their historical background and their developing theological content. Attention is given to their structure, genre, setting, and purpose and to the theological interpretation and application of these books Prerequisite: BSOT500

BSOT506 Wisdom Literature (3 credits)

This course is a survey of the Wisdom Literature of the Old Testament (Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon). Attention will be given to the genre and main themes of each book as well as the relationship of these books to the historical and cultural setting of the ancient Near East. Connections will also be drawn between the main theological themes of these books and the New Testament. Prerequisite: BSOT500

BSOT540 Old Testament Reading and Exegesis (3 credits)

This course introduces students to the techniques of biblical exegesis and interpretation, focusing specifically on reading and interpreting the Old Testament. Students are introduced to various forms of criticism—form, textual, historical, and linguistic (philological)—and are asked to apply these exegetical methods to specific passages of the Old Testament. Particular attention is given to the historical background, composition, structure, themes, and motifs of the texts. Also, students are encouraged to apply the theological implications of their exegetical studies to contemporary issues of today's church and daily lives. Prerequisites: BSOT500 and BIBL581 or BIBL540

BSOT550 Old Testament Theology (3 credits)

This course applies the methods of biblical theology to the study of the Old Testament, focusing on the major theological themes and their historical development. Consideration is given to the historical setting of the Old Testament writers and the categories and thought forms they were applying. Students are also encouraged to develop a theology of the Old Testament that they can apply to Christian life and practice. Prerequisite: BSOT500

BSOT581 Genesis (3 credits)

This course examines the structure of the book of Genesis, its theological message, and the implications of its message today. Students will be led through an analysis of this foundational book of the Hebrew canon, including an intensive look at the first four narratives. Prerequisites: BSOT500 and BIBL540

BSOT585 Ezra-Nehemiah (3 credits)

This course examines the history of Israel under Persian exile as described in the book of Ezra and Nehemiah. Students will consider the significance of 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: BSOT500 and BIBL540

BSOT586 Psalms as Literature & Spirituality (3 credits)

This course is an introduction to the Psalter and its theology. Students will study the different types of Psalms, their major theological themes, and their historical and cultural contexts. Particular attention is given to the importance of the Psalms for spiritual formation in the life and ministry of the church. Prerequisites: BSOT500 and BIBL540

BSOT587 Advanced Reading of Prophets: Jeremiah, Isaiah (3 credits)

This course provides students with an opportunity to study the prophetic literature in more detail, focusing on Jeremiah and Isaiah. Attention is given to the purpose and structure of each book as well as their historical backgrounds and theological contributions. Prerequisites: BSOT500 and BIBL540

CHRISTIAN EDUCATION**CHED500 Fundamentals of Christian Education (3 credits)**

In this course, students examine the foundation of Christian teaching. The course provides a general overview of the purposes, principles, and practices of Christian education within the local church, looking at the patterns, processes, and roles of Christian teaching in all its diversity; and the historical, theological, and philosophical aspects underlying dynamics of the teaching-learning process.

CHED510 Philosophy of Christian Education (3 credits)

This course introduces students to a variety of educational philosophies within Christian Education. Students are encouraged to develop a personal philosophy of education as they consider a variety of educational and theological issues including philosophical approaches to education, Christian conceptions of persons and knowing, and the relationship of the Church to culture.

CHED520 Church's Educational Ministry (3 credits)

This course covers the organization, development, and maintenance of educational ministries for children, youth, and adults within the context of the local church and its outreach. The establishment and operation of Christian day schools and camps will also be dealt with. This course is foundational to more specialized ministry courses to be taken in various programs of study. It also teaches how to discover, recruit, and train teachers. Curriculum design is presented, support services are explored, and methods of publicity are considered.

CHED550 Human Development and Educational Ministry (3 credits)

This course introduces students to the importance of human development in Christian education. Students will study various theories from the social sciences, including the development throughout the lifespan and the importance of social context and organizational dynamics as they seek to formulate an effective theory of Christian education.

CHED560 Teaching/Learning Methods (3 credits)

This course introduces students to methods in the teaching/learning process, focusing on developing a philosophy of education for teaching the Bible. Students will study developing theories about the role and function of teachers and learners. They will also study the effectiveness of various technologies in the teaching/learning process.

CHED570 Christian Education in Multi-Cultural Context (3 credits)

This course is designed to help students develop a pedagogy of Christian education that is suitable in other cultural contexts. Students are invited to think about their own culture of teaching and learning and to consider challenges and possibilities in applying this to other cultures. Students are also given tools to equip them to become more effective learners and educators in other cultural contexts.

CHED580 Christian Education and Psychology (3 credits)

This course introduces students to psychological principles, theories, and methodologies that are helpful for Christian education. Christian perspectives on education, learning, and schools are emphasized.

CHED585 Bible and Christian Education (3 credits)

This course considers the Scriptural foundations for an effective philosophy of Christian education. The focus is on gaining a biblical perspective about God's purposes for the Church, in general, and for the role of education in particular. Various theories of religious education and of related philosophical, psychological, theological, and denominational issues are also considered.

CHURCH HISTORY

CHIS500 Church History I (3 credits)

This course covers the history of the Christian church from the time of its birth at Pentecost to the time of the Reformation. Consideration is given to the Apostolic Age, the Church Fathers, and Medieval theologians and scholastics. Consideration is also given to how the major movements of the church have influenced current church theology and practices.

CHIS502 Church History II (3 credits)

This course studies the development of the Christian church from the Reformation to the modern period. Students will be introduced to central historical figures, movements, and theological issues, and will be asked to consider their importance for Christian ministry today. Prerequisite: CHIS500

CHIS510 History and Tradition of American Christianity (3 credits)

This course traces the history and tradition of Christianity in America from New England Puritanism to modern evangelicalism. Consideration is given to specific topics, doctrines, theologians, or movements of American Christianity.

CHIS520 History of Korean Evangelical Church (3 credits)

This course traces the history of the Korean Evangelical Church from its roots in the Holiness movement in the early Twentieth Century to the present. Students will be asked to focus on various topics, doctrines, and theologians that have helped shape the Korean Evangelical Church.

INTERCULTURAL STUDIES AND MISSION

ICSM510 Intercultural Communication in Multi-Ethnic Contexts (3 credits)

This course introduces students to the challenges and possibilities involved with intercultural communication in multi-ethnic contexts. Drawing on principles from psychology, cultural anthropology, and communication theory, students will be asked to explore modes of communication in cross-cultural contexts.

ICSM520 Evangelism, Church Growth, and Contextualization (3 credits)

This course introduces students to evangelism and church planting and growth in the context of contemporary culture and the modern church growth movement.

ICSM530 Intercultural Ministry and Strategy (3 credits)

This course introduces students to various strategies for intercultural ministry including networking, fundraising, and partnerships. Various approaches and processes for successful intercultural missions are explored.

ICSM550 Christian Mission and Cultural Anthropology (3 credits)

This course examines Christian missions in light of cultural anthropology. It introduces students to the principles of cultural anthropology, culture and personality studies, structural functional analysis, and cultural ecology, and asks students to consider their bearing on religion, in general, and missions, in particular. Prerequisite: ICSM510

ICSM580 Cross-Cultural Church Planting and Church Growth (3 credits)

This course examines the kinds of issues that are unique to planting churches in a cross-cultural setting. Students will be introduced to strategies that help those churches to grow and flourish.

Prerequisite: ICSM520

ICSM590 Postmodern Issues for Mission (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 post-industrial technology, post-literate communication, postmodern philosophies, post-colonial politics, and post-orthodox spiritualities.

Prerequisite: MISS515

MISS500 Perspectives in Mission (3 credits)

This class introduces students to the role and function of missions from a variety of perspectives, including the biblical mandate, the history and expansion of the World Christian Movement; and the strategy in mission's development.

MISS505 History of Korean Mission Movement (3 credits)

This course presents a survey of the history of the Korean church, focusing on mission movement, missions to Korea, and Korean missions to other parts of the world. The course will review the problems of mission in Korea as well as other Korean missionary activities, including the diaspora of mission movement.

MISS508 Dynamics in Sports Mission (3 credits)

This course introduces students to the role of sports and athletic programs as effective tools for missions.

MISS510 Contextualization and Evangelism (3 credits)

This course is designed to equip students to communicate the Gospel in ways that make sense to people within their own cultural context. This course considers the biblical precedence for the contextualization of the Gospel, looking at the outreach of the earliest missionaries, Paul especially. Emphasis is given to surveying tools needed for the task of world evangelism with special focus on personal preparation for evangelism within a variety of contexts.

MISS515 Biblical Theology of Mission (3 credits)

This course is a study of the biblical and theological foundations of mission, from the perspective of the Old and New Testament. It considers Israel's responsibility to the nations, the Great Commission of Christ, and Pauline missiology. The course also considers the contemporary issues of ecumenism, syncretism, and universalism, as well as the emerging theologies of indigenous churches in diverse cultures.

MISS520 History of Global Christian Mission (3 credits)

This course is an overview of the history of Christian missions. It explores the history of Christianity from both an ecumenical and missiological perspective. Theological, multicultural, and contextual perspectives are presented within an overall historical framework selectively chosen to represent key themes in the expansion of Christianity. The course emphasizes the history of Christianity in Africa,

Asia, Latin America, and Oceania, and explores alternate histories of Christianity that are not told from the standpoint of the dominant culture or narrative.

MISS525 Introduction to Mission (3 credits)

This course explores the meaning and practice of God's call for His people to participate in His mission to the world. It explains the concept of mission theologically, delves into the biblical narrative of God's ultimate vision for the world, and surveys the global expansion of the church historically. In addition, this course describes the relationship between the gospel and culture, explains specific methods for studying culture, and explores the major ways of Christian mission. Finally, this course helps students integrate biblical, theological, historical and practical insights into how Christian communities should missionally engage with the world in particular contexts.

MISS530 Christianity and Worldviews (3 credits)

This course introduces students to the history, development, and function of the Christian Worldview, which includes an examination of the philosophical and theological foundations and applications of a Christian view of reality, knowledge, ethics, aesthetics. This course compares and contrasts the Christian Worldview with those of naturalism, humanism, transcendentalism, postmodernism, and other religions and diverse cultures.

MISS580 Urban Mission Development (3 credits)

This course introduces students to the fundamentals of urban missions. The course includes a brief history of urban missions, then focuses on trends in urbanization, white-flight, gentrification, and other socio-economic concerns. The course then considers contemporary strategies for missions in an urban context.

MISS585 Indigenous Principle in Missions (3 credits)

This course constitutes a comprehensive survey of the theological and sociological factors that promote the growth, maturity, and reproduction of local congregations and indigenous movements. Special emphasis is placed on intercultural ministry and emerging churches. Approaches to church growth theory and practice, developmental models, local leadership, church-mission relations, and contextualization are examined and evaluated. Prerequisites: ICSM510 or MISS500

CHURCH AND LEADERSHIP

LDSH500 Leadership and Inter-Relationship (3 credits)

This course introduces students to methods and techniques for one-on-one, interpersonal relationships. Students are also introduced to family systems theory as a basis for understanding core interpersonal dynamics.

LDSH505 Effective Leadership and Dynamics (3 credits)

This course will help students learn how their emotions, thoughts, and actions play a role in their development as leaders. Students will be asked to analyze their own emotions, perceptions, and beliefs and how they are manifested in practical principles.

LDSH510 Leadership Development for Ministry (3 credits)

This course provides direct leadership experience with the goal of developing those qualities for future

application. In this context, students are given a chance to evaluate and reflect on their own leadership abilities, focusing on integrating biblical principles in a ministry context.

LDSH520 Biblical Leadership and Characters (3 credits)

This study surveys some of the greatest Biblical characters, examining the strengths, weaknesses, victories and defeats of each, and exploring the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of leadership will be examined. Instances of leadership in the Old and New Testaments will be analyzed within their biblical context, and in terms of contemporary understanding of leadership. This course helps students build a theological, theoretical and practical foundation for becoming effective leaders within an organization. The course will enable the student to evaluate and develop leadership style and skills.

LDSH550 Diversity and Cultural Leadership (3 credits)

This course is designed to examine and bring to consciousness the social, cultural, and historical influences on leadership in a multicultural democracy. This will be done by investigating and making visible aspects of the social forces, cultural dynamics, and historical contexts that influence human experience. Discoveries to leadership roles and practices will also be applied and used to question the ends or purposes of our leadership practices. The course involves both theory and practice with an emphasis on practitioner research.

LDSH560 Time Management and Ministry (3 credits)

This course provides leaders with spiritual and practical tools to assist with effectively managing an organization or ministry. It is intended to help students explore God's expectations for leaders in relation to personal discipline, integrity, relationships, and financial prudence. Special emphasis is laid on time management for an effective ministry as well as on self-discipline and self-control for a faithful ministry leader with servant-ship. Students will be given opportunities to evaluate themselves and to develop plans for personal character development and time management in ministry.

LDSH570 Pastoral Coaching (3 credits)

This course introduces students to the role of pastoral coaching. Students will be taught the skills of coaching, which, unlike counseling, allows the pastor to provide a safe, listening ear that can also help give guidance, structure, accountability, and assessment tools to help others achieve benchmark goals. Students will be taught strategizing techniques for both one-on-one and community coaching contexts.

PHILOSOPHY

PHIL500 Philosophical Theology (3 credits)

This course introduces students to the discipline of Philosophical Theology. Students learn to apply philosophical categories and concepts to theological issues. The course focuses on the roles of epistemology, metaphysics, language, and ethics on Christian theology.

PHIL530 Christian Perspectives in Philosophy (3 credits)

This course covers Christian perspectives in philosophical thought, and 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.

PHIL540 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.

PHIL550 Christian Apologetics (3 credits)

This course seeks to show the reasonableness of Christian theism, giving answers to the objections raised by secularism, atheism, scientific naturalism, and other religions. This course presents the Biblical foundation of apologetics, Christian epistemology and ontology, classical methodologies and contemporary methodologies, and the insufficiency of competing worldviews.

PHIL555 Moral Philosophy (3 credits)

This course introduces students to the classical question of moral philosophy: “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.

PHIL565 Philosophy of the Christian Religion (3 credits)

This course is a philosophical study of essential Christian concepts and beliefs aimed at assessing their rational coherence and explanatory power. This course explores and evaluates various Christian positions on key topics, while also engaging with important religious and secular positions. Topics include: the relation of faith and reason, the divine attributes, arguments for the existence of God, the problem of evil, providence and free will, miracles, religious language, and the relation of science and religion. Prerequisite: RS510

PHIL580 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.

PHIL585 Topics in Philosophy of Religion (3 credits)

This course is an examination of three major areas in philosophy of religion: (1) faith and reason (including epistemology, the justification of religious belief, theological method); (2) the relation between Christianity and science (including historical issues, evolution and creation, the apologetic value of science); and (3) the nature of the human person (dualist and physicalist accounts, religious experience, life after death).

PASTORAL CARE AND COUNSELING**PACC500 Introduction to Pastoral Care and Counseling (3 credits)**

This course introduces students to perspectives on pastoral care. Emphasis is given to empathic listening, recognizing that all people have a fundamental desire to be heard and understood. Students

are given opportunities to practice visiting with people of different levels of distress including grief, loss, anger, fear, anxiety, guilt, shame, and other forms of human suffering.

PACC520 Pastoral Counseling with Couples and Families (3 credits)

This course introduces students to a range of theological and theoretical resources and approaches related to marriage and family care and counseling. Students are encouraged to give attention to the areas of pre-marital counseling and marriage, focusing on the overall health and stability of family life.

PACC540 Introduction to Marriage and Family Counseling (3 credits)

This course uses a case study approach to examine problem areas and solutions in courtship, marriage, and child-raising. It focuses on the social and economic issues unique to the American family, the relations between parents and children, and the relations between home and church.

PACC550 Clinical Pastoral Education, Unit I (3 credits)

This course is a supervised clinical training related to ministry in human crisis. Students serve as chaplains at hospitals and other institutions, while learning through didactic seminars, self-awareness groups, case conferences, and individual supervision. This is ten-week courses during the summer, fourteen-week courses during semesters, and in extended units from October to April. Prerequisites: Acceptance into a basic unit of CPE in a program accredited by the Associate of Clinical Pastoral Education, and departmental approval.

PRACTICAL THEOLOGY AND MINISTRY

PRTH520 Introduction to Preaching and Communication (3 credits)

This course is designed to equip students in the preparation of the development and delivery of sermons. Students will learn the process of moving from analysis of the text, through exegesis, to the development of a sermon structure. Students will then be given the chance to practice delivering their prepared sermons. They will also be given the opportunity to build confidence in extemporaneous speaking through giving their testimony, presenting a devotional message, and even impromptu sermons.

PRTH525 Narrative Preaching (3 credits)

This course introduces students to narrative preaching. Whereas the older Hermeneutical approach, going back to St. Augustine, focuses on propositional preaching, stating a thesis and supporting points, the “new Homiletic” focuses on the power of the biblical story itself. Special emphasis is placed on the method and delivery of narrative preaching. This study includes various practices and workshops, so students can develop their preaching style as a narrative preacher.

PRTH530 Christian Worship and Sacraments (3 credits)

This course explores the role of worship and sacrament in a variety of worship contexts, including private worship, corporate worship, and so on. Students will explore the concept of worship in Scripture and are encouraged to develop a theology of ministry and worship that is consistent with the teachings of Scripture. Special attention will be paid to the appropriate application of this theology for the church today.

PRTH535 Church Administration (3 credits)

This course is designed to help students improve their administrative and organizational skills. Students will examine the principal role of the church administrator. Attention is given both to the organizational structure of the church—committees, departments, and ministries—and to the function of pastoral leadership, including organizational theory, ethics, conflict management, and personal concerns for integrity and spiritual health.

PRTH540 Church Polity (3 credits)

This course helps students understand denominational life and polity as it relates to local congregational ministry. Consideration is also given to practical dimensions of how to lead and manage complex church organizations. This includes understanding the traits of a healthy congregation, the influence of size, age, and makeup on the life of the congregation, congregational lifecycles and redevelopment, ways to help your church grow, and other organizational and administrative issues that are important for Christian leaders to understand today.

PRTH545 Liturgy and Dynamics in Worship (3 credits)

This course introduces students to the role and function of ritual and sacrament in worship from the time of early church to the present. Consideration is given to the historical development of worship and its interaction with various cultures.

PRTH550 Women in Ministry (3 credits)

This course considers the role of women in ministry, giving consideration both to the impact of the Church on women and the impact of women on the Church from biblical times to the present. The course is interdisciplinary in its structure, investigating the topic of women in ministry from Biblical, historical, theological, psychological, sociological, anthropological, and pastoral perspectives.

PRTH560 Developing Children's Ministry (3 credits)

This course examines how to develop and evaluate children's ministries and resources in a variety of ministry contexts. Attention is given to educational techniques that are age-specific and that help to motivate children to become involved in ministry at their age-level. Attention is also given to specific programs, such as Bible clubs, Kids' crusades, children's church, music, drama, and other children's activities.

PRTH580 Introduction to Church Planting (3 credits)

This course introduces students to the biblical and theological importance of church planting and provides students with various models for doing so. Attention is also given for practical considerations in starting a new church.

PRTH590 Worship and Culture (3 credits)

This course considers the intersection of Christian worship and culture. It explores the influence of culture and its values, symbols, and rituals on worship as well as the influence of worship on the broader culture. Students will be introduced to various theories of culture and worship, and will be asked to consider how these theories can be applied in the church today.

PT501 Life Journey in Faith (3 credits)

This course presents spiritual formation as an intentional emphasis of the Church, whereby we seek to facilitate and cooperate with the work of the Spirit of God, primarily through cultivating a climate of discipleship, encouraging spiritual practices that make us more open and responsive to the Spirit's activity, and developing resources that address the varying needs of persons at different places in their faith pilgrimage. This course provides for the self-evaluation of personal faith and character, in addition to opportunities for expressing a greater commitment to life in Christ. A challenging wilderness expedition or camp experience is combined with reading assignments, Scripture studies, and group discussions.

RESEARCH AND WRITING**MA595 Thesis/Project (Optional) (3 credits)**

This option is offered to those students who want to write a thesis or a research paper, working out the implications and possibilities of professional ministry for mission and life-enrichment.

SOCIETY, PERSONALITY, AND RELIGIOUS STUDIES**SPRS510 Society and Religion (3 credits)**

This course studies the influence between society and religion and how the gospel could impact these structures of human life.

SPRS530 Jesus and Contemporary Society (3 credits)

This course analyzes the topics of moral issues in our society in the context of the morality that is outlined in the Bible. It compares ethical perspectives of the 1st century and the contemporary world, examining Jesus' moral spirit in historical and ethical traditions in the context of mixed cultural and social diversity of the postmodern era

SPRS535 Church and Culture (3 credits)

This course introduces students to various models for understanding the relationship between the church and society. Students will be asked to consider contemporary controversial issues in society and to consider how the church should respond to them, drawing on scripture and tradition.

SPRS550 Psychology of Religion (3 credits)

This course is an introduction to the psychological phenomena of religion in individuals and groups. Attention is given to psychological sources of religion, problems of faith and doubt, worship, mysticism, education, and other basic aspects of religious life.

SYSTEMATIC THEOLOGY AND DOCTRINE**THEO550 Systematic Theology I (3 credits)**

This course introduces students to the basics of Systematic Theology. Emphasis is given to the primary doctrines of the Christian faith, including the doctrines of God, the Trinity, creation, sin and redemption, incarnation, soteriology, and the kingdom of God. The primary aim of this study is to help students to understand the meaning and biblical evidence for doctrines and to provide a rationale for

how biblical narratives are formulated into the historic/ evangelical doctrines.

THEO552 Systematic Theology II (3 credits)

This course continues the survey in THEO550, but asks students to go beyond a general introduction to the nature, history, and methodology of systematic theology. It also encourages students to develop a critical theological position of one's own. Thus, while the course continues to provide biblical, historical, and theological tools for understanding Christian doctrine, including the doctrines of Christology, Pneumatology, Soteriology, Ecclesiology, and Eschatology; it also challenges students to develop their own self-critical understanding of doctrine. Prerequisite: THEO550

THEO555 Christian Ethics (3 Credits)

This course challenges the believer to integrate an understanding of Scripture, movements in church history, and ethical principles into one's personal Christian life, work, and ministry. Emphasis is placed on Biblical perspectives on contemporary ethical issues facing the church and the minister. These issues include divorce, abortion, euthanasia, genetic control, sex, war, racism, ecology, personal lifestyle, and the church's responsibility.

THEO580 Christian Doctrine (3 credits)

This is an advanced course on the nature of Doctrine in Christian theology. It draws on the Bible, biblical theology, the history of the Christian tradition, Reformation theology, and contemporary theology to help students understand the importance of doctrine for the practice of ministry. Prerequisite: THEO550

THEO585 Theology of Martin Luther (3 credits)

This study is a critical analysis of the theology of Martin Luther, with attention to his essential writings in the areas of the task of theology, the Word of God and Scripture, the Righteousness of God and salvation, the church, the sacraments, the two kingdoms, and the Christian life. Prerequisite: THEO550

THEO590 Theology of St. Augustine (3 credits)

This course is a study of the major writings of St. Augustine and an analysis of his major theological ideas and their ongoing relevance for theology today. Prerequisite: THEO550 or CHIS500

THEO592 Perspectives on Social Ethics (3 credits)

This course considers the role of Christian faith and theology for social, political, and ethical concerns. Students will be asked to grapple with the import of Biblical theology for such issues as political authority, the role of the state, and the ground of Christian political involvement, and so on. Differing Christian perspectives will be considered.

THEO594 The Doctrine of the Holy Spirit (3 credits)

This course focuses on the doctrine of the Holy Spirit, giving attention to the Biblical witness, the historical testimony of the Church, and personal experience. Discussion includes spiritual gifts, current renewal movements, and the relationship of the Holy Spirit to contemporary signs and wonders. In consultation with the professor, each student will research a Biblical, historical, or theological theme related to the Holy Spirit. Prerequisite: THEO550

SUMMATIVE AND CAPSTONE PROJECTS FOR GRADUATE PROGRAMS

MA590 Credo (3 credits)

This option is offered to those students who want to write a thesis or a research paper, working out the implications and possibilities of professional ministry for mission and life-enrichment, instead of taking a course.

MIS590/591 Practicum I, II (Mission Project I, II) (3 credits each)

This course offers the opportunity to experience and practice in mission fields in culturally diverse settings. After participating in a mission project, students are required to submit a report, including self-evaluation and assessment for future mission work.

SM590 Supervised Ministry I (3 credits)

Supervised Ministry is a practical training course that combines real hands-on ministry experience under the mentorship of a ministry professional. This course is done through a non-traditional format in that it is measured based on the supervised time spent under a ministry mentor's direction.

SM591 Supervised Ministry II (3 credits)

This course allows the MDiv student to complete and reflect upon their ministry experiences, fulfilling the mission and purpose of HTU. Students will contemplate their readiness for their callings and acquire skills to add to their curricula vitae. 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.

DOCTOR OF PHILOSOPHY IN INTERCULTURAL STUDIES

Purpose

The Doctor of Philosophy in Intercultural Studies (PHDIS) program is designed to provide scholars with the terminal academic degree necessary for leadership in a wide variety of transnational, intercultural, and educational ministries. The program focuses on research that deepens understanding of human diversity, current contextual realities, and cultural change in ways that inform redemptive, gospel-centered ministry for the glory of God.

Program Objectives

1. To demonstrate skill in appropriate research methods and knowledge of theories in the field of Intercultural Studies (Institutional Objectives: 1, 2, 3).
2. To show a comprehensive interdisciplinary knowledge of intercultural relations and issues; and the practical skills to deal with these issues (Institutional Objective: 1,2, 3).
3. To produce a research dissertation appropriate to the level of a PhD. degree (Institutional Objective: 1,2).
4. To practice selfless leadership in a wide variety of transnational, intercultural, and educational ministries (Institutional Objectives:1, 3, 4).

Admission Criteria

1. Degrees and Transcripts Applicants must:
 - a. Hold a bachelor's degree.
 - b. Hold a master's degree from an accredited university or seminary in a related field (e.g., MAIS, MDiv, or ThM).
 - c. Submit official transcript(s) from all previous degree-awarding institutions, in English or in a notarized translation.
 - d. Present evidence of a minimum 3.3 GPA at the master's level.
2. Applicants must submit two letters of recommendation: one from a pastoral leader and one from an academic professional.
3. Applicants must have at least two years of intercultural or ministerial work experience.
4. Applicants must submit a two-page statement of academic purpose.
5. Leveling Evaluation:

Applicants who do not meet the above requirements MAY be admitted on condition of completion of leveling work prior to or during matriculation in the program. Admittance under these terms is not guaranteed, and is subject to approval by the PhD Committee.

Tuition and Fees

1. Tuition
48 credits (\$600/ credit hour) = \$28,800.00
2. Fees
Application Fee - \$100.00 (one-time)

Registrations Fee - \$100.00 (per semester)
 Student Services Fee / Technology Fee - \$100 (per semester)
 Continuation Fee - \$1,000.00 (per semester after completing of course work, comprehensive exam, and proposal hearing until the completion of the degree program)
 Graduation Fee - \$500.00 (one-time)

Degree Requirements

The PHDIS requires 48 credit hours of study: 12 courses (36 credits) and dissertation writing; along with comprehensive exams (pass/fail: 6 credits); dissertation proposal (6 credits). The program is designed to be completed within four years, although many of our students take up to six years. All the exams should be passed before the dissertation proposal is submitted. Petitions for extension beyond four years of study will be considered on a case-by-case basis.

Students must maintain a minimum cumulative GPA of 3.0 on a 4.0-point scale. Students must be continuously enrolled in every semester until graduation. Approved leaves of absence are the only exception to this requirement. Students who fail to register in any given semester without an approved leave of absence will be dropped from the doctoral program.

Program Design

The PHDIS degree is offered in two formats: a semester program and an intensive program.

1. Semester Program
 This program is based on sixteen-week- long courses of study: one day per week during the regular semester. International students who want to maintain student visa status are required to enroll in this program.

2. Intensive Program
 This program is a three-week session, two times per academic year, chiefly at the Atlanta campus, but also in various locations across the country and in selected locations outside the United States.

Detailed Program Requirements (48 Credit Hours)

The program is designed to be completed within four years. Petitions for extension beyond four years of study will be considered on a case-by-case basis. The program operates on a year-round basis, with full-load enrollment available in Fall, Spring and Summer semesters. Full-time enrollment is nine credits or more per semester. International students who have F-1 status must enroll full-time in the doctoral program. Part-time students will need considerably longer to complete the program.

1. Core Courses (6 Courses, 18 Credits) **

Course Numbers and Names	Credits
ICS810 Intercultural Leadership in Life Journey ***	3

ICS836 Research Seminar I (Critical Thinking and Academic Writing) ***	3
ICS816 Research Design: Missiological Research Methods ***	3
ICS815 Christian Mission and Cultural Anthropology	3
ICS811 Theology of Mission (Biblical Theological of Mission)	3
ICS812 History of Christian Mission	3
ICE826 Teaching and Learning in Cross-Cultural Context	3
ICS839 Christian Encounters with Other Religions	3
ICS815 Christianity and Mission in Asia	3
ICS816 Mission in the Political and Economic Context of Asia	3
ICS840 Biblical Exegesis and Contextual Application	3
ICS829 Church and Mission	3

** Required to complete 6 courses of the 10 core courses listed above.

*** Required for the completion of course work.

2. Elective Courses (6 Courses, 18 Credits)

Course Numbers and Names	Credits
ICS828 Culture and Transformation	3
ICS825 Holistic Mission	3
ICS833 World Christianity	3
ICE825 Human Development: Cross-cultural Perspective	3
ICS818 Biblical Principles for Transforming the Church	3
ICS819 Systematic Theology for Mission	3
ICS823 Ministry in Postmodern Era	3
ICS827 Cross-Cultural Counseling	3
ICS830 Trends of World Missions	3
ICS831 Christian Mission and Social Transformation	3
ICS833 World Christianity	3
ICS834 Theology of Evangelism	3
ICS839 Christian Encounters with Other Religions	3
ICS822 Research Seminar II	3
ICS837 Research Seminar III	3
ICS813 Contemporary Mission and Technology	3
ICS814 Intercultural Communication	3
ICS841 Tutorial 1	3
ICS842 Tutorial 2	3
ICS820 Biblical Mission and Strategies	3
ICS821 Mission and Diaspora Studies	3

ICS824 Indigenous Church Planting and Growth	3
ICS827 Cross-Cultural Counseling	3
ICS828 Culture and Transformation	3
ICS832 Faith, Work and Economics	3
ICS838 Postmodern Issues for Mission	3

3. Post-Coursework Requirements (12 Credits)

Requirements	Credits
Comprehensive Exam	6
Dissertation Proposal Writing and Hearing	6
Dissertation Writing and Defense	0

Recommended Sequencing

Year	1 st Semester of the Year	2 nd Semester of the Year
1 st Year	Course Work (12 courses, 36 credits)	
2 nd Year	Choosing a Dissertation Mentor (by the 2 nd Semester of the 2 nd Year)	
3 rd Year	Comprehensive Exam (6 credits)	Making a Dissertation Committee Dissertation Proposal (6 credits)
4 th Year	Dissertation (Writing & Defense)	
5 th Yr+	Continuation if necessary (by dissertation committee approval)	

1st Year (6 Core Courses)

1st Semester

- ICS810 Intercultural Leadership in Life Journey
- ICS811 Theology of Mission
- ICS836 Research Seminar I: Critical Thinking and Academic Writing

2nd Semester

- ICS816 Research Design: Missiological Research Methods
- Two other core courses

2nd Year (6 Electives)

1st Semester

- Three elective courses

2nd Semester

- Three elective courses
- Choose a dissertation mentor

3rd Year (Comprehensive Exam + Dissertation Proposal)

1st Semester

- Complete Comprehensive Examination

2nd Semester

- Create a dissertation committee
- Write Dissertation Proposal Hearing
- Complete Dissertation Proposal Hearing

4th Year+ (Dissertation)

- Register for PHD900 (PHDIS Continuation Course Code)
- Write Dissertation
- Complete Dissertation Defense

PHD COURSE DESCRIPTIONS

ICS811 Theology of Mission (3 Credits)

This course is designed as a holistic observation of God's redemptive purpose for humankind, from sin throughout the OT and NT, and on to the final fulfillment of God's redemptive plan through Jesus Christ, and His obedience in the crucifixion. Through systematically examining the teachings of the Bible on mission, this course leads students through the theology of mission, and opens the eyes of students to their part in the fulfillment of the unfinished task before us.

ICS812 History of Christian Mission (3 Credits)

This course is an overview of the history of Christian mission from the early church to the present. It concerns the Christian religion, Christendom, and the church. Students will investigate the socio-historical and cultural mechanisms that engender theological ideas, statements, and systems. The course will focus on the historical development through the missional perspective.

ICS713 Contemporary Mission and Technology (3 Credits)

This course focuses on how Christians can utilize technology such as computers, social media, Internet, etc., as powerful tools in the transnational environment of modern mission fields. It explores the feasibility of using technology for sharing the Gospel of Christ and building the kingdom of God.

ICS814 Intercultural Communication (3 Credits)

This course is about the sending and receiving of messages across languages and cultures. It explores the wide range of communication processes and problems that exist within any society or social context made up of people from diverse religious, social, ethnic, and educational backgrounds.

ICS815 Christian Mission and Anthropology (3 Credits)

This course is a study of cultural anthropology from a Christian perspective. It focuses on the description, interpretation, and analysis of similarities and differences in human cultures (race, primitive religions, etc.). Students will learn cultural anthropology as a tool in developing a mission strategy.

ICS816 Research Design (3 Credits)

This course is a blueprint for dissertations. It examines the guiding principles of dissertation writing using practical exercises. It is a total guide, from research methods, analysis of data and interpretation of samples and completion of dissertation research.

ICS817 Research Proposal Defense (3 Credits)

This course is designed to ensure that students are on track in terms of their plan of research. Students are required to submit a dissertation proposal that includes a clear formulation of the problem under consideration with research questions, an overview of current literature on the subject, a clearly stated methodology, and sources that the student will use in addressing the problem. Students will work with their supervisory committee to make sure that their research proposal is complete and that it has academic merit.

ICS818 Biblical Principles for Transforming the Church (3 Credits)

This course focuses on interpretation, analysis, and prescriptions of the church for mission, and on the restoration of the biblical church according to the Gospel of Jesus.

ICS819 Systematic Theology for Mission (3 Credits)

This course is an introduction to the contents, methods, and resources of Christian theology. Students gain an understanding of the traditional and contemporary formations of Christian doctrines of God, Christ, and the Holy Spirit, and of Churches, with a view to the clearest possible understanding of the Christian faith.

ICS820 Biblical Mission and Strategies (3 Credits)

This course focuses on God's mission and the redemption of fallen men. The entire Bible, particularly the Pauline epistles, is a rich source for redemption strategies, including vision statements, dedication, human and financial resource management, as well as for the leadership performances that every cross-cultural work must bear in mind.

ICS821 Mission and Diaspora Studies (3 Credits)

This course explores an academic field established in the late twentieth century to study dispersed ethnic populations, which are often termed diaspora peoples. The usage of the term diaspora carries the connotation of God's covenants – God's judgment and salvation and mission; in the lens of interdisciplinary perspectives, including global movement and forced resettlement due to expulsion, coercion, slavery, racism, or war, especially nationalist conflicts.

ICS822 Seminar on Cultural Issues (3 Credits)

This course surveys the development of methodologies for interpretation of cultural issues to create maximum understanding of their meaning and relevance to the context. Contextualization theory will be explored to clarify Biblical content through cultural filters.

ICS823 Methodology of Ministry in Postmodern Era (3 Credits)

This course explores effective ministerial methods in a postmodern world. Contemporary society often denies the absolute truth that Christianity espouses. Christian leaders need a discrete approach to ministry in a secular and humanistic postmodern society. In this course, students will learn creative ways of ministering while identifying Christian doctrine based on Biblical teaching.

ICS824 Indigenous Church Planting and Growth (3 Credits)

This course focuses on how and why we must plant indigenous churches that are self-governing, self-supporting, and self-propagating. To truly fulfill the Great Commission, new churches must be planted in every group of people throughout the world. To plant churches in these diverse cultural settings, we must understand issues that are unique to cross-cultural settings and then use appropriate strategies to cause those churches to grow, flourish, and reproduce.

ICS825 Intercultural Leadership (3 Credits)

This course investigates the interrelationship of intercultural leadership and followership, i.e., how leaders lead followers, how followers follow leaders, and the interconnection between the two. Since different social settings place specific constraints upon, and require specific procedures of leaders and followers, several theoretical and experiential tools from the Bible, social sciences, and political anthropology are used to illustrate contextual variations.

ICS826 Christian Education in Cultural Context (3 Credits)

This course is concerned with exploring Christian education, particularly the meaning and function of inclusive education in the intercultural context of a world characterized by social, economic, and political change. Christian education in cultural context is concerned with issues of equity, social justice, and participation.

ICS827 Cross-Cultural Counseling (3 Credits)

This course examines the relationship between culture and empathy in cross-cultural counseling. It explores the ability to communicate and demonstrate empathic understanding, crucial for effective counseling among ethnically and culturally diverse populations. In the course, students will explore their own ethnicity and how it influences their interactions with other cultural groups.

ICS828 Culture and Transformation (3 Credits)

This course examines culture change that emphasizes the influence of cultural capital on individual and community behavior. “Cultural capital” refers to non-financial assets that promote social mobility beyond economic means. Students examine the social and cultural capital determinants of decision-making and the dynamics in which these interact with other factors, such as the availability of information or financial incentives, that drive behavior.

ICS829 Church and Mission (3 Credits)

This course reviews the Biblical mandate of the World Mission, and provides strategic models for effective fulfillment of the Great Commission. Students explore the strategic models to be found in the Biblical texts of the Acts of the Apostles and the Pauline corpus.

ICS830 Trends of World Missions (3 Credits)

This course presents the “big picture” of what God is doing around the world, and offers new strategies and methods of missionary work for our radically-changing world. It examines the historical issues of missions, paradigm shifts, people groups, and emerging forces of missions

on different continents.

ICS831 Christian Mission and Social Transformation (3 Credits)

This course is an overview of the perspective of evangelical missiology in the contemporary church. Its basic intention is to enable pastors to operate more effectively by giving them a theological frame of reference through which to make choices and to decide when they should become involved in missionary service, especially as such service relates to social transformation.

ICS832 Business as a Mission (3 Credits)

This course covers mission enterprise as a task of laity, that is, using business as a means of mission outreach to the world. The course provides tools for and examples of the “Business as a Mission” principle, a popular strategy of mission enterprise.

ICS833 Studies on Ecumenical Involvement in Mission (3 Credits)

An introductory course on the mission of the church with attention to historical developments, socio-cultural contexts, methodological implementations, identification of current issues confronting the church in mission, and the growth of biblically based ecumenism.

ICS834 Mission and Biblical Worldview (3 Credits)

This course explores the biblical basis of mission and its principles and examines God’s purpose in mission in the life of both the local church and the students in the course. Students are given a panoramic view of the history of missions. Students will understand and develop their own biblical world perspectives and lifestyles through examination of major worldviews.

ICS835 Seminar on Missional History and Theology (3 Credits)

This seminar helps students to develop their own focuses of study through discussion of historical-theological concentrations. It provides students with knowledge and research related to this specific area of study.

ICS836 Global Contextual Studies Seminar (3 Credits)

This seminar helps students to develop their own focuses of study through discussion of global contextual studies. It provides students with knowledge and research related to this specific area of study.

ICS837 Ministerial Development and Leadership Studies Seminar (3 Credits)

This seminar helps students to develop their own focuses of study through discussion of Ministerial Development & Leadership Studies. It provides students with knowledge and research related to this specific area of study.

ICS838 Postmodern Issues for Mission (3 Credits)

This course deals with postmodern challenges to Christianity, in which postmodernism is characterized by ideological mandates such as “openness” (without the restraint of reason) and “tolerance” that rejects all moral absolutes; and offers methods of facing these unique

challenges in order to communicate the gospel in a compelling way.

ICS839 Christian Encounters with Other Religions (3 Credits)

This course explores the religious perspective in human experience, and its bearing on the advocacy, acceptance, or rejection of the Gospel. It examines methods of confronting different religions with Christian evangelism, in relation to religious beliefs and practices.

ICS840 Independent Study (3 Credits)

An independent study course allowing students to delve deeper into an area of study, relying primarily on their own research and writing. Students will work closely with faculty mentors to identify areas of academic interest relevant to their concentrations and to develop plans of study. Students will submit a thirty-page paper at the conclusion of the study, reflecting the research they have completed on the topic.

ICS870 Dissertation Writing (9 Credits)

This course provides the opportunity for dissertation research and writing. Students will stay in contact with their faculty mentors and receive their guidance throughout the process.

PHD PROGRAM FACULTY

FULL TIME

David J Brewer

President

PhD in Philosophical Theology, Fuller Theological
MDiv, Wake Forest University Divinity School
BA in Philosophy, Carson-Newman University

Byong Kie Choi

PhD in New Testament, Drew University

Suk Min Jang

PhD in Ethics, Chicago Theological Seminary

PART TIME

Byun, Chang Uk

PhD, Princeton Theological Seminary
THM (Mission History), PUTS, Seoul
THM (Missiology), PUTS, Seoul
MA, Chung-Ang University, Seoul

BA, Chung-Ang University, Seoul

Chaneung Jung

PhD in Intercultural Studies, Asbury Theological Seminary

Choi, Yoon Jung

PhD, Biola University

MA, Fuller Seminary

MDiv, Presbyterian University

BA, Hankuk University of Foreign Studies, Seoul

Hye Jin Lee

PhD in Christian History (ABD), Boston University

Christy Yu

DCE in Christian Education, Faith Theological Seminary and Christian College

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HUDSON TAYLOR UNIVERSITY FACULTY

FULL TIME

Brewer, David

PhD, Fuller Theological Seminary

MDiv, Wake Forest University

BA, Carson-Newman University

Choi, Byong Kie

PhD, Drew University

ThM, Princeton Theological Seminary

MDiv, McCormick Theological Seminary

BS, Sogang University

Jang, Suk Min

PhD, Chicago Theological Seminary

STM, Chicago Theological Seminary

ThM, Harvard University

MDiv, Emory University

BA, Northeastern Bible College

PART TIME

Brewer, Ayo

MDiv, Oral Roberts

University MS, South Bank

University BS, North London

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

Kim, Dae Gee

DMiss, Fuller Seminary

MA, Covenant Theological Seminary, St. Louis

MDiv, Theological Graduate School of the Presbyterian General Assembly, Seoul

BA, Han Nam University, Taejon, Korea

Lee, Hye Jin

PhD, Boston University (ABD)

MA, Duke University

MDiv, Seoul Theological University

BA, Seoul National University

Lee, Howoo (Howard)

PhD, Westminster Theological Seminary

STM, Drew University

MDiv, Westminster Theological Seminary

BA, Korean Bible University (Seoul)

Lee, Jung Ae

DMin, New York Theological Seminary

DMin, Asbury Theological Seminary

MDiv, Asian Theological Seminary

MAIS, Asian Theological Seminary

BTh, Methodist Theological Seminary

Seo, Kyung Mi

PhD, BIOLA University, Cook School of Intercultural Studies

MDiv, BIOLA University, Talbot School of Theology

BA, University of Ulsan

Sook, Kyung Park

PhD, Hongik University

MDiv, Presbyterian Theological Seminary in America

ME, Yonsei University in Seoul, South Korea

BA, Sungnam, South Korea

Yu, Christy

DCE, Faith Theological Seminary

MEd, Mercer University

MEd, Georgia State University

MMus, Georgia State University

BMus, Shorter College

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
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Suwanee City Police

Non-emergency	770-945-8995
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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 a 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.

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.

Resume 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 students in order to apply to prospective employers. j

Coaching on interview skills

Students are coached in successful interview skills that equip them to effectively research prospective employers, analyze 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 for 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. A program Handbook is available with detailed information. Before applying, prospective students are encouraged to read the Program Handbook and to contact Hudson Taylor University with any questions.

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:

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.

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

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://hudsontayloruniversity.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.

4 [Independence Day](#)

JULY '21						
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JANUARY '22						
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30	31					

1 [New Year's Day](#)
 (Office Closed)
7 [Student Orientation Day](#)
10 [Spring Semester Begins](#)
13-14 [Drop/Add Course](#)
17 [M.L. King Day](#)
 (Office Closed)
17-21 [M.L. King Day Break](#)
 (No Class)

6 [Student Orientation Day](#)
9 [Fall Semester Begins](#)
12-13 [Drop/Add Course](#)

AUGUST '21						
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FEBRUARY '22						
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27	28					

21 [Presidents' Day](#)
 (Office Closed)
21-25 [Presidents' Day Break](#)
 (No Class)

6-10 [Labor Day Break](#)
 (No Class)
6 [Labor Day](#)
 (Office Closed)
30 [Mid Term Exams](#)

SEPTEMBER '21						
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MARCH '22						
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3 [Mid Term Exams](#)
28-4/1 [Spring Break](#)
 (No Class)

11 [Columbus Day](#)
 (Office Closed)
11-15 [Columbus Day Break](#)
 (No Class)
31 [Halloween](#)

OCTOBER '21						
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APRIL '22						
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3/28-4/1 [Spring Break](#)
15 [Good Friday](#)
17 [Easter Sunday](#)
18-22 [Final Exam](#)
23 [Spring Semester Ends](#)
29 [Spring Semester Academic Records Due](#)

11 [Veterans Day](#)
15-19 [Final Exams](#)
20 [Fall Semester Ends](#)
25 [Thanksgiving Day](#)
 (Office Closed)
29-12/3 [Spring Semester Registration](#)

NOVEMBER '21						
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MAY '22						
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29	30	31				

08 [Mother's Day](#)
30 [Memorial's Day](#)
31 [Summer Session Begins](#)

3 Fall Sem. Academic
Records Due
25 **Christmas Day**
(Office Closed)

DECEMBER '22						
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19 **Father's Day**
27 **Summer Session Ends**

JUNE '22						
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