



Academic Bulletin & Student Handbook

2022-2024

Hartland Institute of Health and Education

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Contents

08 Introduction

- 09 Message from the President
- 10 Madison 2.0
- 11 Disclaimer
- 11 Statement on Accreditation
- 12 Academic Calendar 2022-2023
- 13 Academic Calendar 2023-2024

14 Our Philosophy of Education

- 15 Fundamental Principles of Scripture
- 16 Our History
- 18 Vision and Mission of Hartland Institute
- 18 Hartland's Unique Educational System
- 21 Institutional Core Values
- 21 Institutional Learning Outcomes
- 23 Statement of Diversity
- 24 Non-Discrimination Statement

25 Admissions

- 26 Application Procedures and Admissions Information
- 26 Step 1: Gather Information
- 27 Step 2: Complete Your Online Application and Required Documents to Initiate Processing
- 27 Step 3: Interview
- 28 Step 4: Admissions Committee and Decision
- 29 International (Foreign) Students
- 29 Homeschoolers
- 30 Transfer Credits
- 30 Medical Insurance

- 31 Emergency Deposit
- 31 Orientation
- 31 Community Students
- 31 Academic Standing

33 Academic Programs

- 34 Core Curriculum
- 40 Summer Outreach School
- 42 Course Descriptions For The Core
- 52 Physical Fitness
- 52 Work Education Program
- 52 Work Education program Breakdown
- 54 Outreach
- 54 Outreach Course Descriptions
- 55 Minors
- 56 Internship
- 58 **Theology Department**
- 59 Degrees Offered
- 60 Program/Degree Requirements
- 60 Baccalaureate Degree In Theology
- 61 Baccalaureate Degree In Biblical Studies
- 62 Associate Degree In Bible Instruction
- 63 Course Descriptions
- 68 **Christian Education Department**
- 69 Student Learning Outcomes
- 70 Degrees Offered
- 70 Program/Degree Requirements
- 71 Christian Elementary Education Description
- 72 Religious Education Description
- 73 Health Education Description
- 75 Christian Secondary Education Minor

76	Course Descriptions
83	Christian Media and Communication Department
84	Our Method of Teaching
84	Student Learning Outcomes
85	Degrees Offered
85	Description Of Our Program
87	Program/Degree Requirements
87	BA Major Core Classes
88	BA Stream Specialization Classes
90	Internship & Practicum
91	Associate In Christian Media Ministry Curriculum
91	Core Classes
92	Major Classes
92	6-8 Credits From These Major Classes
92	4-6 Credits From These Core Classes
93	Course Descriptions
100	Health Science Ministry Department
101	Student Learning Outcomes
102	Objectives
102	Degrees Offered
102	Program/Degree Requirements
103	Bachelor Of Science In Health Science Ministry
104	Major Specific Health Courses/Bachelor of Science Degree
105	Associates Of Science In Health Science Ministry
105	Major Specific Health Courses/Associates of Science Degree
106	Minor In Health Science Ministry
106	Major Specific Health Courses/Health Minor Degree
107	Health Therapy Minor
107	Nutrition Minor
107	Course Descriptions
114	Midwifery Ministry Department
115	Student Learning Outcomes
116	Certificates Offered
116	Childbirth Educator Certification

116	Doula Certification
117	Midwifery Assistant
117	Midwifery Certificate
119	Course Descriptions

122 Information and Policies

123	Registration and Enrollment
125	Course Load
125	Declaring Your Major
126	Class Standing
126	Leave of Absence
127	Grades
128	Transfer Credits
129	Transcripts
130	Additional Transferable Credit
130	Challenge Examinations (CE)
131	Experiential Learning (EL)
133	Degree Requirements
134	Distance Learning Courses

136 Financial Information

137	Financial Planning Services
138	Payment Plan
138	Refund Procedure (Withdrawal from College)
138	Tuition, Room, and Meals
139	Quarterly Tuition Charge
139	Quarter-term Practical Education Credit
139	Financial Aid
139	Sponsorship
140	Work Education Scholarship Program
140	Missionary Training Fund (MTF) Loan

141	Additional Scholarship Options
141	Employment Opportunities
141	Graduation Fee
141	Internship/Curricular Practical Training Fees
141	Late Registration Fee
142	Late Arrival and Early Leave Fee
142	Tuition, Room, and Meal Fees
143	Married Students
143	Summer Outreach Training School Fees
144	Health Insurance
144	Other Fees and Costs

145 Student Information And Policies

146	Environment
146	You, the Student
146	Your Commitment
147	Student Guidelines
148	Cafeteria
148	Electronics and Internet Usage
149	Dorm Policies
151	Dress Policy
151	General Campus Attire
152	Guidelines For Men
152	Guidelines For Women
153	Recreational Behavior And Attire Policy
156	General Advice
156	Honor Code
157	Musical Principles and Policies
159	Personal Health and Fitness
160	Personal and Institutional Property
160	Photo Release
160	Ponds, Lakes, and Rivers

160	Fireworks, Firearms, and Weapons
161	Religious Life
161	Corporate Worships
161	Outreach Ministries
161	Personal Devotions
162	Sabbath Services
162	Residence
163	Guests
163	Social Relations Policy
163	General Campus Policy
164	Criteria For Exclusive Relationships
164	Guidelines For Exclusive Relationships
165	Campus Association
165	Campus Leaves
166	Disciplinary Action
167	Student Rights
168	Student Grievance Procedures
168	Informal Grievance Procedure
168	Formal Grievance Procedure
170	Retention of Records
170	Dormitories
170	Haircuts, Mending, Ironing, Etc.
170	Student Enterprises
170	Student Vehicle Policy
172	Student Bicycle Policy
172	Vacation/Holiday/Weekend Leave
173	Students Remaining During School Breaks
173	Work Education Policies
174	Worship Policies
174	Student Services
178	Criminal Behavior
181	Hartland College General Principles
185	College Faculty & Staff
186	Index

Welcome *to*

Hartland College



Working with young people and contributing to their wholistic development is my joy and life calling. That is why I consider it to be my privilege and solemn responsibility to lead a higher education institution such as Hartland College.

Our goal is to equip you as missionaries to transform the world through Christ. We are here to share the skills, knowledge, and life experience that by God's grace we have acquired. At the same time, we are here to facilitate a learning process where your enthusiasm, energy, and innovation can flourish and mature.

We want to motivate you to reach the highest levels of achievement for God's glory in such a time as this. This experience will have its ups and downs, joy and pain, trials and triumphs. These elements are part of a redemptive educational process. Even though we might not offer the specific career you are interested in, we offer a unique experience that will be invaluable for you and a significant step forward in your development.

This academic bulletin and student handbook provides a summary of the services and campus experiences offered to our students. It also describes the different academic programs our missionary college offers with their respective graduation requirements.

Sincerely,

A handwritten signature in black ink, reading "Norbert Restrepo".

Norbert Restrepo,
President of Hartland College

Introduction

Message from the President



Madison 2.0

The most effective educational model that we have seen within Seventh-day Adventism was perhaps Madison College. Why? Because this model of education was the first one that offered a wholistic education that truly prepared students to be self-supporting missionaries. This school was so successful that students could graduate debt free raising their own tuition through 27 different businesses operated by the students. This type of education enabled its students to be the most effective foreign as well as domestic missionaries. Ellen G. White declared that if other Adventist schools would follow this model, “we as a people would be a spectacle to the world, to angels, and to men...”¹

Madison 2.0 is Hartland’s initiative to implement the most historically successful and distinctively Adventist educational model that combined soul winning training, with entrepreneurship, solid academics, agriculture, practical skills, student-developed missional business enterprises in a 21st century setting, thus enabling students to be self-supporting missionaries and to graduate debt free.

How do we implement this model? Madison 2.0 will be implemented throughout the Hartland College Curriculum, but special attention will occur through our work-education program. Students who apply and qualify are given time within the weekly work-education program to develop their ministry-related business ventures. These business ventures are based on their skill set, academic major, work education station, and the market opportunities available. We have added into our core curriculum classes on business and entrepreneurship. Through these courses, students are trained and those who qualify for a business venture will receive additional coaching. Ventures such as digital and media services, health coaching, farming, canvassing, and auto mechanics, are among the first options made available based on the infrastructure we have and market opportunities.

It is our hope that our Madison 2.0 model will help prepare students to develop ministries that are truly financially self-supporting and, in this way, directly support the mission of the Seventh-day Adventist Church in hastening the coming of the Lord.

Disclaimer

This bulletin is a work in progress. We are updating the handbook to cover policies as they are being generated. However, we are still growing as an institution and are continuing to develop policies and procedures. As such, this handbook is not a contract or an offer to contract. The college reserves the right to update information or conditions contained in this publication without notice. The information contained in this document is current as of December 2022. The bulletin provided on our website, www.hartland.edu/college/bulletin is the most up-to-date version of this publication available, reflecting annual and incremental changes. Policies, prices and fees may change without prior notice. The Academic Affairs office or the Student Affairs office may be contacted for the latest information regarding changes to or clarification of specific items.

Statement on Accreditation

Hartland College is not yet accredited or certified by either the state of Virginia or the regional accrediting agency. We continue to operate as a college under the religious exemption provided by the State Council of Higher Education for Virginia (SCHEV). However, the faculty and administration remain dedicated to helping students transfer their credits to other colleges and graduate schools as needed. Furthermore, Hartland College has agreements with some Adventist Universities that readily accept our credits and degrees. Students are encouraged to speak with our administration for more information on this process.

¹Ellen G White, Pamphlet 119: “An Appeal for the Madison School”, p. 2

Academic Calendar

2022–2023

Summer Outreach Training School
Summer Canvassing
Break
Fall Freshmen Orientation
General Orientation
Fall term registration deadline
First day of class
Last day to add/drop classes
Fall Convocation
Last day to withdraw from classes
Last day of classes
Fall Graduation
Fall Canvassing
Christmas Break
Winter term registration deadline
First day of classes
Last day to add/drop classes
Winter Convocation
Last day to withdraw from classes
Last day of classes
Break
Spring term registration deadline
First day of classes
Last day to add/drop classes
Spring Convocation
Last day to withdraw from classes
Spring Graduation
Break

June 13 – August 12, 2022

August 14 – 26, 2022
 August 28 – September 5, 2022
 September 6 – 7, 2022
 September 8 – 11, 2022
 September 11, 2022
 September 12, 2022
 September 16, 2022

 November 4, 2022
 November 18, 2022
 November 18 – 19, 2022
 November 20 – December 16, 2022
 December 18 – January 4, 2023
 November 18, 2022
 January 4, 2023
 January 11, 2023

 February 24, 2023
 March 10, 2023
 March 12 – 19, 2023
 March 10, 2023
 March 20, 2023
 March 24, 2023

 May 12, 2023
 May 26 – 27, 2023
 May 28 – June 11, 2023

Academic Calendar

2023–2024

Summer Outreach Training School
Break
Fall Freshmen Orientation
General Orientation
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First day of class
Last day to add/drop
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Last day to withdraw from classes
Last day of classes
Fall Graduation
Fall Canvassing
Christmas Break
Winter term registration deadline
First day of classes
Last day to add/drop classes
Winter Convocation
Last day to withdraw from classes
Last day of classes
Break
Spring term registration deadline
First day of classes
Last day to add/drop classes
Spring Convocation
Last day to withdraw from classes
Last day of classes
Spring Graduation
Break

June 12 – August 11, 2023

August 11 – September 5, 2023
 September 6 – 7, 2023
 September 8 – 9, 2023
 September 10, 2023
 September 11, 2023
 September 15, 2023

 November 3, 2023
 November 17, 2023
 November 17, 2023
 November 19 – December 15, 2023
 December 18 – January 2, 2024
 November 23, 2023
 January 3, 2024
 January 10, 2024

 February 23, 2024
 March 8, 2024
 March 10 – 17, 2024
 March 8, 2024
 March 18, 2024

 March, 2024
 May 10, 2024
 May 24, 2024
 May 24 – 25, 2024
 May 26 – June 9, 2024

Our Philosophy of Education



Fundamental Principles of Scripture

Hartland College is a supporting ministry of the Seventh-day Adventist Church. As such, Hartland adheres to the 28 fundamental beliefs adopted by the worldwide church. The administration, faculty, and staff strive to build an educational philosophy upon the *Sola Scriptura* principle that was inherited from the apostles, prophets, the church “in the wilderness” (Rev 12:6), and the Protestant Reformation.

We believe that Scripture establishes the following five principles that provide the building blocks for our institutional core values, learning outcomes, lifestyle commitments, and mission. Each of the following aspects

constitute the context for training 21st century missionaries: The Sabbath, the unchanging nature of God's law, the heavenly sanctuary, the integrated nature of man, and the Three Angels' Messages.

The Sabbath: As a sign, the Sabbath reminds us that God is the Creator of the heavens and the earth, and that each of us have purpose, meaning, and value.

The Unchangeable Nature of God's Law: All creation is designed to function in accordance with laws that are unchangeable. The eternal security of the universe depends upon adherence to these laws.

Heavenly Sanctuary: Sin has marred the beauty of God's creation producing sickness, disease, and death. As a result, Christ's work in the heavenly sanctuary restores the image of God in humanity and brings all things in heaven and earth into unity with God.

Integrated Nature of Man: Since a person's mental, physical, spiritual, and social faculties are integrated and thus causally related, we seek to develop and minister to the whole person.

Three Angels' Messages: A Sharing the three Angels Message with the world is integral to our mission as Seventh-day Adventists. The Three Angels Messages consist of the everlasting gospel, the judgment hour message, and the final warning against rejecting God's Ten Commandments.

Integrated into each department at Hartland College, these five fundamental principles of Scripture are indispensable for providing the context to develop 21st century missionaries.

Our History

The origins of Hartland Hall Plantation date back to the Grimes Grant from the King of England in the 17th century. The two properties which originally made up the Hartland Hall Plantation were two separate tracts, Lovell and Oakland. The properties were merged about 1803. The property passed in 1803, by will, from John Terrell to Robert Terrell, father to son. At Robert's death the land was passed to his daughter, Ellen Terrell, who had married



Robert Lovell. The land stayed in the Lovell family for two more generations until 1906 when it was purchased by Robert K. Smith, of New York, who between 1918 and 1923, built the present-day Hartland Hall mansion.

The mansion, a magnificent structure, was built of the finest materials available, and is situated on a knoll facing north, presiding over a stunning view of the estate, which has since been obscured by trees. Two lakes and the Robinson River lie northward in view of the mansion, while several miles away is Cedar Mountain, the scene of one of the memorable conflicts of the Civil War. Beyond the Cedar Mountain Battlefield preserve lies the beautiful Blue Ridge Mountains of Shenandoah National Park.

This beautiful property was purchased by Dr. and Mrs. John M. Hart in 1955. The Harts, devoted Christians, whose lives have demonstrated a strong commitment to Christian education, deeded the property to Milligan College, a Christian college in Tennessee, in 1976.

With the establishment of a board of trustees in July of 1982, Health Ministries East began an extensive property search which culminated in December of 1982, when the board voted to pursue the purchase of Hartland Hall Plantation in Rapidan, Virginia.

Extensive negotiations and financial arrangements for the purchase of the property finally culminated in July of 1983. A Special Use Permit to operate a college and health center was granted by Madison County on May 3, 1983. Hartland College officially opened in September of 1983 with 13 students and an enthusiastic group of pioneering missionary-minded faculty.

Today Hartland College continues as a supporting ministry of the Seventh-day Adventist Church, dedicated to providing a nurturing environment where students are wholistically trained to be 21st century missionary professionals. The campus is situated on a nature preserve with miles of hiking trails, forests, lakes, and streams maintained for the enjoyment and education of faculty and students.

Hartland College offers degrees in Health Science Ministry, Religion, Theology, Bible Instruction (associate), Christian Discipleship (associate), Elementary and Secondary Education, Media Ministry, and Midwifery. The college features a unique core curriculum that teaches students to participate in work education, engage in structured community outreach projects, receive in-depth missionary training, learn agriculture, learn outdoor/adventure education skills that encourage activity, learn healthy lifestyles, and develop an entrepreneurial mindset.

Vision and Mission of Hartland Institute

Our vision is to have Hartland alumni serving in every nation, supporting the mission of the Seventh-day Adventist Church to prepare the world for Christ's soon return.

Our mission is to equip entrepreneurial-minded missionaries to transform the world through Christ.

We are training missionaries to touch people's lives with God's love through a biblically based educational program that combines academics and entrepreneurial thinking with practical service and outreach.

Hartland's Unique Educational System

Hartland College offers a unique curriculum that is distinct from what is offered at other colleges and universities. It is important to be familiar with these distinctions and to be comfortable attending a college that offers a unique educational experience. The faculty at Hartland College spent several years developing a structured core curriculum that provides in-depth training for 21st century missionaries and students seeking to develop their own ministries. We are excited to share this unique educational product with our prospective students!

Every student at Hartland College, regardless of their major, will develop skills and knowledge in a wide range of areas. We believe that every class we teach should be rooted in real-life application, so our entire curriculum is

designed to be overtly practical. Our Madison 2.0 initiative, for example, will teach every student the basics of entrepreneurial thinking with in-depth instruction on how to develop their own financially self-supporting ministries. Starting in their first year, students will develop business plans that will help motivated students pay their tuition bills. Every student will learn strategies for being an effective entrepreneurial leader and explore ways to create and finance their mission-oriented business and ministry endeavors.

In addition, all students will study the basics of medical missionary work including wilderness first aid, the selection and use of natural remedies, hydrotherapy, massage, the basics of human anatomy and physiology, and how to adopt a healthy, active, productive lifestyle. All our students will receive extensive training towards leading people to Christ through our intensive Bible school experience, religion classes, innovative worships, canvassing programs, and weekly outreach activities.

Our agriculture curriculum teaches students how to sustain themselves by growing their own food in a wide variety of environments. Hartland's innovative physical education program instructs students how to appreciate God's second book of nature by learning outdoor skills that can be used throughout life. This includes a personalized physical fitness program as well as training in wilderness survival, backpacking basics, canoeing, hiking, and many other enjoyable outdoor activities. In addition, every student will be able to add practical work-related skills to their resume via our structured work education program. Finally, Hartland students will be involved in our music program by learning how to use music as a witnessing tool.



As a result of this expansive core curriculum, Hartland College has opted to create a more structured “cohort” based educational system that uses few elective classes. This means that students will move through all their classes as a group depending on their major. Therefore, it is important for students to stay in sync as much as possible.

There are a few more things you should keep in mind as you consider Hartland College. **First**, our school year begins in early June with the Summer Outreach Training School experience that is required for all incoming first-year and transfer students. This intensive course gives missionaries-in-training a chance to bond with the members of their cohort while learning the basic Bible doctrines and soul-winning techniques that they will use throughout their outreach experiences at Hartland College.

Secondly, students will need to choose a major by their second quarter when major-specific courses begin. We encourage incoming students to take time during their first quarter of attendance to visit with our various department chairs and explore how each department might contribute to a student’s goals for entrepreneurial mission. Each department offers several unique majors and minors, practical classes and internships specifically tailored to the department’s area of expertise in entrepreneurial ministry. You will also notice that each academic department brings their own unique approach to program design and implementation specifically tailored to their needs and goals. We have intentionally allowed for this departmental flexibility so that our students can experience a wide range of instructional methods, teaching styles, and program structure—all within the overarching context of the college’s mission and vision.

Thirdly, we have focused on offering just five major fields of study—all designed explicitly for entrepreneurial mission service. As such, most of our programs lead to four-year baccalaureate degrees which enables us to thoroughly prepare our graduates for their chosen field of mission, even if that eventually includes graduate school or seminary studies. We want all our graduates to be well-prepared for wherever the Lord might lead them.

Fourthly, all our classes are very practical in orientation. You will practice skills and study basic content in the classroom, but the emphasis of our classes will be on applying the skills and content you are learning in real-world settings. This means that even though you are enrolled in school, you will still be actively engaged in mission, outreach, entrepreneurial projects, work education, and church assignments while interacting with society in real-life settings outside of the classroom. Classroom instruction is only one

part of the Hartland College curriculum experience.

Fifthly, all our classes are taught from a wholistic, Seventh-day Adventist perspective that celebrates the Bible’s role in our lives and the prophetic ministry of Ellen G. White, the primary architect of Seventh-day Adventist education. We overtly integrate faith and learning concepts into every class that we teach.

Finally, Hartland College has chosen to adopt an on-campus dress code, social relations policy, and several other standards that we believe help maintain an exceptional learning environment for students, while maintaining the professional and spiritual atmosphere that we desire on our campus. Be sure to review these sections of the student handbook and ask yourself if you are comfortable following these standards before you apply.

Institutional Core Values

Hartland Institute values education that uplifts Bible truth, develops industry, nurtures healthful living, models brotherly love, and builds Christlike character. From these values we derive the five themes that underly all institutional action. These are:

- **An atmosphere that builds Christlike character**
- **A curriculum that uplifts Bible truth and academic excellence**
- **An environment that nurtures healthful living**
- **A program that promotes industry through practical training**
- **An outreach that models brotherly love**

Institutional Learning Outcomes

Our institutional learning outcomes are based on the five themes that underly all institutional action. There are five general categories of institutional learning outcomes and each category has several specific learning goals.

Knowledge and Scholarship – Academic excellence

- Apply critical thinking to analyze, integrate, and evaluate information.
- Apply knowledge to real-world challenges.

Faith and Practice – Build Christlike Character and uplift Bible Truth

- Appreciate and establish a consistent personal routine of prayer and Bible study.
- Value the privilege of a life that is fully surrendered to Jesus Christ.
- Demonstrate ability to explain the gospel sufficiently to lead a person to Christ.
- Understand, defend, and explain the basic teachings of the Seventh-day Adventist Church from the Bible.
- Demonstrate the capacity to engage effectively in mission projects.

Communication and Comprehension – Models brotherly love

- Engage in effective communication expressing ideas logically and persuasively in oral, written, and visual work.
- Develop the capacity to understand and interact effectively with others whose identities, beliefs, behaviors, and values differ from their own.

Industry & Teamwork – Promotes industry through practical training

- Value and practice habits of industry such as punctuality, diligence, and efficiency.
- Demonstrate teamwork skills that enable collaboration.
- Demonstrate the capacity to integrate with local churches on a social level and in their mission.
- Demonstrate ability to develop a viable and innovated business/ ministry plan.

Fitness and Wellbeing – An Environment that nurtures healthful living

- Demonstrate practices that promote health and well-being, including safe outdoor recreation along with a physical education program that promotes personal physical fitness, outdoor/ adventure education, wilderness survival training, and agriculture training.
- Explain common factors that impact the health and wellness of individuals and their communities.
- Understand the basics of emergency first aid and rescue.

Statement of Diversity

Hartland Institute envisions alumni serving in every nation, supporting the mission of the Seventh-day Adventist Church to prepare the world for Christ's soon return. This vision entails an appreciation for diversity and a support of differences in race, ethnicity, culture, gender, socioeconomic status, class, ability, and age.

Hartland Institute has a rich history of racial and cultural diversity and has always sought to empower men and women of all backgrounds to share the three angels' messages with biblical certainty through practical ministry. We recognize that minority groups in the US and in many other places of the world can have a much harder struggle to obtain civil justice, economic stability, and religious freedom. As a Christian institute we believe that human beings were created in God's image and are of equal infinite value.

We also believe that God has given His church personal and organizational outlines which, if followed, will bring wisdom and prosperity and do much to lift individuals, cultures, and nations to a higher quality of life. Therefore, we are committed to being diverse and inclusive.

We believe we need to press together in love to share the message of true unity — the power of the indwelling Christ through His Holy Spirit. The presence of God's Spirit in our midst will be manifested in humble service to all classes, ethnicities, and language groups — and to one another. This includes listening to the pain of others, educating ourselves in the history of our nations and our church, and using our influence to make the path of others easier. True Christians have always been at the forefront of national moral revival, the fruit of which has been seen in practical ministry to others. By careful study of the lives of great Christian social reformers, we will find that their secret lay in the simple power of love for their fellow men and women.

Non-Discrimination Statement

Hartland Institute does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. However, Hartland maintains its Christian mission and reserves its right to exercise "religious" exemptions as provided by the United States Constitution and federal and state law, including in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681 (a)(3) and any other applicable law.



Admissions



Hartland College offers you a unique educational experience that combines academic excellence, entrepreneurial thinking, practical training, solid biblical knowledge, and outreach. Our program is structured to develop 21st century entrepreneurial missionaries who are trained to develop their own business, ministry or charity. If this is what you are looking for in a Christian college, then you should weigh carefully the challenges and responsibilities that such a worthy endeavor will require from you.

Application Procedures and Admissions Information

The following steps will guide you in your application process. If you have questions, contact the admissions department.

Phone: (540) 672-1983

Email: admissions@hartland.edu

Visit: <https://hartland.edu/college/admissions/apply/>

01 STEP

Gather Information

- Visit our website at <https://hartland.edu/college/>
- Read the Student Handbook.
- Complete the online application form and submit required documents.
- Email or call our Admissions Department for questions or to connect with an advisor.

02 STEP

Complete Your Online Application and Required Documents to Initiate Processing

- Submit the online application form and a recent official photo.
- Upload all required documents using the links provided in the online application form. Submit the nonrefundable application fee (\$50 for domestic applicants and \$100 for international applicants).
- Send the Transcript Request forms to each school that you have attended. Official transcripts should be translated into English if necessary and must be sent directly from the schools that you have attended to Hartland College. International students will need to have their transcripts evaluated by a third-party company. (See the online application for information.)
- Submit a financial plan and related documents.
- Submit your English Language Proficiency scores if applicable. (See the online application for information.)
- All dental and medical care and elective surgery must be completed prior to registration.

03 STEP

Interview

All students are interviewed before decisions are made. A contact phone number must be placed on each application. Interviews can also be through other electronic means such as a Zoom meeting.

04 STEP

Admissions Committee and Decision

Expect an admissions decision after all the above materials have been received, you have been interviewed, and the Admissions Committee has convened. The Admissions Committee will discuss your case and reach one of the following decisions:

- Your application is accepted
- Requesting possible additional information, such as additional financial information, additional information regarding transcripts, or additional references.
- Conditional acceptance. Acceptance on a probationary basis due to pending items such as documents, remedial classes required, English proficiency demonstrated, etc.
- Application denied. This is a difficult conclusion based on the committee's assessment.

NOTE: Although we do receive new students at the beginning of every term, we strongly encourage first-year students to begin in the summer term, as our core curriculum is organized in a sequential order and begins in early June with the Summer Outreach Training School. The typical time required to process an application is a month. Therefore, applicants should strive to submit their application and documents the first week of May.

International (Foreign) Students

Hartland College welcomes international students and has received from the U.S. Citizenship and Immigration Services (USCIS) the privilege to grant I-20 forms to international students (students living outside U.S. territories). To comply with USCIS regulations and ensure that all international students will be able to meet the college financial requirements, Hartland College requires that all international students must show evidence of ability to pay full tuition (a full year or as many terms as the student plans to attend within a year) prior to enrollment. This amount can be comprised of multiple sources of funds. International students are advised to contact the Admissions Director for more information and counsel.

International students must submit a \$100 application fee in U.S. dollars. In addition to the other application materials, international students must submit a completed Statement of Financial Responsibility and the required financial documents. The required information must be stated in U.S. dollar amounts. This form is needed in order to determine financial data necessary for the issuance of the I-20AB Immigration Form. Due to the time required for visa processing, international applicants are advised to complete their application at least three months in advance of the application deadline.

Additionally, US immigration law requires Hartland College to verify that students entering the US on an F-1 visa have adequate financial resources to meet expenses. Therefore, to meet this requirement, all international students (except those in the MTF program) must submit an advance tuition deposit of \$8,035 USD.

Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or equivalent test to complete the application requirements, if applicable to the student's situation.

Homeschoolers

- Homeschoolers should present academic transcripts from an approved curriculum, with an accumulated GPA of 2.5 or above.

- Have a General Educational Development (GED) Certificate with a standard score of not less than 145 on any one test.
- Have an ACT minimum score of 20 on each subject test.
- SAT scores (instead of ACT) of at least 480 Evidence-Based Reading and Writing with 530 Math.

Homeschooled students may use the following guidelines to document their education:

- Name of the curriculum used, topics covered, and textbooks used.
- Methods used to instruct and evaluate a student's work.
- Courses taken and grades received and samples of assignments and completed work.
- Number of hours for each course.
- Name(s) of teacher(s) and contact information.

Transfer Credits

Students who wish to transfer in credits should present their request during the admissions process, with supplemental documentation — official transcript, syllabus, and description of course taken.

Students must submit official transcripts for credits taken at a college. Remedial or preparatory courses will not be accepted. International students may need to get their transcripts evaluated by a recognized evaluation service (see online application), and have the results sent to the Admissions office.

Medical Insurance

All students are strongly encouraged to purchase their own medical and dental insurance plans and are responsible for doing so. A student must sign a waiver stating that "Hartland is not responsible for vision, dental, and medical care" while the student is enrolled. Hartland College accepts no responsibility for student healthcare beyond assistance for minor outpatient care by the campus nurse. A monthly charge of \$10 will be required from all students to cover expenses associated with this minor outpatient care. For those who have health insurance, the \$10 may be used to cover deductibles.

Emergency Deposit

An emergency deposit is required of all students: \$500 for domestic students, \$1,000 for international students, and \$100 for MTF students. This deposit will remain in reserve until the end of the student's program or will be used in the event of an emergency where the student needs to return home. This emergency deposit is not to be used for returning home for vacation.

Orientation

A general orientation session will be held at the beginning of each school year in the fall term. All students are required to attend orientation. First-year and transfer students are required to attend the full week-long orientation. Returning students are required to attend the shorter general orientation session.

Community Students

Hartland's curriculum includes educational training outside of the classroom. This includes Practical Work Education, Worship Seminars, Community Outreach, Physical Education, and other required activities. Students who reside off campus and commute to the campus for classes will be responsible for engagement in all the school's required activities, just like any other student in residence.

Academic Standing

Regular Standing—Academic

Regular academic standing is granted to applicants who meet both of the following criteria:

Have transferred from a post-secondary institution with a GPA of 2.5 or above; or have graduated from an approved high school or academy with a GPA of at least 2.5; or have a General Educational Development (GED) Certificate with an average standard score of 50, and with a standard score of not less than 40 on any one test. Students interested in attending Hartland College should meet all the academic requirements as outlined above in

addition to exhibiting a mature persona, a Christian character, and a passion for service.

Regular Standing—Citizenship

Regular citizenship standing is granted to those applicants who meet all of the following applicable qualifications:

- An active, growing relationship with Jesus.
- Being free of an outstanding or recent involvement with the law, a recent history of social problems, and a recent history (within the past two years) with drugs, alcohol, or tobacco.
- Married students must have been married a minimum of 12 months (at least one year).

Probationary Standing—Academic

Applicants who fail to meet any one of the regular academic criteria, providing character recommendations are acceptable, may apply for possible acceptance under academic probationary standing. Students are placed on academic probation at the end of any term in which their cumulative grade point average (GPA) drops below 2.5. New or transfer students admitted with a GPA below 2.5 are automatically placed on academic probation. Students on academic probation will be counseled by their department chair regarding their academic program and may be limited to 12 credit hours per term. Students who remain on academic probation for two consecutive quarters may not be reaccepted.

Probationary Standing—Citizenship

Hartland College is an alcohol-, drug-, and tobacco-free zone. Students who are out of compliance may be placed on citizenship probation or risk being expelled. More information on citizenship responsibilities, grievance procedures and student rights is included in the Student Handbook portion of this bulletin.

Those students who, for whatever reason, withdraw from Hartland College due to any probationary standing, must reapply and pay the \$50 (\$100 for international students) application fee.



Academic Programs



Core Curriculum

Regardless of whether a student is pursuing an Associate degree or a Baccalaureate degree, the Hartland College core curriculum is at the heart of our undergraduate experience. Our program is aimed at developing the whole person: the spiritual, intellectual, physical, and social components of each student. It consists of a total of 90 credits. Through this program you will gain the essential knowledge and skills needed in order to be successful in college, mission, and in life.

What makes Hartland's core curriculum distinct and unique?

Missionary Training: All students will learn about the practical aspects of soul winning, Adventist doctrine, how to successfully interact with people of different cultures, and how to enjoy a vibrant, fulfilling, spiritual life. Every student at Hartland College will be equipped to effectively lead or support the outreach and evangelistic efforts of their local church or conference via our intensive witnessing training program and through subsequent progressive outreach activities that build on this foundation.

Madison 2.0 and Entrepreneurial Training: Starting with the first year, all Hartland students will begin a business project that is designed to teach students the fundamentals of creating a profitable self-supporting ministry that will assist them in paying off portions of their tuition. This capstone project will continue to be refined and developed throughout a student's matriculation. Every class a student takes at Hartland College will contribute

in a practical way to this project. Advanced training and instruction will occur via core classes and seminars where students will learn strategies for developing their business ministries through instruction from successful experts in ministry, business, and the entrepreneurial world.

Health Education: Every student will understand the core principles of health and the basics of medical missionary work. Hartland's physical education program also provides personal physical fitness training for every student as well as instructional training in outdoor recreational activities such as hiking, backpacking, canoeing, mountain biking, backcountry and resort skiing/snowboarding, trail running, etc. Students will also learn emergency medical procedures that can be applied in the off-the-grid settings found in missionary service and the basics of wilderness survival. Hartland College has constructed over 10 miles of hiking and biking trails winding along five ponds and several miles of river frontage, through deep forests and around miles of fields and meadows. It is our desire to create an environment that encourages students to adopt life-long habits of active living.

Academic Excellence: Every class is consciously designed to integrate classroom theory with real-life application. Every class integrates faith and learning with the latest in academic research presented within the wholistic context of a biblical Seventh-day Adventist worldview.

Work Education: All students will participate in a structured work education program designed with specific learning objectives. Students, in consultation with their advisors, are placed in work education environments that will help strengthen their resumé, enhance their long-term goals, learn practical skills, and give students real-world work experience. In this way, students at Hartland benefit from twice the education that traditional college students receive.

Community Outreach: All students will participate in various community outreach programs. Our curriculum uses two styles of community outreach. Our *traditional outreach emphasis* involves recruiting and giving Bible studies; canvassing; providing uplifting and interactive programs for local churches/schools/medical establishments; and active participation in local church congregations.

Our *community outreach emphasis* gets students involved in serving the local community through activities such as sharing at senior centers, serving at pregnancy crisis centers, and assisting other community organizations to help improve our surrounding towns and cities by engaging in practical

service projects. Examples include providing medical programs like AMEN, serving at local soup kitchens and homeless shelters, repairing low-income homes, assisting at our local food banks, helping to clean up run-down neighborhoods, sponsoring and supervising community garden projects, repairing/maintaining community walking trails, etc.

Agriculture: All students will learn strategies for growing their own food in a variety of different environments. Students will participate in a structured, progressive agriculture program focusing on large-scale commercial organic greenhouse production and market gardening.

Music: Every student will learn to appreciate quality Christian music and receive choir and vocal training from our music department.

What You'll Study

There are 32 specific courses that every Hartland student completes as part of the core along with other seminars and training. Altogether the core aims at developing foundational knowledge for entrepreneurial mission service presented within the framework of a biblical worldview, critical thinking, and practical skills in the following general areas: Theology and Religion, Missiology, Humanities and Fine Arts, Language and Communication, Social Sciences, Psychology, Formal Sciences and Mathematics, Practical Arts, and Outreach.

Theology and Religion

We desire all our students to enjoy a vibrant relationship with Jesus and have a clear understanding of the mission of the Seventh-day Adventist Church. The mission of the church is to “make disciples of Jesus Christ who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels’ Messages in preparation for His soon return.” The following courses, seminars, and outreach activities aim at fulfilling this desire.

Academic Courses

- Biblical Apologetics (3 credits)
- Missiology (2 credits)
- Fundamentals of the Christian Faith (3 credits)
- Conversion & Righteousness by Faith (2 credits)
- Biblical Hermeneutics (3 credits)

- SDA Church History (3 credits)
- Principles & Strategies for Church Growth (2 credits)
- Prayer Coaching & Discipleship Training (2 credits)
- Integrating Christ Centered Discipleship and Doctrines (2 credits)
- Intro to Homiletics (2 credits)
- Life & Teachings of Jesus (3 credits)

Chapel

- Issues in Adventism
- The Hebrew Sanctuary
- Bible Doctrines
- Prophetic Guidance
- Last Day Events
- Books of the Bible

Evangelistic Ministries

- Bible Work
- Health Outreach
- Literature Evangelism
- Music Evangelism

Humanities

The humanities help students understand the world around them and provides answers to questions such as: What does it mean to be human? What is human nature like? How did history develop to where we are today? Through these courses students will form bridges which will allow them to better understand other people groups and cultures. The Fine Arts cover classes like music and literature.

Academic Courses

- World Religions (2 credits)
- Survey of World Cultures (4 credits)
- Principles of Christian Music I (1 credit)
- Principles of Christian Music II (1 credit)
- Principles of Christian Music III (1 credit)

Events

- Cultural Day

Language and Communication

God created us as relational beings who interact and communicate. Language is the main vehicle of communication. Students will understand the basic structure of language, its grammar and composition. They learn to communicate with clarity, coherence and persuasiveness using various means.

Academic Courses

- English I: Grammar & Composition (3 credits)
- English II: Research Writing (3 credits)
- Teaching Seminar (2 credits)
- Intro to Homiletics (2 credits)
- Digital Ministry Fundamentals (3 credits)

Life Sciences

Life sciences are part of God's second textbook, nature. It is our privilege to explore the life sciences, seeking to understand the laws that govern them, and to apply these laws in practical ways that will improve our lives and the world we live in. In studying living organisms and life processes we will encounter the reality of a great controversy that is present in this realm as well. A knowledge of the Bible and the great controversy will enable students to better understand the life sciences.

Academic Courses

- Principles of Medical Ministry (4 credits)
- Faith, Science and Origins (3 credits)
- Survey of Anatomy & Physiology (4 credits)

Social Sciences

God created us social beings reflecting His image. God is love and self-sacrificing love can only exist in the interaction between living beings. Therefore, it is crucial to understand the interpersonal relationships between individuals, groups of individuals, and the function of societal institutions.

Academic Courses

- Biblical Principles of Mental Health (3 credits)
- Christian Marriage and Family (3 credits)
- Life & Health Coaching (4 credits)

- Philosophy of Christian Education (3 credits)
- Fundamentals of Missional Entrepreneurship (3 credits)
- Faith & Finance in Missional Entrepreneurship (3 credits)
- Philosophy of Business, Ministry, & Entrepreneurship (3 credits)

Chapel

- Social Relations
- Emotional Intelligence
- Christian Education
- Character Development

Formal Sciences and Mathematics

Areas of study that use formal systems to generate knowledge such as mathematics and computer science are usually categorized as formal sciences. In studying God's creation, we will often need to apply quantitative science in order to better understand them and to make practical and useful applications of the principles we derive from them. A study of formal sciences will enable our students not only to be logical critical thinkers but also to apply arithmetic processes and statistics to data and real-world situations.

Academic Courses

- College Algebra (4 credits) Recommended for students taking the pre-professional/Health Science track
- Business Mathematics (4 credits) Recommended for all other degree programs.

Practical/Applied Arts

Hartland college seeks to offer an educational model that is truly balanced between the physical and intellectual. Practical development is a fundamental aspect of True Education. Our physical faculties need to be equally developed together with our intellectual and spiritual faculties. In the beginning God gave humanity practical tasks that included agriculture — the ABC of education. Practical skills can contribute towards a life calling, empower you to become a self-supporting missionary, stay fit, develop a life-long interest in outdoor recreation, and enable you to be useful in any setting.

Academic Courses

- Agriculture I (2 credits)
- Agriculture II (2 credits)
- Agriculture III (2 credits)

- Cooking Lab (1 credit)
- Handyman Lab (1 credit)
- Auto Mechanics Lab (1 credit)

Physical Fitness

- Hiking, back-packing, canoeing, mountain biking, trail running, rock climbing, etc.
- Wilderness survival/Homesteading

Work Education

- | | |
|-----------------------|----------------------------------|
| • Farm | • Housekeeping |
| • Cafeteria | • Auto shop |
| • Lifestyle Center | • Trail Maintenance/Construction |
| • Maintenance | • Distance Learning |
| • Grounds/Landscaping | • Donor Relations |
| • Business Office | • Events |

Summer Outreach School



The purpose of this program is to help ground more young people in the Adventist message and equip them to be soul winners in their local churches and communities. Because Hartland College's mission is to train 21st century missionary entrepreneurs, we wanted to instill within students a love for sharing their faith with others right at the beginning of their college experience in a structured and concise way. We also desire our students to learn soul-winning techniques from a wide range of Adventist evangelism leaders from around the world. Therefore, our Summer Outreach Training School is part of our core curriculum and is required of all incoming students during the summer of their first year. However, it is also offered as a stand-

alone certificate program for those who desire to learn the latest practical techniques for sharing the Adventist message with the world. Academic credit is offered for many of the classes via the college's Theology Department. Non-student guests can also choose to take individual classes by special arrangement.

Our Mission:

- To infuse an evangelistic spirit in young professionals along with a profound love for Jesus Christ and commitment to the prophetic movement of the Seventh-day Adventist Church.

This program is for Seventh-day Adventist young people who want to:

- Experience a new love for Jesus and a vibrant devotional life.
- Better understand God's will and calling for their life.
- Be energized and driven by the mission and special calling of the Seventh-day Adventist church.
- Gain a deeper understanding of the Adventist message and doctrines.

Program Outcome – Students who successfully finish this program will:

- Have a clear vision of how they can be missionaries in whatever occupation God calls them to.
- Exhibit a firm commitment to the mission of the Seventh-day Adventist Church through their support and involvement.
- Have the knowledge and confidence to lead souls to make a decision for Christ through Bible studies.
- Have a toolbox of practical skills they can use to minister to the felt needs of people.
- Be equipped to effectively lead or support the outreach and evangelistic efforts of their local church or conference.

Program Length:

- Eight weeks of training.
- 120 hours of instruction from experienced, soul winning pastors and instructors.
- Almost everything learned in class will be implemented and practiced throughout the summer. Option available for those who only want to take one or two classes.

Course Descriptions for the Core Curriculum

RELB 160 **Conversion & Righteousness by Faith**

(2 credits) Hartland College builds its educational philosophy on five fundamental principles of Scripture: (1) the Sabbath, (2) the unchanging nature of God's law, (3) the heavenly sanctuary, (4) the integrated nature of man, and (5) the Three Angels' Messages. These five fundamental principles will form the basis for how we will process our theoretical understanding of conversion and righteousness by faith. The mission of Hartland College is to equip missionaries to transform the world through Christ. For that to take place, students must understand the theoretical aspects of conversion and righteousness by faith so that they can achieve the overall goal of this class which is to experience conversion and the fruits of righteousness by faith.

RELB 162 **Missiology**

(2 credits) A 21st century missionary is about missions. This course is designed to guide the student through a study of the biblical and theological foundations for doing missions. Special attention will be given to missions from both the Old Testament and New Testament perspectives. This foundation will then guide the student as we evaluate missions from post-apostolic times down to the 21st century.

RELB 353 **Biblical Apologetics**

(3 Credits) 21st century missionaries need to be able to give a defense of the faith to other Christians, atheists, and those belonging to other religions. This course focuses on formulating a rational basis for believing in the existence of God, the Divine origin of the Word and the truthfulness of the gospel message. Consideration will also be given to the best methods for explaining these truths to individuals with no biblical background and answering their objections. This course is designed to strengthen our faith in the great truths of the Bible and better equip us to share these truths with those of a different worldview.

RELB 282 **Fundamentals of the Christian Faith**

(3 credits) Missionary service occurs within a larger doctrinal framework that provides the context for all kinds of ministry. The goal of this class is to study the 28 fundamental beliefs held by Seventh-day Adventists with an emphasis on the pillars of our faith. Students will examine the biblical evidence for each doctrine, the impact they have on the church's mission and our personal lives, and how to defend these beliefs.

MDMN 112 **Digital Ministry Fundamentals**

(3 credits) This course provides a basic understanding of the tools, skills, and philosophies that shape the use of digital media in the 21st century. Students will learn how to use different types of digital media for teaching/communication, organizing/managing information, and gathering/researching information.

RELB 171 **Biblical Hermeneutics**

(3 credits) Being a 21st century missionary encompasses strengthening our mental and spiritual faculties by discovering the principles of interpretation found in Scripture. Students will learn to rightly divide the Word of Truth and then apply these principles in their teaching, preaching, and personal lives for the purpose of growing in grace and winning souls to the kingdom. In this session students will examine and apply the grammatical historical principles of exegesis that are grounded in the Bible.

RELB 152 **SDA Church History**

(3 credits) 21st century missionaries can strengthen their sense of corporate identity by reviewing the events that brought Seventh-day Adventists into being. This course covers the history of the Seventh-day Adventist Church from its 19th century Millerite roots, its organization and reorganization, and the development of its missionary activities, to its present worldwide expansion. Students will become acquainted with major events, themes, and developmental stages in the history of the SDA Church, as well as the relevance of SDA history to contemporary issues in the church. Investigation will also be made into the role of the prophetic gift in the church from Bible times to the present day, with special emphasis on the role of Sister Ellen G. White in the development of the SDA Church.

RELB 120 Principles & Strategies for Church Growth

(2 credits) As Seventh-day Adventist missionaries, we have been given the task of preaching the Three Angels' Messages to the world by growing and planting churches. This session will examine the basic principles and strategies for church growth that are found primarily in the book of Acts. However, the emphasis is on how to apply these methods to our contemporary context.

RELB 110 Prayer Coaching & Discipleship Training

(2 credits) Today many are wounded and struggling with addictions, destructive thought patterns, and emotional and relational problems. As a result, 21st century missionary training must include the principles that will help students to minister to those who are brokenhearted. This seminar will equip students with the basic tools for discipling people through prayer coaching.

RELB 190 Intro to Homiletics

(2 credits) Developing the talent of speech is not only for teachers and preachers, but it is also something that all 21st century missionaries should strive for regardless of their major. Homiletics is the science and art of learning and applying the principles involved in preparing various kinds of messages for different occasions.

RELB 163 Life & Teachings of Jesus

(3 credits) The supreme model for 21st century missionaries is none other than our Lord Jesus Christ. A comprehensive study of Jesus' life and teachings as revealed in the four Gospels, aimed at developing student appreciation for Christ's impact upon one's own life, as well as enabling the student to present the fundamental message of Jesus to others. This course covers Christ's life from His incarnation to His ascension.

RELB 302 World Religions

(2 credits) This class prepares students to understand the various religious contexts in which they will be placed as missionaries. Students will gain an understanding of how the philosophical foundations of each of the world religions directly shape their views of spirituality, death, ultimate reality and

the hereafter, and the worship and rituals intrinsic to each world religion. Students will also compare the above issues in the world's religions with Christianity and the Bible.

HIST 311 Survey of World History

(4 credits) This course surveys the history of world's major people groups by focusing on the geography, religion, culture, music, art, diet, dress, and archaeological evidence of each region. A major goal of the class is to help students exercise cultural sensitivity by understanding the unique ways various people groups view their history and the world around them. Historical bias and perspective will be examined in the context of understanding the challenges historians face when seeking to accurately interpret events using primary and secondary sources. The Seventh-day Adventist great controversy theme will be studied as a unique interpretation of providential history. Portions of Ellen White's *Conflict of the Ages Series* will be studied.

HIST 301 Survey of World History

(4 credits) This course is a study of communication across cultural boundaries, aiding in the understanding of how people of different cultures think and why they do what they do, so that the student can be an effective missionary for Christ wherever he/she is sent to serve. This class explores the difference between polychronic and monochronic cultures along with examining individualist and collectivist societies. Students will learn about personal vs societal responsibilities and study practical ways to effectively communicate with people of different cultures including verbal and non-verbal cues. Above all, students will learn practical ways to reach out and befriend those from other cultures while communicating the gospel in a context that is understood and sensitive to other non-Christian cultures.

ENGL 101 English I: Grammar and Composition

(3 credits) The ability to communicate clearly in writing is one of the hallmarks of an effective leader. This foundational class teaches students how to write at a college level by providing instruction in grammar and sentence structure—skills that will be used throughout a student's academic training. This practical, hands-on course uses "natural context" communication to improve student academic skills in reading, writing, speaking, and listening. Instruction is specifically tailored to the individual learner via an initial

placement test which leads to personalized training in writing skills from note taking to prewriting and editing. Logic and critical thinking skills will be emphasized throughout the writing projects.

ENGL 102 English II: Research Writing

(3 credits) This course builds on the writing skills gained in ENGL 101 by introducing more advanced forms of writing, including advanced essays of various genres, research writing, documentation styles (APA, MLA, Turabian/Chicago), separating fact from opinion, and the proper use of primary and secondary sources. This class will focus on gathering, organizing, documenting, and presenting information clearly and in a professional manner. Students will explore how to use “storytelling” in evangelism by writing effectively for specific audiences and purposes as well as learning to use various formats and styles. They will also learn the steps in writing and submitting articles for discipline-specific, denominational, mission-related, or ministry-related publications.

EDUC 201 Teaching Seminar

(2 credits) This class teaches students how to instruct and teach effectively in their discipline. It covers strategies for “teaching” or giving meaningful instruction such as developing a lesson plan, giving a lecture, presenting a seminar, and coaching students. This class will cover basic pedagogical strategies that students in our Media, Health Education, Midwifery, and Religion Departments (including Bible workers, pastors, evangelists), can use to improve their ability to teach and instruct people/students/patients with whom they interact professionally.

HLSM 101 Principles of Wellness Ministry

(4 credits) Students will study God’s natural laws and how they relate to our physical and mental health, including God’s counsel regarding these laws in the Bible and the Spirit of Prophecy, and they will compare it with evidence-based studies. Students will be introduced to basic home remedies related to these laws of health such as herbal and charcoal remedies, proper breathing, exercise, water treatments, and proper nutrition.

BIOL 201 Survey of the Human Body/Anatomy and Physiology I (L)

(4 credits) This course is an introduction and overview of the structure and function of tissues, organs, and systems of the human body. The aim is to

give each student an appreciation for the creative power and wisdom of God and a general understanding of the principles of health as related to our human body.

PSYC 201 Biblical Principles of Mental Health and Psychology

(3 credits) This class teaches students the fundamentals of mental health and how the physical, socio/emotional, and spiritual realms impact the well-being of the mind. Instruction will cover common issues in mental health while emphasizing strategies for achieving and maintaining optimal brain function. Students will also study the basic theories and terminology of conventional psychology. An investigation into the principles of the mind as outlined in the Bible and the Spirit of Prophecy will lead to a focus on practical ways to improve mental cognition and balance. Upon successful completion of this course students will be certified mental health coaches. Students will study portions of Ellen White’s books *Mind, Character, and Personality*, Vols. 1 and 2, and *The Ministry of Healing*.

SOCI 203 Christian Marriage and Family

(3 credits) This class presents a Seventh-day Adventist perspective on marriage and family from courtship and marriage to child rearing. Drawing on principles presented in the Bible, the writings of Ellen White, and other Christian authors, this class will cover social policy, commitments, compatibility, “red flags,” family structures, personality tests, adultery and divorce, blended families, second marriages, and general family principles. Students will also study cultural marriage and family structures, gender roles and multicultural considerations relevant to missionaries working with people of different cultures, backgrounds, and beliefs. Students will survey Ellen White’s book *The Adventist Home*.

HLCP 201 Life & Health Coaching

(4 credits) This course provides students with a communication tool that will empower them to achieve personal goals and discover God’s calling for them. They will be trained to guide individuals/clients to recognize their skills, talents, and dreams, and to refocus their goals in life and move beyond challenges and obstacles from their pasts, which stand in the way of these goals. Students will also be trained to help individuals find the motivation and tools to achieve their emotional, mental, and physical health goals.

ECON 101 Fundamentals of Missional Entrepreneurship

(3 credits) This course introduces you to the essential steps of starting a business ministry, from generating and evaluating business ideas and opportunities, to the prototyping and launching a minimum viable product. We will discuss the basics of building, financing, and marketing a business ministry and managing its finances. Finally, we will understand how our spiritual calling informs every aspect of our startup development.

EDUC 103 Philosophy of Christian Education

(3 credits) This course highlights the link between basic philosophical issues and educational outcomes, how a biblical Christian worldview should permeate and shape an educational model. It explores the major issues relevant to Christian education thus providing a basis for the development of a personal philosophy of education within the Christian context. An endeavor is made to discover the dynamic relationship between education and redemption, while illustrating means by which Christian principles may pervade every educational facet. It also seeks to explain Hartland's educational model. A fundamental component of this class is the study of Ellen White's book *Education*.

ECON 201 Faith and Finance in Missional Entrepreneurship

(3 credits) This is a course designed to help students understand the impact of individual and corporate choices on occupational goals and future earnings potential. Topics covered will include income, money management, accounting basics, budgeting and controlling, spending and credit, as well as saving and investing, from a spiritual and biblical perspective. This course also includes a discussion on economic systems including capitalism, socialism, greed, and the Bible.

ECON 301 Principles of Christian Leadership in Missional Entrepreneurship

(3 credits) This course is divided into two main modules: A Philosophy of Missional Business module and a Christian Leadership module. The Philosophy of Business module will briefly cover the purpose of business, the origin of the concept of business and missional entrepreneurship/self-supporting work within the Seventh-day Adventist Church, including Madison and the beehive vision. The main focus of this module will be looking into rationale of how business relates to God, the church, and His mission and prophecy. This course also delves into the practical aspects of spirituality in the workplace,

how to design the spiritual identity of a company, the journey of customers, employees, and other stakeholders. The Christian Leadership module will study various biblical leaders and the lessons we can learn from their leadership. It will also address practical guidelines, issues, dangers and concerns involved in Christian leadership with emphasis on leadership in the local church context.

MATH 112 College Algebra

(3 credits) This course covers an in-depth study and application of quadratics, polynomial, rational, logarithmic, and exponential functions; systems of equations; inequalities, and absolute value. Also includes instruction in basic graphing techniques and applications involving geometry and measurement. Special attention will be given to explaining how algebraic equations are used in solving real-life problems found in fields such as engineering, assessment/evaluations, statistics, medicine, education, and agriculture. This class fulfills the pre-professional precalculus requirement.

Prerequisite(s): Minimum ACT math score of 16, SAT score of 390, R-SAT score of 430, or MATH 000 series with a C or higher grade.

MATH 122 Business Mathematics

(4 credits) Business Mathematics presents relevant math problems through the context of creating, developing, operating and managing one's own entrepreneurial business ministry. Real-life applications form the context of the instruction along with numerous examples from real corporations, companies, schools, and ministries. Students will learn to use mathematical concepts to refine and improve their Madison 2.0 business plans and study the many ways that mathematical concepts influence business and ministry. Some of the key topics covered include: Whole Numbers and Decimals; Fractions; Percentages; Bank Services; Payroll; Mathematics of buying and selling; Simple/Compound interest; Annuities, Stocks and Bonds, Business and Consumer Loans, Taxes and Insurance; Depreciation; Financial Statements and Ratios; Business Statistics and Quantitative Economical Modeling.

AGRI 111, 112, 113 Agriculture I, II, and III

(2 credits/each) The purpose of this course is to give the students resources that will encourage them to take interest in the management and production

of edibles for personal and/or community consumption. All students will participate in a structured, progressive agriculture curriculum focusing on urban style agriculture and “self-sufficiency” indoor gardening. Instruction explores how to create and initiate small scale green-housing, survival, market, and community gardening. All of our students will study how to become “food secure” missionaries by learning strategies for growing food basically anywhere on earth. Students will also learn strategies for growing and marketing a garden-based business enterprise. We would like to lay a foundation that will inspire a love for God’s gifts to us, be they cultivated or naturally occurring, and a healthy interest in their preservation and utilization for our service on earth.

MUSC 201, 202, 203 Principles of Christian Music I, II, III

(1 credit/each) This is a foundational course examining music standards applicable to both home and church. Specific training will be provided in voice culture, choral singing, and music history. Students will learn how to use uplifting music presentation as an important outreach method designed to reach people for Christ. All students are expected to join the Hartland College Campus Choir for at least three terms.

EVMS 111 Health Outreach I

(2 credits) The major thrust in this ministry is community blood pressure screening – both door to door with canvassing and in stationary community locations. Opportunity to plan and participate in a community health fair is another facet of health screening, in which members of the community receive general evaluations and health information based on the eight laws of health. Students will also learn to give chair massages.

EVMS 101 Bible Work I

(2 credits) Students in this class learn the rich history, principles, and philosophy of Bible work. The class will primarily focus on different aspects of Bible work. The first will be on sharing your personal testimony, the second will be on doing surveys in your community, and last will be on how to give a Bible study. **EVMS 132 Integrating Christ-centered Discipleship and Doctrines (2 credits)**

This course will focus on how to integrate Christ’s everlasting gospel into the center of doctrines thus offering real life in Christ.

PRAC 301 Cooking Lab

(1 credit) The aim of this class is to give every student the ability to prepare healthful, attractive, and delicious meals for use in both home and ministry. This course covers basic cooking skills, kitchen health/safety/sanitation, therapeutic menus, plant-based meal planning, meal budgeting, quantity cooking, proper food preservation, and lots of in-class cooking experience. This course is required for all Hartland students unless a life experience waiver is on file.

PRAC 302 Handyman Lab

(1 credit) This class seeks to teach students the basic skills needed to safely diagnose and solve basic maintenance issues in both home and ministry. Students will learn how to diagnose and fix simple plumbing issues, learn basic carpentry repair techniques, and study how to solve rudimentary electrical issues. Focus will be on learning safety protocols while developing the mental processes needed to identify and think through a maintenance problem to determine if the repair can be handled at home or if an expert needs to be called. Students will gain actual practice by doing basic maintenance projects on campus. This class is required for all Hartland students unless a life experience waiver is on file.

PRAC 303 Auto Mechanics Lab

(1 credit) Students will learn how to do basic troubleshooting and maintenance of automobiles and small engines. Emphasis will be on following clear safety protocols, preventive maintenance procedures, proper vehicle care, simple diagnostics, basic tool use, and general vehicle operation and repair. There will be lots of hands-on training! This class is required for all Hartland students unless a life experience waiver is on file.

PHED 101 Physical Education

This class is designed to help students attain their personal physical fitness goals while teaching them how to adopt an active, outdoors-oriented lifestyle. Students will develop a personal physical fitness regimen through physical fitness training/coaching, learn outdoor-oriented skills, engage in outdoor/adventure education, and recreate out in the wonders of God’s creation. Students are required to take the Physical Education course for each quarter enrolled (except during internships and off-campus academic activities).

Physical Fitness

Hartland College’s Physical Education program is designed to help students attain their personal physical fitness goals while teaching them how to adopt an active, outdoors-oriented lifestyle. Students will develop a personal physical fitness regimen through physical fitness training/coaching. Students are required to take the Physical Education course for each quarter enrolled (internships and off-campus academic activities excluded).

Length: 2 hours of classroom instruction one day a week throughout the quarter. *(2 credits)*

Work Education Program

The Purpose of the Program

Our work education program (WEP) gives our students the opportunity to develop their practical and mental skills on real-world projects and tasks. Our WEP is designed to challenge students to apply what they learn in class by giving them projects and assigning responsibilities that require problem-solving skills, critical thinking, and teamwork. Students learn to take responsibility as stakeholders with invested interest. A complete outline of Hartland College’s Work Education program can be found in the college’s *Work Education Handbook*. Students are expected to read through this handbook to ensure that they are familiar with their responsibilities pertaining to work education which is a significant part of the Hartland College curriculum.

Work Education Program Breakdown

The Schedule	
Freshmen	Work Education <i>General Skills Development</i>
Sophomore	Work Education <i>Major-Related Skills Development</i>
Junior	Work Education <i>Major-Related Specialization Skills</i>
Senior	Internship

Freshmen Year

General Skills Development

In the freshman year, all students will participate in general skills development training. This is where students will learn skills in cleaning services, landscaping, agriculture, food services, auto mechanics, plant and maintenance services. Other areas included in the general training are administrative and secretarial skills which will instruct students in how to work in professional settings. Solving real-world problems by working with your hands benefits mental capacities, making individuals more creative and better problem solvers. These skills will also help students in their major-related skills development year as the general training will help them learn collaboration, communication, productivity, and taking initiative and responsibility.

Sophomore Year

Major-Related Skills Development

In the second year, students will complete hands-on training in their specific areas of study, which provides students with real-world experience in their area of academic training. Students are also encouraged to participate in the Student Missional Business Ventures program. These two programs are aligned with our Madison 2.0 initiative.

Examples of on-campus work education sites that offer advanced training in major-specific areas include:

- Wellness Center (Health Education majors)
- Media Center (Media Ministry majors)
- Hartland Day Academy (Education majors)
- Hartland Publications (Media Ministry majors)
- Evangelism/Canvassing (Religion majors)

Junior Year

Specialization Skills

Third-year students will continue in their major-specific areas but will be given the opportunity to specialize in a branch of study. They will also receive further business coaching to help their Student Missional Business Venture achieve success.

Senior Year

Internship

In their fourth year, they will receive intense real-world training in their major-specific area under carefully supervised conditions. All internships will include Learning Objectives and Planned Learning Outcomes that will be assessed by a member of the academic faculty on-site. Internship sites will be carefully selected by each academic department to ensure that students receive their training under the guidance of mentor-grade instructors. Student internship performance will be monitored, assessed, and evaluated by the various academic departments. These structured, real-world experiences are a significant highlight of all student's academic training at Hartland College.

Outreach



Through our outreach program, Hartland students learn to minister to the needs of others in practical ways. As a part of their scheduled curriculum, students spend time every week in evangelistic or soul-winning activities. These include visiting neighbors, caring for shut-ins, conducting Bible studies, canvassing, conducting health and public evangelistic meetings, and helping in the local Seventh-day Adventist churches.

Outreach Course Descriptions

EVMS 101, 102, 103 **Bible Work I** & EVMS 111 **Health Outreach**

These two courses are part of the core curriculum and you will find a description of these courses in that section.

EVMS 201, 202, 203 **Practical Help Teams**

(1 credit each) Students involved in this ministry will participate in a week-

by-week home ministry to the sick, elderly, disabled, and lonely in the surrounding community. This ministry requires maturity, discernment, and compassionate love. Working in cooperation with county service agencies, students do a variety of small jobs and counseling.

EVMS 211, 212, 213 **Literature Evangelism**

(1 credit each) Students involved in this ministry will be taught skills in Christian sales techniques and communication and will learn strategies to get truth-filled literature into people's homes.

EVMS 301, 302, 303 **Public Evangelism**

(1 credit each) Students involved in this ministry will participate in the various phases of an evangelistic series (and field school when available), including formal meetings, visitation during an evangelistic series, and follow-up Bible studies.

Minors

While minors are not mandatory for most major areas of study at Hartland College, students may wish to pursue a minor course of study in combination with their major course. A minor allows a student to study in-depth in an area outside of their major. Minors are only available to students pursuing a Baccalaureate degree. Students should work closely with their academic advisor or department chair to select a minor that will best complement their career and ministry goals. For example, a Religion major seeking to be a health evangelist might choose to earn a minor in Health so they can more effectively lecture about healthy living and natural remedies. An Education major might seek a Media minor so they can understand how to give better presentations and handle basic I.T. requirements in a small multi-grade school. Students in all majors might want to minor in Business (coming in 2023!) to help them operate their entrepreneurial businesses and ministries more effectively.

Depending on the minor, course credit requirements range from 15-20+ credit hours (at least 5 classes), . Please note: Students pursuing a minor need to be academically capable of handling an overload of classes. As of this writing, not all departments are currently offering minors. As minors become

available, we will update this document accordingly. Minors are not available in a student's major area of study.

Internship

Internship experience is a way for senior-level students to hone the skills they will use in their daily careers under mentored and structured conditions as part of their formal educational training. Students at Hartland College are required to fulfill an internship in their major field. In an internship, students do work that is similar to what they would do in their careers, but under the direct supervision and structure of expert mentorship. Clear learning objectives for internships are established and meaningful assessment and evaluation processes implemented. Expert mentors offer coaching to the student in areas where improvement can be made and in areas where the student shows strengths. The student is assessed and evaluated as part of this process to determine if he/she has gained the necessary competency to be successful in their chosen career. Internship length and number of credits may vary depending on the major.

- Department chair's will work with the student in selecting and vetting an internship site. The Curriculum Committee will then vet any recommended internship sites on the recommendation of the department chair.
- Internship consists of one or more consecutive terms depending on the major. Site duration is a minimum of one term.
- Each term of internship has a duration of 10 to 12 weeks, with a minimum of 360 hours, and an unspecified maximum. All expected requirements must be fulfilled during this time.
- Interns are still classified as students in a semiprofessional role similar to that of a new employee in a junior responsibility or probationary/trial role. Interns, however, are still students-in-training, so internship sites will take this into consideration when determining the work load.
- Hartland College will provide training for the development of intellectual and psychomotor skills before the internship time under the supervision of each academic department.

Course work: Hartland College's internship requirement is a full-time position. Therefore, it is expected that students will have all their academic coursework completed prior to their internship experience. Occasionally,

however, a student may be allowed to take up to two classes during their internship, provided that the classes are approved by the major department involved and vetted through the curriculum committee. The student's proposed site mentor will be informed that classes are being taken and the student internship load adjusted appropriately.

Communication: Each college department will set up a protocol for communication between the department chairperson, mentor, and student. Generally, the student should submit a report monthly and the mentor should fill out an evaluation for every term.

Terms of internship

Cost: Application fee of \$330 and a partial tuition fee.
16 credit hours per term



Theology Department

Mission

Hartland College's Theology Department seeks to train competent ministers, evangelists, Bible teachers, and Bible workers to share the Three Angels' Messages to the world. Students will learn to work collaboratively within the Seventh-day Adventist church to spread the gospel to every corner of the world. All classes taught in the theology department will be taught within the context of the college's goal of training 21st century professional missionaries. Although students will receive thorough training in theological and philosophical issues, all classes will overtly relate to teaching students the practical skills of soul-winning and leading people to a relationship with Christ.

The goal of Christ's earthly and heavenly ministry is to restore all truth for the purpose of bringing heaven and the many cultures here on earth into

unity with God. The Theology Department at Hartland College is designed to prepare pastors, evangelists, administrators, and missionaries to participate with Jesus in His ministry of reconciliation by taking into consideration the attitudinal, cultural, and philosophical challenges involved in educating 21st century missionaries to proclaim the Three Angels' Messages.

Student Learning Outcomes:

- Gain a knowledge of the data and doctrines of the Bible ranging from Genesis to Revelation from a distinctly Seventh-day Adventist perspective.
- Explore the history of Christian thought throughout the centuries including the history of the Seventh-day Adventist movement.
- Be able to employ sound principles of interpretation.
- Recognize the central role of the heavenly sanctuary in providing the foundation for biblical theology, biblical worldview, and Christian Unity (John 17).
- Understand the concept of righteousness by faith and its integral role in Seventh-day Adventist doctrine and the Great Controversy theme.
- Learn effective practical skills in pastoral leadership, congregational nurturing, and church growth.
- Gain competency in evangelistic service and soul winning strategies—including recruiting and giving Bible Studies, conducting evangelistic seminars, training lay members in soul-winning techniques, and understanding the challenges and opportunities of 21st century world-wide missionary service.

Degrees Offered

- **BA in Theology**
- **BA in Biblical Studies – This requires a minor**
- **AA in Bible Instruction**
- **Biblical Studies Minor**

Minor

- Biblical Studies Minor

For those interested in an elective-based **Biblical Studies minor**, please see the Theology Department chair to map out an area of study. Students can choose their area of Biblical or doctrinal focus (based on course availability) and pursue classes pertaining to their interests and ministry goals.

Program/Degree Requirements

Core Curriculum (78 credits)

For a complete description, review the Core Curriculum section of this bulletin.

Summer Outreach Training School (12 credits)

All students are expected to participate in the Summer Outreach Training School as part of their core curriculum experience. The program is designed to prepare students to lead people to Christ, strengthen one’s faith and commitment to work in God’s vineyard, while setting the stage for their academic and spiritual journey at Hartland College. Please see the Summer Outreach Training School section of this bulletin.

Baccalaureate Degree in Theology

The **BA in Theology** prepares students for work as pastors, evangelists, and administrators. It is also designed to fulfill the requirements necessary to pursue further education at the Seventh-day Adventist Theological Seminary. It not only includes classes that cover content from Genesis to Revelation, but also upper division classes addressing theological issues not covered in the Biblical Studies degree. While some upper division classes like History of the Christian Church I, II, and III focus on deconstructing Christian theology, other upper division theological classes like Revelation and Inspiration, Ethics, Science and Religion, Ministry of the Word and Worship, and Christian Theology I (Doctrines of Sin, Salvation, and True Church) focus on theological construction.

Section/No.	Class Title	Credits
RELB 182	Acts and General Epistles	3
RELB 193	Issues in Contemporary Theology	3
RELB 211	Early Old Testament History	3
RELB 212	Middle Old Testament History	3
RELB 213	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 321	Pauline Epistles I	3
RELB 322	Pauline Epistles II	3
RELB 391	History of the Christian Church I	4
RELB 392	History of the Christian Church II	4
RELB 393	History of the Christian Church III	4
RELB 383	Biblical Preaching	3
RELB 411	Life and Ministry of EGW	4
RELB 421	Biblical Ethics	3
RELB 432	Pastoral Care	3
RELB 442	Christian Theology I	3
RELB 451	The Sanctuary and Hermeneutics	4
RELB 461	Science and Religion	3
RELB 472	Theology of the Word and Worship	4
RELB 482	Revelation and Inspiration	4
RELB 493	Internship	14
Total Credits		90

Baccalaureate Degree in Biblical Studies

Minor is Required

The **BA in Biblical Studies** is designed for students who wish to diversify their ministry capabilities by including a departmental minor that can supplement the call to serve as 21st century missionaries.

Section/No.	Class Title	Credits
RELB 182	Acts and General Epistles	3
RELB 211	Early Old Testament History	3
RELB 213	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 321	Pauline Epistles I or Pauline II	3
RELB 391, 392, or 393	History of the Christian Church I, II, or III	4
RELB 383	Biblical Preaching	3
RELB 411	Life and Ministry of EGW	4
RELB 421 or 432	Biblical Ethics or Pastoral Care	3
RELB 451	The Sanctuary and Hermeneutics	4
RELB 472	Theology of the Word and Worship	4
RELB 493	Internship	14
Total Credits		60

Associate Degree in Bible Instruction

The **AA in Bible Instruction** prepares students to work alongside pastors and evangelists as trained Bible workers. It also equips young professionals who are employed in other lines of work with the training needed to do evangelistic work in their local churches.

Section/No.	Class Title	Credits
RELB 182	Acts and General Epistles	3
RELB 193	Issues in Contemporary Theology	3
RELB 211	Early Old Testament History	3
RELB 212	Middle Old Testament History	3
RELB 213	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
Total Credits		27

Course Descriptions

RELB 182 Acts and General Epistles

(3 credits) The history and spiritual growth of the early Christian church are explored through a study of the book of Acts and the letters of James, Peter, John, and Jude. This class fulfills part of Hartland's mission by familiarizing students with these books of the Bible. As one vital objective of the Theology Department, an in-depth study of these books is indispensable for helping future pastors and teachers to fulfill the various aspects of their ministry.

RELB 193 Issues in Contemporary Theology

(3 credits) This course serves as an introduction to some of the issues that have divided Adventists in the past and present. Students will have an opportunity to examine the root theological and interpersonal causes that contributed to division. As taught from year to year, the class will vary in response to newly rising issues.

RELB 211 Early Old Testament History

(3 credits) An overview and investigation of humanity's origins, including our Fall and the history of God's dealings with us is indispensable for the 21st century missionary. This course consists of an overview of Old Testament history from Creation to the time prior to the Israelite kingdom. A study is made of the books of Moses (Genesis to Deuteronomy) and Job, continuing with the historical books of Joshua, Judges, and Ruth.

RELB 212 Middle Old Testament History

(3 credits) A study of the time of the kings, including I and II Samuel, I and II Kings, and I and II Chronicles, to the reign of King Josiah. The class includes a review of the early Old Testament prophets Hosea, Jonah, Micah, Nahum, Isaiah, and Amos. There will also be a brief review of the Psalms and the wisdom literature of Solomon.

RELB 213 Latter Old Testament History

(3 credits) A survey of the history of Israel from the time of King Jehoiakim to the period of restoration after the Babylonian captivity. The historical books of Ezra, Nehemiah, and Esther are studied with a review of the latter Old Testament prophets Jeremiah, Ezekiel, Daniel, Joel, Habakkuk, Haggai, Zechariah, Zephaniah, and Malachi.

RELB 291 Daniel

(4 credits) In this introduction and survey to the book of Daniel, students will employ sound prophetic principles of interpretation to understand the content. As students compare prophecy and history, there will be an emphasis on applying the prophecies to many questions 21st century missionaries face today, and to the prophetic heritage that stands behind the commitment and growth of the Seventh-day Adventist Church.

RELB 292 Revelation I

(4 credits) In this last book of the New Testament, all the themes of the Bible meet and end. Students will be introduced to sound principles of prophetic interpretation to understand the content. This course covers the revelation of Jesus Christ throughout the history of the seven churches, the seven seals, and the seven trumpets, which take up the first 11 chapters of Revelation.

RELB 293 Revelation II

(4 credits) This class constitutes an in-depth study of the final phases of the great controversy between Christ and Satan as outlined in the epic battle between the mark of the beast and the seal of God, which comes to its climactic finale at Jesus' second coming.

RELB 321 Pauline Epistles I

(3 credits) 21st century missionaries would greatly benefit from emulating the indomitable spirit, courage, energy, and love exemplified in Paul's life. This course is a study of the epistles of I and II Thessalonians, I and II Corinthians, Galatians, and Romans. The goal of this course is to understand Paul's basic themes in their original context, as well as their application and relevance to Christians of all ages.

RELB 322 Pauline Epistles II

(3 credits) This course consists of a study of the messages and present application of Paul's prison epistles: Ephesians, Philippians, Colossians, and Philemon. Also covered are Paul's pastoral epistles to Timothy and Titus, and the book of Hebrews.

RELB 383 Biblical Preaching

(3 credits) This course gives attention to the preparation of the preacher, the application of biblical hermeneutics, the elements that make up a sermon, and the principles of sermon delivery. Students will deliver topical, biographical, narrative, and evangelistic sermons.

RELB 391 History of the Christian Church I

(4 credits) This course reveals how the prophetic word points to the influential role of Greek philosophy in shaping the doctrines and movements of this era, beginning with the apostolic fathers in the 2nd century and ending with Thomas Aquinas in the 13th century. The student will also explore the role of the church in the wilderness in preparing the way for the Protestant Reformation.

RELB 392 History of the Christian Church II

(4 credits) This course covers the Protestant Reformers, the Catholic Counter-Reformation, and the French Revolution. Students will obtain a general knowledge of the key philosophical movements that the Reformers and their followers assumed in their doctrines. The major impact of the Reformation on theology, spirituality, worship, church administration, and church/state issues will be studied.

RELB 393 History of the Christian Church III

(4 credits) This course traces how the shift in philosophy during the Enlightenment shaped the following movements: Liberal Theology, Vatican I, Fundamentalism, Vatican II, and the Emerging Church.

RELB 411 Life and Ministry of EGW

(4 credits) An investigation of the role of the prophetic gift in the church from Bible times to the present day, with special emphasis on the role of Ellen G. White in the development of the Seventh-day Adventist Church. This course also explores the context from which she emerged as God's special messenger and examines issues surrounding her ministry and challenges to her credibility. Students will be provided with interpretive tools for understanding and applying Ellen White's writings.

RELB 421 Biblical Ethics

(3 credits) 21st century missionaries are confronted by an array of complex issues. Students will evaluate various ethical theories promulgated throughout the centuries by the Bible and become familiar with the biblical principles involved in the task of making decisions that glorify God.

RELB 432 Pastoral Care

(3 credits) Examines leadership as a Christian calling. There is an investigation of the biblical roles of a pastor, elder, and deacon. God's plan of church organization and government is explained. The preparation of baptismal candidates and funeral, marriage, dedication, ordination, communion, and baptismal services are discussed.

RELB 442 Christian Theology

(4 credits) This course will cover the issues concerning sin, salvation, the church, and ecumenism by first taking a historical overview of those subjects before combining an exegetical and systematic method that is based on the Bible and that incorporates the insights from the heavenly sanctuary as the main hermeneutical pillar.

RELB 451 The Sanctuary and Hermeneutics

(4 credits) Ellen White referred to the heavenly sanctuary as the key that opened to view a complete system of truth connected and harmonious (*The Great Controversy*, pg. 423.). Students will examine the history of interpretations concerning the sanctuary before tracing its hermeneutical impact on a host of doctrines.

RELB 461 Science and Religion

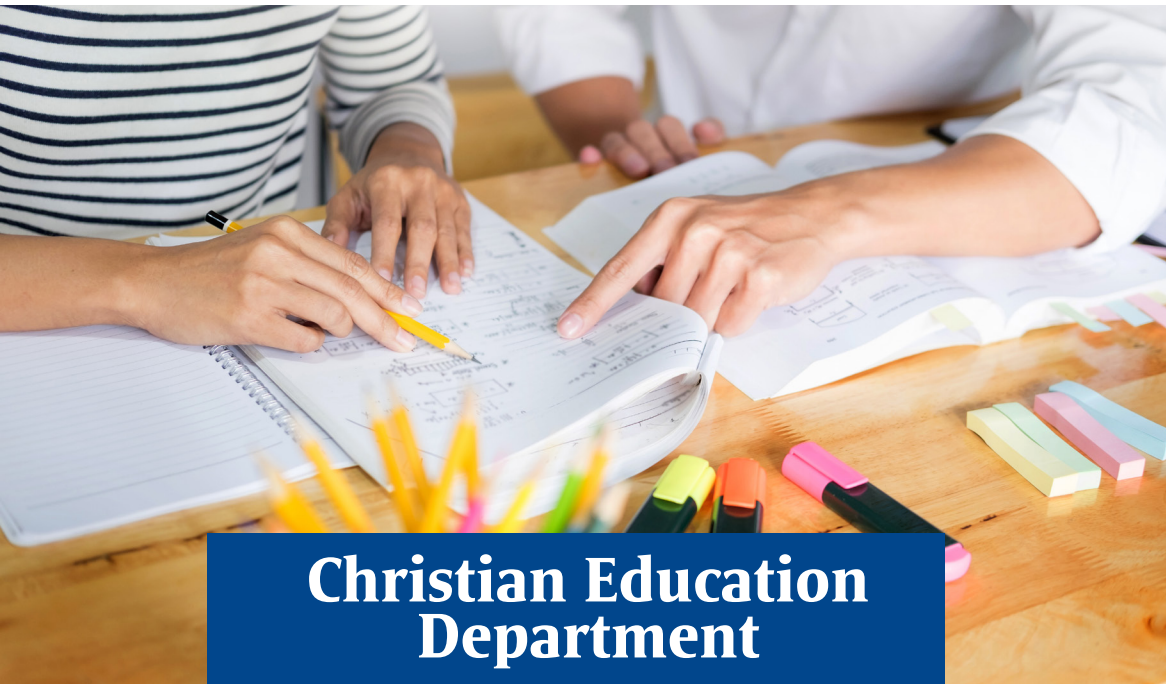
(3 credits) This class will undertake an overview of the various theories of knowledge that are assumed by all who study Scripture and nature and who wish to understand the issues involved in the origins of the universe.

RELB 472 Theology of the Word and Worship

(4 credits) The administration of the Word in corporate worship, Bible studies, counselling, teaching, and preaching, constitutes a very important aspect of pastoral ministry. Students will discover the biblical theology of the Word by analyzing several corporate worship scenes in Scripture and then by comparing Scripture's theology of the Word with the rest of Christendom.

RELB 482 Revelation and Inspiration

(4 credits) Students will examine various models that interpret how we understand the revelation and inspiration process. In this endeavor, there will be an investigation of how human philosophy distorts the content of revelation, the understanding of inspiration, the concept of illumination, and the consequences for Christian doctrine and experience.



Christian Education Department

Mission

Hartland College's Education Department instructs 21st century missionary teachers to work in a wide variety of educational settings, from modern classrooms to off-the-grid mission outposts. The program is intentionally structured to develop in students a deep and abiding knowledge of God and facilitate a closer relationship with the Master Teacher. The Education Department integrates faith and learning in a Christ-centered biblically based environment as it focuses on building and strengthening the "harmonious development of the physical, mental and spiritual powers" (*Education*, p. 9) to serve the Lord.

Nearly every education class also includes a practical lab experience where students observe

classroom theory applied to real-world practice in a wide variety of schools in our local area. Hartland College provides a Bachelor of Arts degree in Christian Elementary Education, a Bachelor of Arts degree in Religious Education, a Bachelor of Arts degree in Health Education, and a minor in Christian Secondary Education.

Vision

In acknowledging the important role that young people continue to play in Christian work through mission, Ellen G. White stated that "with such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen and soon-coming Savior might be carried to the whole world." *Education*, p. 271. That is the focused urgency the Education Department at Hartland College adopts in the preparation of young people committed to teaching in the elementary, secondary, and mission fields. Students at Hartland College not only receive the essential pedagogical skills to masterfully navigate the classroom, but they also receive a solid Bible-based foundation, and practical experiential learning that merge vocational training, outreach, work education, outdoor and adventure education, seamlessly with the aim of preparing 21st century mission-focused teachers who have a passion for soul winning.

Student Learning Outcomes

Students will:

- Receive a solid Bible-based foundation and practical experiential learning that merges academics with outreach, work education, and outdoor and adventure education.
- Integrate a Christian worldview into the teaching and learning process.
- Learn how to differentiate instruction, manage the learning environment, create meaningful assessment instruments, and select appropriate instructional strategies according to the learning needs of their students.
- Receive training in child abuse recognition and intervention protocols.
- Develop the competence to teach through classroom instruction, discussions with peers, mentoring by experienced faculty, experiential learning, and outreach efforts to the community.

- Understand how to use multiple assessment instruments to inform the teaching and learning process.
- Demonstrate the ability to create a Christ-centered learning environment and manage the classroom using Christ's method of engagement that support learning.
- Indicate mastery in pedagogical skills to meet the learning needs of a diverse classroom.
- Exhibit exceptional interpersonal skills.
- Present an understanding of Seventh-day Adventist beliefs and the Spirit of Prophecy.
- Show a commitment to service and community outreach.
- Demonstrate mastery in academic disciplines and instructional strategies.
- Learn strategies for life-long learning and professional development.
- Exemplify a love for students and respect of diversity.

Degrees Offered

Bachelor of Arts (BA) in Education

- Christian Elementary Education — Grades 1 to 6

BA degree in area of specialization

- Religious Education
- Health Education

Minor

- Christian Secondary Education

Program/Degree Requirements

Core Curriculum

(78 credits)

For a complete description of the core curriculum review Core Curriculum section of this bulletin.

Summer Outreach Training School

(12 credits)

All students are expected to participate in the Summer Outreach Training school as part of their core curriculum experience. The program is designed to strengthened students' faith and commitment to work in God's vineyards and to set the stage for their academic and spiritual journey at Hartland College. Please see the Summer Outreach Training section of this bulletin.

Christian Elementary Education Description

Professional Education

This major is designed to train students wholistically to become competent teachers in Christian elementary schools. The foundational focus of study and the emphasis of each course is Christ-centered and Bible-based. Students are trained to integrate the Spirit of Prophecy, the Bible, and contemporary educational theories and practices into the classroom. Students completing a program in Christian Elementary Education will have the professional skills and dispositions to teach in single and multi-grade educational settings from a Christian worldview using research-based and Bible-supported principles and instructional strategies that meet the needs of a diverse student population. Students will learn how to differentiate instruction, manage the learning environment, create meaningful assessment instruments, select appropriate instructional strategies according to the learning needs of their students, and integrate a Christian worldview into the teaching and learning process.

Christian Elementary Education Grades 1 to 6

Section/No.	Class Title	Credits
EDUC 121	Philosophy of Christian Education	3
EDUC 143	Introduction to Teaching	3
EDUC 150	Curriculum and Instruction	3
EDUC 220	Communication and Collaboration	3
EDUC 297	Multicultural Teaching/Education	3
EDUC 302	Science Methods	3
EDUC 308	Social Studies Methods	3
EDUC 311	Multigrade Organizations	3

EDUC 313	Developmental and Educational Psychology	3
EDUC 320	Classroom Management	3
EDUC 321	Teaching the Exceptional Child	3
EDUC 331	Integrating Technology into the Curriculum	3
EDUC 332	Mathematics Methods	3
EDUC 333	Bible Methods	3
EDUC 341	Introduction to Teaching ESL	3
EDUC 342	Art and Music Methods	3
EDUC 351	Reading and Language Methods	3
EDUC 354	Reading Assessment	3
EDUC 361	Educational Assessment and Evaluation	4
EDUC 362	Health and Physical Education Methods	3
EDUC 371	Reading in the Content-areas	3
EDUC 493	Senior Seminar	1
EDUC 496	Internship I	12
EDUC 497	Internship II	12
Total Credits		86

Religious Education Description

Professional Education

The major in Religious Education prepares students for mission and to teach the Seventh-day Adventist religion and its doctrines, beliefs, and history in Seventh-day Adventist elementary schools, secondary-level academies, and affiliated religious institutions. The focus of the program is to create a learning environment that is spiritually validating, is intellectually enlarging, and builds strong Christian character. Students will develop the competence to teach the Scriptures, doctrines, and the story of Jesus Christ through classroom instruction, discussions with peers, mentoring by experienced faculty, experiential learning, and outreach efforts in the community. Students will learn how to present structured didactic lessons, and cooperative learning experiences for their students as they teach the Seventh-day Adventist message, Spirit of Prophecy, and last-day events.

Section/No.	Class Title	Credits
EDUC 121	Philosophy of Christian Education	3
EDUC 143	Introduction to Teaching	3
EDUC 150	Curriculum and Instruction	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 152	SDA Church History	3
RELB 163	Life and Teachings of Jesus I	3
EDUC 297	Multicultural Teaching/Education	3
RELB 211	Early Old Testament History	3
RELB 213	Latter Old Testament History	3
EDUC 311	Multigrade Organizations	3
RELB 212	Middle Old Testament	3
EDUC 320	Classroom Management	3
RELB 182	Acts and General Epistles	3
RELB 321	Pauline Epistle I	3
RELB 322	Pauline Epistle II	3
EDUC 333	Bible Methods	3
EDUC 361	Educational Assessment and Evaluation	4
RELB 411	Life and Ministry of EGW	3
EDUC 371	Reading in the Content-areas	3
EDUC 493	Senior Seminar	1
EDUC 496	Internship I	12
EDUC 497	Internship II	12
Total Credits		92

Health Education Description

Professional Education

The major in Health Education will prepare students to be Health Educators and Health Advocates in Seventh-day Adventist schools, private Christian schools, public schools, churches, lifestyle centers, and the mission field. The emphasis will be on wellness for optimum health and living a wholesome

lifestyle. Students will receive training in the treatment modalities of hydrotherapy, massage, diet, exercise, herbal remedies, and lifestyle medicine. Students will also receive training in child abuse recognition and intervention, certified emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.

Students will understand the functioning of the human body and the importance of making wise decisions to protect health and wellbeing. Students will also understand the systems of the body (nervous, vision and hearing, skeleton, muscular, cardiovascular, circulatory, respiratory, digestive, and excretory) and how the eight laws of health as found in *The Ministry of Healing* by Ellen G. White acts as a preventive measure from diseases (pure air, sunshine, abstemiousness, rest, exercise, proper diet, the use of water, and trust in divine power).

Section/No.	Class Title	Credits
PHED 101	Physical Fitness	3
PHED 109	Motor Learning	3
EDUC 121	Philosophy of Christian Education	3
EDUC 143	Introduction to Teaching	3
EDUC 150	Curriculum and Instruction	3
PHED 207	History and Foundation of Physical Health	3
BIOL 222	Human Anatomy and Physiology I	3
BIOL 223	Human Anatomy and Physiology II	3
HLMN 242	Introduction to Massage Therapy	3
HLMN 243	Physiology of Hydrotherapy	3
EDUC 297	Multicultural Teaching/Education	3
HLMN 311	Human Nutrition	3
PHED 311	Physiology of Exercise	3
EDUC 311	Multigrade Organizations	3
EDUC 313	Developmental and Educational Psychology	3

EDUC 320	Classroom Management	3
HLMN 331	Health and Disease Assessment	3
HLMN 351	Kinesiology	3
PHED 356	Analysis of Human Movement	3
EDUC 361	Educational Assessment and Evaluation	4
EDUC 371	Reading in the Content-Areas	3
PHED 450	Elementary Physical Education Methods	3
PHED 451	Secondary Physical Education Methods	3
EDUC 493	Senior Seminar	1
EDUC 496	Internship I	12
EDUC 497	Internship II	12
Total Credits		95

Christian Secondary Education Minor

Professional Education

Students desirous of adding a Christian Secondary Education minor to their program of study must declare a minor with their academic advisor and complete a minimum of 68 credits in education to include the courses below.

Section/No.	Class Title	Credits
EDUC 121	Philosophy of Christian Education	3
EDUC 143	Introduction to Teaching	3
EDUC 313	Developmental and Educational Psychology	3
EDUC 320	Classroom Management	3
EDUC 321	Teaching the Exceptional Child	3
EDUC 331	Integrating Technology into the Curriculum	3

EDUC 341	Introduction to Teaching ESL	3
EDUC 351	Teaching in Secondary School	3
EDUC 361	Educational Assessment and Evaluation	3
EDUC 371	Reading in the Content-Areas	3
EDUC 391	Secondary Methods in Teaching Bible	3
EDUC 496	Student Teaching Internship I	12
EDUC 497	Student Teaching Internship II	12
EDUC 493	Senior Seminar	1
Total Credits		58
BIOL 201	Survey of the Human Body/Anatomy and Physiology	3
RELB 282	Fundamentals of the Christian Faith	3
RELB 152	SDA Church History	3
RELB	Religion electives	9
Required Cognates		18
Total Credits		76

Course Descriptions

EDUC 121 Philosophy of Christian Education

(3 credits) Explores the major issues relevant to Christian education, thus providing a basis for the development of a personal philosophy of education within the Christian context. An endeavor is made to discover the dynamic relationship between education and redemption, while illustrating means by which Christian principles may pervade every educational facet. Particular emphasis is given to implications for the student's own life and for the educational and youth ministries of the Seventh-day Adventist Church. Students will also explore the unique philosophical elements that undergird the Hartland educational model that blends entrepreneurial training via Madison 2.0, work education, agriculture training, practical real-world oriented classroom instruction, community outreach, physical fitness, outdoor education and recreation in God's natural world.

EDUC 143 Introduction to Teaching

(3 credits) Provides the prospective teacher a basic understanding of the principles and procedures of Christian teaching. Instruction will be given in planning lessons, methods of teaching, making fair evaluations, handling discipline matters, and other areas vital to successful teaching. Students will visit various types of schools in the local area observing various facets of the educational world in action.

EDUC 150 Curriculum and Instruction

(3 credits) Emphasis is placed on design and development of curriculum with a Christ-centered worldview. The course will deconstruct the relationship between curriculum and instruction and explore the instructional strategies most effective for the different types of learners. The course will also probe how standards influence curriculum development and instructions, and the role assessment plays in determining effectiveness of the teaching and learning process.

EDUC 220 Collaboration and Communication

(3 credits) This course provides students with information regarding effective communication strategies with parents, colleagues, and other service providers working with students in a helping capacity. Students will learn how to bridge the gap between the school and the home and create a collaborative working environment with colleagues.

EDUC 297 Multicultural Teaching/Education

(3 credits) A framework for exploration and appreciation of cultural similarities and differences related to teaching within a multicultural environment. Emphasis is on active involvement through group discussion. Topics include cultural heritage awareness, values clarification and sensitivity, and respect for the contributions from a complex, culturally diverse world.

EDUC 302 Science Methods

(3 credits) Materials and methods of teaching science in elementary school. Emphasis is on curricula planning and writing lesson plans for activity-based science learning experiences. An introduction to creation-based approach to understanding science juxtaposed with the National Science Teaching Standards and the National Science Teachers Association recommendations for teaching science is also presented.

EDUC 308 Social Studies Methods

(3 credits) Materials and methods of teaching social studies in elementary and secondary school.

EDUC 311 Multigrade Organizations

(3 credits) Examines the organizational and management of the multigrade Christian classroom, including curricula grouping for instruction, the individualization of instruction, and maintenance of records.

EDUC 313 Developmental and Educational Psychology

(3 credits) A study of psychology as it relates to the learning processes, age, and teaching methods. Emphasis on the study of psychological principles related to learning and cognition, and the personal, moral, and social development of the school-aged child. The course also includes discussion of the developmentally appropriate instructional practices, student with exceptionalities, integration of faith into the learning process, and teacher reflection.

EDUC 320 Classroom Management

(3 credits) An introduction to classroom management. Designed to help the prospective teacher gain an understanding of classroom procedures for creating and maintaining a productive learning environment in which students' success is maximized.

EDUC 321 Teaching the Exceptional Child

(3 credits) Surveys the characteristics of exceptional children and the psychological/educational problems faced by such children in the home, school, and society. Procedures for incorporating the exceptional child and adopting to his or her needs in the Christian classroom are explored.

EDUC 331 Integrating Technology into the Curriculum

A survey of the instructional uses of educational technology, including the internet, computer hardware, applications, social media, software, and assisted technology for students with disabilities. The course also provides

students opportunities for experiences and practice in using technology tools for educators. Emphasis on the use of technology within the context of accomplishing authentic tasks and using technology to enhance the teaching and learning environment.

EDUC 332 Mathematics Methods

(3 credits) A course designed to prepare students with practical classroom-tested activities, methods, available materials, and ideas that are presented on planning, organizing, managing, and accessing effective mathematics instructional approaches. Students will have opportunities to develop creative lesson plans and instruct in Hartland Day Academy's lab school.

EDUC 333 Bible Methods

(3 credits) Materials and methods of teaching religion in the school setting. Religion involves studying the Scriptures and making them relevant to the life of the learner. The course is designed to help the prospective teacher become aware of the importance of in-depth Bible study and to become familiar with strategies that will help them teach creatively and effectively. The course instruction is to prepare the prospective teacher to facilitate and implement the programs recommended by the North American Division of Seventh-day Adventists.

EDUC 341 Introduction to Teaching ESL

(3 credits) This course will address theoretical and practical aspects of ESL instruction and testing. Students will build a foundation in English pronunciation, lexicon, and grammar so that they understand the challenges English language learners face. They will learn how to design lessons for children and youth that use a communicative, interactive approach and will microteach those lessons in class. They will investigate, critique, and use a variety of ESL materials appropriate in the teaching and learning process.

EDUC 342 Art and Music Methods

(3 credits) A course designed to prepare teachers to direct the music activities of children and explore methods of discipline-based arts education for children. The contents for music include fundamentals, appreciation, singing, and instrumental activities. The contents for art and crafts include

exploratory activities in a variety of two-and-three-dimensional arts and crafts media. Students will have opportunities to develop creative lesson plans and instruct students in Hartland Day Academy lab school.

EDUC 351 Reading and Language Methods

(3 credits) Instruction is given in reading assessment, including reading readiness and word recognition skills such as phonetic and contextual analysis and sight vocabulary. Also emphasized are building comprehensive reading programs and evaluating different types of reading programs available. Curriculum and methods for teaching English, spelling, and handwriting will also be reviewed and evaluated.

EDUC 354 Reading Assessment

(3 credits) Students will learn techniques of assessment for reading instruction by selecting, administering, and interpreting appropriate evaluations for screening, progress monitoring, and diagnosing student performance. Course activities will examine an array of formal and informal assessment techniques and their applications, or effective reading instructional sessions for the student and classroom groupings. Students will demonstrate effective strategies for communicating assessment results to colleagues, parents, and students.

EDUC 361 Educational Assessment and Evaluation

(4 credits) This class prepares prospective teachers to have a better understanding of classroom learning and assessment. Attention will be given to test construction and evaluation of test results. Topics include the implications educational research findings bring to classroom practice, especially assessment of student learning.

EDUC 362 Health and Physical Education Methods

(3 credits) This course provides the prospective teacher with an extensive repertoire of teaching techniques in the elementary and secondary physical programs. Emphasis is placed on health-related fitness, skill development, special events, and noncompetitive game development. Students will have opportunities to develop creative lesson plans and instruct students in Hartland Day Academy lab school.

EDUC 371 Reading in the Content-areas

(3 credits) A study of the basic principles of teaching reading in the content areas and in secondary school. Study will include concepts, methods,

materials, and organizational skills for reading instruction. Emphasis will be given to the use of biblical principles for selecting reading materials.

EDUC 391 Secondary Methods in Teaching Bible

(3 credits) A study for the principles of teaching Bible in the secondary school. Study will include the methods of Christ's teaching, materials, assessment, and organizational skills for Bible instruction. Focus on preparing Bible teachers to inspire the coming generation with an understanding of God's end-time apocalyptic vision of Revelation 14 that leads them to dedicate their lives to that vision and the advent of the Lord.

EDUC 391 Senior Seminar

(1 credits) This course is designed to synthesize the culmination of courses taken over the course of the degree program into a unified theme and presented into a final reflection of the chosen theme. Students are required to actively participate, give an oral presentation, and submit a final electronic portfolio of all their significant work and achievements. Students will also participate in workshops designed to facilitate their transition from a student to the mission field or other relevant career options.

EDUC 496 Internship I

(12 credits) Students will be involved in the total program of the school(s) including observation, participation, and analysis of teaching. The student will work with a qualified cooperating (mentor) teacher for 50 school days (10 weeks) over one quarter semester, including the preparation for the opening of school in the fall. The time may be extended for absences and/or to give the student more time to develop competencies they might be lacking. This first quarter will focus on critical issues related to student teaching, electronic portfolio development, capstone project, and preparation of a thematic unit for public presentation. Lab fee: \$300.

EDUC 497 Internship II

(12 credits) Students will be involved in the total program of the school(s) including observation, participation, analysis of teaching, and full-time teaching. The student will work with a qualified cooperating teacher all day every school day for 50 days (10 weeks). The time may be extended for absences and/or to give the student more time to develop competencies they might be lacking. Students are not allowed to take any other courses except those approved by the advisor in the School of Education. This quarter semester session will focus on the professional portfolio or capstone project which must be completed before graduation. Lab fee: \$400.

PHED 109 Motor Learning

This course is a study of the principles dealing with the learning of motor skills, including individual differences, specificity, proprioceptive control of movement, motivation, timing, transfer, retention and current concepts of motor control and coordination with applications to good health and developing an active and healthy lifestyle.

PHED Physiology of Exercise

This course is a study of the physiological effects of exercise on the body. Special emphasis will be placed on the application of exercise to the development and maintenance of physical fitness and designing effective exercise programs to improve health and wellbeing.

PHED 356 Analysis of Human Movement

This course focuses on kinesiology, the study of human motion from the perspective of the Occupational Therapy Assistant. This includes the study and evaluation of joint motion and muscle function. Analysis of biomechanics in the context of functional movement is also included. The we will also examine core movement skills and teach the student how to dissect complex tasks into smaller activities and, finally, into muscle actions.

PHED 450 Elementary Physical Education Methods

An overview of the program of activities in elementary school physical education. Includes the study and practice of activities and principles that promote physical fitness with an emphasis on historical development, philosophical implications, physical fitness, and kinesiology.

PHED 451 Secondary Physical Education Methods

An overview of the program of activities in high school physical education. Includes the study and practice of activities and principles that promote physical fitness with an emphasis on historical development, philosophical implications, physical fitness, and kinesiology.



Christian Media and Communication Department

Our Mission

Equip 21st century missional entrepreneurs with innovative competencies and literacies to transform cyberspace with a proper understanding of the plan of salvation.

Our Philosophy

The number of nontraditional households with a post-Christian culture has made it much more challenging to use traditional outreach methods. Therefore, it is a top priority to rethink and innovate how we engage in mission work without compromising our biblical worldview. In the book *The Ministry of Healing* Ellen White presents a method by which we can be truly successful in our mission work. It is a well thought out process that involves empathizing with the perspective of the people we want to serve.¹ Our main goal is to instill a human-centered approach to ministry. This approach is a way to improve the usability and user

experience for digital content created by students for those seeking spiritual answers. By helping students adopt this mindset, technology will never overshadow ministry but will remain a tool that supports the work.

Our Student Profile

Our media program is specifically designed for students who want to develop creative media-based entrepreneurial skills to win souls. Students are encouraged to find new ways to reach changing generations with the unchanging, everlasting gospel. The program also encourages students to start a creative agency that uses their talents to glorify God and benefit humanity while still in school. Upon completion of this program, students will be able to enter a variety of media professions and fields, whether through advanced study in media or as practitioners and artists.

Our Method of Teaching

- The teaching model widely adopted in our program is Project-Based Learning (PBL). PBL is a method of instruction where students work on a project over an extended period, from a week to a term, in which they must solve a real-world problem or answer a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. This method best fits our college's philosophy of harmoniously combining practical and intellectual knowledge.
- Connect students with industry professionals who can teach, inspire and challenge.
- Empower students through active partnerships with businesses, ministries, and institutions using technologies and skills we teach.

Student Learning Outcomes

After successful completion of the BA in Christian Media Ministry, our graduates will share the everlasting gospel as:

¹Ellen G. White, *Ministry of Healing*, p. 143

Creative Missional Entrepreneurs

- Apply creative entrepreneurial skills to solve practical business problems.
- Engage with a range of stakeholders to deliver creative and sustainable solutions to specific problems.

Multimedia Designers / Graphic Designers

- Construct a body of work that demonstrates visual intelligence, conceptual understanding, collaboration, and technical facility at a professional level in media design/graphic design and production.
- Demonstrate knowledge of discipline-specific skills and vocabulary.

Digital Discipleship Ministry

- Create engaging content to reach digital audiences with the everlasting gospel through virtual discipleship.
- Develop digital tools to build online communities and transform cyberspace with a proper understanding of the plan of salvation.

Degrees Offered

- **BA in Christian Media Ministry***
- **Associate in Christian Media Ministry***

Minor

- Christian Media Minor*

*Note that all degrees and the Media minor feature a personalized "specialization stream" based on the students interests and ministry goals.

Description of Our Program

The media program aims to help students develop the creative and entrepreneurial skills necessary to become successful creative, missional entrepreneurs of online Christian content. We accomplish this by training

students in three core disciplines: Creative Missional Entrepreneurship, Multimedia/Graphic Design, and Digital Discipleship. Our program aims to equip all media students with the essential skills that intersect across these three disciplines (see Figure 1). In the third year, media students will choose an area of specialization that corresponds to their career and ministry goals. (See Stream Specialization Section). In the fourth year, students will gain an intensive off-campus experience through an internship and a practicum period.

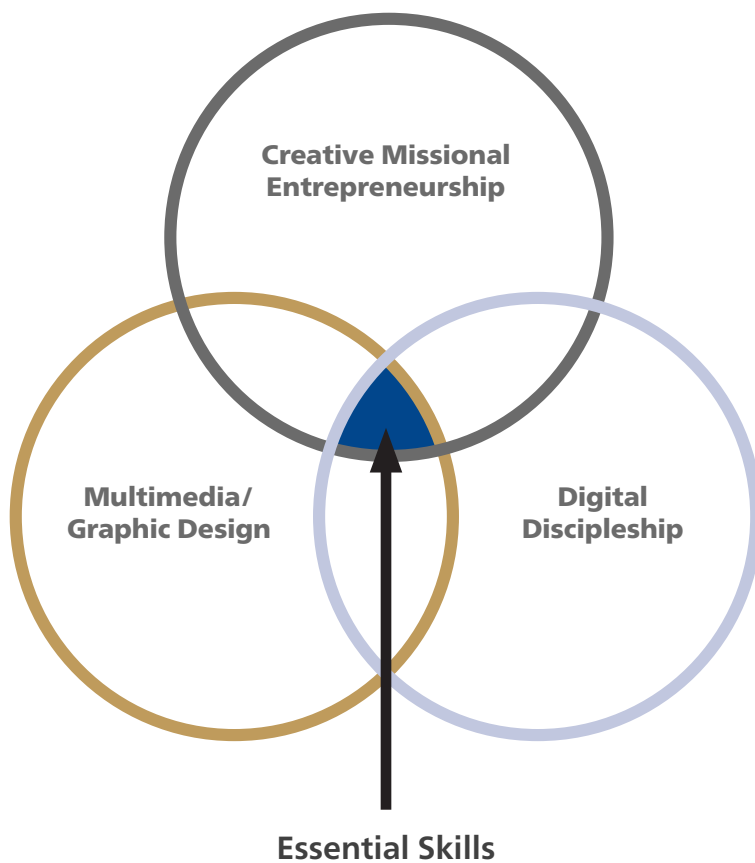


Figure 1: Essential Skills for the Media Curriculum

Program/Degree Requirements

Core Curriculum (78 credits)

For a complete description of the core curriculum review Core Curriculum section of this bulletin.

Summer Outreach Training School (12 credits)

All students are expected to participate in the Summer Outreach Training school as part of their core curriculum experience. The program is designed to strengthened students' faith and commitment to work in God's vineyards and to set the stage for their academic and spiritual journey at Hartland College. Please see the Summer Outreach Training section of this bulletin.

BA In Christian Media Ministry

Degree type: Bachelor's degree
Course duration: 4 years
Credits: 177 approximately

BA Major Core Classes

The base classes are required for all media students completing the bachelor's degree program. These classes provide the foundation for the media specialization streams.

Section/No.	Class Title	Credits
Base Classes for Christian Graphic Design		
MDMN 102	Raster & Vector Graphics	3
MDMN 222	Editorial Design	4
MDMN 201	Design Principals for Visual Communication	3

MDMN 303	Web Technology	3
Base Classes for Christian Multimedia Design		
MDMN 103	Digital Photography	3
MDMN 203	Audio Production & Sound Design	3
MDMN 221	Post-Production Workflow	3
MDMN 223	Cinematography & Advanced Post-Production	4
MDMN 302	Motion Graphics & VFX	3
Base Classes for Creative Missional Entrepreneurship/ Digital Discipleship Ministry		
MDMN 104	Essential Media Ministry	1
MDMN 202	Content Marketing (<i>Enrollment of 5 students is required</i>) or	3
MDMN 242	Storytelling Techniques	
MDMN 211	Professional Development Seminar I	1
MDMN 212	Professional Development Seminar II	1
MDMN 213	Professional Development Seminar III	1
MDMN 301	Digital Marketing (<i>Enrollment of 5 students is required</i>) or	3
MDMN 321	Writing for Publications or	
MDMN 313	Search Engine Optimization (<i>Enrollment of 5 students is required</i>)	
Total Credits		39

BA Stream Specialization Classes

(12 Cognate Credits)

Instead of strict tracks, the media program offers students the opportunity to specialize in a particular area while still exploring the broader field of media. Students will join “specializations” that reflect their main interest, and these specializations will help students achieve depth in a specific area. Students seeking to advance in a specialization must do so under the guidance of a qualified faculty advisor who has the appropriate academic or professional expertise to guide and assess specialized coursework and competencies.

Stream Specializations are not lecture-based courses, but are self-directed that follow the best practices of project-based learning as described in the PBLWORKS Gold Standard PBL model. The instructor will monitor student progress and takes on the role of a coach to help students achieve planned outcomes. The specialization stream is a three-part series and will prepare students to be effective, self-directed learners while learning to be lifelong learners. These are critical skills in an ever-changing media industry. Students must complete the Professional Development Seminar Series before they can enroll in the course. The Professional Development Series will help students find the best streams that match their talents and ministry goals. To receive a specialization, students must complete the following requirements within their junior year:

- Evidence of acquisition of specific knowledge and skills in the selected stream. This can be done through professional certification or feedback from industry professionals
- The development of a project as agreed upon by the faculty advisor
- A minimum of 12 course credits in the area of specialization.

The media program offers specialization streams within the three core disciplines covered throughout the program:

- **Creative Missional Entrepreneurship:** In this stream students gain experiences that help them become excellent freelancers and learn the tools they need to lead creative ministries. Leadership is a key component that students develop in this stream.
- **Multimedia Design or Graphic Design:** In this stream, students will go through the creative process and develop professional motion pictures, digital publications or any other media asset of their choice from start to finish.
- **Digital Discipleship Ministry:** The Advanced Digital Discipleship Studies course is a junior year program that offers students the opportunity to develop their digital discipleship skills to lead people to Jesus through an online discipleship process.

Students will take one 4-credit course from the three-part Advanced Media Studies category each term of their junior year.

Section/No.	Class Title	Credits
MDMN 361	Advanced Media Studies I	4
MDMN 362	Advanced Media Studies II	4
MDMN 363	Advanced Media Studies III	4
Total Credits		12

Internship & Practicum

Practicum: On-Campus (12 credits) *Not required for everyone*

The purpose of the on-campus practicum is to provide additional support to students who, for whatever reason, are not yet ready for an internship. If students do the on-campus practicum they are only required to do one more off-campus practicum.

Section/No.	Class Title	Credits
MDMN 490	Practicum: On-Campus (not required for everyone)	12
Total Credits		12

Internship & Practicum: Off-Campus (36 credits)

Students who have successfully completed the first, second, and third-year requirements now have the opportunity to complete an off-campus internship and practicum during their fourth year. The Internship & Practicum year is an excellent opportunity for students to be mentored by highly competent industry professionals and gain work experience that immerses them in their career interests. The practicum also helps students obtain employment opportunities.

Section/No.	Class Title	Credits
MDMN 491	Media Internship	12
MDMN 492	Practicum I: Off-Campus	12
MDMN 493	Practicum II: Off-Campus	12
Total Credits		36

Associate in Christian Media Ministry Curriculum

The Associate in Christian Media Ministry degree is a unique program that teaches learners 21st century soft skills such as leadership, creativity, collaboration, communication, and media literacy, as well as practical skills ranging from graphic and multimedia design to production and creative entrepreneurship. The course prepares you to create a wide range of content, from still images to moving content, live streaming, and podcasting. Using the latest digital content creation technologies, students explore methods for creating engaging content to share the everlasting gospel.

Degree type: Associate's degree
Course duration: 2 years+ Internship
Credits: 87 approximately
Internship: 10 weeks

Core Classes

Section/No.	Class Title	Credits
RELB 171	Biblical Hermeneutics	3
HLSM 101	Principles of Medical Ministry	4
ENGL 101	English I Composition	3
MDMN 112	Digital Ministry Fundamentals	3
EDUC 121	Philosophy of Christian Education	3
RELB 163	Life and Teachings of Jesus	3
MATH 211	College Algebra	3
RELB 282	Fundamentals of the Christian Faith	3
HLCP 201	Life and Health Coaching	4
MUSC 202	Principles of Christian Music I, II, III	3
SOCI 213	Christian Marriage and Family	3
ENGL 102	English II: Research Writing	4
ECON 202	Ministry and Economics	3
ECON 203	Entrepreneur Mindset	3
AGRI 111	Agriculture I	6
	Evangelistic Ministries	
	Work Education	
	Physical Education	
Total Credits		51

Major Classes

Section/No.	Class Title	Credits
MDMN 221	Post-Production Workflow	3
MDMN 103	Digital Photography	3
MDMN 104	Essential Media Ministry	1
MDMN 102	Raster and Vector Graphics	3
MDMN 201	Design Principals for Visual Communication	3
MDMN 202	Content Marketing	3
MDMN 203	Audio Production and Sound Design	3
Total Credits		19

6–8 Credits From These Major Classes

Electives Classes

Section/No.	Class Title	Credits
MDMN 222	Editorial Design	4
MDMN 223	Cinematography & Post-Production	4
MDMN 242	Web Technology	3
MDMN 222	Storytelling Techniques	3

4–6 Credits From These Core Classes

Electives Classes

Section/No.	Class Title	Credits
RELB 162	Missiology	2
HLSM 103	Survey of Anatomy and Physiology	4
PSYC 221	Biblical Principles of Mental Health	3
EDUC 201	Teaching Seminar	2
SOCI 301	Ministry and Leadership	3

Course Descriptions

MDMN 102 Raster and Vector Graphics

(3 credits) Learn to use professional raster graphic tools like Photoshop to creatively adjust, fix, and retouch different types of images used in graphic design projects. Master Photoshop compositing techniques to create flyers or posters. Learn to use Illustrator to create your own custom logo and learn the essential vector drawing techniques to create vector graphics. By the end of this course, you will be able to create your own artwork from scratch to use for motion design or graphic design purposes.

MDMN 103 Digital Photography

(3 credits) Starting with the basics of good still photography, from finding an interesting subject to good composition to using the exposure triangle to make sure your subject is properly lit, students will learn what it takes to take amazing photos. They will then apply their photography skills to cinematography and master creating great (cinematic) video. Lab Included.

MDMN 104 Essential Media Ministry

(1 credits) This helps students understand what media ministry (MM) entails and answers key questions, such as why MM is an essential part of presenting the everlasting gospel. It looks at principles of how MM can be done effectively. It also delves into the history of media ministry in the OT, the early church, the church in the wilderness, the Reformation, the rise of the Advent Movement, and the Three Angels' Messages. The course also looks at special challenges for media workers such as the Sabbath, purity, gadget envy, and financing.

MDMN 201 Design Principals for Visual Communication

(4 credits) An overview of developing design concepts that uphold Seventh-day Adventist values in visual communications. Through instruction, research, analysis, and project presentations, the student will develop their visual thought processes and creative decision-making skills. Topics include design fundamentals, illustrating Seventh-day Adventist doctrines and Spirit of Prophecy counsel, visual persuasion and storytelling, Christian ethics,

typography, composition, color, image selection, production issues, and working with editors, managers, or clients. Awareness will be made of non-Christian concepts that are hostile to the influence of Christian witness. Lab included.

MDMN 202 Content Marketing

(3 credits) Content Marketing is a \$412 billion industry segment and growing rapidly. There are currently over 215,000 content jobs listed on LinkedIn. The demand for this skill is high and there are well-defined best practices, but it is still a skill that is in short supply. This course gives participants a solid introduction to the content marketing industry and the skills needed to succeed. It trains participants in the art of writing effective content. The course will give students experience in the key types of writing and help them build a strong portfolio of examples to showcase their skills to potential employers. It will also train students to develop a content marketing strategy for an employer or client and give them the opportunity to develop a sample strategy to add to their portfolio demonstrating expertise to potential employers.

MDMN 203 Audio Production & Sound Design

(3 credits) The purpose of this course is to provide students with theory and skills in basic audio production to more effectively communicate the everlasting gospel and be an effective member of a small studio or church audio team. Students will learn the basic functions of a variety of audio equipment commonly utilized in live sound and small studio settings. Sound theory is explored and applied to both. Miking techniques, along with techniques for controlling feedback, environmental and system noise, and dynamic range are covered, along with basic equalization. Mastering and distribution technologies will also be introduced. During the course students will learn to correctly handle cables and other audio gear, and to source equipment, properly connect it, and budget for the design of small studio or live sound application.

MDMN 211, 212, 213 Professional Development Seminar I, II, III

(1 credit/each) In this course, students will research the job market in their industry and gain an understanding of career opportunities, trending topics, and current issues in the creative industry and their specific stream of interest. Students will also develop their personal brand and connect with

potential employers and professional mentors using proven communication methods and strategies. Students will design their resumes and cover letters and create professional portfolios for the specific audiences they wish to target and gain real-world insights from guest speakers. Throughout the course, students are given various assignments and projects to help them identify their talents, skills, and abilities and align them with their call to ministry. At the end of the course, students meet with the instructor and the rest of the media team for advising and preparation for their stream selection in the third year.

MDMN 221 Post-Production Workflow

(3 credits) The success of filmmaking is really determined by the editor. The choices the editor makes affect how the audience receives the story. This course will cover the essential techniques that editors use to shape emotion, pacing, and meaning to drive and sell the narrative. Students will also learn creative and technical aspects of editing, from organizing footage, trimming, and assembling shots together on the timeline, to continuity editing methods such as cutting to the action, match cuts, L-cuts, and J-cuts. Upon completion of this course, students will be able to put together the building blocks for a good edit. Students will also learn how to edit on a post-production team crossing multiple timelines around the world. One of the most important things editors do is stay organized with digital assets. Students will learn how to manage digital assets, which include still images, videos, PSD, and other digital files. Lab included.

MDMN 222 Editorial Design

(3 credits) Editorial design is a branch of graphic design specialized in publications, such as books, magazines, articles, newspapers, catalogs, brochures, covers, and so on. It's all about the internal and external aesthetics. Students will learn to combine design concepts and content using industry-standard tools and workflows, working both individually and in teams. Students are introduced to composition, page layout, color management, the preparation and review of proofs, preflighting, and content licensing. Special emphasis is given to the use of styles to create highly structured, semantically rich documents that are easy to maintain and adapt to a variety of media and future uses. This course builds on the principles learned in Design Principles for Visual Communication. By the end of the course, students will have gained hands on experience creating multiple layouts from start to finish.

MDMN 223 Cinematography & Advanced Post-Production

(4 credits) Building on Digital Photography, students will now dive deeper into the language of moving images. They will learn how to use movement, composition, and lighting to tell compelling stories. Students will learn how to use in-camera techniques to support advanced editing, such as creating seamless transitions. Students will see how their shots can make or break an editing timeline. They will also learn how to shoot for Visual Effects, which will include shooting for green screen and compositing purposes.

MDMN 242 Storytelling Techniques

(3 credits) Do you have something you want to get across to an audience, such as an idea, a cause, a product, or a service? Understanding the science of storytelling will help you get your message across effectively. In this course, you will learn the foundations of effective storytelling techniques and how to use storytelling techniques to maximize the effectiveness of your communications.

MDMN 301 Digital Marketing

(3 credits) The Internet is a dynamic marketplace if ever there was one. This course will provide you with the theoretical understanding of the Internet marketplace necessary to adapt to its many changes, while equipping you with the skills you need to perform important daily tasks. By the end of the course, you will be able to go into any organization with an online presence and improve their use of the Internet. Topics include, Search Engine Optimization, Search Engine Marketing, Online Advertising, ROAS (Return on Ad Spend), Web Analytics, Email Marketing, Social Media, Reputation Management, and understand how to improve online effectiveness by applying digital marketing best practices. Students who complete this course will walk away with tangible proof of competence in their new skills. Digital Marketing students can also take a free optional certification exam that is recognized in the industry.

MDMN 302 Motion Graphics and VFX

(3 credits) The goal of the course is to teach students the art and science of compositing as it applies to motion graphics and visual effects.

Students will learn keying techniques, rotoscoping, tracking, match moving, and the fundamental 3D animation skills needed to create compelling motion visuals.

MDMN 303 Web Technology

(3 credits) An introduction to the fundamental technologies of the web, the languages, tools, and skills utilized in web development. The purpose of the course is to prepare students to use web media in communicating the everlasting gospel. The course is composed of classroom instruction, individual projects, and class-wide collaborative projects. One or more structured, self-paced skill enhancement courses will be assigned, utilizing freely available online resources. Skills to be developed include the design of well-structured, semantically rich web documents, reading, writing, and understanding basic HTML5 and CSS. The impact of social networking, blogs, streaming media, content rights, and online privacy will be discussed along with a history of the web. An overview of popular content management systems will be included. The importance of web standards compliance will be emphasized.

Prerequisites: MATH 111 College Math and minimum score on a computer competency exam.

MDMN 313 Search Engine Optimization

(3 credits) This course examines the strategic use of search engine optimization (SEO) in marketing in order to build profitable customer relationships. Topics in the course will include consumer search behavior, search engines and algorithms, website user-experience, on-page and off-page SEO, and strategies for conducting SEO campaigns for traditional and niche search engines. The course is designed to teach the fundamentals of SEO as well as provide practice with analysis and skills associated with doing SEO for a business or organization.

MDMN 321 Writing for Publication

(4 credits) A course in Christian writing techniques for a variety of audiences. Students will receive assignments and instruction in writing stories, feature articles, newsletters, media releases, and promotional pieces such as flyer's and appeal letters. Topics include: fiction vs. nonfiction, the legal aspects of

publishing, the editorial process, target reading audiences, and cross-media writing.

MDMN 361, 362 ,363 Advanced Media Studies I, II, III

(4 credits/each) The Advanced Studies courses is a junior-year program that offers students the opportunity to develop in their specific stream of interest. The courses spans a full academic year and gives students the opportunity to establish industry-standard workflows in one of the following fields, such as digital marketing, creative project management, freelancing, design thinking, video design, website design or editorial design. The scope of the course is structured between the instructor, who is more of a mentor, and the student. The student plays a key role in designing the syllabus and deliverables developed for this course. These courses follows the best project-based learning practices as described in the PBLWORKS Gold Standard PBL model. Students will also interact with industry professionals who will provide feedback at key milestones along their journey. At the end of the course, participants must prove that they have successfully managed the client experience and delivered digital assets.

MDMN 490 Practicum: On-Campus

(12 credits) This course is designed as a complete academic extension of a student's practical education specialization. In this course, students gain in-depth insights into work processes and methods. This course also prepares students to get the most out of their internship by considering best thinking from conception to production. Students are placed in a supervisory role and learn principles of running a creative agency.

MDMN 491 Internship

(12 credits) Upon completing their stream academic requirements, students must complete an internship in their respective majors. The departmental advisory team will help find an appropriate internship for each student. The internship program is a focused, dedicated time for upper-division students to build and develop their professional skills in a mentored environment through productive work in the area of their education. An internship allows senior students to experience the professional world while participating in their academic training. This allows them to learn about the relationship between their academic preparation, their career aspirations, and the professional world's demands. Interns can also broaden their career interests

and apply career-relevant expertise. Internships are structured with standard learning objectives, mentored, and assessed. Curriculum Committee approval is required for internship selection.

MDMN 492, 493 Practicum: Off-Campus I, II

(12 credits) The practicums are professional work experiences in which students immerse themselves in their career interests. The practicum also helps students obtain employment opportunities.



Health Science Ministry Department

Mission and Vision

The Health Science Ministry Department has as its mission the preparation of comprehensive health missionaries. We recognize the inspired statement, “soon there will be no work done in ministerial lines but medical missionary work.” Therefore, our burden is to prepare students to be effective health coaches, health science educators, and pre-health professionals.

The Health Science Ministry Department’s vision is to prepare missionaries to touch people’s lives with God’s love through well-rounded baccalaureate programs that integrate science theory with practical clinical skills taught within a distinctively Seventh-day Adventist biblical worldview.

The health field is not only a promising area where employment rates are rapidly increasing but it is also a special field for ministering to people and showing them God’s transforming love. Coaching is also flourishing throughout many industries and this approach equips the graduate with the unique opportunity to guide and assist people thus enabling them to make better choices and assume the responsibility for their health. Health and wellness coaching skills are more effective when embedded within a health science baccalaureate program. That is why we have included coaching within our B.S degree. Hartland’s Wellness Center provides practical training opportunities for the Health Science Ministry students.

Student Learning Outcomes

1 Biblical-Worldview Researchers

Students develop a biblical worldview outlook in health science as they apply Bible and Spirit of Prophecy principles to the essential concepts of the basic sciences and as they discern the relationship between the two

2 Health and Wellness-Educators

Students practice and effectively communicate key principles of physical, emotional, social, and spiritual wellbeing and key concepts of the core sciences while they engage in educational activities in schools, churches, and other community venues.

3 Comprehensive Health Ministers

Students advance spiritual, intellectual, social, and physical restoration as they effectively participate in community outreach, wellness center programs, and church programs in the foreign or home mission field.

4 Critical Thinkers

Students examine issues, problems, or situations related to health science or clinical cases in light of the evidence and they analyze different alternatives in light of the possible consequences while seeking to identify bias, influence of the context, and underlying assumptions.

5 Scientific Problem Solvers

Students explain and resolve typical quantitative problems associated with the health and core science branches.

Objectives

- To equip students to see the hand of the Creator in all living systems and the natural world.
- To prepare students with an understanding of key life science concepts that will complement study in scientific disciplines and strengthen analytical skills required for all fields of study.
- To prepare students to be innovative thinkers in considering current challenges and new applications for life sciences.
- To prepare students to share scientific principles from the Creationistic perspective.
- To equip students to defend their faith in a six-day creation.

Degrees Offered

The Health Science Ministry Department currently offers 2 programs for health majors and 3 minors for non-health majors.

- **Bachelor of Science degree in Health Sciences**
- **Associates of Science degree in Health Science**

Minors

- Minor in Health Education
- Minor in Health Therapy
- Minor in Nutrition

Program/Degree Requirements

Core Curriculum (78 credits)

For a complete description of the core curriculum review Core Curriculum section of this bulletin.

Summer Outreach Training School (12 credits)

All students are expected to participate in the Summer Outreach Training school as part of their core curriculum experience. The program is designed to strengthened students' faith and commitment to work in God's vineyards and to set the stage for their academic and spiritual journey at Hartland College. Please see the Summer Outreach Training section of this bulletin.

Bachelor Of Science In Health Science Ministry

This degree qualifies students to work in the field of Health Evangelism, Lifestyle & Wellness Education. It leads to advanced healthcare careers focused on lifestyle and preventive medicine. Candidates are prepared to understand disease etiology and presentation at an undergraduate level, assessment, and management of disease, how to start and operate a lifestyle/wellness center, conduct research to validate treatment modalities and understand how to interface with professionals within the healthcare system. Students can choose from various allied health certifications to become certified nurse assistants (CNA), therapists, phlebotomists, and medics. This degree can serve as a bridge to professional studies such as medicine, dentistry, nursing, physical therapy, and others adding a unique perspective to the candidates' future practice in healthcare. One can also choose to apply to a master's program in counseling psychology, and with some additional course work, a master's in public health, counseling, and healthcare administration. Graduates from this degree program will be qualified to start and operate lifestyle/wellness centers, and work as research associates, therapists, licensed allied healthcare workers, and wellness life and health coaches.

Degree Type: Bachelor of Science degree
Course duration: 4 years
Credits: 186-192
Internship: 20 weeks

Major Specific Health Courses

Bachelor of Science Degree

Section/No.	Class Title	Credits
BIOL 101	General Biology (L)	4
BIOL 202	Anatomy & Physiology II (L)	4
BIOL 203	Anatomy & Physiology III (L)	4
CHEM 101	General Chemistry (L)	4
CHEM 201	General Biochemistry	4
HLSC 201	Medical Terminology	2
HLSC 202	Principles of Hydrotherapy (L)	4
HLSC 203	Principles of Massage (L)	4
HLSC 301-303	Medical Certification	4-10
HLSC 311	Herbal Pharmacology	2
NUTR 312	Foods & Nutrition	4
NUTR 313	Preventive & Therapeutic Nutrition	4
HLSC 321	Pathophysiology 1	4
HLSC 322	Pathophysiology 2	4
HLSC 333	Health & Disease Assessment	4
HLSC 401	Addiction	2
HLSC 411	Wellness Center Management	4
HLSC 421	Public Health / Health Policy / Health Care Ethics	3
HLSC 431	Chronic Disease Management	3
HLSC 441	Epidemiology & Biostatistics	2
HLSC 442, 443	Research I, II	2
HLSC 452, 453	Internship I, II	24
Total		96-102
Total credits for the program		186-192

Associates of Science Degree in Health Science Ministry

This is the foundational degree in the field of Health Evangelism/Lifestyle & Wellness Education. It qualifies students into entry-level careers in the field of healthcare that are focused on lifestyle and preventive medicine. This degree, with additional course work can serve as a bridge to pre-professional undergraduate studies that lead to careers in Nursing, Medicine, Dentistry, Physical Therapy, and other health professions adding a unique perspective to a candidate's future practice in healthcare. One can also choose to progress to completing a four-year B.S. in Health Science degree, which prepares a student for more advanced understanding of lifestyle medicine including assessing and managing patients while working alongside a licensed healthcare practitioner. Graduates of the two-year degree program will be able to work as an associate in the lifestyle/wellness center, a bible worker, and a wellness life & health coach. Students may also choose to become certified by participating in training programs offered by the department such as Certified Nursing Assistant (CNA) certification.

Degree Type: Associates of Science degree
Course duration: 2 years plus internship
Credits: 116
Internship: 10 weeks

Major Specific Health Courses

Associates of Science Degree

Section/No.	Class Title	Credits
BIOL 101	General Biology (L)	4
CHEM 101	General Chemistry (L)	4
BIOL 202	Anatomy & Physiology II (L)	4
BIOL 203	Anatomy & Physiology III (L)	4
CHEM 201	General Biochemistry	4

HLSC 201	Medical Terminology	2
HLSC 202	Principles of Hydrotherapy (L)	4
HLSC 203	Principles of Massage (L)	4
HLSC 210	Internship	12
	Total	42
Total credits for the program		116

Minor in Health Science Ministry

A minor in Health Science Ministry is available for students not majoring in health sciences. It will enhance their future ministry with additional knowledge and basic therapeutic skills in caring for those suffering with health conditions. Depending on the area of focus, non-health majors will gain a better understanding in anatomy and physiology, foods and nutrition and they will learn basic techniques in therapeutic modalities such as massage and hydrotherapy. These are invaluable skills for any aspiring missionary who would like to add a health element to their academic training.

Degree Type: Minor with focus
Course duration: Completed with Baccalaureate
Credits: 18-22 additional credits

Major Specific Health Courses

Health Minor Degrees (non-health majors only)

Section/No.	Class Title	Credits
BIOL 101	General Biology (L)	4
CHEM 101	General Chemistry (L)	4
BIOL 202	Anatomy & Physiology II (L)	4
BIOL 203	Anatomy & Physiology III (L)	4
HLSC 201	Medical Terminology	2
Total Credits		18

Health Therapy Minor

Section/No.	Class Title	Credits
HLSC 201	Medical Terminology	2
BIOL 202	Anatomy & Physiology II (L)	4
BIOL 203	Anatomy & Physiology III (L)	4
HLSC 202	Principles of Hydrotherapy (L)	4
HLSC 203	Principles of Massage (L)	4
Total Credits		18

Nutrition Minor

Section/No.	Class Title	Credits
CHEM 101	General Chemistry (L)	4
CHEM 201	General Biochemistry	4
BIOL 202	Anatomy & Physiology II (L) (Nutrition focused)	4
HLSC 311	Herbal Pharmacology	2
HLSC 312	Foods & Nutrition	4
HLSC 313	Preventive & Therapeutic Nutrition	4
Total Credits		22

Course Descriptions

Core

HLSC 101 Principles of Health (L)

(4 credits) A study of God's natural laws and general physiology as they relate to health. Students will study God's counsel regarding these laws in the Bible, the Spirit of Prophecy, and scientific literature which is consistent with

inspiration. Lecture and practical experience will also be provided for CPR, first aid, and herbal and charcoal home remedies.

BIOL 201 Survey of the Human Body/Anatomy and Physiology I (L)

(4 credits) This is a survey course of the structure and function of tissues, organs, and systems of the human body. The aim is to give each student an appreciation for the creative power and wisdom of God and a basic working knowledge of the human body.

Major Specific

BIOL 101 General Biology (L)

(4 credits) A course covering the basic concepts in biology, including genetics, the human body and interactions with their environment, taxonomy, behavior, ecology, morphology, physiology, and speciation of living organisms.

BIOL 202, 203 Anatomy and Physiology II (L), III (L)

(4 credits) This course is a detailed study of the structure and function of tissues, organs, and systems of the human body. The aim is to give each student an appreciation for the creative power and wisdom of God and a basic working knowledge of the human body. **(Prerequisites: BIOL 201)**

CHEM 101 General Chemistry (L)

(4 credits) A basic study of physical science which deals with the composition, structure, properties, and changes of matter. As the basic and minutest structures of nature—the particles of the atom and the elements—are discussed, there will be a correlation of the principles of the physically unseen with that of the spiritually unseen in order to increase our appreciation of the designing power of our omnipotent creator. **(Prerequisites: MATH 112)**

CHEM 201 General Biochemistry

(4 credits) A specific study of biologic chemistry occurring within living organisms. This study endeavors to cover the structures, functions, and

interactions of the biological macromolecules that provide the framework of cells, and which perform the functions associated with life. When understood, this study will help the student understand cause to effect in both health and disease and appreciate how our bodies have been “fearfully and wonderfully made.” **(Prerequisites: CHEM 101)**

HLSC 201 Medical Terminology

(2 credits) This class familiarizes the students with the language of medicine. They will learn to pronounce, spell, and define medical terms used in today's health care settings. This is accomplished by categorizing related terms into easily learned units and by introducing the students to the structure of medical language. This will equip them to understand the terms included in the class textbook and the new and unfamiliar terms they may encounter in a clinical setting. **(Prerequisites: BIOL 201)**

HLSC 202 Principles of Hydrotherapy (L)

(4 credits) A physiological and practical approach to the understanding and use of hydrotherapy as a God-ordained treatment modality and a study of how water of varying temperatures and in various states effects changes in nervous, circulatory, and muscular systems. **(Prerequisites: HLSC 101)**

HLSC 203 Principles of Massage (L)

(4 credits) Basic massage therapy theory, terminology, and skills provide the foundations for further study. Students experience giving and receiving full-body classic Western massage. Emphasis is given to becoming comfortable with touch and developing sensitivity, awareness, intuition, and other skills which comprise the art of massage therapy. Students gain fundamental knowledge of musculoskeletal anatomy through basic palpation skills. **(Prerequisites: BIOL 201 or permission of the instructor)**

HLSC 210 Internship

(12 credits) One term in which to utilize and further develop skills learned at Hartland College. Internship will take place at Hartland Wellness center (HWC). Requests for sites other than HWC are subject to the approval of the Curriculum Committee.

HLSC 301 Skilled Nursing Assistant (L)

(10 credits) This practical health course designed with holistic principles will cover the basic nursing knowledge and clinical skills required to take the State CNA (Certified Nursing Assistant) licensure exam. A biblical approach to personal wellbeing is an integral part of this course, as is the application of the health principles for both patients and students. **(Prerequisites: BIOL 203)**

HLSC 302 Phlebotomy (L)

(4 credits) This course is designed to offer both theory and practical applications in the science of phlebotomy. The students will have the opportunity to enhance their knowledge base and clinical experience in this specialized field while maintaining Christian values. Classroom training and laboratory experience will equip the students to prepare for phlebotomy certification. The on-campus and off-campus labs will further promote professional development. **(Prerequisites: BIOL 203)**

HLSC 303 Advance Massage Therapy

(4 credits) This course continues to build on the foundation started in Introduction to Massage Therapy. The course covers theory and practical applications of fascial anatomy and deep tissue work. Instructional tools include lectures, experiential activities, hands-on practice of massage and bodywork techniques, and visual aids. This course is designed to facilitate the student's verbal and non-verbal consultation and communication skills. The student will also explore the most recent research on the effects of touch with a variety of populations. The students will be introduced to various types of massage techniques for specific populations including older adults and pregnant women and children. **(Prerequisites: HLSC 203)**

HLSC 311 Herbal Pharmacology

(2 credits) This is a detailed study of simple medicinal herbs. Students will review counsel from the writings of Ellen White and scientific literature on herbal medicine about the use of these natural resources as part of a wellness program to prevent and remedy diseases. Students will also be introduced to the language of medicine, for better understanding and more accurate communication with medical personnel. **(Prerequisites: HLSC 101, 201, CHEM 201 or equivalent)**

NUTR 312 Foods & Nutrition

(4 credits) A comprehensive course in the basic principles of human nutrition and food selection according to God-centered principles. A study of scriptural counsel regarding diet will be carefully pursued. **(Prerequisites: HLSC 101, CHEM 101, 201, BIOL 203)**

NUTR 313 Preventive & Therapeutic Nutrition

(4 credits) The focus of this course is to teach wise selections of food to minimize one's risk for developing disease. Nutrition is also presented as a therapeutic mode to promote health in the presence of various diseases, including the effects of nutrients on the causes and symptoms of illness. **(Prerequisites: HLSC 312)**

HLSC 321 Pathophysiology I

(4 credits) As an introduction to the theories and mechanisms of disease, this course focuses on the pathological conditions most likely to be encountered in a massage therapy practice. Special attention is given to the precautions, contraindications, and indications for massage sessions when working with massage clients exhibiting specific conditions. When and how it is appropriate to refer clients to other health care practitioners is included, as well as an introduction to basic principles of nutrition, pharmacology, and research. **(Prerequisites: BIOL 203 or equivalent)**

HLSC 322 Pathophysiology II

(4 credits) As an introduction to the theories and mechanisms of disease, this course focuses on the pathological conditions most likely to be encountered in a massage therapy practice. Special attention is given to the precautions, contraindications, and indications for massage sessions when working with massage clients exhibiting specific conditions. When and how it is appropriate to refer clients to other health care practitioners is included, as well as an introduction to basic principles of nutrition, pharmacology, and research. **(Prerequisites: BIOL 203 or equivalent)**

HLSC 323 Health & Disease Assessment

(4 credits) A head-to-toe detailed review of body systems and how God designed them to function normally, with an emphasis on developing

assessment skills for conducting patient histories and physical examinations. Methods of evaluation will be discussed and rehearsed in class. This course will help students conduct preliminary assessments under the supervision of a licensed health care professional. **(Prerequisites: HLSC 322)**

HLSC 401 Addiction

(2 credits) The objective of this course is to understand the underlying mechanism of addiction and methods of managing addictions. This course will delve into the neuroanatomy, physiology, biochemistry, and pathophysiology of addiction. This course will help one to understand the biochemical processes at a molecular level that involve addiction. It will also provide information on therapeutic modalities that can help overcome addictions. Treatment modalities will include principles laid out in the Bible and inspired writings to help overcome addiction.

HLSC 411 Wellness Center Management

(4 credits) In this course students will learn effective skills required to operate a Lifestyle center. It will go over administrative and management skills required for daily operations and plan to make their business development more successful. This course will focus on business and administrative. Students will have the opportunity to develop a business/career plan, do strategic planning, and prepare a presentation that demonstrates their proficiency as a practitioner.

HLSC 421 Public Health / Health Policy / Health Care Ethics

(3 credits) This course's objective is to familiarize students with the concepts involved with the current practice and delivery of healthcare in the US. This course is a compilation of important and relevant topics in public health, health policy and healthcare ethics. Medical ministry will happen within the parameters of best healthcare practice. Thus, knowing practices in other areas of healthcare delivery such as hospitals, clinics, long-term care and other facilities will be invaluable.

HLSC 431 Chronic Disease Management

(3 credits) An etiological and pathological look at such chronic degenerative diseases as diabetes, hypertension, obesity, and cardiac disease. It will also

include infectious diseases. An emphasis will be placed on how adherence to God's plan of health can prevent disease and restore health. Students managing chronic disease will be limited to lifestyle treatments with proper medical care or under a physician's supervision. **(Prerequisites: HLSC 323)**

HLSC 441 Epidemiology / Statistics

(2 credits) This course is an introduction to the terms and basic concepts in epidemiology and biostatistics. It will cover the role of epidemiology in disease, how disease is measured and quantified, the different study designs, bias, ethics, etc. This course will attempt to teach students how to critically evaluate studies. It will also introduce concepts of biostatistics, where students will learn how to identify and verify patterns in a given data and predict outcomes. **(Prerequisites: MATH 112)**

HLSC 442, 443 Research I, II

(1 credits) The objective of this course is to design a study based on the principles learned in epidemiology and biostatistics. Students will be taught basic principles of research. Students will work closely with a mentor. Students will work with their mentor starting in their junior year. They will collect and analyze data to support their hypothesis. Students will have a chance to publish successful studies and learn the process of publishing scientific papers. **(Prerequisites: HLSC 441)**

HLSC 451, 452 Internship

(12 credits) Two consecutive terms in which to utilize and further develop skills learned at Hartland College. Internships are structured, mentored and assessed and are an integral part of a student's senior year learning experience. Sites are subject to the approval of the Curriculum Committee. **(Prerequisites: HLSC 323)**



Midwifery Ministry Department

The Midwifery Department offers distance education certificates blended with onsite skills training sessions that prepare women to work in the field of childbirth as a childbirth educator, doula, midwifery assistant, and midwife. This is in harmony with the instructions given through the writings of Ellen G. White. “The Bible speaks of women at childbirth being attended by women, and thus it ought always to be. Women should be educated and trained to act skillfully as midwives and physicians to their sex. This is the Lord’s plan.” The General Conference Bulletin, June 4, 1909. In harmony with this plan and with Hartland College policy, we only accept biologically born females into these programs. Evidence-based studies also indicate that women prefer, and are more comfortable with, having women attend them in childbirth.^{1,2}

Mission

The mission of the programs offered in the Midwifery Department is to uplift biblically based, competent and professional prenatal and postpartum care along with principles of healthful living—all molded in the love of Jesus—in an endeavor to serve mothers and families in the best possible way.

Student Learning Outcomes

- Practice professionally and responsibly with appropriate Christian demeanor.
- Cultivate a sense of service to others, including sharing the gospel.
- Systematically acquire knowledge in midwifery and related fields on a continual basis.
- Develop communication skills and relationships with instructors, preceptors, fellow students, clients, communities and other healthcare professionals.

Description

The programs and sequence of courses in the Midwifery Department build upon each other, while at the same time offering students qualifications that they can use to practice as a childbirth professional at each step of the way. One may begin and end at childbirth educator (CE) and doula, or one may build upon those skills and seek to work towards being a midwifery assistant and finally, a midwife.

A student’s journey in the childbirth professions begins with the completion of the CE and Doula certification course. The Midwifery Assistant course is designed to prepare aspiring midwives to begin their journey towards midwifery by working as a midwifery assistant under a certified midwife preceptor. The Midwifery course builds upon the foundation laid down in the CE and Doula course. Areas of study will include Midwifery Assistant,

¹Kerssens, Jan J., Jozen M. Bensing, and Margriet G. Andela. “Patient preference for genders of health professionals.” *Social science & medicine* 44, no. 10 (1997): 1531-1540.

²Janssen, S. M., & Lagro-Janssen, A. L. (2012). Physician’s gender, communication style, patient preferences and patient satisfaction in gynecology and obstetrics: a systematic review. *Patient education and counseling*, 89(2), 221-226.

Antepartum, Intrapartum and Postpartum Care. For aspiring midwives, the didactic skills will be followed with a clinical practicum under the supervision of approved CPMs and/or Certified Nurse Midwives (CNMs). Upon completion of the Midwifery Certificate, the student will be prepared to take the North American Registry of Midwives (NARM) exam to become a Certified Professional Midwife.

Certificates Offered

- Childbirth Educator Certification
- Doula Certification
- Midwifery Assistant
- Midwifery Certificate

Childbirth Educator Certification

Upon successful completion of the CE and Doula course, a candidate is granted her CE certificate. She is qualified to design and teach expectant parents childbirth preparation classes.

Required Course: MIWI 203 — Childbirth Educator and Doula

Doula Certification

Upon successful completion of the CE and Doula course, a candidate seeking doula certification must complete the additional requirement of performing practical skills during at least three births. A certified doula is qualified to provide nonmedical comfort measures to pregnant mothers in labor. Successful completion of this certification is a prerequisite to the Midwifery program.

Required Course: MIWI 203 — Childbirth Educator and Doula

Midwifery Assistant

This course is designed to prepare students to fulfill the role of a midwifery assistant working under the supervision of a licensed midwife. After completion of this course, students will be able to clearly define the scope of practice and general responsibilities of a midwifery assistant. They will understand what skills midwifery assistants must master, including charting, setting up a sterile field, setting up for an out-of-hospital birth, and assisting a midwife during labor, delivery, and postpartum.

Required Course: MIWI 204 — Midwifery Assistant

Midwifery Certificate

Through a combination of academic studies, development of practical skills, and the application of missionary outreach, the Midwifery Certificate program at Hartland aims to prepare the serious young woman to successfully pass the North American Registry of Midwives (NARM) board exam to become a Certified Professional Midwife (CPM), enabling her to practice legally and professionally in most of the States. Additionally, many foreign countries respect U.S. credentials. Above and beyond the legal and professional practice, the Midwifery Program endeavors to prepare the student for a life of service in the cause of Christ.

The Certified Professional Midwife credential, issued by NARM, is accredited by the National Commission for Certifying Agencies (NCCA), the accrediting body of the Institute for Credentialing Excellence (ICE, formerly NOCA). The mission of ICE is to promote excellence in credentialing for practitioners in all occupations and professions. The NCCA accredits many healthcare credentials, including the Certified Nurse-Midwife. NCCA encourages their accredited certification programs to have an education evaluation process so candidates who have been educated outside of established pathways may have their qualifications evaluated for credentialing. The NARM Portfolio Evaluation Process (PEP) meets this recommendation. The CPM is the only

NCCA-accredited midwifery credential that includes a requirement for out-of-hospital experience.

More specifically, the Midwifery Certificate program is designed to:

- Prepare the student to practice in out-of-hospital settings, such as stand-alone birthing centers and homebirths.
- Prepare the student to implement backup plans including hospital transports.
- Educate and train the student to practice in accordance with the Midwives Model of Care while upholding principles of Christ-centered service to women and families.

In order to be accepted into the Midwifery Certificate program, the student must be at least 18 years of age and have completed certification from the CE and Doula and Midwifery assistant courses along with the other prerequisites listed below. She must also show evidence of emotional stability, physical health, responsible time management, spiritual maturity, adequate interpersonal skills, sufficient funds to complete the training, and a commitment to God and to the midwifery ministry. Following the didactic training, clinical experience spanning a minimum of two years under approved preceptors will be required before certification.

Prerequisites:

- High School diploma
- Anatomy & Physiology I, II
- Medical Terminology
- Childbirth Educator & Doula Certificate
- Doula Certification (attendance at 3 births)
- Midwifery Assistant Certificate

Required Courses:

- Midwifery I
- Midwifery II
- Midwifery III
- Midwifery Skills Lab
- Midwifery Clinicals

Additional Requirements:

- NRP Certification
- CPR Certification
- Cultural Awareness Certification Course

- Prepare the student to practice in out-of-hospital settings, such as stand-alone birthing centers and homebirths.
- Prepare the student to implement backup plans including hospital transports.
- Educate and train the student to practice in accordance with the Midwives Model of Care™ while upholding principles of Christ-centered service to women and families.

Course Descriptions

MIWI 203 Childbirth Educator and Doula

Students will become equipped to serve as a Childbirth Educator (CE) and be able to clearly define the scope of practice for a CE and doula. They will understand the safety of homebirths and appreciate the need for hospital deliveries in high-risk situations and the need for pregnant women to be under the care of licensed care providers. Students will gain knowledge necessary for educating pregnant couples on common pregnancy issues, what to expect in labor, delivery and postpartum, how to cope with labor pain, how to formulate a birth plan, and how to care for a newborn. They will also gain practical comfort measure skills for assisting women in labor. The goal of this course is to prepare students to design and teach childbirth preparation classes to expectant couples and to prepare students to provide nonmedical support to women in labor.

MIWI 204 Midwifery Assistant

The Midwifery Assistant course is designed to prepare students to fulfill the role of a midwifery assistant working under the supervision of a licensed

midwife. After completion of this course, students will be able to clearly define the scope of practice and general responsibilities of a midwifery assistant. They will understand what skills midwifery assistants must master, including charting, setting up a sterile field, setting up for an out-of-hospital birth, and assisting a midwife during labor, delivery, and postpartum.

MIWI 321 Midwifery I (Antepartum)

The Midwifery I course is a comprehensive survey of antepartum topics and skills that a midwife must master, including the Midwifery Model of Care™, HIPAA, charting, conducting initial prenatal visits, the pelvic exam, risk screening, other hands-on skills needed during prenatal visits, women's diseases in pregnancy, and complications during pregnancy. Course delivery is conducted mostly online through a combination of paced learning modules and live video conference sessions. To practice skills, students are required to complete MIWI 324 onsite at Hartland College.

MIWI 322 Midwifery II (Intrapartum)

In Midwifery II, students will explore essential intrapartum topics and skills, including emergency birth plan, collaborating physicians, universal precautions, monitoring labor, positions for pushing, minor interventions (episiotomies, amniotomies, perineal support, preventing uterine inversion, the use of oxygen, IV therapy, urinary catheters), labor augmentation methods, routine delivery of baby and placenta, complications, and reasons for transporting to the hospital. Course delivery is conducted mostly online through a combination of paced learning modules and live video conference sessions. To practice skills, students are required to complete MIWI 324 onsite at Hartland College.

MIWI 323 Midwifery III (Postpartum)

In Midwifery III, students will explore essential postpartum topics and skills, including immediate postpartum care of the newborn, interventions for the newborn, NRP (neonatal resuscitation program), maternal tears and suturing techniques, maternal blood loss and hemorrhaging, newborn care, breastfeeding initiation, postpartum charting, postpartum complications, conducting postpartum visits, jaundice, issuing birth certificates, counseling, and care for the circumcised baby. Course delivery is conducted mostly online through a combination of paced learning modules and live video conference sessions. To practice skills, students are required to complete MIWI 324 onsite at Hartland College.

MIWI 324 Midwifery Skills Lab (Antepartum, Intrapartum, Postpartum)

The Midwifery Skills Lab provides students the opportunity to learn and practice hands-on skills in person under qualified instructors onsite at Hartland College. Antepartum skills include conducting routine physical examinations, such as pelvimetry, sterile speculum exams, and taking vitals. Intrapartum skills include universal precautions, instrument sterilization, evaluating fetal heart tones, simulating delivery, IV administration, and catheter insertion. Postpartum skills include cord clamping, basic suturing, resuscitation, and newborn assessment.

MIWI 491, 492, 493, 494, 495, 496 Midwifery Clinicals

A minimum of two years in which to utilize and further develop skills learned at Hartland College. This includes observing, assisting, and delivering babies in birthing centers and in homes. Assisting in prenatal care, newborn exams, and postpartum visits are also included. Clinical experience must be sufficient to fulfill NARM requirements. A research project is also a required part of this internship, as is developing a plan for a midwifery practice. Sites are subject to the approval of the Curriculum Committee.

Attendance Policy

Students are expected to complete all required lessons and assignments. They are also required to attend all live online class meetings. If a student is unable to attend a live meeting, she should notify her instructor 24 hours in advance if possible. The instructor can then try to make arrangements for the student to make up for the lost meeting.

Grading Policy

All midwifery courses will require at least a grade of 80% to pass. Grades are calculated as follows:

Live Meeting Attendance – 10%

Quizzes – 20%

Assignments – 20%

Final Exam – 50%

Grading Scale:

A=90-100

B=80-89

C=70-79

D=60-69

F=59 and under



Information and Policies

Registration and Enrollment

Registration

Incoming and returning students must fulfill requirements presented by the Registrar prior to registration and enrollment.

Late Registration Fee

Failure to fulfill registration requirements and enrolling into courses before the given deadline will incur a fee of \$150.00, which will be charged directly to the student account.

Add/Drop Classes

The last day to add or drop classes is typically at the end of the first week of classes. (See academic calendar for deadline date.) To change a course after classes begin, the student must fill out a Change of Class Request form, available at the Registrar's office, and must also obtain the required signatures, after which the form must be returned to the Registrar in order for the change to become official. This process must be completed on or before the deadline date to enter classes. A class or classes may be added or dropped on or before the deadline date each term without affecting tuition, as long as the change is within the 12–18 credit hour package.

Single Course Registration

In the case of a student that only desires to take one class for a particular term, all admissions, registration, and enrollment requirements must be completed, and the student must also abide to the registration deadline for the term. Full payment must be made for the class before the beginning of the term. Considering the unique curriculum Hartland offers, and the structure of course scheduling, it is highly encouraged that those who wish to earn a degree enroll as full-time students. For those that wish to enroll for a "trial term", they may take less than the full-time course load for one term. A second term is allowed only upon Curriculum Committee approval.

Audit Courses

To audit a course, a student must have the approval of his/her department advisor. The student must attend a minimum of 80 percent of the classes but is not obligated to complete class work nor take tests or examinations. The general education classes (core curriculum) and freshman classes cannot be audited unless already earned or transferred. Audited classes cannot be challenged. Changing from audit to credit must be accomplished before the registration deadline.

If the audited course is in excess of 18 credit hours, the student will be charged \$175 per credit hour for the audited course. For an audited class, no college credit is given. A grade of AU will be recorded on the grade report and transcript. Changes from credit to audit status are permitted up until two weeks before final examinations and must be made through the Registrar.

Directed Study

In exceptional cases, to complete requirements for their degree, students may wish to take a regular course in a term when it is not offered. Thus, students may seek a Directed Study option. However, students must understand that, because the appropriate faculty must be available and approvals must be granted, the option of Directed Study for a particular course is not always available. The Directed Study must provide the student with close supervision, achieving the same course objectives that would have been accomplished had the student taken the course on a regularly scheduled term. An application form must be filled out, signed, and submitted to the Registrar. This form becomes a part of the student’s file and provides additional information about the directed study experience.

Hartland Employee Free Course Registration

Full-time employees of Hartland are qualified to take one free course (maximum 4 credits) per term at the college, subsidized by the department they work for. Any tuition cost above 4 credits and any general fees and lab fees will be covered by the employee. To enroll for a course, employees can pick up a single course enrollment form available at the college office. This

form needs to be completed and submitted to the college office by the last day to register deadline.

Course Load

The academic course load is described in terms of quarterly hours of credit.

Enrollment Status	Course Load
Part-Time	<11 credits
Full-Time	12-18 credits
Overload	>18 credits

Students who seek to take over 18 credits must have a cumulative GPA of 3.5 or higher and submit a petition to the Student Affairs Committee for their approval.

Declaring Your Major

It is recommended that students declare a major upon registration or by the third quarter of their freshman year. In some cases, students can change a major during the first quarter of their sophomore year without extending their time of study. Acceptance into the major is dependent in part upon satisfactory evaluations from (1) the student application, (2) both resident deans, (3) the student’s immediate work education supervisor, and (4) their department chair. Successful acceptance is based upon a student’s (1) academic performance, (2) spiritual growth and maturity, (3) satisfactory completion of freshman courses, (4) and commitment to ministry. Students who have not been accepted into their chosen major may not be allowed to continue upper division major studies until all requirements have been met. They will not be allowed to graduate or enter an internship until acceptance has been granted.

Class Standing

At the beginning of the fall term, students are classified as follows:

Standing	Credit Hours
Freshmen	0 to 51
Sophomore	51 to 102
Junior	102 to 153
Senior	153 +

Leave of Absence

Current Hartland students wishing to take a leave of absence should notify the Vice President of Student Affairs of their intent.

Absence Policy for Courses

Students must attend a minimum of 80% of their classes for any course in order to receive credit for the course. Absence due to illness must have medical verification in order to be excused. Other legitimate absences are granted at the discretion of the teacher in consultation with their department chair. Extended absences (up to 80%) will need to be authorized through the VP's of Academic Affairs and/or Student Affairs. Makeup class work and exams for excused absences are also left to the discretion of the teacher and the respective department chair.

Attendance Policy for other Educational Enrichment Activities

Regular chapel, vespers, class, and vocational training attendance is required. In the case of emergency or illness, proper and timely communication must be provided to the dean or supervisor of said activity.

Grades

Grading System

The following system of grading and grade point value is used.

93 – 100% = A	90 – 92% = A	
87 – 89% = B+	83 – 86% = B	80 – 82% = B-
77 – 79% = C+	73 – 76% = C	70 – 72% = C-
67 – 69% = D+	63 – 66% = D	60 – 62% = D-
0 – 59% = F		

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0.0		

I–Incomplete = 0.0
P/F–Pass/Fail = not computed
S–Satisfactory = not computed
K–Hours Accepted = not computed
NS–Grade Not Submitted
AU–Audit = not computed
W–Withdrew = not computed
U–Unsatisfactory = not computed
NC–No Credit

The standard 4-point GPA system is used in computing the grade-point average. The student's grade-point average is computed by dividing the total number of grade points earned by the attempted hours.

Grades

Final grade reports will be available to students on Populi approximately two weeks after the end of each term. Corrections and grade changes must be made within two weeks of the subsequent term.

Incomplete Courses

A grade of incomplete will be given only when extended sickness or an unforeseen circumstance has interrupted the progress of the student after a minimum of 60% of the course work has been completed. Such decisions will be made by the department chair upon the recommendation of the class teacher with notification given to the registrar. An agreement and timeline to complete all incomplete/missing work is then determined between teacher and student and recorded by the registrar. All missing work must be completed before the end of the following term.

Orientation

Attendance at fall orientation exercises is required of all (new and returning) students. Students who cannot attend orientation due to extraordinary circumstances will need to view the appropriate videos of the sessions missed.

Repeating a Course

All grades will be recorded. Classes with grades of D or F may be repeated, and the better grade will be computed in the GPA.

Withdrawal

If a student drops from a course before the add/drop deadline, the course will not be recorded on their transcripts. But if a student drops from a course after the add/drop deadline and up to two weeks before final examination week, the drop will be recorded as withdrawn (W) on the transcript. This grade will not affect the grade point average, but see finance policies about course reimbursements.

Transfer Credit

Students who have attended other educational institutions must arrange for complete official transcripts to be sent to Hartland College as part of the admissions process. The college will examine the transcripts to determine whether specific courses will satisfy course requirements at Hartland College

and reserves the right to accept or reject credits earned at another institution. Hartland College will consider accepting transfer credits under the following conditions:

Hartland College will consider accepting transfer credits under the following conditions:

- Transfer Credit Request form completed and submitted.
- Official transcripts are received.
- Transferable classes must have a C or higher grade.
- Transfer credits are from a recognized accredited college (with exceptions—see below).
- Course titles, syllabi and additional course materials may be required in order to make a final decision.

Upon receipt of the Transfer Credit Request form, transfer credits will be evaluated by the college Registrar and the appropriate department chair to decide which credits are transferable as part of the registration process. Credits from unaccredited schools may be accepted on an individual basis pending a positive review from the Curriculum Committee. Students seeking acceptance of unaccredited course work may need to pass a qualifying exam before credit will be granted. In other cases, additional course materials may need to be submitted in order to determine course transferability. Students will be informed of what credits transferred within the first quarter of attendance.

Transcripts

The Registrar issues transcripts of the student's college record upon written request by the student. The first transcript is issued without cost. Thereafter, a charge of \$10 is assessed for each additional transcript. Additional expenses for special services (express mail, FedEx, etc.) must be paid for by the student at the time of the request and are in addition to the base charge. Requests for transcripts should reach the Registrar's office at least ten days before the transcripts are needed.

A diploma or transcript of credit (whether official or unofficial) may not be released until the student's account is paid in full. To expedite the release of transcripts, diplomas, and other legal documents, the student is requested to send a money order or certified check to cover the balance of his/her account when requesting such documents.

Note that transferred courses, like challenged courses, do not count toward your GPA at Hartland College.

Transcripts and course syllabi issued in languages other than English or if computed on a non 4.0 scale must be accompanied by an official and authorized English translation. If desired, Hartland College is willing to send foreign transcripts to a translation service for an additional fee if paid with the admissions fee. ENGL 101 and 102 can only be fulfilled by equivalent English courses taken at accredited institutions where all instruction is in English.

Forty-eight quarter credits are transferrable for a four-year degree. Hartland College reserves the exclusive right to determine which if any credits are accepted or rejected from other institutions.

Additional Transferable Credit

Advanced Placement (AP)

High School Advanced Placement (AP) courses by the College Board are not accepted at Hartland College. However, a student may challenge a course utilizing the process outlined below.

Challenge Examinations (CE)

If a student desires to challenge a class, they need to contact their department chair to find out if the class is available to be challenged and if the department advises this process. If the department recommends proceeding, the student will submit the completed Challenge Request form

to the Registrar for authorization. The Registrar will notify the department chair to arrange to proctor the examination with the respective teacher. Upon completion of the challenge exam, the department chair will present the results to the Curriculum Committee and make a recommendation based on the guidelines below. The Curriculum Committee will vote to accept and grant credit for the class or justify a denial of the recommendation.

A student may request to challenge a course within the following guidelines:

1. Remit the administration fee for each course challenged.
2. Pay the registration fee for accepted challenged credits.
3. Audited classes cannot be challenged.
4. Only lower division courses can be challenged.
5. A student needs a score of 85 percent or higher in order to receive a "Pass" indicated on the transcript. Letter grades will not be recorded, and a challenge exam will not count towards the student's GPA. Students who score below this threshold will not earn challenge credit nor will the grade be recorded.
6. Challenge exams cannot be used to improve the grade of a class taken at Hartland College.
7. Challenge exams must be approved and completed at least two quarters before graduation.
8. Challenge exams must be approved and taken two weeks prior to when the class is offered.
9. Challenged courses, like transferred courses, cannot exceed 48 quarter hours.

Experiential Learning (EL)

Hartland College recognizes that learning is a lifelong process that occurs in many environments outside of the classroom. Limited credit for prior college level experiential learning, that has both a theoretical and practical element, may be granted by thorough documentation via portfolio. Each college level

learning experience portfolio will be evaluated by the Curriculum Committee to determine what course requirements were fulfilled and how many credits toward a degree will be awarded.

The following conditions must be met in order for Hartland College to consider granting experiential learning credit:

1. Remit the nonrefundable administrative fee for each evaluation.
2. Pay the registration fee for credits accepted.
3. Complete the initial Request for Experiential Learning application (REL) form and submit it to the respective department chair prior to beginning work on portfolio.
4. The department chair and Registrar must sign off on the REL before the student is authorized to begin portfolio process.
5. Accepted credits will be awarded a "P" (passing) grade, will be identified on transcript as Experiential Learning credits (ELC) and will not count towards GPA.
6. Learning experience must be equivalent to college-level work.
7. Demonstrates a clear training component to experiential learning.
8. Credit awarded directly relates to the student's degree program and satisfies some aspect of the degree requirements.
9. No credit will be awarded if the student has earned credit in a similar course.
10. Students must have earned 16 or more credits with a GPA of 2.5 or better at Hartland College.
11. The student must be enrolled at Hartland College in order for the credit to be awarded.
12. Only one-fourth of total degree credits may be earned through the Experiential Learning Portfolio process.
13. The transferability of experiential learning will be at the sole discretion of the institution to which the student desires to transfer.
14. Students may appeal the Curriculum Committee's decisions by lodging an appeal letter with the Vice President of Academic Affairs.

Degree Requirements

The general requirements for a bachelor's degree are:

1. Earn the minimum total credit hours as listed for each major, including the listed core curriculum requirements and the specific requirements for a departmental major.
2. A GPA of 2.5 overall, and a C (2.5) or higher for major specific courses is required for graduation. A grade of less than a D is unacceptable for nonmajor related classes and thus the class must be retaken.
3. Transfers of college level credit from other schools are accepted, provided that the grade on the transcript is C or above. Students should consult with their department chair or the Registrar to get the necessary forms to transfer credit from other schools (see policies for transferring credit above).
4. Forty-eight credits must be earned at Hartland College after acceptance into the major.
5. A graduation application form must be filled out and submitted to the Registrar no less than a quarter prior to the completion of course work and prior to beginning the internship experience.
6. Formal acceptance into the graduating class, which must be approved by the Curriculum Committee no less than three months prior to course completion, upon recommendation from the department chair of the candidate's major.
7. Demonstrated evidence of Christian growth, commitment, and social maturity.
8. Satisfactory evaluation in work education experience, which includes participation in work education each term in residence, with a minimum grade of C.
9. Satisfactory completion of all outreach requirements with a minimum grade of C.
10. Satisfactory completion of all internship requirements.

Students are normally expected to meet the requirements as published in the Hartland College catalog for the academic year in which they originally entered the college. However, a subsequent catalog may be chosen during

the student's enrollment, if the student so desires. Students are expected to follow all the requirements of a single catalog in its entirety, in order to qualify for graduation.

The student may be required to follow a current or new bulletin under the following circumstances:

1. Students who have broken residence by not attending Hartland College for one academic year, will be expected to follow the requirements of the current catalog upon their re-enrollment, unless they have served as a student missionary or as a taskforce worker in the intervening time.
2. Students who change their major field of study will be expected to follow the requirements of the catalog in effect when they make the change. If students withdraw from a major, they will be subject to the current catalog for continuation of studies.

A student will receive a diploma only when the above requirements are met and all financial obligations to the college have been fulfilled.

Graduation in Absentia

If a graduating student is unable to attend graduation events, they must notify the Registrar beforehand (via the graduation application form).

Distance Learning Courses

While in attendance at Hartland College, any student who wishes to take distance learning courses from another institution must get approval from the Curriculum Committee in order for the credit hours to apply to Hartland College majors.

Credits

Hartland College recognizes one quarter credit hour of classroom instruction, marking student achievement through intended learning outcomes and verified by tangible evidence of student learning, as 3 hours of work per week

over a ten-week academic term, totaling 30 hours per quarter. One quarter credit represents one hour (minimum 50 minutes) of class per week for a total of ten weeks. The expectation for students is to work (study, read, develop class deliverables, etc.) outside of class two hours per week for each credit hour of class. The balance of in-class and out-of-class work may be adjusted to best suit learning objectives. One quarter credit hour of laboratory or practicum represents 30 hours of laboratory, practicum, or observation experience.

Student Records

Hartland College will maintain appropriate confidentiality of student education records. With the exception of faculty and administrators who have legitimate educational interest in the students and need access to the records, no information other than directory information will be given to a third party without the written consent of the student, or the parent or legal guardian of the dependent student. The college considers the following information directory information: student name; address; telephone number; sex; marital status; class schedule; fields of study; month and day of birth; dates of attendance; previous educational institutions attended; degrees, certificates, or financial aid received; and participation in officially recognized activities.

Directory information will be released except when students, after consultation and agreement with the Registrar, give notification in writing to withhold the information.

Personally identifiable information, including grade reports, citizenship action, financial status, and medical information will be released to parents or legal guardians of dependent students with prior written consent of the student. A written request to provide such information to parents or guardians will be made available as part of the admissions and/or enrollment process. Students above 18 years of age are not required to sign this form. However, they may choose to do so to enable their parents, legal guardians, or sponsors access to such information.

Students have the right to inspect and review information contained in their records kept by any office of the college. Students wishing to review their education records must make a written request to the Registrar. Records will be made available within seven days of the request.

Citizenship records are open to the Student Affairs Committee, the Admissions Committee, and the student's parents (except when deemed inadvisable by the Citizenship Committee in consultation with the student).

Financial Information



We encourage each prospective student to prayerfully seek the Lord's guidance when determining where they will pursue their education. If the Lord has called you to attend Hartland College, He will enable you to fulfill your financial responsibility. Following the Lord's call means you must put in your best effort and sacrifice; you must stretch as far as you can mentally, spiritually, physically, socially, and financially. If you are willing to do this, we believe the Lord will gladly help you and so will we.

Hartland College is committed to giving you the best education for the lowest possible cost; yet quality education is an investment. Every student who chooses to enroll full-time at Hartland will be expected to work and to draw on other financial resources as well. A limited number of financial assistance programs are available for those who qualify. Our new Madison 2.0 initiative should also help students defray some of their tuition.

Hartland College supports its operations through tuition income, industries, and contributions. We do not participate in any state or federal educational assistance programs or veteran's assistance programs. Hartland does not participate in government student loans. Thus, we seek to avoid having to comply with requirements that may undermine our religious principles.

Financial Planning Services

You will be asked to submit a financial plan that demonstrates how you intend to pay your college fees for the duration of your studies. You will need

to update it regularly. This is part of the registration process for each term and must be completed by you and authorized by the Business Office (via the financial advisor) in order to be enrolled.

Payment Plan

A minimum of \$1,600 is due at registration each term for full-paying students, and the remaining balance is to be paid off during the term. Any pre-existing bill must be paid prior to registration unless an alternative payment plan has been accepted by the financial advisor. It is the student's responsibility to communicate with the financial advisor to establish a payment plan prior to registration each term. It is our goal that a student earns their degree and leaves college **debt free**.

Students who are not on a scholarship program and pay for the entire academic year by fall registration are granted a 5% credit. To be eligible for the early payment discount, payments must be made by cash or check.

For payment instructions, please see the financial advisor at the Business Office.

Refund Procedure (Withdrawal from College)

Students who withdraw from the college during any term after having paid their fees may obtain a refund of their fees, minus 10% per week of the full term's refundable fees (tuition, room, and meals), provided a properly completed official withdrawal form is filed with the Registrar. The 10% per week of fees will be deducted up to the withdrawal or departure date, whichever is later.

Tuition, Room, and Meals

Cost for tuition, room, and meals is subject to change. Current fees for the 2022–2023 school year are \$10,395 for tuition, \$1,980 for room, and \$3,795 for meals. The tuition reflects the premise that all single students will be taking a full class load of 12 to 18 credit hours. Other charges related to student vehicles, textbooks, supplies, medical screening, health services, health insurance, laundry, and similar living and personal items are not included. The room and meals fee does not cover charges for remaining on

campus during the summer term. Staying in faculty homes does not grant a reduction in room or meal charges during school terms. All boarding students will be charged the above minimum for meals except as directed by a physician. For additional information, contact the Business Office.

Quarterly Tuition Charge

The full-time student charge for tuition, room, and board is currently \$5,390.00 per quarter term and applies to all students taking 12 and 18 credits. A credit load under 12 hours per term is charged at the rate of \$250 per credit hour. Extra credit hours over the 18 credit-hour full-time load limit also will be charged at the rate of \$250 per credit hour.

Students who live off campus and have been approved to take courses on a nondegree, nonmajor basis will be charged \$250 per credit hour. Full credit will be given for the course taken. Charges for non-remedial life experience waiver credits are \$250 per class.

Quarter-Term Practical Education Credit

All students have a minimum work education requirement as part of the college's formal curriculum. At the end of each quarter, a discount will be applied to their account if they have fulfilled the work education requirements. For the current school year (2022–2023), the term discount applied for 12 hours of weekly work education is 20%.

Financial Aid

Hartland College does not participate in any government scholarship or grant programs. Applicants who believe they may need financial assistance should contact the Business Office as soon as possible for information regarding the details of the financial options available. Below are some of our current programs.

Sponsorship

The best option for studying at Hartland is to recruit a financial sponsor who can cover the student's tuition, room, and meals charges. Payment plans can also be set up with the financial advisor.

Work Education Scholarship Program

The Work Education Scholarship (WES) program is designed for students with a high work ethic and exemplary work performance. This limited scholarship program is awarded to qualifying students who also demonstrate a financial need. Under this program, the student agrees to work in either Hartland's canvassing program or on-campus work education program during all the breaks (minus two weeks for vacation), for a total of 19.5 weeks of break time per year, thus fulfilling a total of 700 hours of work education during the breaks and a total of 120 hours per school term. This program covers 50% of the total cost of tuition, room, and meals. The student needs to pay the remaining 50% of the total cost of tuition, room, and meals. To remain eligible for this program, the student needs to maintain a general GPA 2.5 or higher and a Work Education GPA of 3.0 or greater. Applications are limited and tied to openings available in the Work-Education Department. Students who are enrolled in the Work Education Scholarship program must pay a minimum of \$800 at registration each quarter and must pay an additional \$1,640 during the term. WES students will not be charged room and board during the breaks if they fulfill the required full-time work education hours and attend chapel services.

Missionary Training Fund (MTF) Loan

The MTF loan program is an option available for those who are willing to commit themselves to working in a targeted mission field or unentered territory after the completion of their studies at Hartland. To qualify for the limited number of loans offered, one must apply and be accepted into this loan program. The recipient is then required to work in the mission field the same number of years he/she studied at Hartland for the loan to be forgiven. If the student decides to pursue further studies, he/she must request and sign a deferral of payment agreement. If the student decides not to work in the mission field or unentered territory, then the entire loan amount must be repaid. The loan covers 50% of the total cost of tuition, room, and board. The MTF loan requires the student to participate in the Work Education Scholarship program to cover the remaining 50% cost. MTF students must participate full-time in the work education program for 19.5 weeks each school year thus fulfilling a total of 700 hours of work education during the breaks and a total of 120 hours per school term. Students who are beneficiaries of the MTF loan are not required to pay the minimum of \$800 at registration each quarter. However, any outstanding balance will need to be paid by the student. MTF loan program participants will not be charged room and meals during the breaks if they fulfill the required full-time work education hours and attend chapel services.

Additional Scholarship Options

One of our more popular scholarship options is for the student to participate in an approved literature evangelism program. For students who participate for at least ten weeks in an approved program and deposit at least 80% of their total earnings to their student account, Hartland will match their earnings by 50% up to \$1,000. For those who canvass less than ten weeks or deposit less than 80% of their earnings, there are smaller matching amounts available. Please check with the finance advisor for details. If a student leaves Hartland College, the scholarship funds are not redeemable by the student, but will be returned to the scholarship fund.

For students who participate in an approved ministry-related activity (e.g., summer camps, Bible work, task force, etc.), there are matching funds available for the funds they deposit to their account from this activity. The ministry must be at least ten weeks in duration and be approved by the finance advisor. Earnings are matched at 50% up to \$1,000.

For students who have successfully completed at least a one-year (12-month) overseas mission assignment either before or during their studies at Hartland, a grant of up to \$1,000 is available. Please apply with the finance advisor.

Employment Opportunities

Qualifying students may apply for work positions open on campus and may be hired by department managers for short-term positions. This would apply to students who have already fulfilled their work education requirements with a high level of competency.

Graduation Fee

A graduation fee of \$220 is charged to each graduate. This fee covers the cost of diplomas, graduation expenses, etc. Ask the college office for guidelines regarding graduation programming.

Internship/Curricular Practical Training Fees

A charge of \$330 is applied for registering for internship/curricular practical training sites.

Late Registration Fee

A fee of \$150 will be assessed for late arrival to freshman orientation, or for any registration after the designated registration day and up to two weeks

after school has started. This fee must be paid in cash before the student is allowed to register for classes.

Late Arrival and Early Leave Fee

Students that leave campus early for breaks or vacations without completing coursework and without fulfilling their work education commitment will be charged a \$300 penalty. Exceptions will be granted for extraordinary circumstances such as family tragedies, disease, or institutionally sponsored trips if the appropriate forms are submitted by the student and accepted by the college.

Late arrivals from breaks or vacation will have the same penalty administered but might seek exemption under extraordinary circumstances using the same procedures outlined above.

Tuition, Room, and Meal Fees

Single students are required to live on the Hartland College campus. Typical charges for single students taking a normal load (12–18 credit hours) are as follows:

Category	Per Term	Yearly (3 terms)	1st Summer (Freshmen only)
Tuition (12–18 Credits)	\$3,465.00	\$10,395.00	\$3,465.00
Room*	\$660.00 \$66 per week	\$1,980.00	\$660.00
Meals	\$1,265.00 \$126.00 per week	\$3,795.00	\$1,265.00
Total	\$5,390.00	\$16,170.00	\$5,390.00
Practical Ed Credit*** (20%)	(-\$1,078).00	(-\$3,234.00)	(-\$1,078.00)
Total	\$4,312.00	\$12,936.00	\$4,312.00
+ Tech fees**	\$10 per month	\$90.00	\$30.00
+ Health fees	\$10 per month	\$120.00	\$30.00

*Room and meals are charged on a school term basis (30 weeks from September to June). Room and meals are due for the same period the student is enrolled while living on campus during school terms. For winter and spring breaks additional meal charges will incur for students remaining on campus unless they opt to have meals on their own and inform the Business Office and Food Services Department. For summer break, students may vacate their room and thus not incur room and/or meal charges for the summer. If they remain on campus, they will need to pay the prorated rate of their stay unless they are participating full time in the work education program (36 hours per week).

**A technology fee applies while the student is actively enrolled at Hartland College.

***A Work Education discount of 20% will be applied at the end of every term if the work education requirements are met. If not fully met, then the prorated discount will be applied. Keep in mind that if your student account balance is above the accepted limit you will not be able to enroll in the next term.

Married Students

Married students are responsible for finding and maintaining their own housing off campus as no married students’ quarters are available on campus.

Charges for married students living off campus and taking a normal load (12–18 credit hours per term):

Category	Per Term	Yearly
Tuition	\$3,465.00	\$10,395.00

Summer Outreach Training School Fees

The cost of this school is the same as any other school term, \$5,390.00. The summer school is not part of the yearly tuition but a separate cost that is incurred in the freshman year. Students participating in the MTF loan program will be credited at the rate of other school terms. Students participating in the Work Education Scholarship program will need to pay 50% of the cost of the summer school program. All students will receive a 20% credit for participating in the work education program during the

freshman summer school term. An additional prorated 30% discount will be applied to the MTF and WES student accounts if they fulfill the full-time work education requirements for that freshman school year — 12 weeks.


Health Insurance

All students are strongly encouraged to purchase their own medical and dental insurance plans and are responsible for doing so. Students who do not purchase a health insurance plan must sign a waiver stating that “Hartland is not responsible for vision, dental, and medical care” while the students are enrolled. Hartland College accepts no responsibility for student healthcare beyond assistance for minor outpatient care by the campus nurse. A monthly charge of \$10 will be required from all students to cover expenses associated with this minor outpatient care. For those who have health insurance, the \$10 may be used to cover deductibles.

Other Fees and Costs

Late Registration Fee	\$150
Early Leave or Late Arrival	\$300
Minor Campus Health Expense	\$10 monthly
Lab Fees (class dependent)	Up to \$44 per term (estimated)
Textbooks	\$300 per term (estimated)
Personal Toiletries	\$100 per term (estimated)

*If a student on a Scholarship program wishes to be absent from campus beyond the 2 weeks’ vacation that is granted to the student and is not attending an institutional trip, then the student will incur charges or simply not accrue the credit equivalent to the number of hours they would miss during the said timeframe for not having fulfilled their work education commitment. This charge or subtraction of credit is currently equivalent to \$250.00 per week. Furthermore, they will need to have written permission well ahead of time to do so from the work education coordinator and the Vice President of Student Affairs in order to not forfeit their scholarship privileges.



Student Information and Policies





Environment





Hartland College is nestled in the beautiful Piedmont region in the Commonwealth of Virginia. It is a mosaic of woodlands, farmlands, and lakes, with over one mile of frontage along the Robinson River. There are miles of well-maintained hiking and biking trails on campus provided for the enjoyment and recreation of students, faculty and the local community. The campus grounds are maintained in a park-like setting. In the general areas of our campus are many acres of national and state parks and forests including a number of battlefields and the 197,000 acre Shenandoah National Park. The beauty and quietness of the college surroundings reflect much about the character of God.

You, the Student

As you apply to Hartland College, consider carefully the commitments that will be expected of you. Being a student at Hartland College will require special demands upon your time and will challenge your energies.

Your Commitment

-  You need to have accepted Jesus Christ as your personal Savior and Lord, and realize that only with His Spirit can the fulfillment of His goals for your life be reached. He must have your full allegiance.
-  Your life needs to find fulfillment at the Fountain of Life. This means that your growth is focused on Jesus. Others are to be allowed the freedom to grow as you have grown without being judged. You are encouraged to maintain an environment of unconditional love and affirmation while at the same time addressing growth in the Spirit of Christ. There may be times when you will experience pain in learning to face yourself in light of God's claims, but the resulting victory of self-surrender is most rewarding.

-  The curriculum is deeply spiritual, intellectually demanding, and practical. You will be challenged to the highest levels of excellence, not for your own honor, not for personal satisfaction, but that God may be glorified through a wider, deeper level of self-sacrificing service. With Jesus at the center of your life, the Hartland College curriculum will hold significant meaning for you.
-  The gospel commission to go into all the world begins right where you are. You as a student of Hartland College will take personal initiative in the areas of service and witnessing. Jesus desires a teachable, willing, and adaptable spirit.
-  You must be willing to work faithfully and honestly in whatever position of responsibility you may find yourself, being willing to learn.
-  God never allows you to face more trials than He has made provision for you to bear. As a Hartland College student, you must seek to develop a maturity that endures difficulties, sees you through whatever challenges He allows you to meet, and prepares you for the end times.

Student Guidelines

Before completing the Student Application for Admissions, all prospective applicants are requested to read the following guidelines with great care. If you will abide by the guidelines presented, please complete and sign the Hartland College Handbook Review form. Additional materials are available upon request.

Hartland College is a community of people living in close proximity to each other — a family as it were — and as such must respect the rights of each other. God, in His infinite wisdom, saw that if we were to have true freedom there must be protection provided, so He gave to humankind spiritual, physical, and social laws. Society has also established laws to protect its citizens from the consequences of lawlessness.

The policies and rules are to allow the fullest possible mental, physical, and spiritual growth while in community together.

Principles of truth and righteousness are the basis of God's kingdom and His plan for His institutions on Earth. Principles form the basis of policy,

and thus all policies must arise from principle. These policy guidelines are designed to provide freedom and protection for the college family.

Cafeteria

Hartland's cafeteria serves a plant-based, vegetarian diet. It is our purpose to educate and emulate a healthy lifestyle that aligns as far as possible with God's original diet for mankind. Genesis 1:29; 3:18. All students are required to purchase a meal plan. Hartland College's cafeteria provides whole-food, plant-based meals on a daily basis and uses many fruits and vegetables, many of which are grown on campus at the Hartland organic farm. Students with food allergies may contact the cafeteria director for special dietary needs related to allergies and other food intolerances such as to nuts and gluten. Only for medical conditions can students be exempted from cafeteria charges. To request a reimbursement of their meal plan:



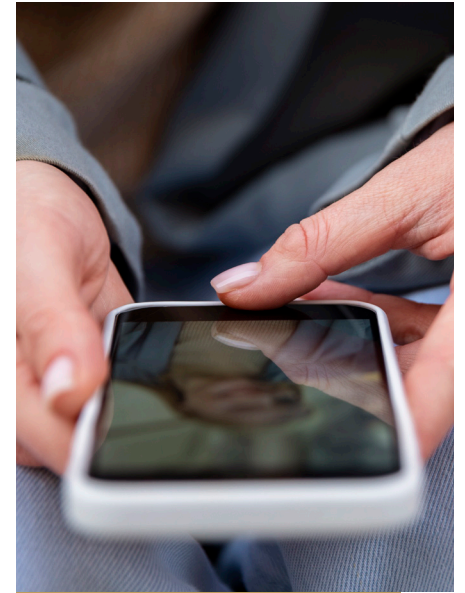
- The petition should be presented to the Student Affairs Committee in written form.
- Students must present a justifiable proven medical condition.
- All requests must be accompanied by a document issued by a medical doctor or qualified health professional in which the medical condition of the student is stated as it relates to food.
- Each case will be evaluated individually.

Electronics and Internet Usage

Our modern age has made it possible to access valuable information through advanced technology and to communicate at very high speeds. This technology can be used to greatly benefit the kingdom of God or hinder it. But like any other part of life, it must be managed according to God's principles and requires a high level of self-governance.

In order to maintain the high Christian principles necessary to prepare the student for God's service, the following guidelines and rules are in effect:

1. When using electronic devices, remember that games, inappropriate graphics, software, apps, etc. incompatible with high Christian standards are not acceptable. Inappropriate use of computers, tablets, phones, etc. may result in loss of privilege.
2. Cell phones, tablets, and computers should not be used for communication purposes (internet, social media, texting, etc.) during chapel services, class times, performing of job responsibilities, or after lights out. Abuse may result in the loss of privileges.
3. Violation of internet usage or the electronic device policy could jeopardize the student's citizenship standing. Serious infractions may be considered a cause for dismissal from Hartland College.



Dorm Policies



1. Whenever a student leaves campus for any reason, he/she is required to notify the appropriate dean.
2. Whole or partial weekend leaves will require written approval from the vocational training supervisor, evangelistic ministries director, teachers of any affected classes, and appropriate dean. Weekend leave is limited to twice per term for each student. Completed weekend leave requests should be submitted by Thursday evening at 6:00 PM to your dean.

3. Media players may be allowed if they do not interfere with the lives of other students and are not used in a way inconsistent with high Christian standards.
4. Eating in the dorm rooms is not permitted in order to avoid attracting rodents, insects, and other pests. However, students may eat and cook in designated areas. Those using the residence hall kitchens are responsible for keeping it clean. Failing to do so will result in the loss of kitchen privileges.
5. The college kitchen in the Wellness Center is not for general use.
6. The dormitory serves as a home for many students. Each person's privacy must be protected in the form of a quiet environment and space enough to maintain a comfortable home. The dormitory also functions as the primary study area.
7. 9:00 PM is considered check-in time for all students to be in their dormitories, unless prior approval has been obtained by their resident dean.
8. Lights out is at 9:30 PM, except for Friday and Saturday nights when lights out is at 10:00 PM. Hartland encourages each student to get proper rest. Five unexcused occurrences per term of having lights on (this includes still preparing for bed) after the times noted here will result in general probation.
9. Pets are not permitted.
10. Damage to rooms will be charged to the student. If rooms are not cleaned upon departure at the end of the term, there will be a service charge of \$50 for each student residing in the room.
11. The college is not responsible for any damage or loss of the student's personal property. When a student is not returning for the following school term, all his/her belongings must be removed from the campus. An exception to this is during the summer term when students may place their belongings in an approved storage area if they are in an appropriate container (suitcase, cardboard box, etc.) and marked with the student's name and date of departure. Any items not properly identified or left in storage for an extended period of time will be donated to a charity.

Dress Policy

Hartland College's purpose in having a dress standard is to provide an on-campus atmosphere of Christian professionalism that enhances our ability to serve and allows our staff and students to focus on their journey with Christ without the distractions associated with current trends. It is also our desire to create a classroom environment that is conducive to learning.

While we recognize each person's individuality, clothing is to be selected primarily for its potential to minister to others and for personal health. The aim in personal appearance should be to reflect the Christian mission, not to express personal independence. "Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God." 1 Corinthians 10:31. Dress and appearance should reflect Christian modesty (1 Peter 3:3, 4) and shun pride and vanity which are destructive to ourselves and others. Isaiah 3:13-26.

General Campus Attire

1. Clothing should be attractive, clean, and neat.
2. Tops should never be skin-tight and should be tucked in unless they are specifically cut and fitted to be worn outside of pants or skirts. They should always cover your midribs and underarms.
3. Footwear is required for general campus attire and should be suitable for the activity.
4. Clothing that resembles undergarments should not be worn as outerwear or be visible through outer layers.
5. Skirts and pants should not be tight and form-fitting for either gender.
6. Designs and logos on apparel should reflect our high calling.
7. Sleeveless tops or muscle shirts are not allowed.
8. Torn and heavily worn denims are not allowed.
9. Revealing, sheer, or low-cut tops are not acceptable.
10. Skirts must always cover the knees. All slits should be securely fastened below the knees.

Guidelines for Men

Church and Professional Attire:

Wear formal or business-professional clothes and dress shoes. Suits are recommended. Collared shirts with trousers are required. Formal cultural shirts without collars are acceptable.

Classroom Attire:

A business-casual look required. Do not wear T-shirts, denim, or other attire that does not project a professional image.

Work Attire:

Clothes should be safe, modest and appropriate for the workstation. Use uniforms when provided. Adhere to general campus attire guidelines.

Jewelry and Hair:

Jewelry is not permitted except for medical reasons or a plain wedding band. Haircuts should be neat and gender distinctive. Grooming for cleanliness and professionalism are required.



Guidelines for Women

Church and Professional Attire:

Please wear formal or business-professional clothes and dress shoes.

Classroom Attire:

A business-casual look is required. Do not wear T-shirts, denim, or other attire that does not project a professional image. Slacks are not acceptable.

Work Attire:

Clothes should be safe, modest, and appropriate for the workstation. Use uniforms when provided. Ladies may wear loose-fitting pants with an appropriate blouse for certain workstations such as the farm and plant services.

Cosmetics, Jewelry, and Hair:

Jewelry is not permitted except for medical reasons or a plain wedding band. Cosmetics that detract from the natural appearance and attractiveness of the individual are not allowed. Likewise, haircuts should be neat and gender distinctive. Hair coloring that is extravagant or appears unnatural is not allowed. Grooming for cleanliness and professionalism are required.



Recreational Behavior and Attire Policy

Hartland College teaches that the highest form of recreation comes from enjoying the things of nature that are useful, constructive and elevate our Creator. Any activity carried to excess does not constitute true recreation. Participation in any recreation should meet the following criteria:

1. Is it the best use of time and finances?
2. Does it promote physical and mental fitness?
3. Is there any possibility or risk of serious injury?
4. Are you able to physically perform the activities safely?
5. Does the influences, activity, and surrounding environment encourage spiritual growth?
6. Would I invite Jesus to participate with me?

Before engaging in any recreation, consider who is participating. From

a safety standpoint, certain activities should not be done alone, such as swimming or overnight camping. If something goes wrong, there is no one to help you.

Competitive sports can be artificial and self-fulfilling. They can develop a spirit of rivalry and could detract from the development of a Christlike character by encouraging pride and arrogance. Sports can also engender strife. See Philippians 2:3. However, this does not mean that family-friendly games cannot be enjoyed.

Mixed-group activities require a staff member’s approval. Depending on the event, the staff member(s) may need to be present and determine the appropriateness of the activity and location. The staff member(s) should be familiar with Hartland’s policies and consistently demonstrate sound judgment and maturity and be in good standing with their church and Hartland Institute. The ladies’ and men’s deans must also approve mixed-group activities.

Deans must be part of the decision-making process for recreational activities taking place on and off campus.

Your choice of dress should testify to others of your deep commitment to our Lord and demonstrate your modesty and maturity. Just as important, is being practical and keeping safety in mind when determining what to wear to encourage an enjoyable time. If you are uncertain about what is appropriate, ask your dean or another member of Administration.

Considerations:

1. Will I have the right clothing for the weather?

2. Do I have the proper footwear?

3. Will it be see-through if it gets wet? Please wear dark colors for water activities.

4. Do I need any special gear or equipment?

Examples of modest recreational attire for water activities, and layering when hiking or backpacking:



Backpacking attire example for women



Hiking attire example for women



Swimming attire example for women

- Tops should never be skin-tight and should be tucked in unless they are specifically cut and fitted to be worn outside of pants or skirts. They should always cover your midriffs and underarms.

• Shorts slightly above the knees are appropriate. Skirts and pants should not be tight and form-fitting for either gender.

• For water activities dark colors should be worn.



Backpacking attire example for men



Hiking attire example for men



Swimming attire example for men

General Advice

Our goal is to help you succeed in becoming a professional and a missionary. If at any point, you feel the need of counseling or are struggling with this, or any policy, please reach out to a trusted staff. Students should expect to receive consequences if they violate policies. Please refer to the Hartland College Disciplinary Procedures for more details.

Honor Code

Hartland College is intent upon integrating Christian faith with scholarship, practicality, and missionary life. Because of this commitment, Hartland College values the integrity of each individual. The action of each person affects the whole community. Jesus' call to a student ministry at Hartland College means that each student is considered a representative of the college, not only during school terms, but also vacation periods. The college reserves the right to suspend, dismiss, or refuse to reaccept any student who chooses not to appropriately represent these principles.

Students are to reflect Hartland College both on and off campus in the following areas:

1. **Honesty:** Christian students will not be found cheating, plagiarizing, or knowingly giving false information.
2. **Chastity:** Christian students will follow God's counsel and abstain from all sexual relations outside of marriage. This also means that students will not view pornographic literature, films, or electronic media.
3. **Influence:** Christian students will use their godly influence to encourage and strengthen their fellow students.
4. **Respect for authority:** Christian students will respect the authority invested in campus regulations, deans, faculty, and supervisors. They will use mature Christian principles in dealing with personal conflicts with authority. Genuine grievances should be addressed to the appropriate faculty members such as deans, advisors, supervisors, or committees. If unsure how to go about processing a grievance, please ask a trusted faculty member.
5. **Respect for personal rights:** Christian students will not verbally or physically abuse any person or animal or engage in conduct that threatens or endangers the health, safety, or life of others. Respect for

personal rights also includes not obstructing or disrupting the study or performance of duties of students or staff.

6. **Respect for property rights:** Christian students will have a high concept of the value of personal property and will respect the property of others as they would their own.
7. **Temperance:** Students will refrain from the possession, use, and/or distribution of any narcotic or dangerous drug (as defined by applicable law), except as prescribed by a licensed medical practitioner. Students will not use tobacco, alcohol, mind-altering drugs, or other harmful substances on or off campus (including vacation periods).

Musical Principles and Policies

Music is one of God's great gifts to man and an important element in spiritual development. It is an avenue of communication with God, and "is one of the most effective means of impressing the heart with spiritual truth." *Education*, p. 168. Because music affects our moral nature, it is essential that its tremendous power be kept clearly in mind. It has power to uplift or degrade; it can be used in the service of good or evil. "It has the power to subdue rude and uncultivated natures; power to quicken thought and to awaken sympathy, to promote harmony of action, and to banish the gloom and foreboding that destroy courage and weaken effort." *Education*, p. 168.



Therefore, those who select music for the distinctive purposes of Hartland College must exercise a high degree of discrimination in its choice and in its use. In our endeavors to meet these ideals, more than human wisdom is needed.

In terms of general principles, music should:

1. Bring glory to God and complement worship. 1 Corinthians 10:31.
2. Ennoble, uplift, and purify the Christian's thoughts. Philippians 4:8; *Patriarchs and Prophets*, p. 594.
3. Effectively influence the Christian in the development of a Christlike character in his life. Manuscript 57, 1906.
4. Impress spiritual truth upon the heart and proclaim the gospel message for this time. *Review and Herald*, June 6, 1912.
5. Reveal a harmony of message between the words and music, avoiding a mixture of sacred and profane.
6. Shun theatrics and prideful display. Evangelism, p. 137, *Fundamentals of Christian Education*, p. 253.
7. Give precedence to the message of the text, which should not be overpowered by the volume of accompanying musical instruments. *Gospel Workers*, p. 357, 358.
8. Maintain a judicious balance of the emotional, intellectual, and spiritual elements. *Review and Herald*, Nov. 14, 1899.
9. Never compromise high principles of dignity and excellence in efforts to reach the people. Testimonies for the Church, Vol. 9, p. 143; *Evangelism*, p. 137.
10. Be appropriate for the occasion, the setting, and the audience for which it is intended. *Evangelism*, p. 508.

There is much that is spiritually uplifting and religiously valid in music of the various cultural and ethnic groups. However, the musical tastes and practices of all should conform to the values of Christlike character in the gospel and Heaven's principles. Care must be exercised to avoid mixing worldly values and styles into music and thus failing to express the high ideals of the Christian faith.

These principles serve as guidelines in the choice and use of music for the varied needs of Hartland College. Certain musical forms such as jazz, blues, rock, and their related hybrid forms are incompatible with these principles. Hartland College trains young people to fulfill the commission of God to be the last generation on Earth and to give the final message to the world. For further study, see guidelines for music on file in the college office.

Application of Musical Principles at Hartland College

1. In preparing and presenting music for religious functions, Hartland College administration and teachers work with students in a way that will uphold the music standards of God's Word.
2. Witnessing and musical groups going out from the campus should receive guidance in the choice and performance of music selections from those appointed by the school administration.
3. Music teachers in relation to choirs, ensembles, etc., and in private teaching activities make positive efforts to teach music composition that may be used in church, in soul-winning activities, and in personal development.
4. It is one of the primary objectives of Hartland College music teachers to teach discrimination in light of divine revelation and include information in making qualitative judgments in the area of religious music.
5. Music presentations at Hartland College should conform to the above standards. This includes presentations by residents and visitors.

Personal Health and Fitness



God desires that we take care of our bodies because they serve as the temple of His Spirit. We encourage each student to establish a personal fitness program that incorporates all of God's health-producing agencies. In addition, Hartland College offers a physical fitness training and coaching plan that is part of the core curriculum. We also encourage students to learn to be "active-for-life" by adopting an outdoor-oriented lifestyle. To support this goal, our physical education program offers instruction in a number of outdoor recreational activities including wilderness survival, canoeing, mountain biking, skiing, trail running, backpacking, rock climbing and more. By these means, students can be in better health upon completing their studies than when they first enrolled.

When sick, students should inform their residence deans. A college nurse or other designated health professional may assist students for mild illnesses.

Personal and Institutional Property

It is always important to get permission before using anyone else's personal property. Even small items, which may not seem valuable, can lead to misunderstandings and unnecessary conflicts. Respect for institutional property is essential. All institutional property should be treated as the Lord's and respected as much as one's own property. Never use the phones for personal calls without permission and payment. Never use the printers or photocopiers for personal projects, homework, and other noninstitutional business without permission and payment. None of the equipment such as computers, books, and food service appliances should be used without permission from the staff member responsible for it. Musical instruments such as pianos, keyboards, etc., should always be well cared for and put away when you are finished. All equipment, including vehicles, should be returned to their places and left in the condition in which they were before usage.

Photo Release

By registering as a student at Hartland College, you authorize the use and reproduction of any pictorial images (digital or printed photographs, video, etc.) taken while enrolled at Hartland without any compensation.

Ponds, Lakes, and Rivers

Anyone using boats must wear a life jacket at all times. Gasoline-powered engines are not permitted on Hartland's lakes. Also, fishing is prohibited.

Walking or skating on the ice is not permitted at any time, except on the shallow ponds near the main entrance.

Fireworks, Firearms, and Weapons

Fireworks, firearms, or weapons of any kind are not allowed on campus.

Religious Life

All aspects of Hartland College life are designed to be spiritual and to help the student appreciate God more fully. Whether it is the vocational training station, the classroom lecture, a personal fitness program, or dorm and corporate worship, all are considered spiritual opportunities for students to learn about the sovereignty, love, and redemptive power of God, and to develop a mature, balanced outlook on life.

Corporate Worship

Unity in spirit and oneness of direction are critical to the mission of the students at Hartland College. The regular morning worship sessions are designed to convey spiritual concepts and provide students with the opportunity to uplift one another before God in prayer. The college faculty have carefully selected a number of relevant topics that will be covered during these worship sessions and are therefore a part of our formal curriculum. Because of the benefits to personal and corporate growth, as well as to college life, these experiences are required. They include regular morning chapels, church services, dorm worships, and vespers. Attendance at prayer meetings, either at a local church or at Hartland, is recommended.

Outreach Ministries

The witnessing and community service activities of Hartland College are a regular part of each student's curriculum. These experiences build on the training provided during the summer outreach school and develop the student's communication and soul-winning skills as he/she ministers to the spiritual and physical well-being of his/her neighbors through community health programs, Bible studies, canvassing, and evangelism.

Personal Devotions

A personal, vibrant walk with God demands a close, constant, and active communication with Him. Each student is expected to establish a personal devotional time. Open communication in this aspect of a student's life

is encouraged. The faculty and staff are happy to assist the student in developing deep communion with God. To support student growth in this area, we have inserted recommended time into our curriculum schedule just for daily devotions.

Sabbath Services



Hartland Institute does not have a regular campus church, but rather seeks to join and support the Seventh-day Adventist churches in the surrounding communities. Students are asked to attend their assigned churches and are encouraged to become active in the work of those churches. Church commitments for a one-year period are required for Theology, Religion, and Bible Instruction majors as part of their practicum. For students in other majors a one-year commitment to serve a local church in some capacity related to their skills and educational experience is strongly encouraged and may be required.

Residence

Hartland College single students are required to live in institute-provided housing and dormitories.

Student accommodations will be equipped with all necessary furniture. It is the student's responsibility to provide their own bedspreads, linens, pillows, lamps, and accessories.

It is the responsibility of the students to maintain their living quarters and keep them clean and orderly. The assessed value of any damaged or destroyed property will be charged to the student responsible. The deans or their representatives have the right to enter and inspect students' living quarters at any time. You accept this authorization when you rent a room. If it is ever deemed necessary, a search of the rooms can be granted by the Vice

Presidents of Academic or Student Affairs, and any material or equipment that is cause for question or concern may be confiscated for examination.

Guests

Guests may be allowed to share a room with a student, provided that the appropriate dean has given prior approval. Financial arrangements should be made with the Business Office by the host student or the guest. Students are responsible for the cost of meals for their guest, payable in advance.

Social Relations Policy

Hartland College encourages students to engage in healthy social activities in settings that provide accountability for biblical standards of purity. We believe college students should associate in wholesome ways that are respectful, moral, and that have no appearance of evil. We also believe that dating and courtship are serious matters that require proper age and maturity as well as the application of other Bible and Spirit of Prophecy principles that pertain to these types of relationships. With this in mind, the following guidelines were developed.

General Campus Policy

1. Students are encouraged to seek to develop broad, general, Christian friendships with many students of both genders.
2. Students may associate in well-lit, common areas. Common areas are open from breakfast to curfew (note the exception in item #3). The back lakes and trails are open until dusk to provide opportunities for social interaction and fellowship in group settings.
3. The mansion (and library) is restricted for men between 7:00 PM and 7:00 AM when used as a ladies' dorm. Exceptions will be made for scheduled college events or dean-approved meetings.
4. Dormitories of the opposite gender are off-limits without a dean or faculty member present.
5. Expressions of intimacy are not permitted anywhere on campus,

- including handholding, embracing, and kissing. Side hugs are acceptable.
6. Group outings should be planned in consultation with the resident deans. Mixed groups leaving campus must have prior permission from the residence hall deans. The resident dean may require a staff chaperone.

Criteria for Exclusive Relationships

Third-year students (or second-year students 25 or older) who are called to explore an exclusive relationship with an honorable purpose, may do so under the guidelines below.

Guidelines for Exclusive Relationships

The Bible and Spirit of Prophecy recognize relationships of this nature as a solemn responsibility. The following guidelines apply while at Hartland and during internship:

- Maintain an average of 73% or higher in academic courses.
- Maintain a grade of 87% or higher in work education courses.
- Be transparent and honest with parents/guardians, mentors, and deans.
- Seek and accept accountability.
- Expressions of intimacy such as hugging, kissing, hand holding, etc., are not permitted according to the general campus policy.
- Keep relationship problems and other information of a private nature out of the student body. Seek counsel from parents/guardians, godly campus mentors, and/or church leaders (i.e. pastors, elders, and/or deacons). Interact with godly married couples and observe their Christian marriage lifestyle and family life.
- As a student, abide by the principles of the general campus social policy during off-campus trips and holidays.
- Be prudent in your use of social media portraying behavior which abides by this social policy.

Students who qualify based on these criteria to explore an exclusive relationship should notify the residence dean.

Admission to Hartland College is a privilege that entails acceptance of individual responsibility for honor, integrity, and self-discipline. We

understand all human beings are flawed and we seek to work with each student in a redemptive manner.

Our goal is to help you succeed in becoming a professional and a missionary. If at any point, you feel the need of counseling or are struggling with this, or any other policy, please reach out to a trusted staff.

Students should expect to receive consequences if they engage in activities or behaviors that violate the college's core values or violate its policies. Please refer to the Hartland College Disciplinary Procedures for more details.

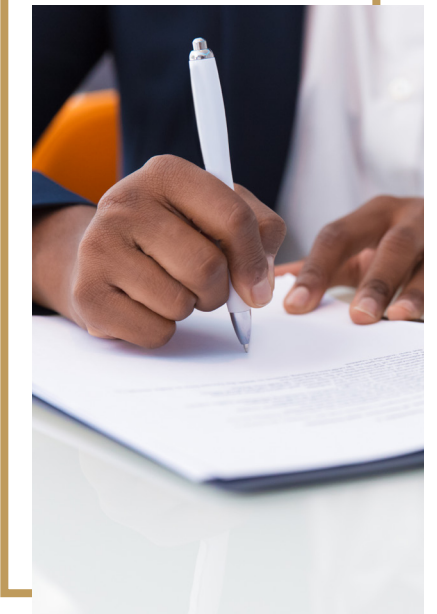
Campus Association

If invited, students may join faculty-initiated home activities, campus-planned hikes, and town trips with permission from the respective dean.

Campus Leaves

Before leaving campus, dorm students, whether on their own or on a college-sponsored/supported activity, must receive permission and sign out on the appropriate forms provided. Not signing out is considered leaving without permission. Permission is automatically granted for assigned church and college outreach activities. Permission for all other leaves must be approved by the residence dean. One exception is that a resident assistant may approve a leave request if a dean cannot be reached, and it does not involve a mixed group or an overnight stay.

The dean may request that staff supervision be required for campus leaves. Mixed groups requesting an



overnight leave must submit their request to the dean by the Tuesday before the desired leave.

Ongoing church or outreach assignments received from the college Evangelistic Ministries office will be filed with the dean. Deviations from these assignments must be cleared with the Evangelistic Ministries Department director and the resident dean. Students are not at liberty to assume clearance.

Disciplinary Action

It is the responsibility of Hartland College to provide and maintain a positive learning environment that is conducive to spiritual, intellectual, and physical development. When a student's behavior or attitude undermines in any manner the stability of our learning environment or adversely affects our collective commitment to excellence, we are bound by moral obligation to meet the problem and seek a satisfactory solution.

We view discipline as a means to redeem a student who unwittingly or due to a lapse in judgment strays from the prescribed code of conduct he solemnly pledged to uphold. If needed, disciplinary action will be used as outlined by Scripture:

- A. Doctrine (teaching what is right)
- B. Reproof (confronting what is wrong)
- C. Correction (making what is wrong right)
- D. Instruction in righteousness (reinforcing right doing)

In the unfortunate case that a student decides to resist discipline or demonstrates an unwillingness to honor his solemn pledge to abide by the policies, rules, and regulations of Hartland College, the proper and wisest course of action would be to have the student withdraw from the college or face expulsion.

Student Rights



Hartland College respects the individual rights of all students and their proper use of freedom of speech in a Christian atmosphere. The college expects, in return, that students accept responsibility for making positive contributions towards the fulfillment of the college's mission and vision and towards improving its programs. With this expectation, students are encouraged to speak freely and listen courteously in a proper setting without fear of reprimand or retaliation.

The proper setting to voice concerns,

opinions, or points of view is through one or all of the following:

1. Meet with a Student Advisory Council representative. This representative will present student feedback to the regularly scheduled SA meetings with the Vice President of Student Affairs.
2. Meet with a member of the Student Services— the Residence Hall deans, Student Success Coordinator, or the Vice President of Student Services.
3. Meet with the Vice President of Academic Affairs via appointment.
4. Drop an anonymous comment in our suggestion box.

It is the policy of Hartland College to promote learning and a search for knowledge and truth in an agreeable atmosphere free of intimidation and harassment.

Professors, in the classroom and elsewhere, must encourage free discussion, inquiry and expression. All students shall be evaluated academically on the basis of scholastic performance and not on opinions of conduct in matters unrelated to the academic standards of the course.

Students are also entitled to safe working conditions, fair treatment, and accurate evaluations as part of their experience in work education.

Student Grievance Procedures

Hartland College seeks to provide a thorough review of all student complaints regarding any aspect of a program, facility, or other service provided by the institution. Students are expected to initially pursue an informal process in resolving complaints. However, if a complaint remains unresolved, a formal process is available for resolution of the issue. If a staff member has a personal connection to the student involved in the issue, that staff member shall be recused from the discipline process.

Informal Grievance Procedure

The first step for resolving complaints involves students communicating their concerns directly and openly with affected faculty members. This step can usually resolve most issues. It is expected that informal grievances will be discussed and resolved privately between the individuals involved. However, if the parties are unable to arrive at an agreeable solution, then both parties should use a mutually acceptable person to arbitrate further discussions. In most cases, the Vice President of Student Affairs can help successfully arbitrate any disagreements or concerns. If this process fails to resolve the matter, students may appeal for resolution through the Formal Grievance Procedure.

Formal Grievance Procedure

The formal grievance procedure provides a structured framework of documentation where unresolved conflicts may be addressed. Faculty and staff members will use extreme care to safeguard student complaints of a personal or sensitive nature. Any student with an unresolved grievance can follow the appropriate process outlined below.

1. **Student Life Complaints:** Initially, complaints involving the residence halls should be made informally to the appropriate Residence Hall Deans. Unresolved issues regarding student life or non-academic issues may then be submitted in writing to the Vice President of Student Affairs who will then, if he/she chooses, seek council from the Student Affairs Committee, or from the President and Vice President of Academic Affairs. The VP of Student Affairs will send a written response outlining the final decision within 10 days of receiving a written complaint.

2. **Non-Academic Discipline:** Students may appeal imposed non-academic discipline in writing to the Student Affairs Committee (SAC) within 10 days of disciplinary action. Disciplinary action will be stayed until the SAC has had sufficient time to review the incident. The SAC will return a written review of their findings within 10 days of receiving a written complaint. The recommendations of the SAC shall be followed without further delay.
3. **Academic Policies or Procedures:** Any student with concerns about an academic policy or procedure should first discuss his or her concern informally with the Registrar. If the matter cannot be resolved at this level, an appointment can be made to address the concern with the Vice President of Academic Affairs. If a satisfactory resolution cannot be achieved through these means, or if the VP of Academic Affairs recommends further committee action, a written grievance shall be submitted to the Academic Standards Committee (ASC) within 10 days. The ASC shall respond in writing within 10 days of receiving a complaint. The Registrar will ensure the recommendations of the ASC are carried out within 30 days of receipt. A copy of the action will be forwarded to the VP of Academic Affairs.
4. **Academic Grievances:** Any student with concerns about an academic policy or procedure should first discuss his or her concern informally with the Registrar. If the matter cannot be resolved at this level, an appointment can be made to address the issue with the Vice President of Academic Affairs. If a satisfactory resolution cannot be achieved through these steps, or if the VP of Academic Affairs recommends further committee action, a written grievance shall be submitted to the Academic Standards Committee. The ASC shall meet to address the item and make a decision. Once the ASC has rendered their decision, the Registrar will send a written response to the student. The Registrar will ensure the decision of the AAC is carried out within 30 days of receipt. A copy of the action will be forwarded to the Vice President of Academic Affairs.

Any student or member of the public may file a complaint about this institution with the Virginia State Council of Higher Education (SCHEV) by phoning 804-225-2600 or completing a complaint form, which can be obtained on the council's website at <https://www.schev.edu/about/contact-us>.

Retention of Records

The Registrar will retain a copy of all documents related to any grievance for no less than 10 years. The Registrar will forward a copy of these documents to the Vice President of Academic Affairs within two days of receipt.

Dormitories

The men's dormitory premises are always off-limits to female students and the women's dormitory rooms are always off-limits to male students unless escorted by a staff member for work-education purposes.

Haircuts, Mending, Ironing, Etc.

Students are encouraged to find assistance from a student of the same gender or a faculty member for haircuts, mending, ironing, cooking, etc.

Student Enterprises

Hartland College encourages students to organize and participate in enterprises appropriate to our high calling and mission. Students seeking to be involved in individual or collective student enterprises must first receive project approval from the Curriculum or Student Affairs Committee if they plan to continue to study at Hartland College, plan to use Hartland College for financial links for fundraising, desire future academic credits, or will use the Hartland College name by understanding or inference. This applies during the school term and vacation periods. This includes mission trips, membership associations, business enterprises, etc. Students are expected to conduct themselves within the principles of the college during their engagement with these enterprises.

Student Vehicle Policy

Ongoing vehicle privileges for all students will be evaluated based on student's attitude and behavior. The college will not be responsible for any personal or public liability resulting from the student's use or possession of

the car on or off campus. The following are the general vehicle policies for students:

1. All students who bring a vehicle onto campus must provide the Registrar with the following:
 - Copy of current driver's license.
 - Copy of current insurance policy on the vehicle.
 - Copy of current registration of the vehicle.
2. All students' vehicles are required to be in good repair and to have a quiet muffler.
3. An expired driver's license, tags, inspection, county sticker (if applicable) or insurance policy will automatically ground the student's vehicle until it is renewed.
4. Students must indicate if they have had any traffic violations in the past five years. Also, the number of violations is to be indicated.
5. Students must indicate if they have had any moving auto accidents in the past five years. The number of accidents and who was at fault are to be indicated.
6. The general policy regarding the use of institutional vehicles and vehicle use on campus is:
 - No institute vehicle will be operated by a student who does not have a valid driver's license.
 - Students may operate Hartland vehicles if over 21 years of age (or there is a demonstrated necessity) and if Hartland College's auto insurance company and the college administration consider the student insurable.
 - No institute vehicle will be operated by a student who has been the cause of an automobile accident within the past year (12 months).
7. Vehicles that are used in violation of the college's rules will be subject to grounding, and the keys will be held by the appropriate dean.

Motorcycles are governed under the same regulations as automobiles. Helmets are required for motorcycles.

Student Bicycle Policy

Bicycles must be parked in designated areas. Helmets are required. Students must follow normal vehicle rules including stopping at all stop signs, maintaining a safe speed, and following accepted safety practices. Bicycles must yield the right of way to all pedestrian traffic. Bicycles must have reflectors and a front light for night riding.

Vacation/Holiday/Weekend Leave

Campus life is one of responsibility and growth. Because Hartland College requires a balance between work education, studies, and spiritual development, students must use wisely the time God has allotted to them. While on leave or vacation, students are representatives of the high Christian standards upheld by Hartland College. Students are at all times expected to uphold the standards of conduct as outlined in this handbook.

Students are asked not to take more than two weekend leaves per term for the following reasons:

1. All students are assigned to a specific church. Students are encouraged to assist their church in the leadership of the various departments, and since the churches are dependent upon consistent attendance of those with various church roles, Hartland students should plan to be in attendance 8–9 weeks out of each term, unless they are in a faculty-approved evangelistic ministries project.
2. At times, certain Work education assignments may require Sunday obligations.
3. Study time is most freely found on Sundays. Therefore, free time on Sundays should be used for the study of lessons and preparation of class assignments.
4. Students are the social fabric making each dorm as homelike as possible. Social growth occurs most freely when all contribute to the spiritual atmosphere of the dorm and consistently share in the daily life of their dorm and its chores and duties.

Students Remaining During School Breaks

Students who remain on campus during school breaks are required to attend the morning chapel. Room charges will be waived for the student if he/she participates in the work education program for a minimum of 36 hours per week and attends the morning chapels. All other normal college policies and principles still apply during school breaks.

Work Education Policies

At Hartland College, work education is an integral part of the academic program.

1. Work education assignments are made by the work education coordinator. Students may request a specific work education station but are not at liberty to change the work education station without authorization from the Work Education Department. Unauthorized work education hours will not be counted toward scholarship. Work education scholarship cannot be redeemed for cash.
2. In order to maintain professionalism, students are expected to notify their work education supervisors and respective dean in advance of any absences or tardiness related to illness or injury. Their respective supervisor must approve any other absences in advance.
3. All students are expected to occasionally perform weekend duties in the cafeteria. A schedule will be presented each term.
4. The student, not the supervisor, is responsible for work education hours registration no later than 5:30 PM on Monday approved by the supervisor.
5. The total work education hours required for each term is 120. A Work Education Scholarship award is only used for tuition and is not refundable.
6. For each excusable absence from the Work education station or evangelistic ministries, an excuse form must be completed, signed by the appropriate people, and submitted to the Registrar's office. The dean must verify sick time. If sick, students should notify their dean. Sick-time credit will be given based on the average hours a student normally participates in work education on the day he or she was sick. A Work Education Scholarship is not awarded for sick time.
7. Any student who needs to make up work education hours must get the approval of the Work Education Coordinator and the supervisor.

of the work education station for which the student desires to train. Without approval in advance, makeup hours will not be credited to the student's account.

8. All students should be familiar with the detailed policies of the Work Education Department Handbook that covers all expectations and responsibilities in detail.

Worship Policies

In an effort to assist the building up of the local Seventh-day Adventist churches, Hartland Institute does not hold church services on its campus. Students are assigned to one of the local SDA churches (within a radius of 1 hour's drive), assisting them in worship, educational, and evangelistic ministries.

Church responsibilities require faithful attendance and faithful performance of duties. This means punctuality, adequate preparation, and prayerful presentation.

Morning chapel, dorm worship, and Friday vespers attendance are required. These are times for corporate study, prayer, encouragement, and spiritual reinforcement. Record is kept of attendance at these services. Five absences will result in general probation. A tardy is equal to 1/2 of an absence.

Student Services

Student Services is overseen by the Vice President of Student Affairs, and includes a Student Success Coordinator, the residence hall deans and the Student Advisory Council. The Campus Chaplain works in close cooperation with the Vice President of Student Affairs and the Religion Department to ensure that the spiritual needs of students on campus are addressed.

Vice President of Student Affairs

The Vice President of Student Affairs encourages and welcomes students throughout the semester to seek counsel or advice regarding any campus life issue, either in person, by phone, email or text message. Students are encouraged to share with the VP any issues and/or potential solutions regarding campus life. This allows students to address suggestions and

grievances directly to senior college administration in the hopes of finding a clear resolution. The VP of Student Affairs seeks to create a culture of openness, transparency and trust between students, faculty, and campus administration.

Residence Hall Deans

The Residence Hall Deans function in a quasi-parent role to students on campus. While their primary responsibility is to dorm students, they are also available to counsel and assist village students as well. Both deans are available throughout the day and early evening and are always available via cell phone, text or email. The deans help to provide an environment of security and confidence for the students. Additional information on dorm policies is available in the Residence Hall Handbook which will be handed out during orientation or when a student moves into the dorms.

Student Success Coordinator

This position is designed to assist students with tutoring, time management improvement, and academic/organizational instruction. The Student Success Coordinator's job is to help students navigate the more complex academic and social challenges they will find in their college experience. The SSC is available by appointment to all students via appointment. The SSC is also responsible for organizing and implementing programs to promote student growth in academic areas.

Student Tutoring

Students are encouraged to seek informal assistance or advice on all academic matters from their instructors. Impromptu meetings immediately before or after class can often work well for quick questions. When more in-depth assistance is needed, students can meet with their professors during regularly scheduled office hours. When students require additional help, Hartland College offers supplementary tutoring services located at the Student Success Center. Tutoring services are available in math and science as well as assistance in research papers and writing assignments. Students may schedule additional tutoring sessions directly through their professors or contact the Student Success Coordinator directly.

Students with Disabilities

The Student Success Center is an inclusive resource for all Hartland College students where they can receive either academic and/or accommodative support. Students are encouraged to learn more about our available resources, such as tutoring, academic mentoring, and assistance in requesting accommodations for both temporary and permanent challenges and disabilities. Accommodations are determined individually for each student through an interactive process and are based on functional limitation as a result of a challenge or disability. Students with physical disabilities that require a personal attendant or special residential accommodations must submit a written request to the Vice President of Student Affairs prior to moving into a residence hall. The request will be reviewed by the student Affairs Committee to determine how the needs to the student can best be met. Verifiable documentation must be provided by a medical doctor and/or appropriately licensed professional.

Career Planning

The academic department chairs assist students in locating prospective employment opportunities. We have found that student internship sites often lead to full-time employment and also connect students with other ministries and job positions in their fields. All students are encouraged to consult with the chair of their department to learn more about career opportunities available in their field of study.

Student Advisory Council

This council consists of selected students to help provide formal feedback to the college administration while providing a voice for students. The purpose of the Student Advisory Council is:

- To improve the college experience for all students by participating in the governance of Hartland College in an advisory capacity. This will be achieved by granting formal opportunities for students to voice their concerns and questions and to make suggestions that will be forwarded to the Student Affairs Committee, senior administration, and, if need be, to ADCOM.
- To organize social and extracurricular activities that are in harmony with Hartland's vision, goals, and policies.

Student representation consists of two selected Resident Assistants, several designated students and a representative from the village as outlined below.

- Students must have completed an academic year at Hartland College to be eligible to serve.
- Students must not be under any kind of probation.
- Each department chair (via the Student Affairs Committee) will select one student from each academic department for representation on the council.
- The Vice President of Academic Affairs will select a village student to represent that segment of the student population.
- Members of the student body, the college chaplain, and other college administrative representatives may be present at Student Advisory Council meetings to listen to concerns and suggestions presented by the student representatives.
- The Vice President of Student Affairs or designee will chair the meetings.
- Feedback from the Student Advisory Council will be presented to the Student Affairs Committee or handled by senior administration directly.

Library Services

The library contains nearly 10,000 bound volumes and a variety of resource materials, including periodicals, and is located on the main floor of the mansion. The Library Catalog can be accessed either through the physical card catalog located on site, or through the online card catalog located in Populi. Computers are provided for student access with connections to the internet. Students have access to peer-reviewed journal articles and other periodical articles through the EBSCO's Academic Search which may be accessed through the Populi Library page by clicking on the Links tab.

Criminal Behavior

Assault

Hartland College has a zero-tolerance policy for either physical and/or verbal assault against its staff members or students. Any student involved in this type of behavior will be subject to discipline up to and including expulsion from the school. In the event of an actual crime, the Madison County Sheriff's Department will be contacted.

Hazing

Hazing includes, but is not limited to, any act directed toward an individual, or any coercion or intimidation of an individual to act or to participate in something which a reasonable person would perceive is likely to cause physical or psychological injury and where such act is a condition of initiation into, admission into, continued membership in, or association with any group, whether that group is a formal or informal entity. See the Virginia Anti-Hazing Law in the Code of Virginia Section 18.2-56 for additional information on what legally constitutes hazing.

Any student who plans or engages in hazing or commits any act that inures, degrades, disgraces, threatens, intimidates, or intends to injure degrade, or disgrace a fellow student or campus guest will be subject to disciplinary action up to and including expulsion from the college.

Any student who throws projectiles of any kind at any person, building, or vehicles will also be subject to disciplinary action. Any type of prank or game that may potentially damage college property, personal property or cause injury will not be tolerated, and will result in confiscation of the items in use. Any student engaged in such activity will be fined for any damage to buildings or other property. Criminal prosecution may also occur.

Sexual Assault

Sexual assault is a crime punishable by law. Sexual assault includes all forms of rape, attempted rape, and non-consensual sexual physical contact. Both men and women may be the victim of these crimes. Any sexual activity without the consent of both parties is a crime.

Hartland College condemns such acts, and will take stern and swift action following the requirements of the law against the perpetrator. Any student,

faculty member, staff member or campus resident guilty of such activity shall be subject to discipline, including dismissal and criminal prosecution.

If you are the victim of sexual assault:

1. Go to a safe place. Call a close friend to be with you for support.
2. Call one of the Residence Hall Deans or the Vice President of Student Affairs. If a sexual assault is reported to college personnel, appropriate steps will be taken to immediately investigate the incident. If circumstances warrant, the Madison County Sheriff will be notified.
3. It is the responsibility of all faculty and staff members of the college to report any known cases of sexual assault immediately to one of the following senior administrators:
 - College President
 - Any of the college VP's
 - Human Resources Coordinator
 - Work Education Director
4. If you plan to report an incident, do not shower, change clothing, or eat or drink anything. These behaviors may destroy vital evidence.
5. The Madison County Sheriff is the responsible entity for reporting all crimes, including sexual assault. The Sheriff can be reached at 540-948-7500.
6. Sexual assault is a traumatic event. As such, all Hartland College staff, faculty and residents must respect confidentiality by limiting the discussion to people involved in the case. Refer all media inquiries to senior administration listed above.
7. Hartland College will facilitate counseling services as needed.

Sexual Harassment

Hartland College is committed to creating a safe and collegial environment that is conducive to learning and holistic growth. Toward this end, no one should place another student or colleague in a position of embarrassment by the use of language or actions that carry either overt or subtle sexual overtones. Such behavior violates not only Christian principles, but also state and federal law.

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favor, and/or other verbal or physical contact of a sexual nature when either of the following occurs:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing.
2. Submission to, or rejection of, such conduct by an individual is issued as a basis for employment or academic decisions affecting an individual.
3. Such conduct has the purpose, or effect, of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

As such, sexual harassment at Hartland College will not be tolerated in any form. If a student encounters such behavior from a member of the Hartland College faculty or staff or from a fellow student the following steps should be taken:

1. The encounter should be reported to the Vice President of Student Affairs or one of the Residence Hall deans. These staff members will seek to ensure the student's right to privacy and the alleged offender's right to due process.
2. Students, faculty, or staff members who are aware of any incidents of sexual harassment are also responsible to report such incidents.
3. An investigation will be made for the purpose of seeking to establish whether there is a reasonable basis to accept the allegations as fact.
4. The accused will be fully informed as to the nature of the allegations and will be given reasonable opportunity to respond to the charges.
5. If it is determined that the allegations are valid, immediate and appropriate disciplinary action will be taken — up to and including dismissal.
6. If it is determined that the allegations are unfounded, steps will be taken to restore the reputation of the accused. If it is determined that the accuser was intentionally dishonest, he or she will be subject to discipline.

Hartland College General Principles



Spiritual — We believe:

1. The Holy Scriptures are the supreme, authoritative, infallible, revelation of God's will. They are the standard of character, the test of experience, the definitive revealer of doctrines, and the trustworthy record of God's acts in history. (This is also the first of the 28 fundamental beliefs of the Seventh-day Adventist Church.)
2. The same Holy Spirit that directed the minds of the Bible authors, directed the mind of Ellen G. White.
3. The Bible and the writings of Ellen G. White are the only authoritative basis for unity of purpose, principle, and faith for God's people. At Hartland, we are striving to understand and incorporate into our management objectives the wisdom found in these inspired sources and to make applications to (1) our individual lives as administrators, faculty, staff, and students, (2) our educational programs, and (3) our wellness center.
4. Counsels given to the Seventh-day Adventist Church by Ellen G. White expose our daily need of Christ in our life, reveal His love, and give heavenly guidelines as to how to live in harmony with the laws of God.
5. God has established principles for the moral, physical, mental, and social aspects that govern our relationship with Him and with one another. They also provide the basis for keeping the universe eternally secure. Since we are all affected by one another, it is thus important for us to

adhere to these principles, which can only be accomplished by the power of the cross, Christ's heavenly ministry, and the power of the Holy Spirit.

6. God's will should affect every decision we make. If we do not know His will, we should prayerfully seek it from His Word.
7. God will, by His Spirit, have a people who will be so dependent upon Him that they will reflect His character, though they will see themselves as the chiefest of sinners.
8. All God has said about Himself is for the purpose of helping us come to a decision to serve Him with our love and adoration.

Physical Exercise and Outdoor Work – We believe:

1. God wants us to take care of the whole body. Therefore, He gave man physical labor and exercise to maintain good health, provide lessons of discipline, patience, time management, and for the experience of joy and satisfaction that comes from a job well done.
2. Physical exercise and outdoor work provides the mind with rest from excessive mental taxation.
3. When opportunity presents itself, every student should develop an active trade or skill other than the professional skills sought through education.
4. Those persons whose occupations are primarily sedentary are encouraged to spend some time each working day in some form of physical exercise and active, outdoor work

Diet – We believe that:

1. In His love for His children, God has given dietary principles so that we can experience better mental, physical, and spiritual well-being.
2. The body is the temple of the Holy Spirit, which has been purchased for us at an infinite cost. Thus, presenting our bodies as a living sacrifice, holy, and acceptable to Him is an act of worship.
3. Whatever affects the body also affects our mental and spiritual natures, and since the body is the only avenue through which God can communicate His love and His plan of salvation to us, it is thus important that our dietary patterns be centered on God's Word so that we can grow in our mental and moral development.
4. Willfully taking in anything that defiles the body is sin against God.
5. When we put into practice physical and dietary principles that are based on Scripture, we are in a better position to serve and be a good influence on those around us, and in turn prevent others from having to take care of us when the infirmities of age come upon us.

Academic Education – We believe:

1. In Christian education, the Bible, God's plan of redemption as revealed in the heavenly sanctuary, the Sabbath, the Three Angels Messages, the immutability of God's law, and the non-immortality of the soul should provide the foundation for whatever aspect of education one enters. These foundational principles significantly contribute toward a richer understanding of God, human beings, the world, and their interrelationships.
2. God has set no limits to the amount of education one can receive. In fact, Ellen White encourages us to advance as fast and as far as possible in every branch of true knowledge as long as we adhere to God's established guidelines for acquiring and utilizing that education.
3. God has established specific guidelines for moral, social, spiritual, intellectual, and physical values that are to guide the college family.
4. Christian education should be balanced with an appropriate blend of book study, physical exercise, and personal witness.

Dress – We believe:

1. People judge others based on their style of dress. Therefore, Christians should harmonize the beauty of a Christlike character with principles of dress that are governed by professionalism, modesty, propriety, and discretion.
2. Christians should not desire to bring attention to themselves by over-dressing or under-dressing. Instead, they will find ways to represent Christ in the most positive way, realizing that dress does have an influence on others.
3. God made us male and female. As a result, Christians choose to dress in clothing that is gender appropriate.
4. Christians should consider various occasions and seasons and thus dress in a manner that is appropriate for the event and in the most healthful manner in all seasons.

Competition – We believe:

1. The spirit of rivalry and deception is inconsistent with the principles of Heaven and should not be encouraged in a Christian institution or in personal life.
2. In the public sphere, competition can be viewed as the opposite of a monopoly, which is something that is healthy for any society. However, as we seek to excel in providing goods and services to our brothers and sisters and to the wider public, we should only employ motives and

methods that lead us to love others just as we love ourselves. We should not appeal to pride or the love of money.

3. Competition based on pride, love of money, rivalry, and deception turns one's focus from that of serving mankind to that of self-serving, which is the spirit of Satan, the enemy of God.
4. The desire for this kind of competition often stems from the need to establish a sense of self-worth or a sense of achievement. Such an approach to fulfilling these needs only leads away from the source of all fulfillment—Jesus Christ, and from the kinds of recreation and wholesome activities that He has created us to enjoy.
5. Daily dying to self, as admonished by the apostle Paul, can never be completely accomplished as long as we are trying to satisfy self-centered needs or practicing rivalry.
6. Sports where teams are organized for the purpose of winning games should be discouraged since they create the environment for developing attributes that are not in harmony with the principles of the Sermon on the Mount. However, we should not reject the spontaneous simple exercise of playing ball either.

Corporate Worship—We believe:

1. The old adage is true: When a family prays together, it stays together.
2. Satan is more effectively kept outside the corporate circle when we combine our own personal devotional time with our Lord with corporate worship time in which the family and school is regularly praying and worshiping.
3. Corporate worship time provides a great opportunity for coming into unity with God and with one another. One way of making the worship experience more enriching is by working out differences prior to meeting with God and with each other in worship.
4. We lose a blessing when we absent ourselves from corporate worship.

College Faculty & Staff

Norbert Restrepo Ph.D. Candidate	President, Education & Leadership Faculty
Markus Witte M.S, M.A.	Treasurer, Missional Entrepreneurship
Kevin Grams Ph.D.	Vice President of Academic Affairs, General Education Chair
Karl Tsatalbasidis Ph.D.	Vice President of Student Affairs, Theology Department Chair
Jesse Zwicker BTh	Vice President of Strategy, Missional Entrepreneurship Faculty
Sajan Naka M.D.	Health Science Ministry Department Chair
Andrew Smith Ed.D.	Christian Education Department Chair
Armando Lopez M.A. (in progress)	Bible Outreach Department Chair
Patti Barnes CPM	Midwifery Department Chair
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Alena Vlasova B.A.	Media Faculty
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Catherine Minja M.S.	Dean of Women, Accounts Payable
Veronica Sanchez B.A.	Registrar
Rachel Perry B.A.	College Admissions Director
Tiffine Davis- Good	Culinary Arts
Marivic Sulabaran B.S.	Student Finance Advisor
Ruth Lombana B.S.	Work Education Coordinator
Julie Moodie B.A.	Human Resources Coordinator
Sarah Bentivegna B.S.	Bible Conference Coordinator
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Oscar Sulbaran B.S.	Plant Services Director
Martin Raj B.A.	Wellness Center Program Coordinator, Hydrotherapist
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Chris Holland D. Min	Theology, Mission Adjunct Faculty
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Index

A

Academic Calendar12

Accreditation11

Admissions. 26-32

Aid, Financial 138-140

Agriculture Classes.36, 49, 50

Associate Degrees.62, 90, 104

Audit Courses.123, 130

Automobiles (see Vehicles) 169,170

B

Bible Instruction (associate degree)62

Bible Studies (baccalaureate degree)61

Biblical Apologetics42

Biblical Hermeneutics43

Biblical Principles of Mental Health.47

Bible Work50

Biblical Ethics66

Biblical Methods79

Biblical-Worldview Researchers100

Bicycles.171

C

Cafeteria147

Clothing154

Campus Association.164

Campus Leaves.164

Cell phones148

Challenge examinations129

Class standing125

Course load 124

Community students31

Chemistry classes107

Childbirth Educator Certification115

Clothing150

Chaperones163

Cooking lab51

Church attendance(worship policies). .173,185

Competition153, 182

Cosmetics 152

Courting(see exclusive relationships). .163,185

Criminal Behavior177

Corporate worships160

Core Curriculum 34-52

D

Dating (see exclusive relationships)163

Devotions (personal devotions)160

Disciplinary action165

Diet.147, 181

Distance Learning133

Dormitories169

Dorm Policy148

Dress Policy150

E

Education Department68

Electronics147

Employment opportunities140

English as a foreign language.29

Environment145

Evangelistic Ministries.37, 54, 160

Experiential learning.130

F

Fees and charges27

Application fee.27

International Application fee 29

Graduation fee.140

Internship fee140

Late registration fee.140

Late Arrival and Early Leave fee141

Tuition, Room, and Meal Fees137, 141

Summer Outreach Training School Fees .. 142

Technology fee.142

Other Fees and Costs143

Financial aid138

Financial Planning Services136

Work Education Scholarship Program ...139

Missionary Training Fund (MTF)139

Additional Scholarship options140

Food (cafeteria)147

Foods & Nutrition course110

Food (diet)181

Fireworks, Firearms, and Weapons159

G

Grade point average (GPA) ...31, 32, 124, 126

Grades126

Graduation.132, 133

Guests.162

Grievance procedures167

H

Haircuts169

Harmful substances.156

Health Insurance.30, 143

Health Science Ministry Department99

Holidays171

I

Honor Code155

Housing (residence).161

Housing for married students142

I-20 Immigration Form29

Insurance30, 143

Internet 147

Internship56

J

Jewelry151, 152

L

Late Registration122, 140

Leaves.143, 148, 164, 171

Library176

Life experience.130

M

Majors20

Married students142

Midwifery Ministry Department.113

Midwifery Assistant116

Midwifery Certificate116

Minors55

Missionary Training Fund139

O

Orientation	31
Outreach School	40
Outreach Ministries.....	54, 160

P

Parking.....	20
Pastoral Evangelism	58, 59
Pets.....	149
Policy	153
Photo release.....	159
Ponds, Lakes, and Rivers.....	116
Practical Arts	39
Probationary Standing—Academic	32
Probationary Standing—Citizenship	32
Property, personal and institutional	159

R

Recreational activities	35
Recreational Behavior and Attire Policy.....	152
Registration and Enrollment	122
Refund	137
Religious Life.....	160
Residence.....	161
Retention of records	169

S

Sabbath	15
Sabbath Services	161
Scholarships.....	139, 140
Sports.....	153, 183
Social Relations	162
Sports (see recreation).....	183

Student aid (see financial aid)	138
Student rights	166
Student grievance procedures.....	167
Sexual harassment.....	178

T

Textbooks	137, 143
Transcripts	128
Tobacco.....	156
Transfer credits	30
Transportation fees	161
Tuition	137, 138, 141

V

Vacation	171
Vehicles	169, 170
Vision and Mission of Hartland	18

W

Water activities	153
Worship policies	173
Worships (corporate).....	160, 183
Weapons.....	159
Withdrawal from College	137
Work Education.....	35, 40, 52
Work Education Scholarship.....	139
Work Education policies	172