

HARTWELL UNIVERSITY®



CATALOG

2025-2026

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ABOUT HARTWELL UNIVERSITY®

Contact Information

The main office of Hartwell University® is graciously hosted by [New Hope Church Palm Harbor](#).

Hartwell University
455 Riviere Rd
Palm Harbor, FL 34683
(727) 351-2522

<https://hartwelluniversity.com/contact/>

Mission Statement

As a nondenominational Christian institution, Hartwell University® (HU) provides willing learners with the understanding, skills, and training necessary for the lifelong unfolding and accomplishment of their God-given purposes. The University achieves this mission through a character-based, liberal arts education that is rooted in a biblical worldview and the Judeo-Christian traditions of Western society that are the underpinnings of morality, liberty, equality, and the rule of law.

Core Values

HU is grounded in traditional Christian values, which make their way into the principles conveyed in each course, no matter the subject. We are missional in approach, meaning students are welcome from all walks of life to learn and grow with us. Our core values statement follows:

We value the integration of faith and learning, freedom, respect for every person, and unleashing fruitfulness in students around the globe by cultivating our four pillars of Intelligence, Leadership, Innovation and Service (ILIS).

The pillars of Intelligence, Leadership, Innovation, and Service (ILIS) are the core learning outcomes that hold up our core values.

Board of Trustees

Each member of the Board of Trustees is accomplished both professionally and in varied arenas of education and humanitarian aid or philanthropy. They are committed to ensuring and furthering the mission of Hartwell.

Paul Snyder, Chairman
Social Entrepreneur; Businessman; Educator

Dr. Paul Cleveland
Ph. D. Texas A&M University; Professor of Economics & Finance; Author

Pastor Nick Panico
Founder and Senior Pastor, New Hope Church, Palm Harbor, Florida; Leader in Global Missions

Allie Paris
COO, Counteract USA; Faith and Culture Influencer

Angie Snyder
Recording Artist; Educational Film Producer; Entrepreneur; Educator

President

Dr. Joshua T. Fischer, Ph.D.
M.A. in Educational Administration, Oral Roberts University
Ph.D. in Educational Psychology, Oklahoma State University

Dr. Fischer has served in higher and market-place education and training for most of his career. He has held positions ranging from executive director to regional dean to vice president to president. He currently serves as a leader of several companies including Progressus (a quality management consulting firm), InterLearn (a higher education consulting firm), InterLearn Institute, and Hartwell Quest. Dr. Fischer specializes in educational administration, educational psychology, adult and distance education, curriculum, and quality management.

Advisory Board

Hartwell's Advisory Board is comprised of outstanding professionals and ministers who advise the Board of Trustees and President on pertinent matters.

Emily Chang
Global business leader; Author

Andrew Hanson
MBA University of Cambridge; Entrepreneur; Businessman

Tyrone P. Jones
Founder and Senior Pastor of Church for the City, Yuma, Arizona

D. Leland Paris

Founder/CEO of Hope for the Children and Global Bridges (Humanitarian Relief Organizations)

Dr. Benjamin Pascut

Ph.D. University of Cambridge; Author; Educator

Motto

Our Latin motto is *fons vitae*: Fountain of Life. Our English motto is Intelligence Unleashed!

Name and Logo

Our trade name Hartwell University® is a registered service mark, and we retain all rights.

“Hartwell” is translated from the Old English words heart + wella as “spring or stream frequented by deer.” The hart is an ancient and modern symbol of Christ and the Church and is often depicted in iconography with wells and fountains which symbolize the waters of baptism, springs of life, and the river that flowed from Eden and the throne of God in [Genesis 2:10](#) and [Revelation 22:1](#). The hart is also the symbol of saints Eustace and Hubertus. Additionally, Hartwell is the namesake of two great theologians: Thomas Hartwell Horne (Christian apologist and commentator) and Charles Hartwell (missionary and Bible translator).

The use of any version of Hartwell’s logo is permitted only with approval from the President.

Mascot and Colors

Since ancient times, our mascot, the stag (or hart), has been a symbol of Christ and the Church. As the king of the forest, and protector of all other creatures, the stag represents authority, harmony, devotion, happiness, kindness, regeneration, and the soul’s longing for God ([Ps. 42:1](#)).

Our colors are white, deep blue, and gold. White represents light, goodness, innocence, and purity. Deep blue symbolizes confidence, power, authority, stability, unity, and intelligence. Gold stands for illumination, compassion, courage, and wisdom.

History, Purpose, and Objectives

After years of development, Hartwell University’s parent company was established on December 17, 2018. This happened to be the 115th anniversary of the first successful man-powered airplane flight made by the Wright brothers—two of the most impactful innovators in history. Hartwell’s founding team is made up of experienced innovators in education, business, and philanthropy, with a desire to unleash potential in students around the globe.



HU provides quality online courses and degree programs from a Christian perspective in varied subjects such as general studies, psychology and counseling, business, leadership, and

biblical studies which students can transfer to a growing number of accredited colleges through special partnerships via articulation agreements, transcription, and ultimately through our own accreditation.

We strive to provide quality online educational services to prepare students for careers in ministry, education, leadership, counseling, business, and other areas. To tackle this multifaceted challenge, HU approaches online learning in a very different way and seeks to engage students at a higher level with both spiritual and academic objectives which are achieved through improved quality online courses, personal student support, exceptional resources and international ministry or mission development programs.

Spiritual Objective: Students will grow in their knowledge and understanding of Judeo-Christian principles that are the bedrock of success in all of life and the foundation of Western Civilization. They will learn what it means to love God with all their hearts, minds, and souls, and to love their neighbors as themselves ([Matt. 22:37-39](#)).

Academic Objective: Students will improve themselves through study and successfully meeting the academic requirements established within their areas of academic focus.

Educational Philosophy

Education at Hartwell University is based upon a biblical and classical view of reality, truth, and moral values. We believe education is more than the acquisition of knowledge or the accumulation of skills for financial success. At the core, education at Hartwell is character development in the type of humility that trusts God and receives from Him so we can be always fruitful like trees planted by water.

We do not believe the Bible teaches a difference between the religious and the secular, but rather distinguishes between holy and profane, clean and unclean—life and death ([Lev. 10:10-11](#), [De. 30:19](#), [Ez. 44:23](#)).

Education is important because it is a primary way we pass on culture. The pursuit of higher education at HU is the pursuit of a higher calling. All good things come from above ([Jas. 1:17](#)) and all truth is God's truth.

Student success within the HU community includes the development of a biblical worldview and the understanding of Judeo-Christian values that have been the bedrock of Western Civilization ([Pr. 22:19](#), [Jer. 17:7-8](#), [Col. 2:7-8](#)).

Built on character, HU students obtain practical skills and learn how to bring real value to marketplace and ministry settings.

Location

Hartwell University courses and degrees are offered wholly online with a physical office in Palm Harbor, Florida, at the address above and hosted by [New Hope Church Palm Harbor](#).

While HU and New Hope Church share a great deal of mutual vision, the two legal entities are autonomous.

Accreditation

Plans are underway to seek accreditation through an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE).

Credit Transfer

A select number of accredited institutions accept HU credits in transfer. Please contact us for more information. Please see the Transfer of Credit policy in the admissions section below for information regarding transferring credit into Hartwell University programs.

State Authorization

Hartwell University is domiciled in Florida and exempt from licensure with respect to religious education.

Professional Licensure

HU does not currently offer programs that lead to professional licensure. Graduates of Hartwell University programs are not eligible to sit for licensure exams within the United States. Those considering a course of study that may lead to professional licensure should contact the appropriate licensing agency in their state of residence before beginning.

Statement of Faith

Hartwell University is evangelical and nondenominational. We believe the Bible is authoritative and infallible. Our Christian community is made up of believers from many backgrounds and denominations. Because it is accepted by every major branch of Christendom, we hold to the Nicene Creed of 325 below. We also affirm [The Lausanne Covenant](#) and the [Statement of Faith](#) held by the National Association of Evangelicals.

Nicene Creed of 325

We believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible.

We believe in one Lord Jesus Christ, the Only Begotten Son of God, born of the Father before all ages. God from God, Light from Light, true God from true God, begotten, not made, consubstantial with the Father; through him all things were made.

For us and for our salvation he came down from heaven, and by the Holy Spirit was incarnate of the Virgin Mary, and became man.

For our sake he was crucified under Pontius Pilate, he suffered death and was buried, and rose again on the third day in accordance with the Scriptures.

He ascended into heaven and is seated at the right hand of the Father.

He will come again in glory to judge the living and the dead and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son, who with the Father and the Son is adored and glorified, who has spoken through the prophets.

We believe in one, holy, Christian Church.

We confess one Baptism for the forgiveness of sins, and we look forward to the resurrection of the dead and the life of the world to come.

Core Learning Outcomes

HU learning outcomes are comprised of the four pillars of our core values: Intelligence, Leadership, Innovation and Service (ILIS).

Intelligent leadership results in innovative service, and cycles back through each distinct pillar below, supporting our core values:

INTELLIGENCE: In this context, intelligence is something to be cultivated and we define it as “the collection of information” and “the skilled use of reason.” HU students will be equipped with the ability to acquire knowledge, skills, and understanding, essential to making wise and logical choices throughout their lives.

- “Wisdom is the principal thing; therefore get wisdom” ([Proverbs 4:7](#)).
- “An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge” ([Proverbs 18:15](#)).

LEADERSHIP: As intelligent, listening learners, HU students will be equipped to consider and regard the needs of those around them in collaborative service, enabling them to produce and ignite valuable contributions to society.

- “For by wise guidance you can wage your war, and in abundance of counselors there is victory” ([Proverbs 24:6](#)).
- “...let the greatest among you become as the youngest, and the leader as one who serves” ([Luke 22:26](#)).

INNOVATION: As intelligent leaders, Hartwell students will be equipped to adapt creatively to changing times. Grounded in timeless wisdom, our commitment to innovation ensures we remain at the forefront of our vocations and ministries.

- “Behold, I will do a new thing...” ([Isaiah 43:19](#)).
- “Do you see a man skillful in his work? He will stand before kings...” ([Proverbs 22:29](#)).

SERVICE: Through intelligence, leadership, and innovation, Hartwell students will be equipped and motivated for effective service in their local communities and around the world.

- “...serve one another humbly in love” ([Galatians 5:13](#)).
- “For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” ([Ephesians 2:10](#)).

Non-Discrimination Statement

In keeping with the second commandment that our Lord Jesus gave in [Matthew 22:39](#), “You shall love your neighbor as yourself,” and the belief that God made us all unique individuals, yet in His image, HU prohibits discrimination on the basis of race, color, national or ethnic origin, sex, ancestry, religion, pregnancy or childbirth, disability, age, sexual orientation, gender identity, military veteran status, or any other status that is legally protected. As a faith-based and missional educational organization, Hartwell reserves its rights, understandings of, and commitments to Christian principles, including the legal right to hire, employ, and make strategic alliances with individuals, companies, and organizations who support the values of Hartwell University and its affiliates.

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended, HU prohibits discrimination on the basis of a disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations.

STUDENT DEVELOPMENT

In alignment with the Hartwell University mission, our courses and faculty instill the core learning outcomes described above, aiding students in achievement spiritually, intellectually, and professionally. Students are also required to agree to and follow the HU Honor Code below.

Library & Academic Resources

A key to intelligence and lifelong learning is the ability to conduct library research to find pertinent articles, journals, books, and other materials. Hartwell students learn these skills through tutorials and class assignments.

Library resources are available to the students and faculty of Hartwell University digitally through the HU Learning Management System (LMS). Access is available to any current student or faculty member 24/7.

Resources include carefully selected online materials, including theological and educational topics and journals. Additionally, students will find APA and MLA style guides required for all formal and research papers.

Students of Hartwell University are encouraged to obtain access to their local public libraries and online resources for additional materials. For questions or help with library resources, please contact us.

Honor Code

HU leadership, staff, faculty, and students will strive to follow these biblical admonitions: “In everything...treat people the same way you want them to treat you, for this is the law and the prophets” and “love your neighbor as yourself” ([Matthew 7:12](#); [22:36-40](#), NASB).

Practically speaking, these simple maxims mean that neither students, nor anyone formally affiliated with HU will knowingly engage in lying, cheating, stealing, cruelty, harassment (sexual or otherwise), rule-breaking, violence, or any form of illegal or unethical behavior. Rather, they will seek to exhibit and emulate the fruit of the Spirit, which is “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law” ([Galatians 5:22-23](#), ESV).

Hartwell Divinity School students must also abide by the HDS honor code below and on the [HDS website](#).

ADMISSIONS

Hartwell University is an evangelical, nondenominational, and liberal arts institution where every course and degree is rooted in the Judeo-Christian values that made Western society great. Being missional in approach, we welcome students from every walk of life if they meet the admissions qualifications. For enrollment into the Hartwell Divinity School program, please see the [HDS website](#).

Application

To apply for enrollment, please submit the secure application on the [HU website](#). If you are applying for the Hartwell Divinity School, please apply on the [HDS website](#).

Courses

Hartwell University courses can be taken *à la carte* by anyone who agrees to follow the Honor Code above. Hartwell Divinity School students must also adhere to the statement of faith and the honor code specific to HDS. See the [HDS website](#) for more info.

Applying for a Degree Program

Admission to any HU degree program is based on previous academic success with the minimum requirements outlined below.

Except for dual enrollment high school students, all students must submit proof of high school graduation before they enroll in a certificate program. This can include an official High School Transcript, GED, High School Equivalency Diploma, or equivalent. Students wanting to enroll into a certificate program are also encouraged to submit a copy of their ACT or SAT scores.

Alternatively, students may take one or two courses that fit into a chosen degree and achieve admission into the program by earning a minimum 2.00 GPA (4.0 scale).

Homeschool Students

HU welcomes homeschoolers. Homeschooled students should follow the same guidelines listed above for enrollment in either individual courses or degree programs, making sure any submitted transcripts include all documentation required by the state of residence for high school graduation. SAT or ACT scores are also encouraged for enrollment into degree programs, unless the alternative route listed above of taking one or two courses that fit into a chosen degree is opted for—earning a minimum 2.00 GPA (4.0 scale).

Dual Credit High School Students

High school students (9th – 12th grade) who have earned a minimum cumulative GPA of 3.00 (4.0 scale) are welcome to apply for dual credit in Hartwell University courses and degrees. There is no minimum number of HU courses dually enrolled high schoolers can take if listed requirements are met.

Transfer Students

Transfer students are those who have attended institutions of higher education (colleges or universities) since high school graduation. These students must submit an official high school transcript (or proof of high school equivalency), and official ACT or SAT scores if they have completed below 30 college credits. Alternatively, transfer students may take one or two courses that fit into a chosen degree and achieve admission into the program by earning a minimum 2.00 GPA (4.0 scale). Official transcripts from all colleges or other institutions of higher education should also be submitted. See the Transfer of Credit policy below for more information.

International Students

International admission pre-requisites to any degree program are as follows:

1. Non-native speakers of English must have a Test of English as a Foreign Language (TOEFL) if their critical reading score on the new SAT is 550 or below. HU requires a minimum score of 83 on the internet-based TOEFL (or equivalent on written or computer-based tests) for admission to courses. For information regarding TOEFL testing dates, please visit [ETS.org](https://www.ets.org). Equivalent test results from the International English Testing System (IELTS) are also accepted. Waiving these requirements is possible but will necessitate additional documentation and an interview for determination. Alternatively, students who successfully complete HU's [English language classes](#) will have the TOEFL requirement waived.
2. International students must provide legible and accurate high school or secondary school transcripts, degrees, diplomas, or certificates, showing all subjects studied with grades achieved. Such documentation, if needed, must be provided with a word-for-word translation from a reputable translation service. If requested, high school grades should be converted to a 4.0 GPA grading scale through an evaluation

service. Alternatively, international students who meet the TOEFL or equivalent standards may gain admission by taking one or two courses that fit into a chosen certificate and maintaining a minimum 2.00 GPA (4.0 scale).

3. All international college-level courses considered for transfer to HU must be submitted to [World Education Services, Inc](#), for a detailed report, including grade conversion to a 4.0 GPA scale.

Transfer of Credit

Transfer Requirements: Students wishing to transfer credits to Hartwell University must submit official transcripts from each attended institution. Transcripts must detail courses attempted, in progress, or completed, and confirm the student's good standing.

Transfer Eligibility: Hartwell University accepts credits from nationally and regionally accredited institutions as per U.S. Department of Education standards. Credits from non-accredited institutions will be considered individually.

Grade Requirements: Credits are transferable only for courses where a student has earned a grade of C or better. Credits must be applicable to the student's Hartwell degree requirements. Pass grades are accepted only if transcripts specify that they represent work at a C level or higher.

Credit Limits: A maximum of 90 credit hours may be transferred towards a bachelor's degree. Non-equivalent courses may count as elective credits.

Credit by Examination

Advanced Placement (AP): Students must score a 4 or 5 on AP exams and provide an official College Board score report to transfer AP credits. Transfers based on high school transcripts are not permitted.

International Baccalaureate (IB): For IB credit transfer, students need a score of 5, 6, or 7 on Higher Level exams and must submit an official IB score report.

College Level Examination Program (CLEP): Hartwell grants elective credits for CLEP exams in French, German, or Spanish, with scores that meet the American Council on Education (ACE) guidelines for a B grade equivalence. A maximum of six credits from CLEP foreign language exams are transferable. Official test transcripts are required.

College Level Examination Program (CLEP): Hartwell grants elective credits for CLEP exams in French, German, or Spanish.

Credit for Prior Learning (CPL) and Prior Learning Assessment (PLA)

Objective: Hartwell University recognizes the value of non-traditional learning by offering students opportunities to earn academic credit for prior learning and experience.

Eligibility: Students with relevant work experience, military training, volunteer service, or independent study may apply for Credit for Prior Learning (CPL) through the Prior Learning Assessment (PLA).

Assessment Methods:

1. **Portfolio Assessment:** Students may submit a comprehensive portfolio demonstrating competencies and learning outcomes.
2. **Standardized Exams:** Such as CLEP, DSST, and others approved by the American Council on Education (ACE).
3. **Challenge Exams:** Developed by Hartwell to assess proficiency in specific courses.

Credit Awarding:

- Credits awarded through PLA are considered on a case-by-case basis.
- A maximum of 30 credit hours can be applied toward an undergraduate degree through PLA.
- Credits must be applicable to the student's degree program requirements.

Application Process:

- Submit an application for PLA, detailing the learning experiences and requesting specific course credits.
- Provide documentation and evidence of learning, such as certificates, training logs, and detailed descriptions of learning outcomes.

Fees: A non-refundable assessment fee applies for each PLA method utilized.

Review and Appeal: Decisions on PLA credits can be appealed through the Academic Review Board within 30 days of notification.

Continuation as a Student

Along with adherence to all HU policies, a minimum cumulative GPA of 2.0 (4.0 scale) must be maintained for continuation as a student.

Enrollment into HU courses is a privilege. We strive to maintain a positive and healthy atmosphere for all learners. If HU deems any student to be unsuitable to the culture or other standards of the institution, HU reserves the ability to administratively withdraw that student at any time.

FINANCIAL INFORMATION

Tuition and Fees*

Course Tuition
\$200 per credit hour for HU classes
\$400 per credit hour for Hartwell Divinity School classes (live online lectures)
Intensive conversational English language courses: \$200 monthly.
Fees
Initial Advisement: \$150 (up to 2 degrees)
Additional Advisement: \$75 (per degree)
Audit fee: \$200 (per course, no transfer or transcription)
Technology: \$20 (per course)
Transcription: \$35 (per course)
Official Electronic Transcript: \$7
Graduation Fee: \$175

Scholarships

Special scholarships are available. Contact us for more information. Please note that scholarships, as well as tuition and fees, may be subject to change without notice. Unless noted otherwise, scholarships are not stackable.

Textbooks and Resources

We strive to make sure all textbooks and resources are available in digital format and affordable. Where possible, we use free open-source resources. However, the caliber (philosophically, pedagogically, and otherwise) of textbooks and resources takes precedent over their price and digital availability. Because of this, textbook and resource costs vary per course. Students are required to obtain textbooks and resources before each class starts.

Refund Policies

- Tuition credits or refunds for courses are based on 1) the date students submit the official withdrawal form or 2) the date an administrative withdrawal is given.
- In lieu of a refund, students may elect to receive a tuition credit to their account.
- Fees are non-refundable.
- Students who fail to submit at least one graded assignment for two consecutive weeks in any course may receive an administrative withdrawal from that course or certificate program without a refund.

*Electronic payments only. All tuition and applicable taxes and fees must be paid before enrollment into any HU course unless noted otherwise. Tuition, fees, and scholarships are subject to change without notice. Payment plans are available.

- Writing an instructor, TA, or Hartwell representative about a withdrawal does not constitute withdrawal.

Course Tuition Refunds

- Students receive a 100% tuition refund if they officially withdraw within the first seven days from the start date of any course, and 0% thereafter.

Please be sure to submit an official withdrawal form if you wish to withdraw from any course or program. Applicable refunds will be issued within 30 days of the date of withdrawal.

ACADEMIC POLICIES & PROCEDURES

The policies & procedures that follow are consistent throughout all Hartwell courses. In addition to these guidelines, students should also become familiar with their class syllabi and assignment instructions as these will contain additional information needful for academic success.

Student Attendance

Online attendance is counted by submitting at least one graded assignment per week in the Learning Management System. This may include a substantive forum post, quiz, paper, or other graded assignment. E-mailing course participants (including the faculty) does not count toward attendance. Students who have not submitted at least one graded assignment within two consecutive weeks of class will receive an administrative withdrawal without the possibility of a refund.

Student Participation

Participation differs from attendance and involves being interactive with fellow learners and instructors whether in forums, activities, or projects. Participation in each course will vary depending on the circumstances.

Withdrawing

Students may withdraw from a course at any time by submitting an official **withdrawal form**. Tuition credits and refunds are based on 1) the date the withdrawal form is submitted or 2) the date an administrative withdrawal is given.

Due Dates

All submitted assignments within an assigned week are due the last day of that same school week by midnight (U.S.A. Eastern Time) unless noted otherwise.

Initial posts within forums are due each Tuesday of the school week, but students are encouraged to post sooner. This is to ensure quality interaction throughout the week. Please note also that subsequent responses required in the Discussion rubric must be posted on separate days to be counted for the grade.

Late Penalties

- **24 Hours Late:** Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade.
- **48 Hours Late:** Assignments submitted within 48 hours past the due date will have a 20% late penalty of the final assignment grade.
- **3 – 6 Days Late:** Assignments submitted between 3-6 days late will receive a 50% late penalty of the final assignment grade.
- Assignments submitted beyond 7 days past the due date are not accepted.
- Facilitators are not required to accept assignments submitted after the last night of class.
- Quizzes and forum posts may not be submitted late. These assignments will close on the dates they are due and will not be reopened.

Collaboration and Discussion Forums

Discussion and exchange of ideas between students and instructors is essential to academic work. Therefore, students are required to make three substantive discussion posts in each forum, unless otherwise indicated. At least one of these posts should be a response to the initial topic. Posts that are not substantive or fail to meet other criteria (including the classroom etiquette policy below) will not earn any points.

Initial posts are due each Tuesday by midnight (U.S.A. Eastern Time) but posting earlier is encouraged. Subsequent posts that count for points must be made on separate days of the week or module of the assigned forum(s). In classes with more than one forum per week/module, the initial post is due by Tuesday only for the first forum.

Students may quote from textbooks and other resources in discussions if proper credit to the sources is given. However, merely quoting from other sources does not count as a substantive post. The student's thoughts should be the primary part of each post.

- Three substantive posts are required in each forum.
- Initial post is due by midnight (U.S.A. Eastern Time) each Tuesday.
- Subsequent posts in any forum that earn points must be made on separate days.
- All posts must be substantive to earn points (see below).

For posts to be substantive, they must meet the following criteria:

1. contain a minimum of 100 words in paragraph format and
2. create a clear connection to the topic or post of another which also relates to the topic or
3. build upon the meaning of the initial post by conveying new (related) information or
4. relate a personal experience to support the topic or
5. reference pertinent information from course texts and/or other resources or
6. ask the teacher or another student a question about the topic in general and
7. lead the reader to a higher level of understanding about the topic, and
8. demonstrate correct grammar usage (sentence structure, punctuation, spelling).

Classroom Etiquette

1. Be positive, polite, and respectful of others (i.e., be professional).
2. Strive to address the entire class instead of one student.
3. Be objective and open to new ideas.
4. Acknowledge and accept cultural differences.
5. Be aware that your words should reflect your values.
6. Do not use slang or "chat" terms and symbols.
7. Use complete sentences, proper grammar, and correct punctuation.
8. Focus on solutions rather than problems.

Academic Integrity

Every student is expected to abide by Hartwell's Code of Academic Integrity. Academic honesty is an important asset for any institution and any individual learner. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Academic dishonesty could involve:

- Having a tutor or friend complete a portion of your assignments.
- Using Artificial Intelligence (AI) to complete or contribute to an assignment.
- Having a reviewer make extensive revisions to an assignment.
- Copying work submitted by another student to a public class meeting.
- Using information from Online information services without proper citation.

Academic dishonesty has grave repercussions for the learner. Within the institution, the learner will receive a reduced grade (as low as a zero) on the assignment depending on the severity, accompanied by a report to the administration. A second instance of academic dishonesty will result in a failure of the assignment and potentially the course (if within the same course) and a report to the administration. A third instance of academic dishonesty will result in failure of the course, reporting of the incident to the administration, and removal of the learner from the institution.

ADA Policy

In compliance with Hartwell policy and the Americans with Disabilities Act (ADA) equal access laws, faculty are available to discuss appropriate academic accommodations that may be required for students with disabilities. Except in cases of unusual circumstances, please [contact us](#) within two weeks of the course start date to request accommodations. Students who fail to register disabilities with HU may not qualify for accommodations.

Formatting

Generally speaking, [APA Style](#) is used for social sciences like business, psychology and education. [MLA Formatting](#) is used more often for humanities like history, literature, philosophy and religion. Each course will give specifics as to formatting.

Below are the general formatting expectations:

- 12 Pt, double-spaced
- Times New Roman font

Below are the style expectations for any paper:

- Title page
- Citations
- Reference page
- No abstract or running head

Visit <https://www.citationmachine.net/> for free help on creating correct references.

Guided Independent Study (GIS) Courses

HU offers Guided Independent Study (GIS) courses where students complete coursework online within a prescribed timeframe (usually within 6 – 15 weeks) while observing attendance guidelines and specified due dates. GIS class assignments may be tailored under faculty guidance for individual students and cohorts to best accomplish the prescribed learning outcomes.

Official Grading Scale

Grades will be calculated on a “points possible” basis (i.e. the number of points earned is divided by the number of points possible). The 4.0 scale below is used to determine letter grades and GPA.

Grade	Percentage	4.0 Scale
A+	97 – 100	4.0
A	93 – 96	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	65 – 66	1.0
F	Below 65	0.0

No Scale Grading

Grades listed below are not used in calculating grade point averages and no grade points are earned under these designations:

- AW = Administrative Withdrawal
- AU = Audit
- I = Incomplete
- P = Pass (equivalent to a minimum grade of “C” or above)
- W = Withdrawal

Incomplete Grades Policy

Incomplete grades are reserved for students who experience extreme temporary hardships and should be requested through the instructor prior to the course end date. Official documentation of temporary hardships will be required to grant any incomplete grade.

If granted, a temporary grade of “T” is assigned, and the student is granted an extension to complete class assignments after the close of the term. A temporary grade of “T” must be submitted by the instructor at the time the incomplete is granted, and a final grade must be submitted by the instructor at the end of the following term. Students who fail to meet outstanding course requirements during the extended time will receive a default grade of “F.”

Official records of extreme temporary hardships must be submitted and may include:

- Documented duty in the armed services resulting in an inability to continue in the class or program.
- Documented medical emergency of the student or family.
- Documented act of nature.
- Documented death in the family.
- Documented temporary severe economic hardship.

Grade Appeal

Students may appeal grades if they believe either of the following conditions exist:

- An error was made in the calculation of the course grade.
- The final grade was affected by an instructor error regarding an objective fact within the course.

If a student is concerned about the accuracy of a final grade, she or he should provide the faculty member with documentation about the alleged error within 30 days of the last day of the class. Faculty are permitted to submit a grade change request to the Chief Academic Officer (CAO) up to 90 days after a final grade was originally submitted. Such requests must be approved by the CAO and the following guidelines apply:

- If a grade change request is submitted more than 90 days after the original final grade was submitted, the CAO may confer with the Academic Committee for approval.

- All extension requests for students to submit additional coursework as part of the grade appeal must be approved by the CAO if the grade appeal is submitted more than 90 days after the original final grade was given.

Satisfactory Academic Progress

Satisfactory academic progress (SAP) applies to all students who have matriculated into any Hartwell certificate or degree program. Hartwell reserves the right to place a student on academic probation and/or suspension for any reason deemed appropriate. Students whose cumulative grade point averages (GPA) fall below 2.0 will be placed on academic probation and will be required to make satisfactory academic progress (SAP) per the following:

- Must be enrolled in a degree program and taking classes that lead to that degree.
- Must maintain a cumulative GPA of 2.0 or better.

Academic Warning

Students who earn a semester GPA of less than 2.0, but whose cumulative GPA is not less than 2.0, will receive an academic warning. Failure to complete credit hour expectations as defined by their enrollment status can also result in academic warning. Such students are encouraged to communicate with their Enrollment Advisor before to the start of the next term. Academic warnings will not be placed on student's official transcripts.

Academic Probation

Students with a cumulative GPA of less than 2.0 will be placed on academic probation and will be required to communicate with their Enrollment Advisor before the next term. Removal from academic probation requires the achievement of a 2.0 cumulative GPA during the term in which the student is on probation. A registration hold will be placed on the accounts of all students who are on academic probation and the probation status will be indicated on the official transcript.

Grievance Procedures

At Hartwell, we strive for peace and equity and seek to resolve all grievances according to biblical principles. In this context, we define a grievance as “any complaint arising out of alleged unauthorized or unjustified act or decision by a member of our educational community that in any way adversely affects the status, rights, or privileges of our students.”

Please follow these guidelines if you wish to register a complaint:

1. If you have any questions or concerns about a course, please contact your instructor.
2. If you have concerns about a class that you do not wish to discuss further with the instructor, please contact your student services representative. The representative will respond in writing within 5 business days with a suggested resolution.
3. If you are not in agreement with the suggested resolution, please write a letter of appeal to the President for review.
4. The letter of appeal will be reviewed by the President and the Board of Trustees.

5. The President will provide the student with a final decision and resolution in writing, based on input from the Board of Trustees. This will be documented in the student's record.

Continuation as a Student

Enrollment into Hartwell programs and courses is a privilege. We strive to maintain a positive and healthy atmosphere for all learners. If HU deems any student to be unsuitable to the culture or other standards of the institution, HU reserves the ability to administratively withdraw that student at any time.

Technical Support

For technical help, please send a detailed message via the “Tech Support” option in the Learning Management System (LMS), listing the course name and assignment you're having trouble with.

- Tech Support Hours are Monday – Friday 9:00 a.m. to 5:00 p.m. (U.S.A. Eastern Time)

Please note: technical support is only for situations regarding the LMS. We are unable to offer advice about your personal computer.

CALENDAR

Course Start Dates

HU's online classes begin often, so students are encouraged to contact their advisor for information on start dates.

Because online classes are asynchronous, they do not pause for holidays that coincide with an offering period. However, students should have no problem working around due dates, etc., if they plan to observe holidays.

Office Schedule

The office is open from 9-5 (Eastern Time), Monday through Friday, each week except on the observed holidays below.

- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day

- Thanksgiving and the following Friday
- Christmas Day

DEGREE PROGRAMS

Hartwell University degree programs develop important skills while imparting timeless Judeo-Christian principles in every subject so students will have a deep and wide understanding of how faith and reason come together as the past, present, and future bedrock of our Western heritage. These ideals have not only given place to the basic tenets of liberty, equality, and justice—they have made scientific discovery and true progress possible. Innovation springs from knowing the core principles God has placed in the universe.

HU offers the following degrees:

- Associate of Arts in Christian Leadership (60 credit hours)
- Bachelor of Arts in Christian Elementary Education (120 credit hours)
- Bachelor of Arts in Christian Leadership (120 credit hours)
- Bachelor of Arts in Christian Studies - Emphasis in Theology (120 credit hours)
- Bachelor of Science in Business Administration - Emphasis in Christian Leadership (120 credit hours)
- Bachelor of Science in Psychology - Emphasis in Biblical Counseling (120 credit hours)
- M.B.A. - Emphasis in Christian Leadership (36 credit hours)

Course descriptions are listed in the final section of this catalog. For degrees offered through the Hartwell Divinity School program, please see the [HDS website](#).

Core Liberal Arts Requirements for A.A. and B.A. Programs

A.A. and B.A. Core Liberal Arts Courses (39 credits)		
SDV 102	Strategies for Success	2
ENG 120	English Composition I	3
PSC 123	General Psychology	3
HUM 203	Biblical Worldview	3
ENG 125	English Composition II	3
HIS 110	Western Civilization I	3
MAT 106, 116 or 120	Consumer Math, Math Systems Foundations or College Algebra	3

POL 110 [†]	U.S. Government	3	
BIO 130L or 210L	General Biology and Lab I or Human Anatomy & Physiology and Lab I	4	
HIS 115 or ENG 260	Western Civilization II or English Literature I	3	
SOC 103	Introduction to Sociology	3	
MUS 200	Music Appreciation	3	
COM 213	Public Speaking	3	

Core Liberal Arts Requirements for Bachelor of Science Programs

Bachelor of Science Core Liberal Arts Courses (40 credits)			
SDV 102	Strategies for Success	2	
ENG 120	English Composition I	3	
PSC 123	General Psychology	3	
HUM 203	Biblical Worldview	3	
ENG 125	English Composition II	3	
HIS 110	Western Civilization I	3	
MAT 120	College Algebra	3	
POL 110 [‡]	U.S. Government	3	
BIO 130L or 210L	General Biology and Lab I or Human Anatomy & Physiology and Lab I	4	
HIS 115 or ENG 260	Western Civilization II or English Literature I	3	
PHY 200	Fundamentals of Physics	4	
SOC 256	Principles of Sociology	3	
COM 213	Public Speaking	3	

Core Bible and Leadership Courses for all Undergraduate Programs

Core Bible and Leadership Courses (9 credits)			
REL 163 or REL 173	Old Testament Survey or New Testament Survey	3	
LDR 220	Service-Based Leadership	3	
THE 303	Christian Theology	3	

[†] International students may substitute POL 110 with ECO 103: Basic Economics or HIS 115: Western Civilization II.

[‡] International students may substitute POL 110 with ECO 103: Basic Economics or HIS 115: Western Civilization II.

Associate of Arts in Christian Leadership

The Associate of Arts in Christian Leadership (**60 credits**) is made up of the core liberal arts requirements for A.A. and B.A. programs (39 credits), plus the core Bible and Leadership courses (9 credits) with an additional 12 credits of leadership and Bible/theology/leadership electives.

This degree is designed for students who desire to form a biblical worldview in a multitude of disciplines as they prepare for life as a Christian leader in ministry or the marketplace.

Bachelor of Arts in Christian Education

The online Bachelor of Arts in Christian Education (**120 credits**) is made up of the core liberal arts requirements for A.A. and B.A. programs (39 credits), plus the core Bible and Leadership courses (9 credits) with an additional 60 credits of core requirements (listed below) and 12 credits of electives.

This degree is designed to equip aspiring educators with the skills, knowledge, and character necessary to teach at the primary or secondary school level. The program emphasizes a holistic educational approach, grounded in a biblical worldview and the Judeo-Christian traditions that form the foundation of morality, liberty, and the rule of law. Students will cultivate both intelligence and leadership, developing the critical skills needed to educate future generations with wisdom and purpose.

The program integrates pedagogical training with a focus on innovation and service, ensuring graduates are prepared to adapt creatively to changing educational environments while remaining firmly rooted in timeless biblical principles. Students will engage in specialized coursework tailored to their selected age group (Early Childhood, Elementary, Middle School, or High School Education), gaining hands-on experience through a practicum and final project related to their specialization.

Throughout the program, students will be equipped to integrate apologetics, discipleship, and a comprehensive biblical worldview into their teaching, fostering both intellectual and spiritual growth in their students. With a focus on character formation, students will be prepared to lead with integrity, engage in collaborative service, and inspire transformative change in their educational communities.

CHRISTIAN EDUCATION MAJOR (60 credits)			
30 credits core, 18 credits specialization, 12 credits practicum & projects			
Core Education Courses (30 credits)			
EDU 301	History of Christian Education	3	
EDU 302	Models of Christian Education for Christian Schools	3	
EDU 303	Theology of Christian Education	3	
EDU 304	Christian Education by Age Group	3	
EDU 305	Instructional Methods for Christian Education	3	
EDU 306	Leadership in Christian Education	3	
EDU 401	Apologetics and Evangelism in Christian Education	3	
EDU 402	Spiritual Formation in Christian Education	3	
EDU 403	Perennial Issues in Christian Education	3	
EDU 404	Current Issues in Christian Education	3	
Specializations (18 credits)			
CHRISTIAN EARLY CHILDHOOD EDUCATION (CECE)			
EDU 411	Basic Principles and Practices for CECE	3	
EDU 412	Intermediate Principles and Practices for CECE	3	
EDU 413	Scope and Sequence for CECE I	3	
EDU 414	Scope and Sequence for CECE II	3	
EDU 415	Worldview Formation and CECE	3	
EDU 416	Character Formation and CECE	3	
CHRISTIAN ELEMENTARY EDUCATION (CEE)			
EDU 421	Basic Principles and Practices for CEE	3	
EDU 422	Intermediate Principles and Practices for CEE	3	
EDU 423	Scope and Sequence for CEE I	3	
EDU 424	Scope and Sequence for CEE II	3	
EDU 425	Worldview Formation and CEE	3	
EDU 426	Character Formation and CEE	3	
CHRISTIAN MIDDLE SCHOOL EDUCATION (CMSE)			
EDU 431	Basic Principles and Practices for CMSE	3	
EDU 432	Intermediate Principles and Practices for CMSE	3	
EDU 433	Scope and Sequence for CMSE I	3	
EDU 434	Scope and Sequence for CMSE II	3	
EDU 435	Worldview Formation and CMSE	3	
EDU 436	Character Formation and CMSE	3	
CHRISTIAN HIGH SCHOOL EDUCATION (CHSE)			
EDU 441	Basic Principles and Practices for CHSE	3	
EDU 442	Intermediate Principles and Practices for CHSE	3	
EDU 443	Scope and Sequence for CHSE I	3	

EDU 444	Scope and Sequence for CHSE II	3	
EDU 445	Worldview Formation and CHSE	3	
EDU 446	Character Formation and CHSE	3	
Practicum & Projects (12 credits)			
EDU 451	Christian Education Practicum I	3	
EDU 452	Christian Education Practicum II	3	
EDU 461	Christian Education Project I	3	
EDU 462	Christian Education Project II	3	

Bachelor of Arts in Christian Leadership

The Bachelor of Arts in Christian Leadership (**120 credits**) is made up of the core liberal arts requirements for A.A. and B.A. programs (39 credits), plus the core Bible and Leadership courses (9 credits) with an additional 51 credits of core requirements (listed below) and 20 credits of electives.

This degree is designed for students who desire to form a biblical worldview and need skills in team building, management, and leadership in ministry settings.

B.A. in Christian Leadership			
ACADEMIC MAJOR (51 credits)			
Core Leadership Requirements (45 credits)			
LDR 210	Foundations of Leadership	3	
LDR 240	Creative Writing Workshop for Leaders	3	
CSC 210	Computer Information Systems	3	
LDR 260	Personal Writing and Professional Development	3	
LDR 310	Ethics in Leadership	3	
LDR 320	The Language of Organizational Leadership	3	
MGT 300	Organizational Leadership	3	
MGT 360	Effective Management	3	
BUS 370	Teamwork in Business	3	
COM 396	Advanced Public Speaking	3	
LDR 390	Literary Studies for Leadership Practices	3	
LDR 410	Christian Ethics	3	
LDR 430	Writing for Transformational Leadership	3	
LDR 420	Leadership Development	3	
LDR 476	Mobilization of Volunteers	3	
Upper Level (UL) Leadership Requirements (6 credits)			
COM 420	Multicultural Communication	3	
SDV 440	Senior Capstone Project	3	

Bachelor of Arts in Christian Studies - Emphasis in Theology

The Bachelor of Arts in Christian Studies with an emphasis in theology (**120 credits**) is made up of the core liberal arts requirements for A.A. and B.A. programs (39 credits), plus the core Bible and Leadership courses (9 credits) with an additional 54 credits of core requirements (listed below) and 18 credits of electives.

This degree is designed for students who desire a strong biblical worldview and the skills needed for teaching and preaching in ministry settings.

B.A. in Christian Studies – Emphasis in Theology ACADEMIC MAJOR (54 credits)			
Core Christian Studies with Emphasis in Theology Requirements (48 credits)			
GRK 200	Biblical Greek I	3	
GRK 205	Biblical Greek II	3	
REL 300	Acts	3	
THE 300	The Apologetic Thought Life of C.S. Lewis	3	
REL 310	Biblical Interpretation	3	
REL 330	Pentateuch	3	
REL 340 or REL 350	Hebraic Roots or Hebraic Worship	3	
REL 360	General Epistles and Revelation	3	
ENG 365	Writings of C.S. Lewis	3	
REL 400	Hebrew Poetical and Wisdom Literature	3	
LDR 410	Christian Ethics	3	
REL 403	Epistles of Paul	3	
THE 403	Theology of Missions	3	
REL 420	Prophets of the Old Testament	3	
REL 430	Exegesis of Hebrews	3	
REL 440	Interpreting Apocalyptic Literature	3	
Core Upper Level (UL) Christian Studies Requirements (6 credits)			
THE 430	Apologetics	3	
SDV 440	Senior Capstone Project	3	

Bachelor of Science in Business Administration - Emphasis in Christian Leadership

The Bachelor of Science in Business Administration with an emphasis in Christian leadership (**120 credits**) is made up of the core liberal arts requirements for Bachelor of Science

programs (40 credits), plus the core Bible and Leadership courses (9 credits) with an additional 60 credits of core requirements (listed below) and 11 credits of electives.

This degree is designed for students who want to acquire business skills for the marketplace with a biblical worldview in addition to a foundation of Christian leadership principles.

B.S. in Business Administration (Christian Leadership Emphasis)			
ACADEMIC MAJOR (60 credits)			
Core Business Administration Requirements (45 credits)			
BUS 120	Introduction to Business	3	
CSC 210	Computer Information Systems	3	
ACC 230 [§]	Financial Accounting I	3	
MKG 310	Introduction to Marketing	3	
FIN 226**	Financial Management	3	
BUS 270 ^{††}	Business Statistics	3	
LDR 310	Ethics in Leadership	3	
LDR 320	The Language of Organizational Leadership	3	
ECO 350	Microeconomics	3	
ECO 355	Macroeconomics	3	
MGT 360	Effective Management	3	
BUS 370	Teamwork in Business	3	
BUS 410	Global Business	3	
MGT 420	Human Resource Development	3	
LDR 420	Leadership Development	3	
Core Upper Level (UL) Business Requirements (15 credits)			
BUS 416	Management of Information Systems	3	
COM 420	Multicultural Communication	3	
MGT 476	Operations Management	3	
SDV 440	Senior Capstone Project	3	
UL Business Elective		3	

Bachelor of Science in Psychology - Emphasis in Biblical Counseling

The Bachelor of Science in Psychology – Emphasis in Biblical Counseling (**120 credits**) is made up of the core liberal arts requirements for Bachelor of Science programs (40 credits),

[§] Prerequisites: MAT 102 (Math Systems Foundations) or MAT 110 (College Algebra)

** Prerequisites: MAT 102 (Math Systems Foundations) or MAT 110 (College Algebra)

†† Prerequisites: CSC 210 (Computer Information Systems) and either MAT 102 or MAT 110

plus the core Bible and Leadership courses (9 credits) with an additional 42 credits of core requirements (listed below) and 29 credits of electives.

This degree is designed for students who want to acquire psychology and counseling skills for ministry and pastoral roles.

B.S. in Psychology – Emphasis in Biblical Counseling ACADEMIC MAJOR (42 credits)			
Core Psychology and Counseling Requirements (30 credits)			
PSC 203	Biblical Counseling	3	
PSC 213	Theories of Counseling	3	
PSC 230	Statistics for Behavioral Sciences	3	
PSC 240	Research Methods	3	
PSC 253	Developmental Psychology	3	
PSC 303	Basic Counseling Skills	3	
PSC 310	Abnormal Psychology	3	
PSC 320	Theories of Personality	3	
PSC 340	Multicultural Counseling	3	
PSC 350	Psychological Testing	3	
Core Upper Level (UL) Psychology and Counseling Requirements (12 credits)			
PSC 400	Spirit Led Counseling	3	
PSC 410	Ethics of Counseling Psychology	3	
PSC 420	Social Psychology	3	
SDV 440	Senior Capstone Project	3	

Master of Arts in Christian Education

The M.A. in Christian Education at Hartwell University is a fully online, **36-credit hour** graduate program designed to equip educators and administrators with the advanced skills, knowledge, and character necessary to lead and teach at primary or secondary education levels. Rooted in a biblical worldview and the Judeo-Christian traditions that underpin morality, liberty, and the rule of law, the program emphasizes the integration of discipleship, education, and apologetics into the curriculum.

Students will select a specialization—Elementary Education, Middle School Education, High School Education, or School Administration—tailoring their coursework to their specific area of interest. The program prepares students to adapt creatively to contemporary challenges in education, while remaining firmly grounded in timeless biblical principles. Graduates will be equipped to lead with wisdom and integrity, inspiring students and faculty through both academic and spiritual formation.

The program culminates in a practicum and a capstone project, providing students with hands-on experience as either student teachers or administrators. These practical components ensure that graduates are well-prepared to make meaningful contributions to Christian education.

M.A. in Christian Education (36 credits)		
12 credits core, 12 credits specialization, 12 credits practicum & projects		
Core Education Courses (12 credits)		
EDU 501	Advanced Theology of Christian Education	3
EDU 502	Advanced Instructional Methods for Christian Education	3
EDU 503	Advanced Christian Leadership and Christian Education	3
EDU 504	Advanced Apologetics and Evangelism in Christian Education	3
Specializations (12 credits)		
CHRISTIAN SCHOOL ADMINISTRATION (CSA)		
EDU 505	Foundational Principles and Practices for CSA	3
EDU 506	Advanced Principles and Practices for CSA	3
EDU 507	Staff and Teacher Development and Mentoring	3
EDU 508	Current Issues in Christian Education	3
CHRISTIAN ELEMENTARY EDUCATION (CEE)		
EDU 509	Basic Principles and Practices for CEE	3
EDU 510	Intermediate Principles and Practices for CEE	3
EDU 511	Scope and Sequence for CEE I	3
EDU 512	Scope and Sequence for CEE II	3
CHRISTIAN MIDDLE SCHOOL EDUCATION (CMSE)		
EDU 513	Advanced Principles and Practices for Christian Middle School Education (CMSE)	3
EDU 514	Advanced Scope and Sequence for CMSE I	3
EDU 515	Advanced Scope and Sequence for CMSE II	3
EDU 516	Worldview and Character Formation in Christian Middle School Education (CMSE)	3
CHRISTIAN HIGH SCHOOL EDUCATION (CHSE)		
EDU 517	Advanced Principles and Practices for Christian High School Education (CHSE)	3
EDU 518	Advanced Scope and Sequence for CHSE I	3
EDU 519	Advanced Scope and Sequence for CHSE II	3
EDU 520	Worldview and Character Formation in Christian High School Education (CHSE)	3
Practicum & Projects (12 credits)		
EDU 521	Advanced Christian Education Practicum I	3
EDU 522	Advanced Christian Education Practicum II	3

EDU 523	Advanced Christian Education Project I	3	
EDU 524	Advanced Christian Education Project II	3	

M.B.A. - Emphasis in Christian Leadership

The M.B.A. – Emphasis in Christian Leadership (**32 credits**) is a graduate degree that is designed to prepare businesspeople with managerial and leadership skills from the standpoint of a biblical worldview. Students can choose between concentrations in management, non-profit leadership, human resources, or marketing.

M.B.A. – Emphasis in Christian Leadership Core Courses (24 credits)			
LDR 503	Organizational Leadership	3	
MKG 503	Strategic Marketing	3	
FIN 513	Organizational Finance	3	
BUS 503	Business Strategy	3	
ACC 503	Managerial Accounting	3	
MGT 603	Organizational Culture	3	
ECO 613	Current Economic Issues	3	
LDR 613	Leadership and Human Behavior	3	
CONCENTRATIONS (8 credits) (Students choose one)			
Non-Profit Leadership Concentration			
MGT 613	Board Leadership and Management	3	
MGT 623	Capital Campaigns	3	
LDR 622	Non-Profit Leadership Strategy Project	2	
Management Concentration			
MGT 633	Theory and History of Management	3	
BUS 603	International Business	3	
MGT 622	Management Strategy Project	2	
Human Resources Concentration			
BUS 613	Human Resources Compliance	3	
MGT 643	Human Resources Management	3	
BUS 622	Human Resources Strategy Project	2	
Marketing Concentration			
MKG 603	Marketing Management	3	
MKG 613	Services Marketing	3	
MKG 622	Marketing Strategy Project	2	

HARTWELL DIVINITY SCHOOL™

Hartwell Divinity School (HDS) is a joint initiative between [Hartwell Quest](#)® (an Arizona entity offering religious and avocational courses and certificates) and [Hartwell University](#)® (a Florida entity exempt from licensure with respect to religious education). These sister institutions are subsidiaries of [Hartwell Education, Inc.](#)®, a Texas-based social enterprise.

International students and residents of Florida may enroll into religious courses, certificates, and degrees through HDS under Hartwell University. All other HDS students may complete courses and certificate programs through Hartwell Quest. Credit transfer options and degree programs are available (at more than 240 accredited Christian colleges & universities) to all HDS students through our [accredited partnerships](#).

As a program of Hartwell University, Hartwell Divinity School provides comprehensive theological education to aspiring pastors and missionaries. HDS offers live online lectures for the divinity school, which are designed to equip students with the knowledge, integrity, and clarity needed to lead effectively. Emphasizing a strong theological foundation, HDS is innovative yet grounded in conservative, biblical principles. The school aims to prepare students for effective ministry through rigorous academic training and a commitment to holiness by grace. For more information, please visit the [Hartwell Divinity School](#) website.

HDS Courses

Hartwell Divinity School courses are live online lectures that offer direct professor-student interaction. Coursework can be completed on your own schedule. For a complete list of divinity courses and descriptions, please visit the [HDS website](#). Course categories are below.

- Apologetics
- Church History
- Evangelism
- Greek
- Hebrew
- Homiletics
- New Testament Studies
- Old Testament Studies
- Pastoral Care
- Theology

HDS Certificates

Our focused learning paths at Hartwell Divinity School are designed to provide specialized, in-depth education in key areas of theology and ministry. Whether you are looking to deepen your understanding of the Old or New Testament, engage in systematic theology, or address contemporary cultural challenges through apologetics, our learning paths will prepare you for impactful service in the Body of Christ.

- Certificate of Old Testament Studies (9 credits/units)
- Certificate of New Testament Studies (9 credits/units)
- Certificate of Systematic Theology (9 credits/units)
- Certificate of Apologetics: Politics, Identity, and Worldview (12 credits/units)

Please see the [HDS website](#) for complete descriptions of our divinity certificates.

HDS Degrees

Hartwell Divinity School offers comprehensive degree programs designed to provide advanced theological and ministerial training. Our degrees are grounded in rigorous academic study and practical application. Each program emphasizes a deep understanding of Scripture, theology, and practical ministry skills, preparing graduates to excel in various roles within the global Body of Christ. Our degree offerings equip students to become effective leaders, scholars, missionaries, and apologists, committed to advancing the mission of Christ in today's world.

- Master of Divinity (81 credits)
- Master of Arts in Theology (42 credits)
- Master of Arts in Biblical Studies (48 credits)
- Master of Arts in Christian Apologetics (48 credits)

Please see the [HDS website](#) for complete descriptions of our divinity degrees.

CERTIFICATES

The certificates* listed below may be awarded as marks of achievement upon the successful completion of the various online class/subject groupings they are comprised of. Please visit the [certificates page](#) of our website to learn more. Course descriptions are listed in the final section of this catalog. Most certificates are 12-18 credits.

For certificates offered as part of Hartwell Divinity School, please visit the [HDS website](#).

*Please note: these are “certificates” of achievement and not “certifications.” Unless specifically indicated, HU does not offer certifications. HU certificates are granted as awards of achievement upon the successful completion of the courses they are comprised of.

Certificate of Arts

This certificate is intended to prepare students for academic work through general education courses in the humanities that have been specifically designed to convey Christian principles while sharpening critical thinking and problem-solving skills. This certificate is awarded when a student successfully completes 12-18 units in varied subjects such as English, literature, music, political science, history, religion, or psychology and counseling. Example courses for this certificate are listed below:

- ENG 120: English Composition I
- ENG 365: Writings of C.S. Lewis

- HUM 203: Biblical Worldview
- HIS 110: Western Civilization I
- POL 110: U.S. Government

Certificate of Business & Finance for Christian Professionals

This classes in this certificate communicate Judeo-Christian principles for lasting success in the marketplace or any organization where sound business practices are needed. It may be awarded upon successful completion of 12-15 units from the courses listed below:

- BUS 104: Fundamentals of Business
- BUS 224: Financial Management

- BUS 244: Business Accounting
- BUS 334: Business Ethics
- ECO 103: Basic Economics

Certificate of Biblical Counseling

The Certificate of Christian Counseling helps students explore their interests in resolving personal and social issues through the principles of biblical counseling. It may be awarded when students elect to complete the online courses listed below:

- PSC 123: General Psychology
- PSC 203: Christian Counseling
- PSC 213: Theories of Counseling
- PSC 253: Developmental Psychology

Certificate of Chaplaincy

The Certificate of Chaplaincy is foundational to the ability to provide care and compassion for people in times of grief and crisis. It is earned when students elect to complete 12-15 units from the courses listed below:

- CHP 103: Intro to Chaplain Ministry
- CHP 113: Foundations of Pastoral Care in Chaplaincy
- CHP 203: Ministry in a Pluralistic Environment
- CHP 303: Short-Term Solution Pastoral Counseling
- CHP 383: Suicide Prevention and Intervention Strategies
- PSC 433: Post-Traumatic Spiritual Growth Counseling

Certificate of Christian Education

This certificate equips current and future teachers with essential teaching skills, instilling a biblically driven educational philosophy. It underscores the importance of a liberal arts understanding from a Christian perspective to infuse teaching with moral integrity and distinction. The curriculum includes training in lesson design, classroom leadership, and the use of modern teaching technologies. It may be awarded upon the successful completion of 12-15 units from EDU courses such as the following:

- EDU 301: History of Christian Education

- EDU 302: Models of Christian Education for Christian Schools
- EDU 303: Theology of Christian Education
- EDU 304: Christian Education by Age Group
- EDU 305: Instructional Methods for Christian Education

Certificate of Cross-Cultural Ministry

Foundational to ministry and Christian life, the Guided Independent Study (GIS) classes comprising the Certificate of Cross-Cultural Ministry train students with a deep understanding of Christianity and what sets it apart from all other worldviews, as well as how to function and minister effectively across cultural divides. It may be awarded upon the successful completion of the following courses:

- HUM 203: Biblical Worldview
- SDV 301: Basic Life Skills
- COM 402: Cross-Cultural Communication
- THE 403: Theology of Missions
- THE 433: Apologetics

Certificate of Discipleship for Christian Leadership

This certificate is designed as an introduction to Christian discipleship and leadership for individuals who want to effectively live out their faith at home, in the marketplace, and in ministry settings, such as churches, mission fields, and faith-based organizations. It may be awarded upon the successful completion of the Guided Independent Study (GIS) courses listed below:

- REL 112: Bible Study Methods
- REL 122: The Mission and Ministry of Christ
- REL 132: The Nature of Spiritual Conflict
- REL 142: Everyday Evangelism I
- REL 152: Everyday Evangelism II
- LDR 112L: Service-Based Leadership Lab

Certificate of Emergency Management

This certificate is designed as an introduction to Christian discipleship and leadership for individuals who want to effectively live out their faith at home, in the marketplace, and in ministry settings, such as churches, mission fields, and faith-based organizations. It may be awarded upon the successful completion of the Guided Independent Study (GIS) courses listed below:

- EMG 203: Introduction to Emergency Management
- EMG 213: Individual & Community Disaster Preparedness
- EMG 223: Fundamentals of Faith-Based Disaster Response
- EMG 303: Building Disaster-Resilient Communities

Certificate of Pastoral Communication and Counseling

This certificate may be awarded upon the successful completion of at least 6 units of Psychology & Counseling (PSC) courses, 3 units of Religion (REL) and 3 units of Communications (COM) classes from the list below. Each online class comprising this certificate is a Guided Independent Study (GIS) course.

- COM 203: Essentials of Speech
- COM 213: Public Speaking

- PSC 113: Interpersonal Relationships
- PSC 123: General Psychology
- PSC 203: Christian Counseling
- PSC 313: Crisis Counseling
- REL 112: Bible Study Methods
- REL 122: The Mission and Ministry of Christ
- REL 132: The Nature of Spiritual Conflict
- REL 403: Epistles of Paul
- REL 463: Epistle of James

Post Graduate Certificate (PGCert) in Education

This comprehensive 6-month course of study (ranging in 18-24 credits) is designed to provide a deep dive into various aspects of education. The first half of the program offers broad-based learning, starting with foundational research skills, academic writing, and effective communication, before moving on to core concepts in the educational field. The latter half of the program allows participants to specialize in one of five tracks according to their interests and career goals. Each track is rich in seminars, workshops, and project work, with an emphasis on real-world applications and interdisciplinary collaboration. For more, see the [PGCert web page](#) on the HU site.

ADMINISTRATION AND FACULTY

Academic Administration

Joshua T. Fischer, President

B.A. and M.A., Oral Roberts University; Ph.D., Oklahoma State University

Chris Berg, Chief Academic Officer and Dean of Hartwell Divinity School.

B.A. in Biology, Illinois Wesleyan University
M.A. in Christian Apologetics, Biola University
Ph.D. in Theology and Apologetics, Liberty University

Sheila Figueroa, Course Designer

B.A., University of Arkansas; M.A., University of Texas; M.S. California State University

Candace Leatherman, Librarian

B.A., University of Wisconsin; M.L.S., University of Illinois – Urbana-Champaign

Junior Gonsalves, Language Department Director and English Instructor.

Bachelor of English Language, Universidade Estácio de Sá, Juiz de Fora, Brazil.

Faculty

Hartwell University complies with higher education accreditation standards related to faculty qualifications and the courses they facilitate.

Gary Adams

Bachelor of Christian Ministries, Ecclesia College
M.A. in Emergency and Disaster Management, American Public University

Shamaila Amir

B.A. in Education and Psychology, Punjab University
Bachelor of Education in Math and General Science, Punjab University
M.A. in English Literature, University of Sargodha (in progress)

Chris Berg, Chief Academic Officer, HDS Dean

B.A. in Biology, Illinois Wesleyan University
M.A. in Christian Apologetics, Biola University
Ph.D. in Theology and Apologetics, Liberty University

Amanda Bowers

B.S. in Youth Ministry, University of Valley Forge
M.S. in Worship Studies, University of Valley Forge
M.A. in Pastoral Counseling, Liberty University

Miyon Chung

B.A. from University of Texas at Austin
M.A. in Theology, Southwestern Baptist Theological Seminary
M.A. in Church and Community Ministry, Southwestern Baptist Theological Seminary
Ph.D. in Theology, Southwestern Baptist Theological Seminary

David Crum

B.S. in Bible, Tennessee Temple University
M.A. in Theological Studies, Liberty Baptist Theological Seminary
M.A. in History, Wayland Baptist University
Doctor of Philosophy – Historical Theology, University of Free State

Kathryn McCaskill Dewey

B.A. in Vocal Performance, John Brown University
M.Mus. in Choral Conducting, University of Arkansas

Steve Dragswolf

B.A. in Biblical Studies, Ecclesia College
M.A. in Liberal Studies – Creative Writing, Dartmouth College

Sheila Figueroa

B.A. in English, University of Arkansas
M.A. in English, Composition and Rhetoric, University of Texas
Online Teaching & Learning Certificate, California State University
M.S. in Education, Online Teaching & Learning, California State University

Joshua T. Fischer, President

B.A. in Pastoral Care, Oral Roberts University
M.A. in Educational Administration, Oral Roberts University
Ph.D. in Educational Psychology, Oklahoma State University

Joella Geary-Foust

B.S. in Biology, Union College
M.S. in Microbiology, Montana State University
CLS Licensure, Montana Medical Laboratory Science

Riaz Gill

Bachelor of Arts, Punjab University
B.A. in Bible and Theology, Global University
M.A. in Teaching English as a Foreign Language, Allama Iqbal Open University
M.A. in English Literature, Gomal University
M.A. in Intercultural Studies, Global University

Kyong “Joseph” Chol Han

B.S. in Physics, Yonsei University
M.S. in High Energy Physics, Yonsei University
Ph.D. in Nuclear Physics, Texas A&M

Jason Hill

B.S. in Biblical Studies, Philadelphia Biblical University
M.Div. in Pastoral Counseling, Liberty Divinity School
D.Min. in Pastoral Ministry, Westminster Theological Seminary
U.S. Army Chaplain, United States Military Academy, West Point, NY

Brian Hume

B.S. in History & Political Science, Bridgewater College
Graduate studies in Intercultural Missions, Fuller Theological Seminary
M.A. in Organizational Leadership, Regent University

Tabita Jalal

Certificate in Relationships Matter, International Training Alliance
Certificate in Montessori Teacher’s Training, Pakistan Montessori Council
Certified Leadership Trainer, John C. Maxwell Team
M.S. in English Literature & Political Science, Punjab University

Galen Johnson

B.A. in Religion, Wake Forest University
M.Div., Princeton Theological Seminary
Ph.D. in Religion – Religious History (Minor in English Literature), Baylor University

James Corey Latta

B.A. in Biblical Studies, Crichton College
M.A. in New Testament Studies, Harding University Graduate School of Religion
M.A. in English Literature, The University of Memphis
Ph.D. in Literature, The University of Southern Mississippi

Candace Leatherman

B.A. in Philosophy, University of Wisconsin
Master of Library Science, University of Illinois – Urbana-Champaign

Joyce McKay

B.A. in Spanish, University of Alabama
B.S. in Occupational Therapy, Eastern Michigan University
M.Ed. in Counseling & Guidance, University of Montevallo
Ed.S. in Counseling & Guidance, University of Montevallo
Ph.D. with ABD in progress, University of Alabama

Anda Mogos

B.A. in Theology & English, University of Bucharest
M.A. in Biblical Counseling, University of Bucharest
Licensed Psychotherapist, Bucharest

Beniamin Mogos

B.A. in Pastoral Theology, Bucharest Theological Institute, University of Bucharest
Th.M. in Academic Ministries/Historical Theology, Dallas Theological Seminary
Ph.D. in Theology in progress, University of Bucharest

Adrian Musteata

Bachelor of Biblical Ministries, Ecclesia College
M.B.A., University of Phoenix
Doctor of Business Administration, Argosy University

Ryan Page

B.A. in Theater Arts, Palm Beach Atlantic University
M.F.A. in Theater Performance, Florida Atlantic University

Ruth Pergande

B.A. in Dual Special Education, Elementary Education, Boise State University
M.Ed. in Educational Leadership, Boise State University
Gifted and Talented Education K-12 Certification, Boise State University

Jon “Jay” Pesek

B.A. in Communications, Samford University
B.S. in Psychology, University of Alabama
M.A. in Community and Agency Counseling, University of Montevallo
Ed.S. in Counseling & Guidance, University of Montevallo

Kenny Roberts

B.A. in Business/Pre-Law, National University
M.B.A., National University
Ph.D. in Finance & Management, Walden University

Jeremy Sims

B.A. in Bible/Youth Ministry, Southeastern University
M.A. in Christian Ministries/Professional Ministry, Assemblies of God Theological Seminary
D.Min. in Leadership and Spiritual Formation, George Fox Evangelical Seminary

Mark Sims

B.A. in Religion and Philosophy, History, Samford University
M.A. in Biblical Languages, Assemblies of God Theological Seminary

Rebecca Page

B.A. in Political Science, Trinity University
J.D., University of Minnesota Law School

Sarah Wronko

B.A. in English, Dallas Baptist University
M.A. in English, emphasis in professional writing, Northern Arizona University

Instructors

HU instructors have ample knowledge and experience in the courses they help facilitate as Teaching Assistants (TAs) to the academic faculty. Most HU classes do not use TAs.

Shamaila Amir

Certificate of Training of English as a Medium of Instruction, University of Arizona (Open)
Certificate of Classroom Management, Notre Dame Institute of Education, Karachi
Certificate of Tolerance Building, Presentation of the Blessed Virgin Mary (PBVM)
Certificate of Multigrade Joyful Learning, Adult Basic Education Society (ABES)
Training for teaching math and English, Provincial Civil Service (PCS)
Training for the subject of English, Provincial Civil Service (PCS)
Certified Leadership Trainer, John C. Maxwell Team
B.A. in Education and Psychology, Punjab University
Bachelor of Education in Math and General Science, Punjab University
M.A. in English Literature, University of Sargodha (in progress)

Amber Naveed

Certified Train the Trainer (TtT), Cambridge University
Certified HR professional, Lahore University of Management Sciences (LUMS)
Certificate in Secondary English Language Teaching (CiSELT) from Pakistan Airforce Academy (PAF)
Certified in Leadership Skills, Valparaiso University

COURSE DESCRIPTIONS

Hartwell University courses have been designed by qualified, experienced, and credentialed course design experts. Course content has been provided by appropriately credentialed faculty according to best practices within higher education, including accreditation standards for credit hour valuation. For Hartwell Divinity School courses and descriptions, please visit the [HDS website](#).

Accounting (ACC)

ACC 230: Financial Accounting I (3 credits)

This course covers basic principles of financial & managerial accounting with the goal of understanding the accounting cycle, the theory of debits and credits, books of original entry, ledgers, working papers, accruals and deferrals, asset valuations, financial statements, and payroll accounting.

Prerequisites: MAT 106 or MAT 110

ACC 235: Financial Accounting II (3 credits)

As a continuation of Financial Accounting I, this course introduces students to manufacturing and cost accounting, emphasizing accounting for partnerships and corporations, including financial statement analysis.

Prerequisite: ACC 230

ACC 503: Managerial Accounting (3 credits)

This course covers accounting practices and techniques for managers to analyze, plan, and control organizational operations.

Apologetics (APO)

APO 110: Creationism (3 credits)

This course examines the scriptural basis for creation and its outworking in the spiritual-physical world. Students will learn about the hermeneutics that back a creationist understanding of Genesis 1-2. Additionally, students will engage with ideas such as intelligent design and the teleological argument to prepare a defense of the biblical account of creation. Special emphasis will be given to the refutation of arguments marshalled from multiple fields of secular science against creationism.

Biology (BIO)

BIO 130L: General Biology I with Lab (4 credits)

This class focuses on core competencies in biology, such as the organization of life, chemical and macromolecule concepts, cell structure and function, metabolism, cellular respiration and photosynthesis, cellular reproduction, genetics, DNA structure and function. Key differences between divine creation and evolution are briefly explored. Lab exercises follow lecture content and allow students to follow the scientific method. The components of scientific reporting will be covered, including abstract, introduction, materials and methods, results, discussion, conclusion, and references.

BIO 131L: General Biology I Lab (1 credit)

This standalone lab course allows students to use the scientific method and is the same lab used in BIO 130L.

BIO 210L: Human Anatomy and Physiology I with Lab (4 credits)

Students will discover how homeostasis is maintained through human physiology and anatomical function of the cardiovascular, respiratory, digestive, reproductive, urinary, and endocrine systems.

Business (BUS)

BUS 106: Fundamentals of Business (3 credits)

This course provides an overview of the fundamental practices and issues involved in managing and operating a business in today's marketplace. Areas of business explored in this course include various management theories, economic concepts, management and organization, human resources, sales and marketing, and operations. The course also examines the challenges of operating in both domestic and global markets, business ethics and business strategy.

BUS 120: Introduction to Business (3 credits)

Along with a brief dialogue about international business, this course conveys basic U.S. business principles from a Biblical worldview, covering contemporary issues regarding morality, ethics, social responsibility, and organizational structure.

BUS 270: Business Statistics (3 credits)

Emphasis is given to statistical applications, enabling students to learn the basics of data analysis in areas such as population estimation, measuring and predicting relationships, as well as research design and hypothesis testing.

BUS 336: Business Ethics (3 credits)

This course is a study of ethical theories and how they relate to contemporary issues in business. Special attention is given to the application of Judeo-Christian ethical principles, identifying basic beliefs, values, commitments, and ethical decision-making.

BUS 370: Teamwork in Business (3 credits)

Students will learn how to build high-performance projects and organizations through effective teamwork in concert with implementation and execution of strategic plans.

BUS 410: Global Business (3 credits)

From a Christian perspective, this course explores cultural, financial, and geopolitical economics in managing and growing business globally.

BUS 416: Management of Information Systems (3 credits)

This course is an introduction to the design and use of management information systems for the business student, presenting significant components and technologies employed in them, their impact on business processes, and the contribution they make to competitive advantage. Special attention is paid to the role of information systems in global, multinational businesses.

BUS 503: Business Strategy (3 credits)

Innovation and leadership in the execution of business strategy is covered in this class to achieve and sustain competitive advantage.

BUS 603: International Business (3 credits)

Students will come to understand the terms and issues of worldwide business, including the tools and practical steps for developing sustainable trade across borders.

BUS 613: Human Resources Compliance (3 credits)

This course examines the major federal employment laws businesses must legally comply with. Students will come to understand the terms and issues of worldwide business, including the tools and practical steps for developing sustainable trade across borders.

BUS 622: Human Resources Strategy Project (2 credits)

Students will write a "Human Resources Plan" for a real or fictional organization, including financial

planning, recruiting, management, retention, succession, training, continuing education, etc.

Chaplaincy (CHP)

CHP 103: Introduction to Chaplain Ministry (3 credits)

Introduction to Chaplain Ministry examines the unique role of the chaplain, its distinction from parish ministry and its application in its various ministry contexts.

CHP 113: Foundations of Pastoral Care in Chaplaincy (3 credits)

Foundations of Pastoral Care in Chaplaincy examines the components of biblical shepherding and their application to pastoral ministry in the context of chaplaincy.

CHP 203: Ministry in a Pluralistic Environment (3 credits)

Ministry in a Pluralistic Environment examines the beliefs and practices of various religions of the world, identifies the core needs of those that practice each religion, and provides the student with the knowledge, skills, and tools necessary to provide effective spiritual care as a chaplain in a pluralistic environment.

CHP 303: Short-Term Pastoral Counseling (3 credits)

Short-Term Pastoral Counseling examines and analyzes counseling strategies proven to be effective in chaplaincy ministry. This course will equip students with strategic counseling approaches that will enable them to provide effective pastoral counseling to address issues and provide solutions.

Chemistry (CHM)

CHM 214: Essential Chemistry (4 credits GIS)

This comprehensive course offers a detailed exploration of general chemistry, seamlessly integrating the foundational concepts of chemical principles and their applications. The curriculum covers data analysis, atomic and molecular structures, stoichiometry, the kinetic theory, gas laws, and thermochemical processes. Additionally, it delves into chemical kinetics, equilibrium, acid-base chemistry, and oxidation-reduction reactions. Students engage in both theoretical learning and practical laboratory work, developing a robust understanding of chemistry's role in scientific and

real-world contexts. The course prepares students for advanced studies in chemistry and related fields.

Communications (COM)

COM 203: Essentials of Speech (3 credits GIS)

This course will convey effective speech creation and delivery, including the use of non-verbal skills, speaking in public, and overcoming fears that are often present. The online class will be both the stage and the audience.

COM 213: Public Speaking (3 credits GIS)

Students will compose and deliver formal speeches, a media presentation, and a research project based on the understanding conveyed in this course of the fundamentals of effective communication theories.

COM 396: Advanced Public Speaking (3 credits)

This course provides students opportunities to expand their speaking skills over a variety of specific and complex situations including persuasion, proposals, eulogies, speaking on camera, and storytelling.

COM 402: Cross-Cultural Communication (2 credits GIS)

This course conveys techniques and strategies for bridgebuilding and communication across various cultural and ethnic divides.

COM 420: Multicultural Communication (3 credits)

This course is meant to broaden student's minds and improve inter-ethnic relationships by shedding light on roots and experiences that have formed perspectives and identities within the social contexts of various people groups.

Computer Science (CSC)

CSC 210: Computer Information Systems (3 credits)

This course is an introduction to MICROSOFT® Office 365® and OFFICE 2019, engaging students in real-world scenarios with reinforcement of critical skills for academic and professional success.

Economics (ECO)

ECO 103: Basic Economics (3 credits)

This course conveys principles of basic economics from a Judeo-Christian perspective and explores several different types of politico-economic systems both past and present.

ECO 350: Microeconomics (3 credits)

This course covers market theory and operations, reflecting current economic conditions and their ties to the political process, market success or failure, and government success or failure.

ECO 355: Macroeconomics (3 credits)

This course is a study of national income accounting, the banking system, employment levels, national output, monetary theory, stabilization policies, as well as economic growth, productivity, and the balance and payments of public debt.

ECO 613: Current Economic Issues (3 credits)

From a biblical standpoint, this course helps students achieve a working knowledge of global economics through microeconomic and macroeconomic lenses.

Education (EDU)

EDU 301: History of Christian Education (3 credits)

This course takes students on a journey through the history of Christian education, tracing its roots from biblical times to the modern era. Special emphasis is placed on the development of the Christian homeschool and private school movements, particularly from the early 1970s onward.

EDU 302: Models of Christian Education for Christian Schools (3 credits)

An exploration of contemporary models of Christian education, this course critically analyzes each model's origins, guiding principles, curricular design, and distinctive instructional methods, with a strong focus on practical applications in Christian school settings.

EDU 303: Theology of Christian Education (3 credits)

In this course, students delve into the biblical foundations of Christian education. Theological concepts from Deuteronomy, Proverbs, and the New Testament will be examined, with particular attention to how these shape both the philosophy and practice of Christian education.

EDU 304: Christian Education by Age Group (3 credits)

This course provides a comprehensive analysis of educational principles tailored to different age groups. Students will examine the distinctions between early childhood, elementary, middle school, and high school education, learning to adapt teaching strategies accordingly.

EDU 305: Instructional Methods for Christian Education (3 credits)

This course equips students with a deep understanding of instructional methods specific to Christian education. The course presents best practices for teaching in a Christian context, grounded in foundational pedagogical theories.

EDU 306: Leadership in Christian Education (3 credits)

Combining biblical insights with leadership theory, this course addresses the unique challenges of leadership in Christian education. Students will develop leadership skills aligned with scriptural principles and tailored for educational settings.

EDU 401: Apologetics and Evangelism in Christian Education (3 credits)

In this course, students explore the intersection of apologetics and evangelism within Christian education. The course highlights the role of education as a platform for apologetic and evangelistic engagement.

EDU 402: Spiritual Formation in Christian Education (3 credits)

This course examines how Christian education can foster spiritual formation. Students will study biblical principles of spiritual growth, with an emphasis on cultivating an environment conducive to students' spiritual development.

EDU 403: Perennial Issues in Christian Education (3 credits)

Students in this course will engage with ongoing debates in Christian education, including the separation of church and state, the balance between sacred and secular educational practices, and the dynamics between Christian and public schooling.

EDU 404: Current Issues in Christian Education (3 credits)

This course explores contemporary challenges and trends in Christian education. Students will

examine legislative, social, and political pressures shaping today's Christian educational landscape.

Christian Early Childhood Education (CECE):

EDU 411: Basic Principles and Practices for CECE (3 credits)

This course introduces foundational principles and practices of early childhood education in Christian schools. Students will compare age-specific developmental pedagogy from both biblical and secular perspectives.

EDU 412: Intermediate Principles and Practices for CECE (3 credits)

Building on foundational concepts, this course provides a deeper exploration of early childhood education practices. Students will further investigate the differences between biblical and secular approaches to early developmental pedagogy.

EDU 413: Scope and Sequence for CECE I (3 credits)

This course covers the essentials of curriculum planning for PreK in Christian education. Students will address key issues such as curricular spiraling, layering, and the complexities of managing blended classrooms.

EDU 414: Scope and Sequence for CECE II (3 credits)

Focusing on curriculum design for Kindergarten instruction, this course continues the study of scope and sequence in Christian education, examining specific challenges related to curricular spiraling, layering, and blended classroom management.

EDU 415: Worldview Formation and CECE (3 credits)

This course examines the principles of worldview formation at the early childhood level. Students will explore strategies for fostering a biblical worldview in young learners, with practical applications for Christian educators.

EDU 416: Character Formation and CECE (3 credits)

In this course, students will study the process of character formation in early childhood. Biblical approaches to instilling moral values and traits in young children will be analyzed and applied.

Christian Elementary Education (CEE):

EDU 421: Basic Principles and Practices for CEE (3 credits)

This course presents the foundational principles and practices for teaching elementary-aged students (1st–5th grade) in Christian schools. A comparative analysis of biblical and secular frameworks for developmental pedagogy is provided.

EDU 422: Intermediate Principles and Practices for CEE (3 credits)

A deeper exploration of elementary education principles, this course expands on the comparison between biblical and secular approaches to developmental pedagogy.

EDU 423: Scope and Sequence for CEE I (3 credits)

Students in this course will explore the fundamentals of curriculum design for 1st–3rd grade instruction. Topics include curricular spiraling, layering, and strategies for managing blended classroom environments.

EDU 424: Scope and Sequence for CEE II (3 credits)

This course continues the study of curriculum planning, focusing on 4th–5th grade instruction. Students will address challenges related to curriculum design and implementation for upper elementary grades.

EDU 425: Worldview Formation and CEE (3 credits)

In this course, students will examine the development of a biblical worldview for elementary students. Strategies for integrating worldview instruction into daily lessons will be explored and applied.

EDU 426: Character Formation and CEE (3 credits)

This course provides an in-depth look at character development in elementary-aged students. Biblical approaches to fostering strong moral character will be studied and practiced.

Christian Middle School Education (CMSE):

EDU 431: Basic Principles and Practices for CMSE (3 credits)

This course introduces the essential principles and practices for teaching middle school students (6th–8th grade) within a Christian framework. Students will compare biblical and secular approaches to pedagogy for this pivotal developmental stage.

EDU 432: Intermediate Principles and Practices for CMSE (3 credits)

Building on foundational concepts, this course further examines the instructional methods specific to middle school education in Christian settings. Students will analyze developmental theories, comparing biblical and secular perspectives.

EDU 433: Scope and Sequence for CMSE I (3 credits)

Focusing on curriculum planning for 6th grade instruction, this course explores the unique transitional challenges students face at this stage. Key topics include curricular spiraling, layering, and the management of blended classrooms.

EDU 434: Scope and Sequence for CMSE II (3 credits)

In this course, students will delve into curriculum design for 7th and 8th grade instruction. Emphasis is placed on understanding the distinct educational needs of middle school students during these critical transitional years.

EDU 435: Worldview Formation and CMSE (3 credits)

This course examines the role of worldview development in middle school education. Students will learn how to effectively guide students toward a biblical worldview, strategically addressing the challenges of this formative time.

EDU 436: Character Formation and CMSE (3 credits)

Focusing on character development in middle school students, this course presents biblical approaches to instilling moral values during adolescence. Strategic methods for fostering character formation will be explored.

Christian High School Education (CHSE):

EDU 441: Basic Principles and Practices for CHSE (3 credits)

This course introduces the principles and practices of high school education (9th–12th grade) in Christian settings. Students will compare and analyze age-specific pedagogy through both biblical and secular lenses.

EDU 442: Intermediate Principles and Practices for CHSE (3 credits)

A continuation of foundational concepts, this course delves deeper into the methods and practices of teaching high school students in a Christian context. Key developmental theories and instructional methods will be discussed.

EDU 443: Scope and Sequence for CHSE I (3 credits)

This course focuses on the design and implementation of curriculum for 9th and 10th grade instruction in Christian education. Special emphasis is placed on addressing the transitional challenges students face during their first years of high school.

EDU 444: Scope and Sequence for CHSE II (3 credits)

Continuing the study of curriculum planning, this course centers on 11th and 12th grade instruction. Students will explore strategies for preparing high school students for college or other post-graduation pathways.

EDU 445: Worldview Formation and CHSE (3 credits)

In this course, students will explore the process of worldview formation in high school students. The course focuses on strategies for helping adolescents maintain a biblical worldview throughout their high school years.

EDU 446: Character Formation and CHSE (3 credits)

This course provides students with the tools to foster strong biblical character in high school students. The course emphasizes practical, strategic approaches to character development during the later teenage years.

Christian Education Undergraduate-Level Practicum & Projects

EDU 451: Christian Education Practicum I (3 credits)

This practicum offers students the opportunity to apply their learning in a real-world Christian

school environment. Covering days 1–90 of the practicum, students will engage in supervised teaching and administration specific to their specialization, culminating in the first part of a final portfolio.

EDU 452: Christian Education Practicum II (3 credits)

The second part of the practicum spans days 91–180. Students will continue supervised teaching and administrative duties in a Christian school setting, concluding with the completion of their final portfolio.

EDU 461: Christian Education Project I (3 credits)

In this course, students will begin their research project by creating a comprehensive proposal related to Christian education. The course covers the fundamentals of undergraduate-level research and assessment, and students will present both written and spoken proposals for approval.

EDU 462: Christian Education Project II (3 credits)

Building on the foundational work from Project I, students will conduct their research and compile the findings. The course culminates in the final presentation of the completed written and spoken project portfolio.

Christian Education Graduate-Level Courses

EDU 501: Advanced Theology of Christian Education (3 credits)

This course offers an in-depth graduate-level exploration of the theological foundations of Christian education through biblical and historical perspectives. Students will critically examine and articulate the core tenets that inform Christian pedagogical practices.

EDU 502: Advanced Instructional Methods for Christian Education (3 credits)

This graduate-level course delves into advanced pedagogical methods designed for Christian education. It presents foundational principles and explores best practices for use in the Christian classroom, equipping educators with effective instructional strategies.

EDU 503: Advanced Christian Leadership and Christian Education (3 credits)

In this course, students engage with advanced biblical and theoretical principles of leadership tailored for Christian education settings. The study emphasizes distinct leadership practices that are essential for guiding Christian schools.

EDU 504: Advanced Apologetics and Evangelism in Christian Education (3 credits)

This course provides a graduate-level examination of the relationship between apologetics and evangelism in Christian education. Students will discuss how Christian education serves as a platform for introducing and deepening discussions on these pivotal topics.

EDU 505: Foundational Principles and Practices for Christian School Administration (CSA) (3 credits)

This course presents foundational principles and practices relevant to the administration of Christian schools. Graduate-level students will explore essential administrative strategies and management skills needed for effective Christian school leadership.

EDU 506: Advanced Principles and Practices for Christian School Administration (CSA) (3 credits)

A continuation of administrative studies, this course focuses on advanced models and methods of Christian school administration. Graduate students will evaluate and apply various administrative strategies within a Christian educational context.

EDU 507: Staff and Teacher Development and Mentoring (3 credits)

This graduate-level course addresses the theory and practical application of staff and teacher development. Christian school administrators will develop a philosophy of mentorship and regular practices for staff development and teacher growth.

EDU 508: Current Issues in Christian Education (3 credits)

In this course, graduate students explore contemporary trends and challenges within Christian education. Legislative, social, and other relevant issues are analyzed to equip students with the skills to address current educational dynamics.

EDU 509: Advanced Principles and Practices for Christian Elementary Education (CEE) (3 credits)

credits)

A graduate-level study of the foundational principles and practices of elementary education, with special focus on biblical and secular developmental pedagogy. This course provides strategies for Christian educators to tailor instruction to age-specific needs.

EDU 510: Advanced Scope and Sequence for CEE I (3 credits)

This course explores curriculum design principles for grades 1–3 in Christian schools. Graduate students will examine key issues such as curricular spiraling, layering, and the management of blended classrooms to enhance instructional effectiveness.

EDU 511: Advanced Scope and Sequence for CEE II (3 credits)

A continuation of the study of curriculum design, this course focuses on grades 4–5 in Christian schools. Graduate students will address challenges in curricular development, particularly those related to layering and spiraling within a Christian context.

EDU 512: Worldview and Character Formation in Christian Elementary Education (CEE) (3 credits)

Graduate students in this course will study the essential components of worldview and character formation at the elementary level. Strategic approaches to cultivating a biblical worldview and character in young students will be explored.

EDU 513: Advanced Principles and Practices for Christian Middle School Education (CMSE) (3 credits)

This course provides a graduate-level study of the foundational principles and practices of middle school education (6th–8th grade) within Christian settings. Students will compare and evaluate biblical and secular developmental pedagogy.

EDU 514: Advanced Scope and Sequence for CMSE I (3 credits)

This course focuses on the design of scope and sequence for 6th grade instruction in Christian education. Graduate students will analyze the challenges of curricular spiraling and layering, particularly in relation to the transitional nature of 6th grade.

EDU 515: Advanced Scope and Sequence for CMSE II (3 credits)

A graduate-level study of curriculum design for 7th–8th grade instruction. Students will examine issues of curricular spiraling, layering, and managing blended classrooms within the context of middle school education.

EDU 516: Worldview and Character Formation in Christian Middle School Education (CMSE) (3 credits)

In this course, students explore strategies for guiding worldview and character development in middle school students. Graduate students will study methods for cultivating a strong biblical worldview during this critical developmental stage.

EDU 517: Advanced Principles and Practices for Christian High School Education (CHSE) (3 credits)

This course examines advanced principles and practices of high school education (9th–12th grade) in a Christian context. Graduate students will compare and apply biblical and secular pedagogy to meet the developmental needs of high school students.

EDU 518: Advanced Scope and Sequence for CHSE I (3 credits)

In this course, students focus on curriculum design for 9th–10th grade instruction. Special attention is given to the transitional challenges of 9th grade and the management of blended classrooms in Christian high schools.

EDU 519: Advanced Scope and Sequence for CHSE II (3 credits)

A graduate-level study of curriculum development for 11th–12th grade instruction. Students will address the unique challenges of preparing students for college and other post-graduation pathways in Christian schools.

EDU 520: Worldview and Character Formation in Christian High School Education (CHSE) (3 credits)

This course explores advanced strategies for shaping worldview and character development in high school students. Graduate students will engage in both strategic and practical approaches to fostering a strong biblical foundation during adolescence.

Christian Education Graduate-Level Practicum & Projects

EDU 521: Advanced Christian Education Practicum I (3 credits)

This supervised practicum provides graduate students with hands-on experience in a Christian school setting. The practicum, specific to the student's specialization, covers days 1–90 and culminates in the creation of part one of a final portfolio.

EDU 522: Advanced Christian Education Practicum II (3 credits)

A continuation of the supervised practicum, this course spans days 91–180 and offers graduate students the opportunity to deepen their practical experience. The course culminates in the completion of the final portfolio.

EDU 523: Advanced Christian Education Project I (3 credits)

This course introduces graduate students to practical research and assessment within Christian education. Students will develop and present a comprehensive written and spoken project proposal specific to their area of specialization.

EDU 524: Advanced Christian Education Project II (3 credits)

Building on the project developed in the first course, students will conduct their research and compile their findings. This course culminates in the final presentation of both a written and spoken project portfolio.

Emergency Management (EMG)

EMG 203: Introduction to Emergency Management (3 credits)

This course presents the theories, principles, and approaches to emergency management. It discusses the scope and magnitude of recent disasters and their impact on society, as well as introduces the student to hazard mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented, along with their impacts on policy formation leading up to the current Homeland Security/FEMA all-hazards approach.

EMG 213: Individual & Community Disaster Preparedness (3 credits)

This course presents the rationale for disaster preparedness in the context that citizens and families can take measures to prepare for disasters in their communities. The course covers disaster

response and preparedness, civilian perception of disasters, disaster education models and community planning preparedness education.

EMG 223: Fundamentals of Faith-Based Disaster Response Efforts (3 credits)

This course examines biblical perspectives of disaster response and recovery within the scope of a biblical worldview of humanitarian aid and assistance. Also covered is an introduction to international disaster relief and utilization of technologically advanced means of logistical support.

EMG 303: Building Disaster Resilient Communities (3 credits)

This course presents building resilience to disasters as one of the primary goals of emergency management and develops skills in designing programs to achieve it. The course emphasizes resilience as the outcome of a multi-level, multi-dimensional process, which requires emergency managers to integrate standards and procedures to create resiliency and sustainability within local government administrative processes and private-sector decision making.

English (ENG)

ENG 120: English Composition I (3 credits)

Emphasis in this course is given to critical thinking, analytical reading, and proper ways to cite sources. Students will learn modes of discourse, including research, argumentative, persuasive, and expository writing. Sentence patterns, vocabulary building, and grammar review are also covered.

ENG 125: English Composition II (3 credits)

With an emphasis on literary writing skills and library research, this course builds on English Composition I and uses the genres of poetry, short story, and drama for critical analysis essays and a formal research paper.

Prerequisite: ENG 120

ENG 260: English Literature I (3 credits)

From the Anglo-Saxon period through the 18th century, this course is a survey of British literature, covering various genres from Medieval times, the Renaissance, Early Modern literature, the Restoration, and the 18th century. Student will gain an understanding of linguistic, cultural, and historical contexts.

ENG 270: American Literature (3 credits GIS)

Starting with colonial times, this course will explore selections from various literary periods, including the Puritan era, Revolutionary era, Romantic era, Transcendentalism, Civil War era, and up to present times. Each period will be examined relating to religious, historic, social, philosophical, and political contexts.

ENG 300: The Tools of Christian Fantasy (3 credits)

This course identifies the major themes, tropes, and conventions of Christian fantasy literature and analyzes the ways in which they've impacted popular culture.

ENG 310: Personal Essay - Nonfiction (3 credits)

This collaborative creative writing course emphasizes the discipline and preparation needed to write a personal essay, covering memoir, character, scene, narrative, etc.

ENG 315: Short Story – Fiction (3 credits)

This collaborative creating writing course focuses on the discipline and preparation needed to write a short work of fiction, covering character, scene, plot, narrative, etc.

ENG 363: Writings of C.S. Lewis (3 credits)

Writings of C.S. Lewis explores select literary works and passages from one of the most prolific and influential Christian authors of the twentieth century.

Finance (FIN)

FIN 106: Personal Financial Management (3 credits)

This course introduces students to personal finance management and assists them in being a good steward of God-given resources. It addresses realistic ways to manage personal assets effectively, including the development of personal financial goals, planning and budgeting; avoiding fraud and swindles; buying, insuring, and financing major assets; consumer credit; banking services; investments; insurance; retirement and estate planning; and income tax.

FIN 226: Financial Management (3 credits)

This course is an introduction to business and financial policies regarding allocation, acquisition, and flow of funds. The student is introduced to basic accounting terms and principles and

develops skills in reading financial statements, calculating ratios, and managing budgets.

FIN 466: Finance and Budgeting for Managers (3 credits)

This course builds on basic finance concepts involving financial markets. An in-depth review of the function and use of financial statements in capital markets will be surveyed. Managerial planning and decision-making roles will be explored in topics such as capital budgeting, capital structure, leverage, and cash flow analysis.

FIN 513: Organizational Finance (3 credits)

Basic principles of organizational finance are covered with the necessary skills and understanding toward financial operations, valuations, capital, cash flow, long term financing, etc.

Greek (GRK)

GRK 200: Biblical Greek I (3 credits)

This course introduces students to the foundational forms, vocabulary, and grammatical usage of Koine Greek, as well as the study tools necessary for translating the Greek New Testament. Students will learn to read simple scripture passages in Greek.

GRK 205: Biblical Greek II (3 credits)

A continuation of Biblical Greek I, this course continues to develop skills in the forms, vocabulary, grammatical usage, and ability to translate and read Koine Greek.

History (HIS)

HIS 110: Western Civilization I (3 credits)

This course introduces the origins of European culture and society from the inception to 1500 CE, focusing on the regions of the Mediterranean and Northern Europe. Students will use critical analysis on primary and secondary historical sources through formal essays and collaborative discussions.

HIS 115: Western Civilization II (3 credits)

From the Age of Reason to the present, this course surveys Western societal history at large, including artistic, religious, political, and intellectual movements such as the Enlightenment, Imperialism, industrialization, both world wars, the Cold War, and recent developments.

HIS 123: American History (3 credits GIS)

Starting with colonial times, this course examines the major figures, philosophies, movements, and wars that have formulated the heritage of the United States.

HIS 133: World History (3 credits GIS)

This course covers major periods like the Industrial Revolution, the spread of imperialism, and significant wars that reshaped borders and societies. Students will examine the roles of influential figures and the impact of economic and political developments across continents including Europe, Africa, and Latin America.

HIS 203: History of Missions and Revival (3 credits GIS)

This class looks at key figures and movements for missions and revival in the history of the Church.

HIS 220: A History of the Inklings (3 credits)

A study of how and why the most important Christian writers' group in history came together with special emphasis on the importance of the Inklings for modern Christian thought.

HIS 320: Church History I (3 credits)

From the day of Pentecost to the start of the Reformation, this course emphasizes key figures, doctrines, and events that have spurred Christianity's growth.

HIS 325: Church History II (3 credits)

From the Reformation to the present day, this course is a continuation of HIS 320 and emphasizes the people, doctrines, and events that have spurred Christianity's growth.

Humanities (HUM)

HUM 203: Biblical Worldview (3 credits GIS)

This course presents "worldview" as a concept while conveying the Christian/biblical worldview as applied to the education and life of the student. Dominant worldviews are also analyzed with consideration as to how they coincide with major cultural areas.

HUM 400: J.R.R. Tolkien and the Christian Faith (3 credits)

This class focuses on the relationship between Tolkien's Catholic Christian faith, its Protestant implications, and his literary legacy.

Leadership (LDR)

LDR 112L: Service-Based Leadership Lab I (2 credits GIS)

This is a hands-on course about influencing the world around you through humble engagement in practical ways of serving. Emphasis is placed on putting others first and helping them and you become and perform better because of your interactions. 80 hours of practicum/internship required.

LDR 203L: Service-Based Leadership Lab II (3 credits GIS)

This is a hands-on course about influencing the world around you through humble engagement in practical ways of serving. Emphasis is placed on putting others first and helping them and you become and perform better because of your interactions. It requires 120 hours of practicum/internship.

LDR 210: Foundations of Leadership (3 credits)

For every leader in the making, this course explores timeless and universally valid principles of leadership exhibited by the most profound leader in history—Jesus Christ.

LDR 220: Service-Based Leadership (3 credits)

This course teaches how intelligence, leadership, innovation, and service are intertwined with humility and fruitful productivity through responsible stewardship whether in the marketplace, at home, or in ministry.

LDR 240: Creative Writing Workshop for Leaders (3 credits)

An important yet often neglected aspect of leadership is cultivated creativity. This course exists to host written creative expression for leaders so that they might be able to articulate authentically with emotional intelligence, clarity, and rhetorical prowess.

LDR 260: Personal Writing and Professional Development (3 credits)

A study of the emotional, spiritual, and neurological benefits of writing for personal self-care and its implications on professional growth. This course evaluates the relationship between writing habits and professional performance.

LDR 310: Ethics in Leadership (3 credits)

Ethical decisions are analyzed in this course to help executives, managers, supervisors, and ministry leaders successfully navigate situations and business dealings with high standards of moral conduct.

LDR 320: The Language of Organizational Leadership (3 credits)

With the aim of developing well-rounded professional communicators, this course studies the language, genres, and common forms of communication in organizational leadership.

LDR 390: Literary Studies for Leadership Practices (3 credits)

Reading habits, both what's read and how it's read, have tremendous implications for the practice of leadership. This is a study in the best reading practices for the cultivation and execution of leadership principles.

LDR 400: Small Groups in the Church (3 credits)

A comprehensive study of the biblical, historic, and vital place small groups have in Christianity, this course covers how to develop and lead them.

LDR 410: Christian Ethics (3 credits)

This course is an introduction biblical ethics, particularly pertaining to topics such as war and violence, health, poverty, economics, sexuality, and other issues.

LDR 420: Leadership Development (3 credits)

Key leaders throughout history will be selected for in-depth case studies to see how their actions measured up to biblical leadership principles. Emphasis is given to the student's analysis of their own leadership style.

LDR 430: Writing for Transformational Leadership (3 credits)

Writing is used in therapeutic settings to help individuals achieve personal breakthroughs. Writing is equally as beneficial in achieving transformation in leaders and leadership principles. This course examines the ways writing can lead to animated, growth-oriented leadership.

LDR 476: Mobilization of Volunteers (3 credits)

This course investigates ways to mobilize and engage volunteers. Topics examined will include types of recruitment methods, importance of background checks, communicating organizational mission statements, goals and values, training,

retention, volunteer tasks and expectations, motivation, reward systems and performance improvement for both volunteers and staff.

LDR 503: Organizational Leadership (3 credits)

This course equips students with the knowledge and skills needful to plan, lead, grow, and sustain organizations and their various facets with teams of people.

LDR 613: Leadership and Human Behavior (3 credits)

Students will examine leadership principles in relation to areas such as organizational culture, structure, workplace conflict resolution, and motivation.

LDR 622: Non-Profit Leadership Strategy Project (2 credits)

This course explores the skills and techniques necessary to write a business plan for a non-profit organization.

Management (MGT)

MGT 300: Organizational Leadership (3 credits)

This course teaches the importance of communication in hierarchical organizations, with special emphasis placed on how to be an effective follower, giving priority to successful decisions made by leaders through speaking up when needful, and the cultivation of listening in all ranks organizationally.

MGT 360: Effective Management (3 credits)

Students will develop skills for managerial and leadership responsibilities, such as employee communication, decision-making, motivation, maintenance of morale and productivity, grievance resolution, and other supervisory techniques.

MGT 420: Human Resource Development (3 credits)

This course examines best practices and key functions surrounding human resources professionals, including performance management, recruitment, training, and development of personnel. Analysis is also given to retention, compensation, employee relations, and legal implications regarding diversity, safety, security, web usage on the job, and costs of benefits.

MGT 476: Operations Management (3 credits)

This course is designed to provide an understanding of the foundations of the operations function from both manufacturing and services perspectives. The course will analyze operations from both the strategic and operational perspectives and highlight the competitive advantages that operations can provide for the organization. We will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design.

MGT 603: Organizational Culture (3 credits)

Students will explore cultural values in businesses and non-profits and understand how to use influence to create environments for success.

MGT 613: Board Leadership and Management (3 credits)

This practical course explores strategies for critical thinking, including impactful decision making, integrity, discernment, team assessments, etc. for governance roles.

MGT 622: Management Strategy Project (2 credits)

This course explores the skills and techniques necessary to write a business plan for a for-profit business, including how to obtain bank loans and investors.

MGT 623: Capital Campaigns (3 credits)

Students will learn how to plan and implement capital campaign strategies for fundraising and endowments.

MGT 633: Theory and History of Management (3 credits)

Starting from the 6th Century B.C., this course explores the history of management and the major management philosophies up to the present day.

MGT 643: Human Resources Management (3 credits)

This course explores employee relations, such as recruitment, selection, compensation, retention, diversity, safety, employee benefits, etc., for organizations to be able to make competitive decisions to attract mission-fit employees.

Marketing (MKG)

MKG 310: Introduction to Marketing (3 credits)

This course covers essential marketing principles with current strategies and concepts for the real-world, including topics such as environmental responsibility, sustainability, entrepreneurship, and marketing through transitional times.

MKG 503: Strategic Marketing (3 credits)

This course teaches students how to use an organizational mission to develop a profitable marketing approach for products and services.

MKG 603: Marketing Management (3 credits)

Students will examine the overarching components of marketing, including research, strategy, planning, budgeting, product development and distribution, advertising, etc.

MKG 613: Services Marketing (3 credits)

This course explores the latest research and trends for service marketing using case analysis and practical applications.

MKG 622: Marketing Strategy Project (2 credits)

Students will write a thorough marketing plan for a real or fictional organization.

Math (MAT)

MAT 106: Consumer Math

This course introduces students to personal finance management and assists them in being a good steward of God-given resources. It addresses realistic ways to manage personal assets effectively, including the development of personal financial goals, planning and budgeting; avoiding fraud and swindles; buying, insuring, and financing major assets; consumer credit; banking services; investments; insurance; retirement and estate planning; and income tax.

MAT 116: Math Systems Foundations (3 credits)

The purpose of this course is to instill a deeper understanding and appreciation of mathematical procedures for the student with limited mathematical background.

MAT 120: College Algebra (3 credits)

Using symbolic algebra both graphically and analytically, students will learn critical thinking through the mathematical concepts of variables, expressions, equations, functions for the application of linear equations, dependent and independent variables, simultaneous linear

equations, conversion of credits, geometric figure quantities, ratio and proportion, polynomials, etc.

Music (MUS)

MUS 200: Music Appreciation (3 credits)

This course explores elements of music, including compositional techniques, music form, the study of major composers and cultural periods.

Physical Education (PYE)

PYE 120: Health Science Introduction (3 credits)

Topics in this class are intended to stimulate personal growth regarding fitness, wellness, and maintaining a healthy lifestyle. Habits and barriers effecting health and wellness are explored, along with tools for lifelong health and fitness maximization.

Physics (PHY)

PHY 200L: Fundamentals of Physics with Lab (4 credits)

Students will explore basic principles of modern physics, such as light, sound, motion, matter, heat, and electricity. Lab included.

Political Science (POL)

POL 110: U.S. Government (3 credits)

The purpose of this course is to understand the U.S. Constitution, Congress, Presidency, Judicial System, as well as other organizations, institutions, and bureaucracies of the federal government as they relate domestically and internationally.

Psychology & Counseling (PSC)

PSC 113: Interpersonal Relationships (3 credits GIS)

Students are introduced to six levels of human friendship and other relationships, along with two tests administered to reveal personality traits, compatibility, and other aspects. Students will become aware of how “freeze points” in their pasts may have affected their personalities in negative ways. Solutions for developing healthy relationships in every area of human life are examined, including appropriate expressions of love, forgiveness, and communication.

PSC 123: General Psychology (3 credits)

Fundamental concepts of psychology are covered in this course, including an introduction to the scientific study of human emotions, mental processes, behavior, social psychology, life span development, personality theories, biological processes, and psychological disorders.

PSC 203: Biblical Counseling (3 credits GIS)

An introduction to counseling from a Christian perspective, this course explores the intersection of biblical and psychological principles with ways to integrate and apply them.

PSC 213: Theories of Counseling (3 credits)

This course analyzes major psychotherapy theories in modern mental health, emphasizing ethical issues and the distinction of biblical counseling.

PSC 230: Statistics for Behavioral Sciences (3 credits)

Application, analysis, and interpretation of statistics in the social sciences is covered, including sampling techniques, probability, parametric and non-parametric inferential statistics, hypothesis testing, descriptive statistics, contingency tables, etc.

PSC 240: Research Methods (3 credits)

Emphasizing quantitative and qualitative methods, students will gain a basic understanding of research concepts for social sciences.

PSC 253: Developmental Psychology (3 credits)

Focusing on human psychological development, this course covers personality, psychosocial, psychosexual, behavioral, and cognitive trajectories, including research findings of ideal individual and family development.

PSC 303: Basic Counseling Skills (3 credits)

Students will learn how to gain and improve upon essential skills for Christian counseling, such as listening, how to effectively help people grow and heal emotionally, and how to respond to inappropriate behavior.

PSC 306: Foundations of Educational Psychology (3 credits)

This course examines educational psychology principles, focusing on assessment, teaching styles, and classroom strategies, integrated with Jude-Christian perspectives. It explores diverse learning

styles, motivation techniques, and developmental stages, aligning with a biblical worldview.

PSC 310: Abnormal Psychology (3 credits)

Nurture versus nature is explored with an examination of normality and optimal psychological function as opposed to abnormal human behavior resulting from social, familial, biological and environmental causes.

PSC 313: Crisis Counseling (3 credits)

This course offers a broad examination of basic counseling practices, including crisis intervention, brief therapy counseling, grief and trauma counseling, abuse counseling, and suicide intervention.

PSC 320: Theories of Personality (3 credits)

This class examines theories of personality development, including classifications of personality traits and types.

PSC 330: Emotional Intelligence (3 credits)

This course conveys how emotional healing and maturity can come from healthy and forgiving relationships.

PSC 340: Multicultural Counseling (3 credits)

Focusing on the importance of self-awareness of one's own ethnic background and culture, this course teaches implications of ethnicity in family therapy and counseling. It also examines the dynamics and implications of the counselor's role with families of different cultures.

PSC 350: Psychological Testing (3 credits)

This course emphasizes the principles and controversies of psychological testing correlating to standardized tests of personality, intelligence, neuropsychology, interest, etc.

PSC 360: Counseling Sex Addiction (3 credits)

An introduction to recognizing and responding to sex addiction, this course conveys trends and research findings, as well as collaborative and therapeutic interventions.

PSC 370: Theories of Addiction (3 credits)

Students will learn the skills and be introduced to therapies for addictive behavior, including diagnosis, progression, relapse, defenses, shame, guilt, and intervention.

PSC 383: Suicide Prevention and Intervention Strategies (3 credits)

Suicide Prevention and Intervention Strategies analyzes the major causes of suicide, suicidal behaviors, and leading intervention strategies used to effectively intervene with individuals in suicidal situations.

PSC 400: Spirit Led Counseling (3 credits)

This course stresses the need for guidance from the Holy Spirit in Christian counseling settings and looks at the transformational connections between spiritual disciplines and neuroscience.

PSC 410: Ethics of Counseling Psychology (3 credits)

Psychologists and counselors encounter challenging ethical situations on a regular basis. This course covers ethical codes of the American Counseling Association and the American Psychological Association, including current trends in ethics pertaining to social science research.

PSC 420: Social Psychology (3 credits)

Social Psychology explores ramifications from a diverse range of societal forces (from movements to institutions) that play a defining role in the social norms that are accepted by communities.

PSC 423: Shame and Resilience (3 credits GIS)

No one is immune to shame, which presents itself in several ways—from childhood to the workplace. Shame vs guilt, etc., is explored, as well as resilience and how to overcome shame through the lens of the Christian faith.

PSC 433: Post-Traumatic Spiritual Growth Counseling (3 credits)

Post-Traumatic Spiritual Growth Counseling is a biblical counseling model that analyzes one's responses to traumatic experiences, identifies and addresses the root causes of trauma responses and develops biblical response strategies that bring about posttraumatic spiritual growth.

Religion & Bible (REL)

REL 112: Bible Study Methods I (2 credits GIS)

Bible Study Methods I covers principles of Bible study and interpretation with an emphasis on practical application through devotional meditation and sharing within small group settings.

REL 122: The Mission and Ministry of Christ (2 credits GIS)

The Mission and Ministry of Christ covers the central theme of redemption (the cross), as well as the theological basis for atonement and suffering in the Christian faith. This is seen through the story of Jesus and conveyed in its historical context so that the mission of the gospel and the heart of God are understood holistically.

REL 132: The Nature of Spiritual Conflict (2 credits GIS)

This course is a basic primer on corporate and personal spiritual warfare with an emphasis on freedom from bondage through prayer and understanding the “weapons of our warfare” (Ephesians 6).

REL 142: Everyday Evangelism I (2 credits GIS)

This course introduces students to basic techniques of evangelism for the local church and individual believers. The emphasis is on practical ways to share the gospel through word and deed.

REL 152: Everyday Evangelism II (2 credits GIS)

This course takes students deeper into the basic evangelism techniques presented in Everyday Evangelism I, emphasizing practical ways to share the gospel through word and deed.

REL 155: Evangelism (3 credits)

Evangelism looks at the biblical basis for sharing the gospel through an in-depth study of scripture and covers basic evangelism techniques.

REL 163: Old Testament Survey (3 credits)

This course is an introduction to the writings of the Old Testament, covering the background, essential issues, principal themes, genre, interpretation, and present-day application for each book.

REL 171: New Testament Survey I (1 credit GIS)

An introduction to the New Testament, this course emphasizes cultural, historical, and literary contexts of the gospels, Acts, the epistles, and John’s Apocalypse with rigorous interaction.

REL 172: New Testament Survey II (2 credits GIS)

Building from New Testament Survey I, this course continues the overview of the New Testament, emphasizing cultural, historical, and literary contexts of the gospels, Acts, the epistles, and John’s Apocalypse with rigorous interaction.

Prerequisite: REL 171

REL 173: New Testament Survey (3 credits GIS)

A thorough overview of the New Testament, this course emphasizes cultural, historical, and literary contexts of the gospels, Acts, the epistles, and John’s Apocalypse with rigorous interaction.

REL 203: Bible Study Methods II (3 credits GIS)

Bible Study Methods II is a more rigorous version of Bible Study Methods I and covers principles of Bible study and interpretation with an emphasis on practical application through devotional meditation and sharing within small group settings.

REL 213: Spirit Led Ministry (3 credits GIS)

Spiritual giftings and the role of the Holy Spirit in ministry are covered in this class from interdenominational perspectives.

REL 273: Hebraic Roots (3 credits)

This course surveys the covenantal history between God and the Hebrew people from Genesis to Esther.

REL 283: New Testament Church (3 credits GIS)

The New Testament Church was revolutionary, transforming people and nations up to modern times. This class explores how it started, what keeps it going, and how it can expand into the future.

REL 300: Acts (3 credits GIS)

An exegetical survey of the Book of Acts and the theology it conveys, this course emphasizes the social context of early Christianity and its growth, as well as the book’s significance for the modern-day church.

REL 306: Biblical Resources for Professionals (3 credits)

This course will address principles and techniques applied to various styles and types of biblical writing. Emphasis is given to critical analysis, word studies, interpretation, and application of selected passages.

REL 310: Biblical Interpretation (3 credits)

This course explores the authority and creation of the English Bible, principles of personal Bible study and application, and methods for creating Bible lessons.

REL 330: Pentateuch (3 credits)

Covering Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, Pentateuch explores the themes that unite these five books with consideration to the foundation they provide for later Old and New Testament books to build on.

REL 350: Hebraic Worship (3 credits)

A study of worship in ancient Israel, including the theology, content, and practice, as well as how these Hebraic roots have shaped contemporary Christian worship.

REL 360: General Epistles and Revelation (3 credits)

This course emphasizes the authorship, historical background, theology, and modern-day application of Hebrews, James, I and II Peter, I, II and III John, Jude, and Revelation through expository study.

REL 400: Hebrew Poetical and Wisdom Literature (3 credits)

This course emphasizes the doctrinal, ethical, and spiritual implications of the books of Job, Psalms, Proverbs, Ecclesiastes, and Song of Songs, revealing the brilliant simplicity of Hebrew poetry.

REL 401: Introduction to the Book of Revelation (1 unit GIS)

This course is an introduction to the sacred apocryphal text of Revelation with a focus on historical and modern interpretations, as well as practical application.

REL 403: Epistles of Paul (3 credits)

Epistles of Paul explores books and passages from Paul's canonical letters to the churches in Rome, Corinth, Galatia, Ephesus, Philippi, Colossae, and Thessalonica, as well as to Timothy, Titus, and Philemon. Emphasis is given to historical and theological contexts within each passage, and students will develop thematic outlines and a synthesis of Paul's major themes.

REL 410: The Book of Revelation (3 credits GIS)

This course analyzes the sacred apocryphal text with a focus on historical and modern interpretations, as well as practical application.

REL 420: Prophets of the Old Testament (3 credits)

Through exegetical study of the prophetic books of the Old Testament (not including Ezekiel and

Daniel), this course examines their theological implications in the historical and thematic contexts. Attention is given to New Testament fulfillment of these texts.

REL 430: Exegesis of Hebrews (3 credits)

Students will encounter the Book of Hebrews through exegetical and theological study, emphasizing the Old Testament background for interpretation of this new covenantal text.

REL 440: Interpreting Apocalyptic Literature (3 credits)

This course is an introduction to biblical apocalyptic writings. Students will critically examine key texts in the genre, as well as their backgrounds in Jewish apocalypticism and relevance for the modern church and culture.

REL 450: Spiritual Formation in Lewis, Tolkien, and Williams (3 credits)

An exploration of the ways the ideas and writings of C. S. Lewis, J. R. R. Tolkien, and Charles Williams can inspire and inform spiritual formation for the Christian life.

REL 463: Epistle of James (3 credits GIS)

Students begin with an overview of New Testament epistles in general before being introduced to the historical background of James' epistle, then move on to a line-by-line exegesis of the text.

Sociology (SOC)

SOC 103: Introduction to Sociology (3 credits)

This course introduces students to the concepts, theories and basic principles used in the study of group life, as well as social institutions and social processes.

SOC 256: Principles of Sociology (3 credits)

This course is a study of contemporary Western society, emphasizing culture, socialization, group life, social processes, and social change.

Student Development (SDV)

SDV 102: Strategies for Success (2 credits)

Students will come to know their learning styles and understand some of the best strategies and habits for success in college and all of life.

SDV 201: Student Practicum I (1 credit GIS)

Student practicums may consist of approved ministry internships, outreaches, service projects, etc. Each unit requires 40 hours of practicum.

SDV 202: Student Practicum II (2 credits GIS)

Student practicums may consist of approved ministry internships, outreaches, service projects, etc. Each unit requires 40 hours of practicum.

SDV 203: Student Practicum III (3 credits GIS)

Student practicums may consist of approved ministry internships, outreaches, service projects, etc. Each unit requires 40 hours of practicum.

SDV 301: Basic Life Skills (1 credit GIS)

This course prepares students to transition from the academic world to the professional world. It will deal with the use of social media, resume creation, interview skills, time management, financial development, and budgeting, as well as character building.

SDV 440: Senior Capstone Project (3 credits)

This course integrates the four pillars of Hartwell: Intelligence, Leadership, Innovation, and Service in a well-planned project of the student's choosing.

Theater (THR)

THR 103: Acting I (3 credits GIS)

Various methods and techniques of acting are covered, including emotional, physical, and vocal elements of the craft. Aspects of theater, such as scripts, staging, history, and critique are also covered.

Theology (THE)

THE 103: Basic Christian Doctrine I (3 credits GIS)

This course introduces students to basic Christian teaching, covering topics like the importance and canonicity of scripture, as well as what the Bible teaches about God, Satan, mankind, sin, etc.

THE 113: Basic Christian Doctrine II (3 credits GIS)

Building on Basic Christian Doctrine I, this course conveys foundation teaching on the humanity and deity of Christ, angels, the Holy Spirit and the Church, heaven, hell, eschatology, etc.

THE 133: Theology of Spiritual Authority and Warfare (3 credits GIS)

From scripture, this course theologically and philosophically examines structures of authority in the spirit realm, the Church, and in the world around us, including the clash of good and evil, light and darkness.

THE 203: Basic Christian Doctrine III (3 credits GIS)

This class covers biblical teachings such as the love of God, prayer, intercession, holiness, praise & worship, Church leadership, healing, the spiritual realm, etc.

THE 263: Paul's New Testament Teachings (3 credits GIS)

This course examines various teachings of Paul the Apostle as written in his New Testament letters.

THE 273: Theology of Healing (2 credits GIS)

This class explores God as healer in both the old and new covenants.

THE 303: Christian Theology (3 credits GIS)

From an interdenominational perspective, this course emphasizes how Christian theology impacts the modern church and society at large through the systematic study of the doctrines of God, Christ, the Holy Spirit, and the sacred Trinity, as well as mankind and salvation.

THE 363: The Apologetic Thought Life of C.S. Lewis (3 credits)

A survey of the most important philosophical and theological themes in the work of C. S. Lewis and evaluation of their value and use in defending the Christian faith.

THE 403: Theology of Missions (3 credits GIS)

The Great Commission given by Jesus was a command to go into all the world and preach the gospel. This course explores the theology of missions, including present and historic cultural relevance and ways to engage unique cultures with honor and love in conveying the gospel.

THE 420: Christianity in Today's World (3 credits GIS)

This course covers basic theology with an analysis of issues currently faced by the American church, as well as the expansion of Christianity into Asia, Africa, and South America. Emphasis is placed on determining how the global church can move

forward while maintaining integral doctrines of the faith.

THE 433: Apologetics (3 credits GIS)

While reviewing major world philosophies and religions, this course explores the origin and validity of the Holy Bible and provides a sound framework and foundation for faith and sharing the gospel.