

Academic Bulletin & Student Handbook

2024-2026

Hartland College

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Introduction

Message from the President

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 that reads "Norbert Restrepo". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Norbert Restrepo,
President of Hartland College

Information is current at the time of publication.

All policies contained in this volume are in effect until a subsequent catalog or addendum is published online at <https://www.hartland.edu>.

Hartland College reserves the right to modify and make exceptions to policies as necessary, without prior notice.

444 Hartland Oak Drive
Rapidan, VA 22733
(540) 672-3100

Disclaimer

This bulletin is a work in progress. We are updating the handbook portion to cover policies as they are being generated. 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 September 2024. The bulletin provided on our website, <https://hartland.edu/apply/>, 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 operates under the religious exemption provided by the State Council of Higher Education for Virginia (SCHEV). Hartland College is not yet certified by the state of Virginia or accredited by any regional accrediting agency; however, we are engaged in preparing for that event. The faculty and administration remain dedicated to helping students transfer their credits to other colleges and graduate schools as needed until that is accomplished.



Vision and Mission of Hartland College

Our vision is to be a world hub for equipping Seventh-day Adventist professional missionaries.

Our mission is to equip professional missionaries to transform the world through Christ's selfless love.

Our missionary training consists of a collegiate-level program that combines academics with practical service and outreach as taught in the Bible and Spirit of Prophecy.

Academic Calendar

2024–2025

Summer Term

(Summer Outreach Training School)

Orientation/First day of classes

Piedmont Bible Camp

Health Summit

Last day of classes

Fall

Freshman Orientation

General Orientation

Registration deadline

First day of classes

Last day to add/drop classes

Fall Convocation

Last day to withdraw from classes

Last day of classes

Winter term registration deadline

Winter

First day of classes

Last day to add/drop classes

Winter Convocation

Last day to withdraw from classes

Last day of classes

Spring term registration deadline

Spring

First day of classes

Last day to add/drop classes

Spring Convocation

Last day to withdraw from classes

Last day of classes

Spring Graduation

May 27, 2024

June 2–9, 2024

July 22–28, 2024

August 2, 2024

September 11–12, 2024

September 12–15, 2024

September 15, 2024

September 16, 2024

September 30, 2024

October 18–20, 2024

November 8, 2024

November 22, 2024

November 29, 2024

January 6, 2025

January 20, 2025

January 17–19, 2025

February 28, 2025

March 14, 2025

March 14, 2025

March 24, 2025

April 7, 2025

April 10–12, 2025

May 16, 2025

May 30, 2025

May 30–31, 2025

Academic Calendar

2025–2026

Summer Term

(Summer Outreach Training School)

Orientation/First day of classes

Piedmont Bible Camp

Health Summit

Last day of classes

Fall Term

Freshman Orientation

General Orientation

Registration deadline

First day of classes

Last day to add/drop classes

Fall Convocation

Last day to withdraw from classes

Last day of classes

Winter term registration deadline

Winter Term

First day of classes

Last day to add/drop classes

Winter Convocation

Last day to withdraw from classes

Last day of classes

Spring term registration deadline

Spring Term

First day of classes

Last day to add/drop classes

Spring Convocation

Last day to withdraw from classes

Last day of classes

Spring Graduation

June 4, 2025

June 8–15, 2025

July 13–20, 2025

August 8, 2025

September 10–11, 2025

September 11–14, 2025

September 14, 2025

September 15, 2025

September 29, 2025

October 17–19, 2025

November 7, 2025

November 21, 2025

November 28, 2025

January 5, 2026

January 19, 2026

January 16–18, 2026

February 27, 2026

March 13, 2026

March 13, 2026

March 30, 2026

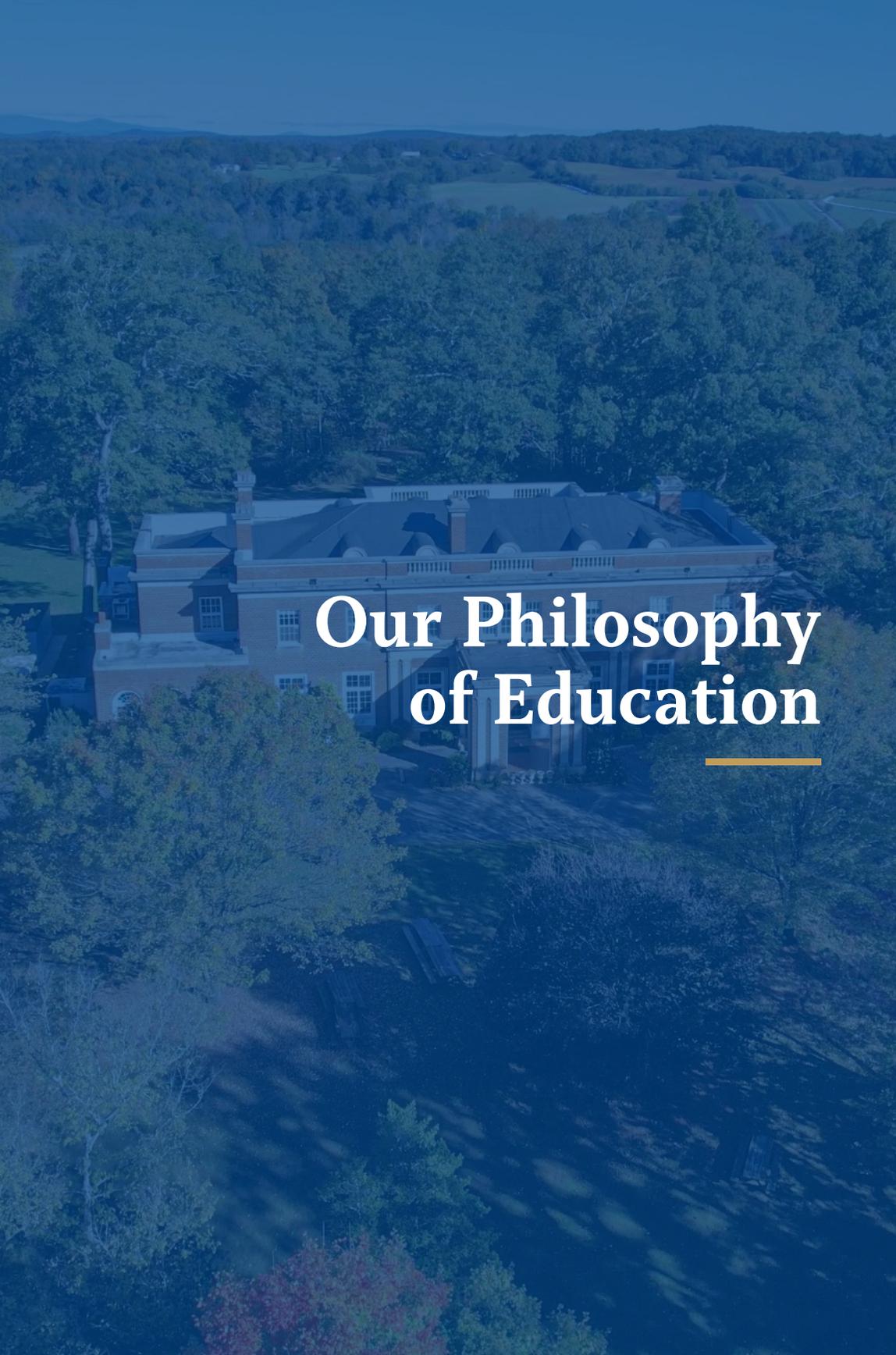
April 13, 2026

April 10–12, 2026

May 22, 2026

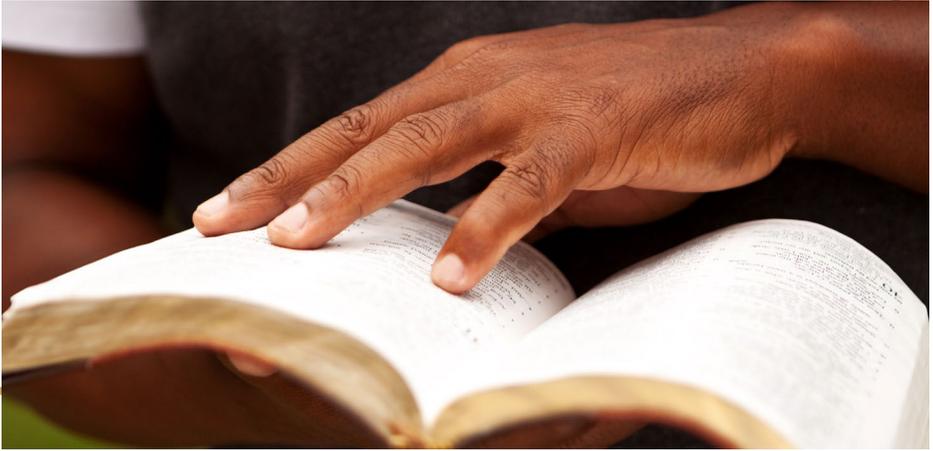
June 05, 2026

June 05–06, 2026



Our Philosophy of Education

Fundamental Principles of Scripture



We Believe . . .

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.

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.

Unchangeable Nature of God’s Law: Christians recognize that all creation is designed to function in accordance with laws—founded on love to God and love for humankind—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: Sharing the Three Angels' Messages 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 lie 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 is composed of six institutional divisions: Academic Affairs, Student Affairs, Administration and Finance, Strategy and Advancement, Wellness Services, and Supporting Services. The Academic Affairs division focuses on degrees in Religion, Elementary and Secondary Christian Education, Christian Communication Ministry, Christian Health and Wellness Ministry, and Biblical Counseling. The College features a core curriculum that teaches students to participate in work education, engage in community outreach projects, receive missionary training, practice agriculture, and learn healthy living strategies. Each of these areas helps to train students to be more effective Christian missionaries.

Institutional Core Values

Hartland College values education that uplifts Biblical truth, selfless love, commitment and loyalty, diligence and effective work practices, and healthful living. 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 diligence and work ethics**
- **An outreach that models selfless love**

Institutional Learning Outcomes

Our institutional learning outcomes also are based on the five themes that underlie 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 selfless 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 diligence and work ethics

- 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 innovative ministry plan.

Fitness and Wellbeing—An environment that nurtures a healthy lifestyle

- **Demonstrate practices that promote health and well-being, including safe outdoor recreation along with a physical education program that promotes personal physical fitness, agriculture and recreational activities.**
- **Explain common factors that impact the health and wellness of individuals and their communities.**
- **Understand biblical health principles and the laws of health as pointed out in the Spirit of Prophecy.**

Statement of Diversity

Hartland College 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 as we uphold the principles of biblical love and identity.

Hartland College 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. Some, however, may need to train themselves to question certainty, examine thought processes, and

seek fresh perspectives about individuals around them who are different from themselves and to uncover their gaps in knowledge, consciously embracing other unfamiliar perspectives.

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 College 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 a unique educational experience that combines academic excellence, practical training, solid biblical knowledge, and outreach. Our program is structured to develop 21st-century professional missionaries who are trained to develop their own ministry, or charity.

Application Procedures and Admissions Information

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

Phone: (540) 672-1983

Email: admissions@hartland.edu

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

01 STEP

Gather Information

- Visit our website at <https://hartland.edu>
- Read the Student Handbook.
- Email or call our Admissions Office 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 passport-type 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 recognized evaluation service. (See online application for information.)
- Submit a financial plan and related documents. (Scholarship application forms may be requested from the Admissions Office.)
- Submit your English Language Proficiency scores if applicable. (See online application for information.)
- All dental and medical care and elective surgery must be completed prior to registration.
- Students are contracted under the Bulletin edition (by year) in effect when they enroll.

03

STEP

Interview

All students are interviewed before admission decisions are made. A contact phone number must be placed on each application. Interviews can also be done in person, by phone, or via another electronic means such as Zoom.

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.

NOTE: Although we do receive new students at the beginning of every term, we 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 next best option is to begin in the fall term and take the Summer Outreach Training School at the end of the freshman year. The typical time required to process a completed application is a month. Therefore, applicants should strive to submit their application and documents by the first week of May if they are planning to start school in June. Applicants to the Missionary Training Fund Loan Program should submit their application by the end of February; all candidates will be reviewed at that time.

International (Foreign) Students

Hartland College welcomes international students and has received authorization from the U.S. Citizenship and Immigration Services (USCIS) to grant I-20 forms to international students. To comply with USCIS regulations and ensure that all international students will be able to meet the College's financial requirements, Hartland College requires that all international students must show evidence of ability to pay full tuition 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 US 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 US dollar amounts. This form is needed in order to determine financial data necessary for the issuance of the I-20AB Immigration Form.

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 Missionary Training Fund program) must submit an advance tuition deposit of \$8,085 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 a cumulative GPA of 2.5 or above.
- Have a General Educational Development (GED) Certificate (or equivalent) with a cumulative score of at least 600 and a standard score of not less than 150 on any one test.

- Have an ACT minimum score of 20 on each subject test. (*optional*)
- SAT scores (instead of ACT) of at least 480 Evidence-Based Reading and Writing with 530 Math. (*optional*)

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, grades received, and samples of assignments and completed work.
- Number of hours for each course.
- Name(s) and contact information of teacher(s).

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 the Missionary Training Fund (MTF) students. This deposit will be held in reserve until the student completes their program. It may be used in cases of emergencies, such as when a student needs to return home unexpectedly. However, the deposit cannot be used for travel home during vacations.

For MTF students, the emergency deposit will be pooled into a collective fund available for any MTF student in case of emergency. As such, it will not be refunded to individual students.

Orientation

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

Community Students

Hartland's extra-curricular program includes activities 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 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 a cumulative score of 600 or above, and with a score of not less than 150 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.
- No outstanding legal issues, recent involvement with the law, recent history of social problems, or use of drugs, alcohol, or tobacco within the past two years.
- Married students must have been married a minimum of 12 months.

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 found in violation of this policy may face citizenship probation or expulsion. Detailed information on citizenship responsibilities, grievance procedures, and student rights can be found in the Student Handbook portion of this bulletin.

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

An aerial photograph of a large, multi-story brick academic building with a dark roof and several dormer windows. The building is surrounded by dense green trees and rolling hills in the background. The entire image has a blue color overlay.

Academic Programs



Core Curriculum

Hartland College's 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 84 credits. Through this program you will gain the essential knowledge and skills needed in order to be successful in college, in mission, and in a life of ministry.

What makes Hartland's core curriculum distinct and unique?

Missionary Training: All students will learn about the practical aspects of soul winning, Seventh-day 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.

Christian Health and Wellness Education: Every student will understand the core principles of health and the core principles of health and wellness. Hartland's physical education program also provides personal physical fitness opportunities for every student as well as outdoor recreational activities such as hiking, backpacking, and canoeing. 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 across expansive 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 ministry practice . Every class integrates faith and learning with academic research presented within the wholistic context of a biblical Seventh-day Adventist worldview.

Work Education: All students will participate in a work education program designed with specific learning objectives tailored to missionary service. Students, in consultation with their advisors, are placed in work education environments that will help strengthen their future ministries, 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.

Outreach: “It is in the water, not on the land, that men learn to swim” (Education, p. 268). As a missionary training school, we strive as far as possible to bridge the gap between learning and doing. Our outreaches are intended to immerse students in practical experience, with feedback from instructors in the field, as Christ did with His disciples. Students will be trained and acquire field experience in health outreach, Bible work, youth ministry, literature evangelism, and other potential outreaches. Students can expect to participate in about 30 hours of outreach each term they are on campus.

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

What Transformation Do We Expect?

Professional Missionaries for the 21st Century

Area	Description
Spiritual Development	Core – Bible-based religious class, activity, or evangelistic outreach with emphasis on spiritual growth
Mental Development	Core – classes taught from a biblical worldview but with emphasis on mental development
Mental Development	Major-Specific Class
Physical Development	Extra- curricular – physical fitness activities, and work education—with emphasis on Christian work ethics development.
Social Development	Core – classes taught from a biblical worldview with emphasis on developing social skills

What You'll Study

There are 35 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 mission service presented within the framework of a biblical worldview, critical thinking, and practical skills in the following general areas: Religion, Human Existence and Sacred Expressions of Creativity, Language and Communication, Life and Creation, Social Disciplines of Community and Fellowship, The Formal Study of Creation and Understanding Numbers, Stewardship and Practical Service.

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” (General Conference of Seventh-day Adventists, n.d., <https://gc.adventist.org/official-statements/mission-statement-of-the-seventh-day-adventist-church/>). The following courses, seminars, and outreach activities aim at fulfilling this desire.

Academic Courses

- **RELB 115** Prayer Coaching & Discipleship Training (2 credits)
- **RELB 125** Principles & Strategies for Church Growth (2 credits)
- **RELB 130** Integrating Christ-Centered Discipleship and Doctrines (2 credits)
- **RELB 160** Conversion & Righteousness by Faith (2 credits)
- **RELB 162** Missiology (2 credits)
- **RELB 164** Intro to Homiletics (2 credits)
- **RELB 165** Class Project (1 credit)
- **RELB 171** Biblical Hermeneutics (2 credits)
- **RELB 282** Fundamentals of the Christian Faith (2 credits)
- **RELB 342** SDA Church History (2 credits)
- **RELB 353** Biblical Apologetics (3 credits)
- **RELB 361** Life and Ministry of EGW (3 credits)
- **RELB 373** Life & Teachings of Jesus (2 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
- Youth Ministries
- Literature Evangelism
- Music Evangelism

HUMAN EXISTENCE AND SACRED EXPRESSIONS OF CREATIVITY

Studying human existence, history, religion and culture, help students understand the world around them and provide 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. Sacred expressions of creativity cover classes in sacred music and religious literature.

Academic Courses

- **HUEC 203** Missional Survey of World Cultures (4 credits)
- **MUSC 201** Principles of Christian Music I (1 credit)
- **MUSC 202** Principles of Christian Music II (1 credit)
- **MUSC 203** 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

- **ENGL 101** English I: Grammar & Composition (3 credits)
- **ENGL 102** English II: Research Writing (3 credits)
- **MDMN 112** Digital Ministry Fundamentals (3 credits)
- **EDUC 203** Teaching Seminar (2 credits)

LIFE AND CREATION

Life and Creation are part of God's second textbook, nature. It is our privilege to explore the life and creation, 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 nature of life and creation.

Academic Courses

- **CHBI 103** The Divine Design of the Human Body (4 credits)
- **HLSM 101** Sacred Principles of Wellness and Health (4 credits)

SOCIAL DISCIPLINES OF COMMUNITY AND FELLOWSHIP

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

- **BBCN 222** Introduction to Biblical Counseling (3 credits)
- **SOCM 212** Christian Marriage and Family (3 credits)
- **HLCP 202** Christian Principles of Life Coaching (2 credits)
- **HLCP 203** Christian Principles of Health Coaching (1 credit)
- **EDUC 121** Philosophy of Christian Education (3 credits)
- **FMIN 101** Faith and Ministry (3 credits)
- **FMIN 201** Faith & Finance (3 credits)
- **FMIN 301** Faith and Leadership (3 credits)

Chapel

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

THE FORMAL STUDY OF CREATION AND UNDERSTANDING NUMBERS

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 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.

Academic Courses

- **MATH 112** College Algebra (4 credits) *Required for students taking Christian Health and Wellness Ministry, Biblical Counseling and Christian Education tracks.*
- **MATH 122** Ministry Mathematics (4 credits) *Recommended for all other degree programs.*

STEWARDSHIP AND PRACTICAL SERVICE

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 manual education. Practical skills can 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.

- **Extra-Curricular Activities**
- **Physical Fitness Activities**
Students will develop a personal physical fitness regimen through training/coaching.
 - Extra-Curricular Activities
 - Physical fitness training and coaching
 - Additional activities such as hiking, backpacking, canoeing, mountain biking, trail running, rock climbing, and wilderness survival/homesteading may be offered based on season and instructors.
- **Work Education**
 - Farm
 - Food Services
 - Wellness Center
 - Maintenance
 - Grounds/Landscaping
 - Business Office
 - Library
 - Custodial
 - Auto Shop
 - Trail Maintenance/Construction
 - Hartland Publications (i.e., Last Generation Magazine)
 - Music Department
 - Media
 - Piedmont Bible Camp
 - Distance Learning
 - Donor Relations
 - Events
 - Directed Teaching
 - Church Commitment

Course Descriptions for the Core Curriculum

CHWM 103 The Divine Design of the Human Body (4 credits)

The aim of this course is to give each student an appreciation for the creative power and wisdom of God through an understanding of the structure and function of tissues, organs, and systems of the human body and a basic working knowledge of the human body.

FMIN 101 Faith and Ministry (3 credits)

This course introduces you to the essential steps of starting a ministry. We will discuss the basics of starting, building, financing, and promoting a ministry and being a wise steward of its finances. We will understand how our spiritual calling informs every aspect of our ministry development.

CHBI 201 The Divine Design of the Human Body I (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.

FMIN 201 Faith and Finance (3 credits)

This is a course designed to help students understand the impact of individual and corporate choices on ministry goals and future stewardship potential. Topics covered will include ministry revenue, 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.

FMIN 301 Faith and Leadership (3 credits)

This course is divided into two main modules: A Principles of Self-Supporting Missions module and a Christian Leadership module. The Principles of Self-Supporting Missions module will briefly cover the history of self-supporting work within the Seventh-day Adventist Church, including Madison and the Beehive Vision. The main focus of this module will be basic principles to establish and develop several ministry models with emphasis on outpost centers. 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.

EDUC 121 Philosophy of Christian Education (3 credits)

This course highlights the link between basic philosophical issues and educational outcomes, and 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*.

EDUC 203 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 Christian Communication Ministry, Christian Health and Wellness Ministry, Biblical Counseling and Religion Departments (including Bible workers, pastors, evangelists) can use to improve their ability to teach and instruct people.

ENGL 101 English I: Grammar & 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 students' 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.

HLCP 202 Life Coaching (2 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 past which stand in the way of these goals.

HLCP 203 Health Coaching (1 credit)

This course provides students with a communication tool that will empower them to use spiritual concepts to help individuals find the motivation and tools to achieve their emotional, mental, and physical health goals.

HLSM 101 Christian Principles of Health (4 credits)

This course explores God's natural laws and general physiology in relation to health, drawing from the Bible, the Spirit of Prophecy, and scientific literature which is consistent with inspired counsel.

HUMN 203 Missional Survey of World Cultures (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 versus 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.

MATH 112 College Algebra (4 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 that deal with health and wellness, education, and understanding God's creation through numbers.

MATH 122 Ministry Mathematics (4 credits)

Ministry Mathematics presents relevant math problems through the context of creating, developing, operating, and managing one's own ministry. Real-life applications form the context of the instruction along with numerous examples from real charities, companies, schools, churches and ministries.

CCMD 112 Christian Digital Ministry Fundamentals (3 credits)

This course provides a basic understanding of the tools and skills that are applicable in Christian digital media. Students will learn how to use different types of digital media for teaching/communication, organizing/managing information, and gathering/researching data within the context of Christian Media evangelism.

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.

BBCN 222 Introduction to Biblical Counseling (3 credits)

This is an introductory course on the basic principles and concepts of biblical counseling, providing a comprehensive overview of the foundational principles within this field from a biblical perspective. Students will explore the study of the human mind and behavior, addressing topics such as perception, cognition, emotion, motivation, personality, and social interaction through the lens of biblical teachings. By the end of the course, students will have developed a foundational understanding of the core principles of biblical counseling, with an emphasis on integrating Scripture into the ministry of counseling.

RELB 115 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 125 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 130 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.

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 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 163 Life & Teachings of Jesus (2 credits)

The supreme model for 21st-century missionaries is none other than our Lord Jesus Christ. This comprehensive study of Jesus' life and teachings as revealed in the four Gospels is 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. The course covers Christ's life from His incarnation to His ascension.

RELB 164 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 165 Personal Class Project (1 credit)

Students will create a personal ministry plan based on how they see themselves serving God in connection with the Seventh-day Adventist Church in the future. This ministry plan will take into account their gifts, talents, strengths, weaknesses, and personality.

RELB 171 Biblical Hermeneutics (2 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 historical-grammatical principles of exegesis that are grounded in the Bible.

RELB 282 Fundamentals of the Christian Faith (2 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.

RELB 342 SDA Church History (2 credits)

Missionaries of the 21st century 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.

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 361 The Life and Ministry of Ellen G. White (3 credits)

Students will investigate 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.

SOCI 212 Christian Marriage & 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*.

Physical Fitness

Hartland College's Physical Fitness program aims to help students reach their personal fitness objectives while encouraging a lifestyle centered on outdoor activities and staying active. Through guided training and coaching, students will learn to develop a customized fitness regimen. Enrollment in the Physical Fitness program is required for each quarter a student is on campus, except during internships or off-campus academic commitments.

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 missionaries, we are dedicated to instilling 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, the 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 all of the classes via the College's Religion 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.

Program Outcome—Students who successfully finish this program will:

- Understand 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 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:

- 10 weeks of training.
- Over 160 hours of instruction from experienced, soul-winning pastors and instructors.
- Many of the things learned in class will be implemented and practiced throughout the summer. Option available for those who only want to take one or two classes.

Outreach Course Descriptions

EVMS 111 Health Outreach (2 credits)

This course teaches students basic health screening techniques, including blood glucose, blood pressure, BMI, health age, step test, and back massage, for use in community outreach at health fairs.

EVMS 130 Youth Ministry (2 credits)

This course is designed to awaken a passion to minister to the youth. Students will be given a set of tools for effective youth ministry while being exposed to the key issues and challenges regarding ministry to the youth. They will also be taught to be biblical, pastoral, and contextually sensitive in applying the principles of youth ministry taught in the course.

EVMS 131 Bible Work (2 credits)

Students will study the nuts and bolts of Bible work: how to gain Bible study contacts, lead them through a Bible study, answer objections they may bring up, and help them make decisions for Christ.

EVMS 141, 142, 143 Bible Work (0 credit – 30 hours of activity per term)

In this ministry students will be engaged in finding people in the community

who are interested in growing spiritually and then studying the Bible with them.

EVMS 151, 152, 153 Youth Ministry Lab (0 credit – 30 hours of activity per term)

This lab serves as a continuation of the summer Youth Ministry outreach. Students will lead weekly Bible studies for youth and engage in mentoring relationships, both online and on campus, fostering spiritual growth and personal development among young people. This course emphasizes active participation, leadership, and the application of ministry skills in real-world settings.

EVMS 161, 162, 163 Health Outreach Lab (0 credit – 30 hours of activity per term)

Students who join this ministry will support health outreach events in the community and in local churches which will be organized by the health outreach coordinator.

EVMS 201, 202, 203 Practical Help Teams (0 credit – 30 hours of activity per term)

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 (0 credit – 30 hours of activity per term)

Students involved in this ministry will be taught skills in Christian sales techniques and communication and will learn how to get truth-filled literature into people's homes.

EVMS 281, 282, 283 Christian Communication Ministry Outreach (0 credit – 30 hours of activity per term)

This course provides students with the opportunity to engage in hands-on Christian communication ministry through various platforms. Students will participate in the creation, production, and distribution of Christian content aimed at sharing the gospel and promoting biblical values. Activities may include missional video production, Christian social media management, Christian graphic design, podcasting, and other digital ministry outreach initiatives. Through this course, students will develop practical skills in Christian communication outreach while learning how to effectively communicate faith-based messages to a broad audience.

EVMS 311, 312, 313 Child Evangelism and Youth Ministry (0 credit – 30 hours of activity per term)

Youth are the best motivators of youth. This ministry is designed to inspire the youth of our churches and those in the community into developing a personal relationship with Christ, as well as getting involved in active mission service. Three words sum up the mission of this dynamic ministry: revival, encouragement, and evangelism.

EVMS 361, 362, 363 Wellness Center (0 credit – 30 hours of activity per term)

Students working at Hartland's Wellness Center have an opportunity to minister to health guests individually and to lift up Christ to them. Those engaged in this type of work are enrolled in the Wellness Center outreach.

MINOR STUDIES FOR ALL PROGRAMS

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 bachelor's degree. Students should work closely with their academic advisor or department chair to select a minor that will best complement their 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 Christian Communication Ministry minor so they can understand how to give better presentations and handle basic IT requirements in a small multigrade school.

Depending on the minor, course credit requirements range from 15-20+ credit hours (at least five 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

The internship program is a concentrated, dedicated time for senior students to mature and develop professional skills in a mentored ministry environment, through productive labor in the area of their training. Internship experience is a way for senior-level students to hone the skills they will use in their daily ministry 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 ministry service, but under the direct supervision and structure of expert mentorship. Clear learning objectives for internships are established and meaningful assessment and evaluation processes implemented. Mentors offer coaching to the student in areas where improvement can be made and in areas where the student shows strengths. The students are assessed and evaluated as part of this process to determine if they have gained the necessary competency to be successful in their chosen ministry. Internship length and number of credits may vary depending on the major.

- Department chairs will work with the student in selecting and vetting an internship site. The Curriculum Committee will then vet any requested internship sites on the department chair's recommendation.
- 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 workload.
- Hartland College will provide training for the development of intellectual and psychomotor skills before the internship under the supervision of the respective academic department.

Coursework: 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 three classes during their internship, provided that the classes are approved by the major department involved and by 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 will submit a monthly report, and the mentor will fill out an evaluation for every term.

TERMS OF INTERNSHIP

- **Cost:** Application fee of \$330 and a partial tuition fee
- 12 credit hours per term

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 at real ministry sites such as churches, Christian Schools and other Christian ministries. 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 Hartland'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 part of the Hartland College extra-curricular program.

Work Education Program Breakdown

The Schedule	
Freshmen	Work Education Christian Work Ethics Development
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 the work education program with emphasis on developing Christian Work Ethics. 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. Examples of on-campus Work Education sites that offer advanced training in major-specific areas include:

- Wellness Center (Christian Health and Wellness Ministry, and Biblical Counseling majors)
- Media Center (Christian Communication Ministry majors)
- Hartland Day Academy (Elementary Education and Religious Education majors)
- Evangelism/Canvassing (Pastoral Evangelism and Biblical Studies 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.

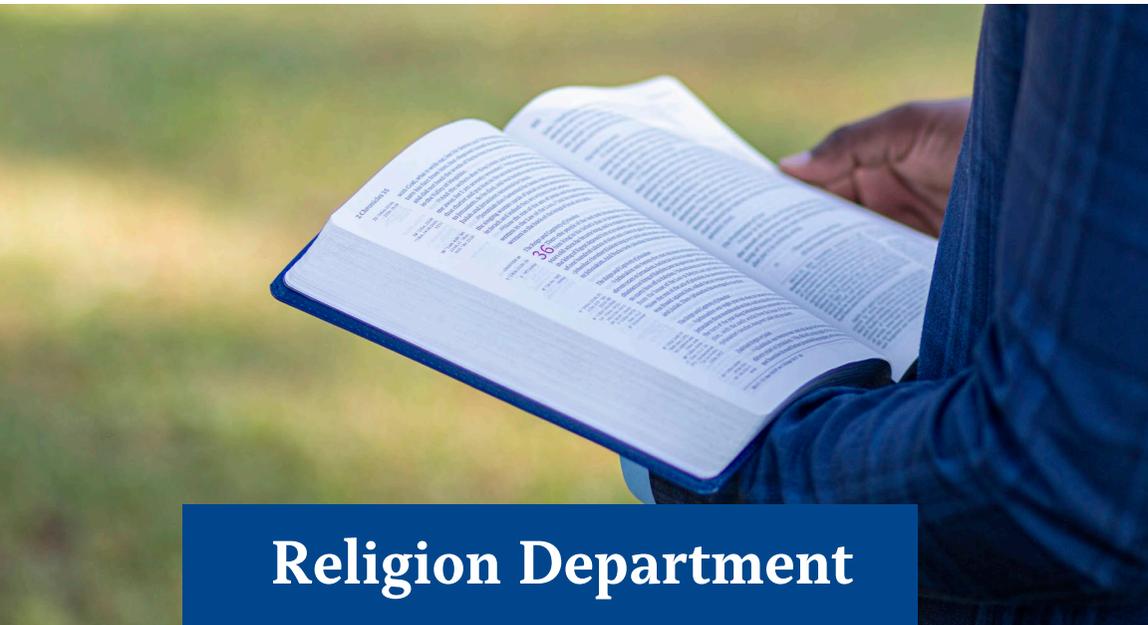
Senior Year

Internship

In their fourth year, they will receive intense training in real ministry settings in their major-specific area under supervised conditions. All internships will include learning objectives and planned learning outcomes that will be assessed by the designated mentor and supervisor and be reviewed by a member of the academic faculty. 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 respective academic departments. These structured, real-world ministry experiences are a significant highlight of all students' academic training at Hartland College.



The Academic Departments

A close-up photograph of a person's hands holding an open Bible. The Bible is open to a page with text, and the person is wearing a blue long-sleeved shirt. The background is a soft-focus outdoor scene with green grass and trees. The image is partially obscured by a dark blue banner at the bottom containing the text.

Religion Department

Purpose of the Department

The goal of Hartland's Religion Department is to provide a program that enables students to deepen their personal devotional life with God through the study of Scripture, prayer, and unselfish service, thus connecting them to the Source of power for ministry. The department offers mentorship from faculty, provides a solid foundation in biblical knowledge, and fosters an understanding of the Scriptures, a biblical worldview and the fundamental beliefs and mission of the Seventh-day Adventist Church. In conjunction with the core curriculum, it encourages the integration of classroom learning, outreach and mission experiences, and local church involvement, all aimed at strengthening students' spiritual growth and preparing them for their ministry calling.

Why This Program Exists

The program prepares students to creatively and effectively spread the gospel in a digital world increasingly resistant to traditional outreach methods. It educates them to be deeply rooted in Scripture, to appreciate and apply the gift of prophecy as manifested in the writings of Ellen White, to discern God's character through the study of nature, and to discern God's providential leadings. Our graduates will serve as catalysts for spiritual revival and global evangelism, courageously proclaiming the Three Angels' Messages and fulfilling the Great Commission.

Mission Statement

The mission of the Religion Department at Hartland College is to educate students for ministry as evangelists, pastors, teachers, and administrators within the Seventh-day Adventist Church and to equip them as self-supporting missionaries who support the mission of our worldwide Church.

Philosophy

We believe that true education is deeply practical, where knowledge is not only acquired but applied in life and ministry. This wholistic approach values both critical thinking and practical application, learning by doing as well as through scholarship. Above all, we uphold the value of character, believing that godly influence flows from a life fully surrendered to God. We recognize the importance of individual mentorship, following Christ's method of teaching by engaging personally with our students to shape their character and skills for the fulfillment of the Great Commission. Through these guiding principles we seek to shape individuals—precious vessels of human clay—who are filled and empowered by the Spirit of God. This is the great need of the church today. As Ellen G. White expressed:

“There is need of Nehemias in the church today—not men who can pray and preach only, but men whose prayers and sermons are braced with firm and eager purpose. The success attending Nehemiah's efforts shows what prayer, faith, and wise, energetic action will accomplish. Living faith will prompt to energetic action. The spirit manifested by the leader will be, to a great extent, reflected by the people. If the leaders professing to believe the solemn, important truths that are to test the world at this time, manifest no

ardent zeal to prepare a people to stand in the day of God, we must expect the church to be careless, indolent, and pleasure-loving” (*Christian Service*, p. 177).

Program Features

- **Core Curriculum:** Hartland’s core curriculum equips students with a broad skill set that goes beyond general education classes, offering practical courses designed to enhance both personal and ministry effectiveness. By immersing all of our students in subjects like Mental Health, Christian Communication Ministry, Christian and Wellness Ministry, Biblical Counseling, Marriage and Family, the program ensures that students are better prepared to face real-world ministry challenges. These courses provide essential tools for wholistic ministry, enabling graduates to serve not only as spiritual leaders but also as well-rounded, competent individuals in various aspects of life and community service.
- **Major-Specific Curriculum:** The major-specific curriculum will give students a solid biblical understanding and will help them develop the necessary tools for effective ministry.
- **Small Class Sizes**
- **Emphasis on Ellen G. White’s Writings**
- **International Mission Opportunities**
- **Mentorship**
- **Internship**

Student Learning Outcomes and Objectives:

- Develop a deeper love for Jesus and cultivate a vibrant devotional life.
- Exhibit a firm commitment to the mission of the Seventh-day Adventist Church through personal support and active involvement.
- Acquire effective pastoral leadership skills, including preaching, teaching, congregational care, revival efforts, and church growth strategies.
- Gain competency in evangelistic service and soul-winning strategies,

such as recruiting and giving Bible studies, conducting evangelistic seminars, training lay members, and understanding the challenges and opportunities of 21st-century global missionary work.

- Learn to interpret the Bible in its historical, cultural, grammatical, literary, and theological contexts.
- Acquire a general understanding of the historical backgrounds, themes, and unique theological contributions of each book of the Bible.
- Gain a comprehensive knowledge of biblical data and doctrines, from Genesis to Revelation, from a distinctly Seventh-day Adventist perspective.

Program Methods

- **Classes:** Students will learn in the classroom through engaging lectures, thoughtful discussions, personal reflections from the assigned readings, and assignments geared toward critical thinking and the development of the student's ministry abilities.
- **Practicums:** Practical homework assignments will give students opportunity to refine their skills in biblical interpretation as well as preaching. Several opportunities will be given to students to present the word of God to live audiences and get feedback from instructors.
- **Mentorships:** Students will engage in a church commitment with a local congregation for three terms during their junior year, providing opportunities to gain practical experience in church life, Bible work, preaching, and teaching Sabbath school. In their senior year, students will participate in an internship under the guidance of experienced pastors, evangelists, or church leaders. This internship will offer additional mentorship, constructive feedback, and a chance for students to reflect on their experiences in the context of church ministry.

Degrees Offered

- Bachelor's in Pastoral Evangelism
- Bachelor's in Biblical Studies (requires a minor)
- Associate in Bible Instruction

Minor

- Biblical Studies

Program/Degree Requirements

Core Curriculum

(84 credits)

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

Summer Outreach Training School

(17 credits, part of Core Curriculum)

The Summer Outreach Training School is an essential component of the Core Curriculum. All students are expected to participate in this program, designed to prepare them to lead people to Christ, deepen their faith, and strengthen their commitment to work in God's vineyard. This program also lays the foundation for their academic and spiritual journey at Hartland College. For more details, please refer to the Summer Outreach Training School section of this bulletin.

Literature Evangelism

As part of their preparation for pastoral and evangelistic ministry, Religion students are required to participate in Hartland's four-week literature evangelism program during their sophomore winter break. This practical outreach helps students develop essential skills in sharing the gospel and supporting the church's mission. By engaging in this work, Religion majors will learn how to use truth-filled literature to reach diverse communities, enabling them to fulfill their calling as ministers of the Word.

Bachelor's Degree in Pastoral Evangelism

The **Bachelor's in Pastoral Evangelism** prepares students for work as pastors, evangelists, and ministry administrators. It is also designed to meet the prerequisites for further education at the Seventh-day Adventist Theological Seminary.

Degree Type: Bachelor's degree

Course duration: 4 years

Credits: 167

Internship: 30 weeks

Section/No.	Class Title	Credits
RELB 151	The Sanctuary Message	3
RELB 182	Acts & General Epistles	3
RELB 221	Early Old Testament History	3
RELB 222	Middle Old Testament History	3
RELB 223	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 322	Pauline Epistles I	3
RELB 323	Pauline Epistles II	3
RELB 331	Pastoral Care	3
RELB 383	Biblical Preaching	3
RELB 391	History of the Christian Church I	4
RELB 392	History of the Christian Church II	4
RELB 491	Internship I	12
RELB 492	Internship II	12
RELB 493	Internship III	12
	Total Major-Specific Credits:	83
Total Program Credits (including Core Curriculum):		167

Refer to the department's Student Handbook for the schedule of these courses for 2024–2026.

Bachelor's Degree in Biblical Studies

Minor is required.

The **Bachelor's 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.

Degree Type: Bachelor's degree

Course duration: 4 years

Credits: 143–201, depending on which minor you select

Internship: 10 weeks

Section/No.	Class Title	Credits
RELB 151	The Sanctuary Message	3
RELB 182	Acts & General Epistles	3
RELB 221	Early Old Testament History	3
RELB 222	Middle Old Testament History	3
RELB 223	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 322	Pauline Epistles I	3
RELB 323	Pauline Epistles II	3
RELB 331	Pastoral Care	3
RELB 383	Biblical Preaching	3
RELB 391	History of the Christian Church I	4
RELB 392	History of the Christian Church II	4
RELB 491	Internship	12
Total Major-Specific Credits:		59

*Total program credits will depend on which minor you choose.

Associate Degree of Bible Instruction

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

Degree type: Associate degree

Program duration: 2 years plus internship

Credits: 110–111 (72 credits are core classes from the freshman and sophomore years, and 38–39 are credits of major-specific classes.)

Internship: 10 weeks

Starting on an even year

Section/No.	Class Title	Credits
RELB 151	The Sanctuary Message	3
RELB 182	Acts & General Epistles	3
RELB 221	Early Old Testament History	3
RELB 222	Middle Old Testament History	3
RELB 223	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 491	Internship	12
Total Credits		39

Starting on an odd year

Section/No.	Class Title	Credits
RELB 151	The Sanctuary Message	3
RELB 182	Acts & General Epistles	3
RELB 322	Pauline Epistles I	3
RELB 323	Pauline Epistles II	3
RELB 331	Pastoral Care	3
RELB 383	Biblical Preaching	3
RELB 391	History of the Christian Church I	4
RELB 392	History of the Christian Church II	4
RELB 491	Internship	12
Total Credits		38

Minor in Biblical Studies

Students desirous of adding a Biblical Studies minor to their program of study must declare a minor with their academic advisor and complete a minimum of 30 credits in religion to include the courses below.

Section/No.	Class Title	Credits
RELB 182	Acts & General Epistles	3
RELB 221	Early Old Testament History	3
RELB 222	Middle Old Testament History	3
RELB 223	Latter Old Testament History	3
RELB 291	Daniel	4
RELB 292	Revelation I	4
RELB 293	Revelation II	4
RELB 322	Pauline Epistles I	3
RELB 323	Pauline Epistles II	3
Total Credits		30

Course Descriptions

RELB 151 **The Sanctuary Message**

(Credits 3) Ellen White referred to the heavenly sanctuary as the key that opened to view a complete system of truth connected and harmonious (GC 423). Students discover that Christ is at the very center of the whole plan of salvation. The work of God's last-day Church in proclaiming the Three Angels' Messages and preparing the world for Christ's the soon return will be explored.

RELB 182 **Acts & General Epistles**

(Credits 3) 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 Religion 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 221 Early Old Testament

(Credits 3) 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 222 Middle Old Testament

(Credits 3) This course covers the period of the kings, including I and II Samuel, I and II Kings, and I and II Chronicles, up 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 223 Latter Old Testament

(Credits 3) This course surveys 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, Joel, Obadiah, Habakkuk, Haggai, Zechariah, Zephaniah, and Malachi.

RELB 291 Daniel

(Credits 4) 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, the course will emphasize applying these prophecies to contemporary challenges faced by 21st-century missionaries, as well as to the prophetic heritage that has shaped the commitment and growth of the Seventh-day Adventist Church.

RELB 292 Revelation I

(Credits 4) 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

(Credits 4) 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 322 Pauline Epistles I

(Credits 4) Missionaries in the 21st century 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 323 Pauline Epistles II

(Credits 4) 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 331 Pastoral Care

(Credits 3) This course explores leadership as a Christian calling, focusing on the biblical roles of pastors, elders, and deacons. It examines God's plan of church organization and governance and covers the preparation of baptismal candidates as well as the planning and conduct of key church services, including baptisms, funerals, weddings, child dedications, ordinations, and communion.

RELB 383 Biblical Preaching

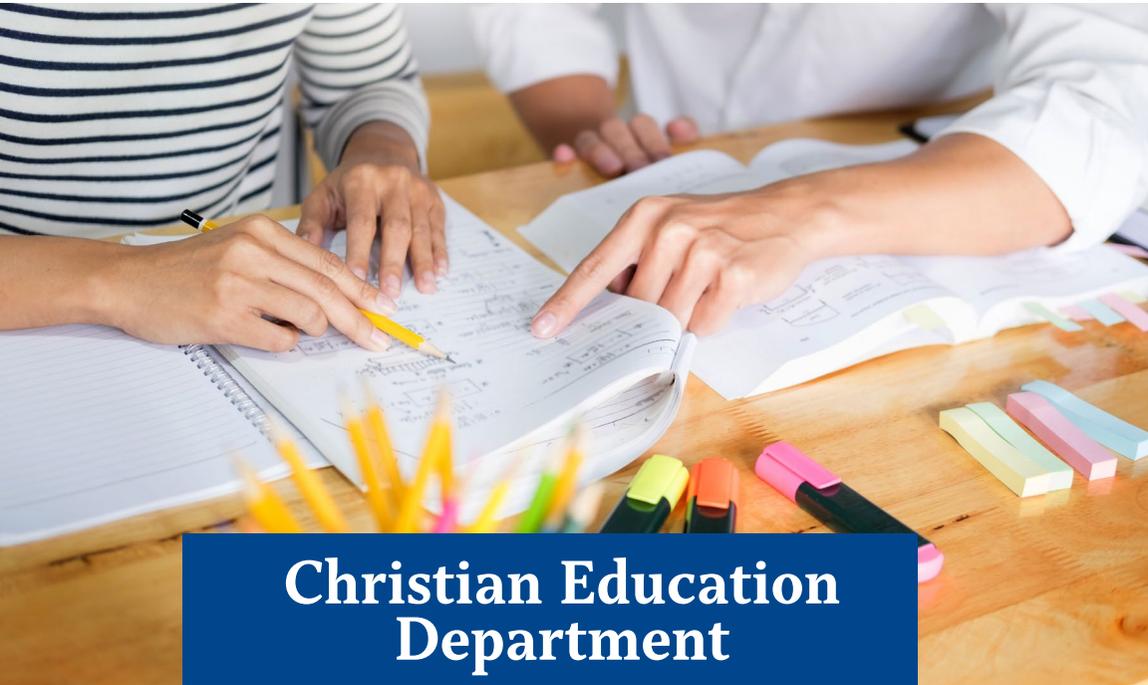
(Credits 3) This course gives attention to the preparation of the preacher, the application of biblical hermeneutics, the elements that make up a sermon, and the principles of sermon delivery. Students will deliver topical, biographical, narrative, and evangelistic sermons.

RELB 391 History of the Christian Church I

(Credits 4) This course is an introduction to the history of the Christian church from the Apostolic Period to the dawn of the Reformation. Emphasis is placed upon the central historical movements, figures, and theological issues of the period with attention to their relevance for Christian ministry today.

RELB 392 History of the Christian Church II

(Credits 4) This course covers the Protestant Reformation, the Catholic Counter-Reformation, and the French Revolution. In this course, 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. The course will also trace how the shift in philosophy during the Enlightenment shaped the following movements: Liberal Theology, Vatican I, Fundamentalism, Vatican II, and the Emerging Church.



Christian Education Department

Mission

The Christian Education Department at Hartland College is designed to prepare students to teach wherever God calls them in the mission field. Each class in 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. Early in the student's program, they are afforded the opportunity to both observe classes and receive practical hands-on training from Christian teachers at the Hartland Day Academy lab school.

Mission

The Christian Education Department of Hartland College prepares 21st-century ministry leaders for the mission field and to fulfill their calling as Christian educators. The program 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.

Our Philosophy

The Christian Education Department at Hartland College believes that all children are created in the image of God and, as such, have the right to be treated with dignity and respect and to be afforded a Christ-centered education, facilitated by teachers who love the Lord and believe it is their duty to emulate Christ and His methods of reaching and teaching people.

Why This Program Exists

The Christian Education Program at Hartland College exists to train Christ-centered teachers in biblically sound methods of instruction, pedagogically relevant teaching techniques, research-based and guided practices, in a spiritually focused and grounded learning environment for the 21st-century missionary teacher.

How We Intend to Accomplish This

The Christian Education Department will accomplish this awesome feat by first learning from and emulating the Master Teacher, Jesus Christ. Secondly, we will also approach the process of teaching and learning by viewing education from a wholistic perspective as we develop the complete child: mind, body, and spirit. Thirdly, we will ensure that we are in alignment with the fundamental beliefs of the Seventh-day Adventist world church and the principles regarding the education of students as articulated in the education standards of the North American Division of Seventh-day Adventists Office of Education.

What We Do

The Christian Education Department at Hartland College is driven by love, compassion, forgiveness, care, and joy. We intend to prepare competent, effective, moral, Christ-loving teachers to work with the most vulnerable of Christ’s creation—children. Graduates of our program will leave with a solid foundation in biblical principles related to teaching and learning, relevant pedagogical skills for today’s Seventh-day Adventist schools, and the ability to seamlessly integrate faith and learning throughout the curriculum. They will also learn how to make education fun and interesting by linking theory and practice in innovative ways.

Program Features

The Bachelor's in Christian Education at Hartland College prepares students for the following:

- Acquiring the skills and knowledge to qualify for the Seventh-day Adventist North American Division's initial teacher requirements.
- Gaining skills and knowledge to teach in any self-supporting ministry of Christian learning.
- Learning how to integrate faith seamlessly into the learning process.
- Gaining practical, hands-on experience in diverse learning environments.
- Participating in student teaching opportunities at our on-campus Hartland Day Academy lab school.
- Merging theory, practice, and the Spirit of Prophecy into every aspect of the learning experience.
- Engaging in internship opportunities with experienced, mission minded teacher mentors over a three-quarter period.

This program is designed to equip motivated, focused, and Christ-centered students with the knowledge and skills to guide, inspire, and mentor young minds to walk with Christ. Students will be prepared to help children realize their God-given potential and develop the competencies needed to succeed in a 21st-century world.

Program Learning Outcomes and Objectives

Students will:

- Receive a solid Bible-based foundation and practical experiential learning that merges academics with outreach and work 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 supports 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 lifelong learning and professional development.
- Exemplify a love for students and respect for diversity.

Program Methods

This program is guided by the Bible, Spirit of Prophecy, solid pedagogical skills, and the merging of theory and practice in a seamless manner. The classroom instructions students receive are punctuated by the practical experiences they gain in the Hartland Day Academy lab school. The program recognizes that effective Christian teachers have biblically based approaches to understanding how students learn, a solid knowledge of the education history of the church, a biblically based philosophy of education, best practices using Christ methods of instruction, time-tested instructional techniques that are biblically sound, and a thorough understanding of the fundamentals of true Christian education.

Degrees Offered

Bachelor of Education

- Christian Elementary Education—Grades 1 to 6

Bachelor degree in area of specialization

- Religious Education

Minor

- Christian Secondary Education

Program/Degree Requirements

Core Curriculum

(84 credits)

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

Summer Outreach Training School

(17 credits)

The Summer Outreach Training School is an essential component of the Core Curriculum. All students are expected to participate in this program, designed to prepare them to lead people to Christ, deepen their faith, and strengthen their commitment to work in God's vineyard. This program also lays the foundation for their academic and spiritual journey at Hartland College. For more details, please refer to the Summer Outreach Training School section of this bulletin.

Literature Evangelism

Christian Education students will participate in Hartland's four-week literature evangelism program during their sophomore winter break as part of their training to become educators who integrate faith into teaching. This outreach provides valuable experience in sharing Christ-centered literature, including children's books that emphasize good morals and character building. Through this experience, students will enhance their ability to inspire and educate young minds in various settings, whether in a classroom or through community service.

Bachelor's Degree in Christian Elementary Education (grades 1 to 6)

This major is designed to train students holistically 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 skills and dispositions to teach in single-grade and multigrade 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.

Degree Type: Bachelor's degree

Course duration: 4 years

Credits: 196

Internship: 30 weeks

Section/No.	Class Title	Credits
EDUC 121	Philosophy of Christian Education	3
EDUC 143	Introduction to Teaching	3
EDUC 150	Curriculum and Instruction	3
HIST 204	Survey of American History and American Religious Thought	4
HIST 222	Virginia History and Religious Liberty	3
EDUC 297	Multicultural Teaching/Education	3
EDUC 302	Science Methods	3
EDUC 308	Social Studies Methods: A Faith Approach	3
EDUC 311	Multigrade Organizations	3
EDUC 313	A Christian Approach to Developmental and Educational Psychology	3
EDUC 320	Christian Classroom Management	3
EDUC 321	Teaching the Exceptional Child: A Faith Approach	3
EDUC 331	Integrating Technology into the Christian Education Curriculum	3
EDUC 332	Mathematics Methods	
EDUC 333	Bible Methods	3
EDUC 341	Introduction to Teaching ESL	
EDUC 342	Art & Music Methods	3
EDUC 343	Reading & Language Methods	3

EDUC 354	Reading Assessment	4
EDUC 361	Educational Assessment & Evaluation	3
EDUC 362	Health & Physical Education Methods	3
EDUC 371	Reading in the Content Areas	1
EDUC 493	Senior Seminar	12
EDUC 496	Internship I	12
EDUC 497	Intership II	12
EDUC 498	Intership II	12
	Total Major-Specific Credits:	109
Total Program Credits (including Core Curriculum):		193

Refer to the department's Student Handbook for the schedule of these courses for 2024–2026.

Bachelor's Degree in Religious 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 life 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.

Degree Type: Bachelor's degree

Course duration: 4 years

Credits: 190

Internship: 30 weeks

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 342	SDA Church History	3
RELB 373	Life and Teachings of Jesus	3
EDUC 297	Multicultural Teaching/Education	3
RELB 221	Early Old Testament History	3
RELB 222	Middle Old Testament	3
RELB 223	Latter Old Testament History	3
EDUC 311	Multigrade Organizations	3
EDUC 320	Christian Classroom Management	3
RELB 182	Acts and General Epistles	3
RELB 322	Pauline Epistle I	3
RELB 323	Pauline Epistle II	3
EDUC 333	Bible Methods	3
EDUC 351	Teaching in Secondary School	2
EDUC 361	Educational Assessment & Evaluation	4
RELB 361	Life & 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
EDUC 498	Internship III	12
	Total Major-Specific Credits:	106
Total Program Credits (including Core Curriculum):		190

Refer to the department's Student Handbook for the schedule of these courses for 2024–2026.

Minor in Christian Secondary 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 58 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	A Christian Approach to Developmental and Educational Psychology	3
EDUC 320	Christian Classroom Management	3
EDUC 321	Teaching the Exceptional Child: A Faith Approach	3
EDUC 331	Integrating Technology into the Christian Curriculum	3
EDUC 341	Introduction to Teaching ESL	3
EDUC 351	Teaching in Secondary School	3
EDUC 361	Educational Assessment & Evaluation	3
EDUC 333	Bible Methods	3
EDUC 496	Internship I	12
EDUC 497	Internship II	12
EDUC 493	Senior Seminar	1
Total Credits		58
HLSC 323	The Divine Design of the Human Body	4
RELB 282	Fundamentals of the Christian Faith	3
RELB 342	SDA Church History	3
RELB	Religion electives	9
Required Cognates		19
Total Credits		89

Refer to the department's Student Handbook for the schedule of these courses for 2024–2026.

Course Descriptions

EDUC 121 Philosophy of Christian Education

(3 credits) This course explores the major issues relevant to Christian education, 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.

EDUC 143 Introduction to Teaching

(3 credits) This course provides the prospective teacher a basic understanding of the principles and procedures of Christian teaching. Instruction will be given in lesson planning, 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 different facets of the educational world in action.

EDUC 150 Curriculum & 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 & 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) This course provides a framework for exploration and appreciation of cultural similarities and differences related to teaching within a multicultural-

al 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) This course covers the materials and methods of teaching science in the elementary school. Emphasis is on curriculum planning and writing lesson plans for activity-based science learning experiences. The course also introduces a Creation-based approach to understanding science juxtaposed with the National Science Teaching Standards and the recommendations of the National Science Teachers Association for effective science instruction.

EDUC 308 Social Studies Methods: A Faith Approach

(3 credits) Materials and methods of teaching social studies in the elementary and secondary school are covered in this course with faith and learning integration as the foundation of its approach

EDUC 311 Multigrade Organizations

(3 credits) Multigrade Organizations examines the organization and management of the multigrade Christian classroom, including curricula grouping for instruction, the individualization of instruction, and maintenance of records.

EDUC 313 Faith and Formation: A Christian Approach to Developmental and Educational Psychology

(3 credits) A study of psychology as it relates to the learning processes, age, and teaching methods from a Seventh-day Adventist, Christian perspective. Emphasis on the study of psychological principles related to learning and cognition, and the personal, moral, spiritual, and social development of the school-aged child within the context of classroom learning and Sabbath school activities. The course also includes discussion of the developmentally appropriate instructional practices for working with the student with exceptionalities, integration of faith in the learning process, and teacher reflection.

EDUC 320 Christian Classroom Management

(3 credits) This is 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. Christian Classroom management is viewed from the perspective of Christian principles and values. Virginia School Discipline Laws & Regulations that apply to classroom management are also reviewed.

EDUC 321 Teaching the Exceptional Child: A Faith Approach

(3 credits) This course surveys the characteristics of exceptional children and the psychological and educational problems faced by such children in the home, school, and society. Procedures for incorporating the exceptional child and adapting to his or her needs in the Christian classroom are explored. Strategies to enable every student to reach his/her God given potential will be explored.

EDUC 331 Integrating Technology into the Christian Curriculum

(3 credits) A survey is made 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 is 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) This course is 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 see how math is applied even in the Bible. Students will have opportunities to develop creative lesson plans and instruct in the Hartland Day Academy lab school.

EDUC 333 Bible Methods

(3 credits) 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 & Music Methods

(3 credits) This course is 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 content for art and crafts includes exploratory activities in a variety of two-and-three-dimensional arts and crafts media. Art and Music Methods will also be presented from a Christian ethics and aesthetics perspective. Students will have opportunities to develop creative lesson plans and instruct students in the Hartland Day Academy lab school.

EDUC 351 Reading & 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 the different types of reading programs available. Curriculum and methods for teaching English, spelling, and handwriting will also be reviewed and evaluated.

EDUC 352 Teaching in Secondary School

(3 credits) This course focuses on the pedagogy and methodology that can be used to enhance learning across content areas at the secondary level. The components of instructional planning, as well as current trends and issues in education, are examined. Participants develop and evaluate standards-based instruction, lesson delivery techniques, and assessment strategies aligned to 21st-century skills and the principles outlined in the Spirit of Prophecy regarding true education.

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 formal and informal assessment techniques, their applications, and 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 & 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 that educational research findings bring to classroom practice, especially assessment of student learning.

EDUC 362 Health & 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 the 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 credit) 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 full scope of the school program, including observation, participation, and analysis of teaching practices. Under the guidance of a qualified mentor teacher, students will complete 50 school days (10 weeks) during one quarter semester, including the preparation for the opening of school in the fall. The internship may be extended to accommodate absences or to allow the student additional time to develop necessary competencies. The focus of this first quarter will be on critical student-teaching issues, electronic portfolio development, the capstone project, and creation of a thematic unit for public presentation. Lab fee: \$300.

EDUC 497 Internship II, III

(12 credits each) These courses involve full participation in the school program, including observation, participation, teaching analysis, and hands-on experience with full-time teaching responsibilities. Students will work alongside a qualified mentor teacher every school day for 50 days (10 weeks) per quarter. The duration may be extended if necessary to make up for absences or to give the student additional time to strengthen their teaching competencies. During these internships, students may not enroll in other courses unless approved by their advisor in the Education Department. These quarter semester sessions will focus on the completion of the professional portfolio or capstone project, which must be finalized prior to graduation. Lab fee: \$400.



Christian Communication Ministry Department

Purpose of the Department

The purpose of the Christian Communication Ministry Department is to develop mission-driven innovators equipped to transform cyberspace with a deep understanding of Christ's selfless love. By integrating Seventh-day Adventist beliefs with cutting-edge digital skills, the department prepares students to be media evangelists. Graduates are empowered to spread the everlasting gospel through transformative and relatable content that inspires a postmodern generation to recognize their need for God.

Why This Program Exists

The Bachelor's in Christian Communication Ministry and its associate programs exist because the world is in need of mission-driven individuals who can navigate the ever-changing digital landscape with purpose and clarity. In today's media-driven society, filled with digital clutter, there is a unique opportunity to

share meaningful content that goes beyond trends and resonates with deeper human needs.

The program prepares students to creatively and effectively spread the gospel in a digital world increasingly resistant to traditional outreach methods.

Our Philosophy

Due to the growing number of post-Christian households, traditional outreach methods have become less effective. Therefore, the priority is to rethink and innovate mission work while maintaining a 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 (*Ministry of Healing*, p. 143). 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 an enabler that supports the work.

Who Should Attend This Program

The Christian Communication Ministry program is designed for students eager to develop religious content for media- platforms in order to win souls for Jesus Christ. Students are encouraged to explore new ways of reaching changing generations with the everlasting gospel, and they may also start a creative agency to use their talents for God's glory.

Program Overview

Program Description

The Christian Communication Ministry program aims to help students develop the missional content and online delivery skills needed to become successful Christian online evangelists. We accomplish this by training students in three core disciplines: Creative Missional Ministry, Christian Multimedia Design, and Digital Discipleship. Our program aims to equip all Christian communication students with the essential skills that intersect

across these three disciplines. In their fourth year, media students are given the opportunity to choose an area of emphasis that aligns with their ministry goals. They will also participate in an intensive off-campus internship to gain hands-on experience in their chosen field.

Objectives and Learning Outcomes

The program is designed to:

- Provide students with a comprehensive understanding of Christ's selfless love to enable them to transform cyberspace.
- Equip students with missional-ministry skills to advance the Three Angels' Messages.
- Prepare students to create relevant religious digital content while remaining grounded in SDA beliefs.

After successful completion of the Bachelor's in Christian Communication Ministry, graduates will:

- **Creative Missional Ministry:** Apply missional skills to solve ministry problems and engage with stakeholders to deliver creative solutions.
- **Christian Multimedia Designers:** Create Christian media designs that demonstrate visual intelligence and conceptual understanding.
- **Digital Discipleship Leaders:** Develop compelling religious content for digital audiences and build online communities that transform cyberspace with an understanding of salvation.

Teaching Approach and Operations

The department aims to accomplish its objectives through:

- **Project-Based Learning (PBL):** Students solve real ministry problems and present products or solutions.
- **Ministry Professional Connections:** Students learn from professionals actively working in the field.
- **Ministry Partnerships:** partnerships with ministries to empower students with practical experience.
- **Internships:** Each program includes an internship, broadening students' ministry abilities with hands-on experience.

Degrees Offered

- **Bachelor's in Christian Communication Ministry***
- **Associate in Christian Communication Ministry***

Minor

- **Christian Communication***

*Each degree program includes a personalized specialization stream based on the student's interests and ministry goals, along with an internship providing real ministry experience.

Program/Degree Requirements

Core Curriculum

(84 credits)

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

Summer Outreach Training School

(17 credits, part of Core Curriculum)

The Summer Outreach Training School is an essential component of the Core Curriculum. All students are expected to participate in this program, designed to prepare them to lead people to Christ, deepen their faith, and strengthen their commitment to work in God's vineyard. This program also lays the foundation for their academic and spiritual journey at Hartland College. For more details, please refer to the Summer Outreach Training School section of this bulletin.

Literature Evangelism

For Christian Communication students, participation in Hartland's four-week literature evangelism during their sophomore winter break serves as a practical experience in spreading the gospel through media and communication. This requirement helps them gain firsthand knowledge of how truth-filled literature can be used effectively as a communication tool, aligning with their goal of creating impactful, mission-driven content for diverse audiences.

Bachelor's Degree in Christian Communication Ministry

Degree type: Bachelor's degree

Program duration: 4 years

Credits: 167

Internship: 20 weeks

Major-Specific Classes

Base Classes (37 Credits)

The base classes are required for all Christian Communication 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 <i>Christian Graphic Design</i>		
CCMD 122	Exploring God's Creation Through Graphics	3
CCMD 201	Christian Principles of Visual Expression	4
CCMD 232	Christian Narratives and Purposeful Design	4
CCMD 323	Christian Application for Web Technology	3
Base Classes for <i>Christian Multimedia Design</i>		
CCMD 153	Capturing Creation—a Digital Approach	3
CCMD 203	The Art of Spiritual Audio Creation	3
CCMD 221	The Art of Transforming Vision into Reality	3
CCMD 223	Sacred Storytelling Through Film	4
CCMD 312	Creating Spiritual Narratives Through Motion Graphics	3

Base Classes for <i>Creative Missional Ministry/ Digital Discipleship Ministry</i>		
CCMD 242	Writing with Purpose and Spirit	3
CCMD 304	Issues in Christian Communication Ministry Production	1
CCMD 301	Spreading the Word in the Digital Age	3
CCMD 313	Elevating Faith-Based Messages Online	3
CCMD 331	Crafting Stories with Spiritual Depth	3
CCMD 332	Mission-Focused Marketing	3
CCMD 381	Faith and Purpose Seminar	1
Total Base Credits		47

Area of Emphasis—Specialization Stream Classes

Specialization Stream (12 credits)

Instead of strict tracks, the Christian Communication Ministry program offers students the opportunity to specialize in a particular area while still exploring the broader field of Christian Communication. Students will focus on areas of emphasis that reflect their main interest, and these specializations will help students achieve depth in a specific area. Students seeking to advance in a specific area of emphasis must do so under the guidance of a qualified faculty advisor who has the appropriate academic and expertise in ministry to guide and assess specialized coursework and competencies. Specialization streams are not lecture-based courses but are self-directed areas of study that follow the best practices of project-based learning. The instructor will monitor student progress and take on the role of a coach to help students achieve planned outcomes. The specialization stream is a three-part series designed to prepare students to be effective, self-directed learners and cultivate a commitment to lifelong learning. These are critical skills in an ever-changing digital ministry field. Students must complete the Faith and Purpose Seminar

before they can enroll in the course. The Faith and Purpose Seminar will help students find the best areas of emphasis that match their talents and ministry goals. To earn a specialization, students must fulfill the following requirements during their senior year:

- Demonstrate the acquisition of specific knowledge and skills in the selected stream.
- Develop a communication ministry project in consultation with their faculty advisor.
- Complete a minimum of 12 course credits in the area of specialization.

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

- **Creative Missional Ministry:** 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.
- **Christian Multimedia Design:** In this stream, students will go through the creative process and develop professional Christian motion images, 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 senior-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 12 credits from the three-part Advanced Christian Communication Studies category in the first term of their senior year.

Section/No.	Class Title	Credits
CCMD 461	Advanced Christian Communication Studies I	4
CCMD 462	Advanced Christian Communication Studies II	4
CCMD 463	Advanced Christian Communication Studies III	4
Total Credits		12

Internship

Internship (24 credits)

Students who have successfully completed the first, second, and third year and the Advanced Christian Communication Studies requirements will complete an off-campus internship during their fourth year. The internship provides mentoring by highly competent ministry professionals while simultaneously gaining work experience that immerses them in their ministry interests. The internship also helps students obtain employment opportunities in ministries, churches or at Christian schools.

Section/No.	Class Title	Credits
CCMD 491	Christian Communication Internship I	12
CCMD 492	Christian Communication Internship II	12
	Total Internship Credits:	24
Total Program Credits (including Core Curriculum):		167

Associate Degree in Christian Communication Ministry

The **Associate in Christian Communication Ministry** is a unique degree program that teaches learners 21st-century soft skills such as leadership, creativity, collaboration, communication, and Christian content literacy, as well as specific Christian digital ministry skills ranging from Christian narratives and purposeful design to transforming vision into in Christian communication ministry production. This degree prepares you to create a wide range of missional and spiritual content, from still images to moving content, live streaming, and podcasting. Using the latest Christian digital content creation principles, students explore methods for creating engaging content to share the everlasting gospel.

Degree type: Associate's degree

Course duration: : 2 years plus practicum

Credits: 111 (72 credits are core classes from the freshman and sophomore year, and 39 are credits of major-specific classes.)

Internship: 10 weeks

MAJOR CLASSES

Section/No.	Class Title	Credits
CCMD 221	The Art of Transforming Vision into Reality	3
CCMD 153	Capturing Creation—a Digital Approach	3
CCMD 122	Exploring God's Creation Through Graphics	3
CCMD 201	Christian Principles of Visual Expression	4
CCMD 242	Writing with Purpose and Spirit	3
CCMD 203	The Art of Spiritual Audio Creation	3
CCMD 232	Christian Narratives and Purposeful Design	4
CCMD 223	Sacred Storytelling Through Film	4
Section/No.	Class Title	Credits
CCMD 390	Practicum: On-Campus	12
Total Credits		39

Minor in Christian Communication Ministry

Hartland College's **Christian Communication Ministry Minor** provides students from various academic disciplines the chance to enhance their Christian communication skills. For Christian Health & Wellness and Biblical Counseling majors, this minor opens pathways to creating engaging Christian digital content and promoting health initiatives effectively to broader audiences. Christian Education majors will learn to integrate multimedia tools into their teaching, making them more interactive. Pastoral and Biblical Studies majors strengthen their digital presence, thus managing community building more effectively both locally and in international communities. This minor equips students with the Christian communication tools necessary to lead, teach, and minister with confidence, adaptability, and purpose.

Credits: 19–22 credits

Required Courses

Section/No.	Class Title	Credits
CCMD 122	Exploring God's Creation Through Graphics	3
CCMD 153	Capturing Creation: A Digital Approach	3
CCMD 221	The Art of Transforming Vision into Reality	3
CCMD 201	Christian Principles of Visual Expression	4

Electives (6–9 credits from the following list of classes)

Section/No.	Class Title	Credits
CCMD 331	Crafting Stories with Spiritual Depth	3
CCMD 232	Christian Narratives and Purposeful Design	4
CCMD 323	Christian Application for Web Technology	3
CCMD 332	Mission-Focused Marketing	3
CCMD 331	Crafting Stories with Spiritual Depth	3
CCMD 301	Spreading the Word in the Digital Age	3
CCMD 223	Sacred Storytelling Through Film	4
CCMD 203	The Art of Spiritual Audio Creation	3
CCMD 313	Elevating Faith-Based Messaging Online	3
CCMD 304	Issues in Christian Communication Ministry Production	1
Total Credits		19

Course Descriptions

CCMD 153 **Capturing Creation—A Digital Approach**

(3 credits) Beginning with the foundational principles of capturing divine beauty through the lens, students will learn to seek out God's creation in all its splendor—from identifying compelling subjects to the art of composition. They will explore the light and shadow He has ordained, mastering the exposure triangle to ensure their subjects are well illuminated. Through this,

students will come to understand the sublime craft of photography. From there, they will extend their skills to the moving image, learning how to create cinematic videos that reflect the glory of God's world and His creative essence. Special attention will be given to capturing God's creation in the natural world as well as encapsulating spiritual truths through the visual medium. Lab included.

CCMD 304 Issues in Christian Communication Ministry Production

(1 credit) This course helps students understand what Christian communication ministry (CCM) entails and answers key questions, such as, why is CCM an essential part of presenting the everlasting gospel? It looks at principles of how CCM can be done effectively. It also delves into the history of communication ministry in the Old Testament, 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 Christian communication workers such as the Sabbath, purity, gadget envy, and financing.

CCMD 122 Exploring God's Creation Through Graphics

(3 credits) Learn how to use graphic tools like Photoshop to creatively restore, refine, and transform images for your Christian design projects. Learn to perfect the art of compositing, crafting flyers and posters that communicate beauty and truth. Through the grace of skill, master the Illustrator program to design unique, custom logos, and learn the essential techniques of vector drawing to bring spiritual themes to life through graphics. By the end of this course, you will be equipped to create original artwork from the ground up, ready to glorify God through motion design and graphic design, reflecting His creativity in all things.

CCMD 201 Christian Principles of Visual Expression

(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.

CCMD 221 The Art of Transforming Vision Into Reality

(3 credits) In Christian filmmaking, the success of a project is deeply influenced by the editor, whose choices shape the emotional impact and message of the story. This course will teach students how to use editing techniques to craft narratives that reflect Christian values, guiding emotion, pacing, and meaning to honor God and communicate His truth. Students will learn both the creative and technical aspects of editing, including organizing footage, trimming, and assembling shots, as well as continuity editing methods such as cutting to the action, match cuts, and L- and J-cuts. By the end of the course, students will be equipped to build a professional edit that glorifies God through effective storytelling. Additionally, they will gain experience working on a post-production team, managing digital assets with excellence and organization, while learning the importance of stewardship in the editing process. Lab included.

CCMD 281 Faith and Purpose Seminar

(1 credit) In this course, students will research various ministries to gain an understanding of opportunities, trending topics, and current issues in the Christian creative industries 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 ministries 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 Christian Communication team for advising and preparation for their stream selection in the third year.

CCMD 331 Crafting Stories with Spiritual Depth

(3 credits) Do you have something you want to get across to an audience, such as a spiritual concept, moral idea, religious cause, inspiring product, or service? Understanding the science of Christian storytelling will help you get your message across effectively. In this course, you will learn the foundations of inspirational storytelling and how to use these techniques to maximize the effectiveness of your communication ministry.

CCMD 332 Mission-Focused Marketing

(3 credits) The demand for Mission-Focused Marketing is high and there are well-defined best practices, but it is still a skill that is in short supply. This course gives students a solid introduction to the content marketing industry and the skills needed to succeed. It trains participants in the art of writing effective inspirational and spiritual 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 ministries. It will also train students to develop a content marketing strategy for an employer or ministry and give them the opportunity to develop a sample strategy to add to their portfolio..

CCMD 232 Christian Narratives and Purposeful Design

(4 credits) This course offers an in-depth exploration of professional editorial design, emphasizing the integration of Christian values in communication. Students will develop skills in typography, layout composition, and color theory, using industry-standard tools to create well-structured, aesthetically pleasing designs that convey clarity and purpose. Topics include page layout, proofing, content licensing, grid systems, and design principles like hierarchy, contrast, and alignment, with a focus on producing semantically rich, adaptable documents. Through hands-on projects, students will craft visually compelling and meaningful layouts that reflect excellence, creativity, and stewardship, using design to communicate messages that honor God.

CCMD 203 The Art of Spiritual Audio Creation

(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, small studio, and church sanctuary settings. Sound theory is explored and applied comprehensively. Class topics include: Miking techniques, mic placement, methods for controlling feedback, reducing environmental and system noise, improving dynamic range, and basic equalization. Mastering and distribution technologies will also be introduced. During the course students will learn to correctly handle, label and store cables and other audio gear. Budgeting for a church or Christian school audio system and designing a small recording studio will also be covered.

CCMD 223 Sacred Storytelling Through Film

(4 credits) Building on the course Capturing Creation—a Digital Approach, students will now dive deeper into the language of Christian communication through moving images. They will learn how to use movement, composition, and lighting to tell inspiring 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.

CCMD 301 Spreading the Word in the Digital Age

(3 credits) This course will provide you with the theoretical understanding to improve their online presence to further their mission and impact. Students will gain both a theoretical understanding of the digital marketplace and practical skills to enhance online outreach, including search engine optimization, social media, web analytics and reputation management. By the end of the course, students will be prepared to use their skills to serve God in the digital realm.

CCMD 312 Creating Spiritual Narratives Through Motion Graphics

(3 credits) The goal of this course is to teach students the art of creating spiritual narratives through 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.

CCMD 323 Christian Application for Web Technology

(3 credits) This course introduces the fundamental technologies of the web as well as 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, ministry-oriented web documents. The impact to

Christian Schools, ministries, and religious organizations of various forms of web content will be discussed. The importance of web standards compliance will be emphasized.

Prerequisites: MATH 112 College Algebra or MATH 122 Ministry Mathematics and minimum score on a computer competency exam.

CCMD 242 Writing with Purpose and Spirit

(3 credits) This course focuses on Christian writing techniques for a variety of audiences with the purpose of influencing them spiritually. Students will receive assignments and instruction in writing stories, feature articles, newsletters, media releases, and promotional pieces such as flyers and appeal letters. Key topics include fiction vs. nonfiction, the legal aspects of publishing, the editorial process, identifying target audiences, and writing for multiple media platforms.

CCMD 313 Elevating Faith-Based Messaging Online

(3 credits) This course examines the strategic use of search engine optimization (SEO) in the service of building flourishing, lasting relationships with the target audience—the souls we seek to serve. Through the study of SEO fundamentals, students will gain hands-on experience in analyzing and implementing SEO strategies, empowering them to serve churches and ministries with integrity, wisdom, and excellence in their digital outreach.

CCMD 461, 462, 463 Advanced Christian Communication I, II, III

(4 credits each) This senior-year program consists of three concurrent modules offered in the final term before the internship. Built on project-based learning principles, these modules guide students through a comprehensive, ministry-based project that integrates and reflects the skills and knowledge gained throughout the program. Students will deepen their understanding and application of industry-standard workflows in fields such as digital marketing, creative project management, freelancing, design thinking, and media production. Students select the ministry they want to serve well in advance, typically two terms prior to the start of these courses, allowing ample time to gather resources and secure an appropriate mentor. In collaboration with their

instructors, students actively shape their learning outcomes to align with their project goals. Throughout the course, they will work closely with mentors and receive feedback from experienced Christian communication ministers.

CCMD 461 Advanced Christian Communication I: Project Planning and Development

(4 credits) This course focuses on strategic planning, project specialization, brand development, and setting up the groundwork for Christian media ministry projects. Students will select a project of interest, develop a brand identity, and create a comprehensive ministry project plan using industry-standard tools and workflows. Topics such as budgeting, resource allocation, and project timelines are covered to ensure students can be faithful stewards of their projects. Through hands-on activities, they will build a strategic roadmap, apply advanced project management techniques, and refine their work based on feedback. The course lays a strong foundation for the execution of high-quality, real-world media assets in a Christian ministerial setting

CCMD 462 Advanced Christian Communication II: Creative Application and Collaboration

(4 credits) This course focuses on the hands-on execution of Christian communication projects, where students apply technical skills to create ministry media value. Building on the strategic foundation from Advanced Christian Communication Studies I, students work in teams to develop projects, refine their workflows, and collaborate effectively. Emphasis is placed on technical skill development, teamwork, and applying real-ministry production techniques to bring creative ideas to life.

CCMD 463 Advanced Christian Communication III: Execution and Delivery

(4 credits) This course emphasizes the execution and professional delivery of Christian communication projects. Students finalize their creative work, manage ministry and individual member relationships, and deliver polished Christian media value. The course also covers essential ministry and institutional stewardship strategies, such as pricing, prospective member communication, and ministry project handoff, ensuring students are equipped to present and deliver their work at a professional ministry standard.

CCMD 390 Practicum: On-Campus

(12 credits) This practicum provides an advanced academic extension of the student's practical Christian communication ministry education, particularly for those who have completed an associate degree in Christian Communication Ministry. Through 10 weeks of hands-on experience, students will deepen their understanding of work processes and methods under the guidance of qualified Christian Communication ministers who will be their mentors. The course emphasizes building essential tools and skills for ministry workplace success. Students will work on defined projects aligned with their academic level, which can be added to their ministry portfolio to showcase their competencies and achievements.

CCMD 491, 492 Internship I, II

(12 credits each) Upon completing the academic requirements for their specialization stream, students complete an internship in their respective area of emphasis. 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 ministry professional skills in a mentored environment through productive work in their field of study. An internship enables senior students to experience the professional Christian ministry realm prior to graduation. This allows them to learn about the relationship between their academic preparation, their missional aspirations, and the professional ministry demands. Interns can also broaden their missional interests and apply ministry-relevant expertise. Each internship includes clearly defined learning objectives, experienced mentoring, and comprehensive evaluations. Curriculum Committee approval is required for internship placement.



Christian Health and Wellness Ministry

Purpose of the Department

Hartland College's Christian Health and Wellness Ministry Department's vision and purpose is to prepare missionaries to touch people's lives with God's love through well-rounded degrees that integrate health and wellness theory with practical therapeutic skills taught by qualified and experienced faculty within a distinctively Seventh-day Adventist biblical worldview.

Why This Program Exists

This program prepares students to take the wholistic approach taught by the Seventh-day Adventist church in preserving and restoring spiritual, physical and mental health. We believe that leading people to experience optimal health and wellness will also lead them to God, our Creator as Jesus and the apostles frequently exemplified in their ministry.

Our Philosophy

Our bodies are the temple of the Holy Spirit, and we are instructed in the Bible to abstain from practices that are harmful and to practice temperance in good things. Thus, following the biblical principles of health and wellness is an integral component of the Seventh-day Adventist doctrine and religion. Ellen White stated: “The only hope of better things is in the education of the people in right principles. Let physicians teach the people that restorative power is not in drugs, but in nature. Disease is an effort of nature to free the system from conditions that result from a violation of the laws of health. In case of sickness, the cause should be ascertained. Unhealthful conditions should be changed, wrong habits corrected. Then nature is to be assisted in her effort to expel impurities and to re-establish right conditions in the system” (Ministry of Healing, p. 127).

Traditionally, healthcare is associated with sick care. Although we believe there is a place for traditional care, we also encourage a more wholistic approach. Our aim is to complement the goals of allopathic treatment in restoring optimal health by focusing on educating on the importance of adhering to the laws of health established by God, our Creator.

Who Should Attend This Program?

This program is designed for anyone who is:

- Passionate about educating people in the natural laws of health.
- Highly interested in integrating faith, a biblical worldview, and science.

Objectives and Learning Outcomes

This program is designed to:

- Equip students to see the hand of the Creator in all living systems and the natural world.

- Prepare students with an understanding of key creation and life science concepts derived from biblical principles that will complement study in scientific disciplines and strengthen analytical skills required for all fields of study.
- Prepare students to be innovative thinkers in considering current challenges and new applications for life sciences that align with biblical principles of spiritual, mental and physical health.
- Prepare students to share scientific principles from the Creationist perspective.
- Equip students to defend their faith in a literal six-day Creation.

After successfully completing their studies, students will be:

- **Biblical-Worldview Researchers:** Students develop a biblical worldview in health and wellness as they apply Bible and Spirit of Prophecy principles to the essential concepts of the basic sciences, while discerning the relationship between the two.
- **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.
- **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.
- **Critical Thinkers:** Students evaluate issues, problems, or situations related to health or illness cases by analyzing evidence, considering alternative solutions, and assessing potential outcomes. Guided by a Christian worldview, they will seek to identify biases, contextual influences, and underlying assumptions while applying biblical principles of wisdom, integrity and compassion to develop well-informed and faith-centered conclusions.
- **Scientific Problem Solvers:** Students explain and resolve typical quantitative problems associated with health and wellness.

Teaching Methods and Operations

- **Teaching Instruction:** Students learn from lecture presentations by instructors.
- **Lab Instruction:** Students learn hands-on demonstrations in areas of basic sciences and compassionate wellness care.
- **Project-Based Learning:** Students participate in solving real-world problems and presenting solutions.
- **Research:** Students learn through researching topics using the Bible, Spirit of Prophecy and scientific literature.
- **Internships:** Students have assessable, structured, hands-on experience under supervision of experienced mentors.

Program Overview

The department currently offers two degrees and three minors. Please see the program overview under each of the programs offered in the following sections. Each program will also include information on the number of hours of instruction in each subject, total number of hours required for course completion, course descriptions, and credits awarded.

Degrees Offered

- Bachelor's degree in Christian Health and Wellness Ministry
- Associate degree in Christian Health and Wellness Ministry

Minors

- Health and Wellness Education
- Health and Wellness Service
- Health and Biblical Principles of Nourishment

Program/Degree Requirements

Core Curriculum

(84 credits)

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

Summer Outreach Training School

(17 credits, part of Core Curriculum)

The Summer Outreach Training School is an essential component of the Core Curriculum. All students are expected to participate in this program, designed to prepare them to lead people to Christ, deepen their faith, and strengthen their commitment to work in God's vineyard. This program also lays the foundation for their academic and spiritual journey at Hartland College. For more details, please refer to the Summer Outreach Training School section of this bulletin.

Literature Evangelism

Students majoring in Christian Health and Wellness Ministry are required to participate in Hartland's four-week literature evangelism program during their sophomore winter break. This experience combines health outreach with spiritual ministry, equipping students to share health and wellness principles alongside spiritual truths. This reinforces their role as Christian health and wellness educators in promoting physical and spiritual well-being.

Bachelor's Degree in Christian Health and Wellness Ministry

This degree qualifies students to work in the fields of health evangelism and wellness education. It leads to service opportunities focused on wellness education in health ministry. Students are prepared to understand the origin of illness and how it relates to transgression of the law of life and natural law. Students will also be trained on how to start and operate a wellness center.

Degree Type: Bachelor in Christian Health & Wellness degree

Course duration: 4 years

Credits: 177-188

Internship: 20 weeks

Section/No.	Class Title	Credits
CHBI 102	The Wonders of God's Creation (L)	4
CHBI 201	The Divine Design of the Human Body I	4
CHBI 202	The Divine Design of the Human Body II	4
CHBI 301	Understanding Illness in Creation I	4
CHBI 302	Understanding Illness in Creation II	4
CHCH 103	Exploring God's Order in the Elements of Creation (L)	4
CHCH 203	The Building Blocks of Life	4
CHMD 101	Exploring Medical Terminology Through A Spiritual Lens	2
HLSM 202	Healing Waters	4
HLSM 203	Healing Touch	4
HLSM 311	Exploring Healing Herbs with Faith (L)	2
CHPN 312	Biblical Principles of Nourishment I	4
CHPN 313	Biblical Principles of Nourishment II	4
HLSM 321	Moral & Ethical Principles in Public Health	3
HLSM 333	A Christian Approach to Lifestyle Illness Evaluation	3
HLSM 341	Understanding Creation Through Numbers: (<i>elective</i>)	2
HLSM 342	Research I—Methods (<i>elective</i>)	1
HLSM 343	Research II—Case Study (<i>elective</i>)	1
HLSM 411	Temperance: The Science of Breaking Unhealthy Habits	2
HLSM 421	Faith and Stewardship	3
HLSM 431	A Christian Approach to Handling Illness	3
HLSM 442, 443	Christian Health Internship I, II	24
	Total Major-Specific Credits:	93–104

Total Program Credits (including Core Curriculum): 177 - 188

Associate Degree in Christian Health and Wellness Ministry

This is the foundational degree in the field of health evangelism and Christian wellness education. It qualifies students into entry-level ministry in the field of health and wellness missionary work. Graduates from this degree program will be able to work as an associate in a lifestyle/wellness center, a Bible worker, and a wellness life and health spiritual coach.

Degree Type: : Associate degree in Christian Health & Wellness

Course duration: 2 years plus internship

Credits: 100-121 (72 credits are core classes from the freshman and sophomore years, and 28-49 are credits of major-specific classes.)

Internship: 10 weeks

Section/No.	Class Title	Credits
CHBI 102	The Wonders of God's Creation (L)	4
CHBI 201	The Divine Design of the Human Body I (L)	4
CHBI 202	The Divine Design of the Human Body II (L)	4
CHCH 103	Exploring God's Order in the Elements of Creation (L)	4
CHCH 203	Exploring the Molecular Design of God's Creation	4
CHMD 101	Exploring Medical Terminology Through a Spiritual Lens	2
HLSM 202	Healing Waters (L)	4
HLSM 203	Healing Touch (L)	4
HLSM 210	Christian Health Internship	12
	Total Major-Specific Credits:	28-49

Total Program Credits (including Core Curriculum): 100-121

Minor in Christian Health and Wellness Education

Students desirous of adding a Christian Health Education minor to their program of study must declare a minor with their academic advisor and complete a minimum of 22 credits in health and wellness to include the courses below.

Section/No.	Class Title	Credits
CHBI 102	The Wonders of God's Creation (L)	4
CHBI 201	The Divine Design of the Human Body I (L)	4
CHBI 202	The Divine Design of the Human Body II—Organ Systems (L)	4
CHCH 103	Exploring God's Order in the Elements of Creation (L)	4
CHMD 101	Exploring Medical Terminology Through a Spiritual Lens	2
HLSM 220	Christian Health Internship	4
Total Credits:		22

Minor in Christian Health Service

Students desirous of adding a Christian Health Service minor to their program of study must declare a minor with their academic advisor and complete a minimum of 22 credits in health and wellness to include the courses below.

Section/No.	Class Title	Credits
CHBI 201	The Divine Design of the Human Body I (L)	4
CHBI 202	The Divine Design of the Human Body II (L)	4
CHMD 101	Exploring Medical Terminology Through a Spiritual Lens	2
HLSM 202	Healing Waters (L)	4
HLSM 203	Healing Touch (L)	4
HLSM 220	Christian Health Internship	4
Total Credits		22

Minor in Biblical Principles of Nourishment

Students desirous of adding a Biblical Principles of Nourishment minor to their program of study must declare a minor with their academic advisor and complete a minimum of 26 credits in health and wellness chosen from the courses below.

Section/No.	Class Title	Credits
CHBI 201	The Divine Design of the Human Body I (L)	4
CHCH 103	Exploring God's Order in the Elements of Creation (L)	4
CHCH 203	Exploring the Molecular Design of God's Creation	4
CHMD 101	Exploring Medical Terminology Through a Spiritual Lens	2
CHPN 312	Biblical Principles of Nourishment I	4
CHPN 313	Biblical Principles of Nourishment II	4
HLSM 220	Christian Health Internship	4
Total Credits		26

Course Descriptions

CHBI 102 The Wonders of God's Creation (L)

(4 credits) This course invites students to delve into the wonders of God's creation. We will explore the intricacies of genetics, the marvels of the human body, and our profound interactions with the environment, all while reflecting on the divine order and purpose behind creation. By integrating scientific inquiry with religious beliefs, students will gain a holistic understanding of life on Earth, fostering a deeper appreciation for the interconnectedness of all creation and the role of humanity within it.

CHBI 201, 202 **The Divine Design of the Human Body I, II—Organ Systems (L)**

(4 credits each) These courses offer a comprehensive exploration of the divine design and purpose of the tissues, organs, and systems that make up 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. *(Prerequisite: CHBI 103)*

CHBI 301, 302 **Understanding Illness in Creation I, II**

(4 credits each) This course serves as a foundational journey into understanding illness and the divine mechanisms of healing. It introduces the sacred principles of nutrition, a basic understanding of pharmacology, and the pursuit of knowledge through research. Additionally, it guides students on the appropriate moments to seek the counsel of other health care practitioners in the spirit of wholistic care. *(Prerequisites: CHBI 201, 202, or equivalent.)*

CHCH 103 **Exploring God's Order in the Elements of Creation Introduction (L)**

(4 credits) This course provides a basic study of God's order in 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. This class will examine the correlation between the physically unseen with that of the spiritually unseen in order to increase our appreciation of the designing power of our omnipotent Creator.

CHCH 203 **Exploring the Molecular Design of God's Creation**

(4 credits) This course invites students to embark on a profound exploration of the divine processes that unfold within living beings. Participants will delve into the sacred structures, functions, and interactions of the biological macromolecules that form the foundation of cells and sustain the essential functions of life bestowed upon us. By understanding these processes, students will gain insight into the causes and effects of health and disease, fostering a deeper appreciation for the intricate design of the human body, which has been “fearfully and wonderfully made.” *(Prerequisite: CHEM 103)*

CHMD 101 Exploring Medical Terminology Through a Spiritual Lens

(2 credits) This class guides students in becoming fluent in the language of healing as conventionally portrayed. The purpose of this class is to offer a spiritual insight into medical terminology. Students will learn to pronounce, spell, and define the medical terms that are vital in today's healthcare ministries. This journey is achieved by organizing related terms into manageable units and understanding the structure of medical language. Such knowledge will empower them to comprehend the terms found within the class textbook and the new and unfamiliar expressions they may encounter in their clinical service.

HLSM 202 Healing Waters (L)

(4 credits) This course describes the healing properties of water and its spiritual & physical applications. It implements 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 thus impacting emotional, mental spiritual and physical health. (*Prerequisites: HLSM 101, MDLT 101.*)

HLSM 203 Healing Touch (L)

(4 credits) This course lays the wholistic groundwork in the principles, terminology, and skills of healing touch therapy, preparing students for a deeper exploration of this healing art. Emphasis is placed on embracing the gift of touch and cultivating sensitivity, awareness, intuition, and other divine skills that embody the art of massage therapy. Students will also gain essential knowledge of musculoskeletal anatomy through the practice of fundamental palpation skills, enhancing their ability to serve others in healing. (*Prerequisite: HLSM 101.*)

HLSM 220 Christian Health Internship

(4 credits) This is a one-month internship for non-health majors who are minoring in health. It is designed to give the student practical experience in the field of their interest within the practice of a health and wellness ministry. Students may choose an area of interest that is approved by the advisor. Internships are structured, mentored, and assessed and are an integral part of a student's learning experience.

HLSM 230 Christian Health Internship

(12 credits) This is a one-term, full-time internship for students who are pursuing an associate degree in Christian health and wellness ministry. It is designed to allow the students to utilize and further develop skills learned during their study at Hartland College. Students may choose an area of interest that is approved by the advisor. Internships are structured, mentored, and assessed and are an integral part of a student's final-year learning experience. It includes writing a comprehensive reflection paper where they describe what they have applied and what they have learned during their internship experience.

HLSC 311 Exploring Healing Herbs with Faith (L)

(2 credits) This is a detailed exploration of healing 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 aid in illness recovery. (Prerequisites: HLSM 101, CHMD 101, CHCH 203, or equivalent)

CHPN 312 Biblical Principles of Nourishment I

(4 credits) This course is a comprehensive examination of the basic principles of nourishment and food selection according to God-centered principles. A study of scriptural counsel regarding diet will be carefully pursued. (Prerequisites: HLSM 101, CHCH 103, 203, CHBI 201 and 202, or equivalent.)

CHPN 313 Biblical Principles of Nourishment II

(4 credits) Our Creator gave us the original diet in the Bible and has indicated through the Spirit of Prophecy how our diet impacts our health and recovery from illness. The focus of this course is to teach wise selections of food to minimize one's risk for developing illness. (Prerequisite: CHPN 312.)

HLSM 321 Public Health, Ethics & Policy

(3 credits) The objective of this course is to familiarize students with the concepts concerning the current practice and delivery of healthcare in the US. It 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.

HLSM 333 A Christian Approach to Lifestyle Illness Evaluation

(3 credits) This course offers a comprehensive exploration of the divine design of the human body, reviewing its systems and reflecting on how they are intended to function in harmony. Emphasizing the development of the ability to assess the wholistic well-being of individuals, students will learn to conduct patient histories and physical examinations. Various methods of evaluation will be discussed, observed, and practiced. Through this course, students will be equipped to perform preliminary assessments under the guidance of a healthcare ministry professional, honoring the sacred trust of caring for others. *(Prerequisites: CHBI 201, 202, 301, 302, or equivalent.)*

HLSM 341 Insights into Illness Factors

(2 credits) In this elective course, students will be introduced to the different factors that determine the presence or absence of illness. Health and wellness require a wholistic approach to understand the many factors that can disrupt the harmony of physical, mental and spiritual wellbeing and health. This course also attempts to teach students how to critically evaluate studies. It introduces concepts of biostatistics, where students will learn how to identify and verify patterns in given data and predict outcomes. The data and outcomes will be compared with Biblical principles of health.

HLSM 342, 343 Research I, II

(1 credit each) These elective courses guide students in designing and conducting a study based on the principles learned in insights into illness factors. Beginning in their junior year, students will work closely with a mentor to develop a hypothesis, collect, and analyze data, and interpret results. Emphasis is placed on understanding research methods and the scientific publication process, with opportunities to work with faculty on their research projects.

HLSM 411 Temperance: The Science of Breaking Unhealthy Habits

(3 credits) The objective of this course is to understand the science of breaking unhealthy habits. 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 aid in addiction recover. Treatment modalities will include principles laid out in the Bible and the Spirit of Prophecy.

HLSM 421 Faith and Stewardship: Applied in a Christian Wellness Center

(3 credits) Here students will learn basic stewardship principles to operate and direct a Christian wellness center. They will review Christian leadership and stewardship skills required for daily operations and how to plan to make their wellness center ministry more successful.

HLSM 431 A Christian Approach to Handling Illness

(3 credits) In this course, students will embark on a spiritual and scientific exploration of the root causes of illness and diseases such as diabetes, hypertension, obesity, and cardiac ailments, alongside the study of infectious diseases. The emphasis will be on how faithfulness to God's divine plan for health can serve as a pathway to prevent illness and restore wholeness. Students managing chronic conditions will be guided to educate in lifestyle habits under the watchful supervision of a physician, honoring the sacred responsibility of caring for the body as a temple. (*Prerequisites: CHBI 301 and 302.*)

HLSM 442, 443 Internship I, II

(12 credits each) Two consecutive terms are allotted 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.

(L) = Lab, 1 credit hour equals 2 or more real-time hours. A 4-credit (L) class is 3 hours lecture and 2 hours lab.



Biblical Counseling Department

Purpose of the Department

The purpose of the Biblical Counseling Department is to equip undergraduate missionary students to promote healing and transformation through Christ-centered, biblically grounded education. The department seeks to address the spiritual and emotional well-being challenges of the 21st century by reflecting Christ's character through selfless love and bringing hope to those in need. Our students collaborate to fulfill the mission of the Seventh-day Adventist Church through the Three Angels' Messages, preparing individuals spiritually, mentally, and physically for Christ's return while spreading His message globally. We prepare them to present the gospel of good news, as defined by Jesus: imparting healing and freedom to the brokenhearted (Luke 4:18) and sharing the message of salvation through healing, education, and preaching (Matthew 28:19–20; Mark 16:15–18). This is achieved through a Bachelor Degree in Biblical Counseling, fostering

a community focused on Biblical counseling evangelism in harmony with the mission of the Seventh-day Adventist Church. The program integrates a Christ-centered perspective in its curriculum, emphasizing spiritual restoration, emotional healing, and the promotion of well-being through biblically grounded principles.

Mission

This program exists to facilitate the healing of wounded hearts and minds through Christ's selfless love, ultimately restoring God's image in humanity. This is done by equipping students to teach, preach, and heal with a solid foundation in biblical teachings and a faith-based approach to transforming lives into the image of God.

Our Philosophy

The philosophy of the Biblical Counseling program is rooted in the belief that “the true principles of psychology are found in the Holy Scriptures” and that “true science and inspiration are in perfect harmony.” (1) Derived from the Greek words *psyche* (soul) and *logos* (study), Biblical counseling focuses on understanding the soul from a Christ-centered perspective and applying Biblical principles to address life's challenges in alignment with faith. This program emphasizes the mind's role in the great controversy, humanity's creation in God's image, and the holistic nature of individuals—physical, mental, spiritual, and relational. It seeks to restore God's image by promoting mental health through love, truth, and freedom. While sin causes internal conflict, Christ offers hope for transformation. Our mission is to facilitate healing grounded in Biblical teachings, integrating faith with God-inspired principles to empower individuals to live according to divine truth.

Who Should Attend This Program?

The Biblical Counseling program is ideal for individuals passionate about addressing emotional and spiritual challenges through a Christ-centered approach. It prepares those called to bring healing and hope to a broken world by following Jesus' model of healing, teaching, and preaching (Luke 4:18; Matthew 28:19–20). This program is designed for aspiring Biblical counselors, Biblical counseling evangelists, and others seeking to provide Christ-centered

1. White, E. G. (1977). *Mind, character, and personality* (Vol. 1, pp. 10, 310). Southern Publishing.

support. It offers a solid foundation in Biblical principles and faith-based counseling principles. Additionally, it provides valuable preparation for students wishing to pursue further studies in Biblical counseling or related fields within a faith-based framework.

Ministerial and Service Paths

Graduates of the Biblical Counseling program are prepared to serve in ministerial roles as Biblical counselors and Biblical coaches within churches, Christian schools, faith-based institutions, and Christ-centered wellness ministries, advocating for mental and spiritual well-being through Biblical prevention, education, and training. They may also lead wellness ministries focused on emotional and spiritual health. This program equips students for roles as Biblical counseling evangelists and in lifestyle ministry, emphasizing healing through Biblical principles. Graduates are trained to preach, teach, and promote Christ-centered healing within churches, schools, wellness centers, and their communities, reflecting the mission to restore God's image in humanity.

Objectives and Learning Outcomes

The program is designed to:

1. Apply principles of emotional and spiritual well-being grounded in the Bible and God-given wisdom to promote the restoration of God's image in humanity. This is demonstrated through the development of a Christ-like character reflected by love, forgiveness, truth, freedom, joy, peace, patience, kindness, goodness, mercy, faith, meekness, self-control, and hope.
2. Promote the laws of health and God's spiritual law by teaching the benefits of obedience to His divine principles, which reflect His character of love, truth, and freedom.
3. Win souls for Christ by engaging in missionary work, sharing the gospel, understanding the doctrines of the Seventh-day Adventist Church, and providing hope amidst suffering.
4. Establish and promote centers of influence and faith-based wellness ministries that emphasize emotional and spiritual healing, offering restoration through teaching, preaching, and mental health principles

grounded in the Bible.

5. Provide spiritual and emotional healing in harmony with the Seventh-day Adventist Church's mission, grounded in Biblical principles.

After successfully completing the Bachelor's in Biblical Counseling, graduates will be:

1. **Knowledgeable, integrative, and applicative learners:** Graduates will understand biblical counseling principles through a Christ-centered Adventist perspective, gaining expertise in biblical counseling, emotional well-being, and the integration of biblical truths into mental and spiritual health. They will critically analyze historical, theological, and biblical concepts while utilizing discernment, analytical thinking, and Christ-centered decision-making skills to address the mental and spiritual health needs in alignment with God's Word.
2. **Creative and critical-thinking, biblically guided researchers:** Graduates will apply critical thinking to investigate emotional and spiritual phenomena and evaluate research through a biblical lens. They will integrate sociocultural factors into their research practices, ensuring that their work is grounded in biblical truth while seeking to offer solutions based on faith and God-inspired principles.
3. **Selfless and responsible individuals:** Graduates will adhere to ethical standards based on Adventist biblical principles, demonstrating a commitment to Christ-like service, social responsibility, and the promotion of healing through biblical counseling. They will develop cultural and interpersonal sensitivity, exercise spiritual leadership to positively influence communities, and apply biblical counseling principles to promote emotional and spiritual well-being.
4. **Communicatively empathetic and versatile individuals:** Graduates will communicate effectively through active listening, empathy, and brotherly love, reflecting the character of Christ. They will convey biblical counseling principles logically and persuasively, using their ability to express ideas clearly and applying these principles to enhance communication and ministry, all in line with biblical teachings.
5. **Collaborative individuals pursuing comprehensive self-control and personal development:** Graduates will demonstrate self-discipline and integrity through habits of punctuality, diligence, and responsibility. They will refine their project management and teamwork abilities, exercise sound judgment in professional and ministerial interactions, and cultivate skills needed to develop innovative ministry or business plans that align with their Christian mission after graduation.

Teaching Methods and Operations

The department aims to accomplish its objectives through:

- 1. Integration of Biblical Principles:** We incorporate fundamental biblical principles throughout our curriculum, using Scripture as a guide to understand and apply Biblical counseling principles, theories, and practices, fostering a strong ethical foundation rooted in faith.
- 2. Diverse Didactic Techniques:** A variety of teaching methods, including lectures, case studies, are employed to present material clearly and engage students with different learning styles, all while ensuring that the teaching aligns with Biblical values and principles.
- 3. Experiential Learning:** We promote activities and simulations that allow students to apply theoretical counseling concepts in faith-based contexts. These experiences are grounded in Biblical principles, fostering spiritual and emotional growth while preparing students to address future ministry and counseling challenges.
- 4. Biblical Research and Critical Analysis:** Students engage in research and critical analysis, evaluating counseling theories and concepts from both biblical and faith-based perspectives. This enhances their ability to think critically about emotional, mental, and spiritual phenomena, while grounding their conclusions in faith.
- 5. Support and Professional Development:** We offer tutoring and mentoring for both spiritual and biblical education, utilizing case studies for practical insights within the framework of Biblical counseling. We encourage collaborative learning, and partnerships with ministries, along with ministerial internships, provide valuable hands-on experience in fulfilling the mission of healing and restoration through Christ-centered counseling.

Program Overview

The Bachelor's in Biblical Counseling is a four-year, in-person degree program combining general, counseling, and ministry areas while preparing students for further education and spiritual development. Grounded in an Adventist biblical framework, it provides a solid foundation for understanding human

behavior from a biblical perspective. Recognizing the counseling and mental health fields as unique opportunities for ministry, the program emphasizes wholistic training rooted in Christ-centered, Bible-based teachings. Each course integrates the Bible, the Spirit of Prophecy, and biblical counseling principles, transitioning from theoretical learning to faith-based application. The program fosters a balance of physical, mental, and spiritual well-being, equipping students to serve as instruments of healing and restoration.

Degree Offered

- Bachelor's degree in Biblical Counseling

Program/Degree Requirements

Core Curriculum

(84 credits)

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

Summer Outreach Training School

(17 credits, part of Core Curriculum)

The Summer Outreach Training School is an essential component of the Core Curriculum. All students are expected to participate in this program, designed to prepare them to lead people to Christ, deepen their faith, and strengthen their commitment to work in God's vineyard. This program also lays the foundation for their academic and spiritual journey at Hartland College. For more details, please refer to the Summer Outreach Training School section of this bulletin.

Literature Evangelism

Students majoring in Christian Health and Wellness Ministry are required to participate in Hartland's four-week literature evangelism program during their sophomore winter break. This experience combines health outreach with spiritual ministry, equipping students to share health and wellness principles alongside spiritual truths. This reinforces their role as Christian health and wellness educators in promoting physical and spiritual well-being.

Bachelor's Degree in Biblical Counseling

The curriculum of the Bachelor's in Biblical Counseling is a four-year, on-campus course of study that consists of core curriculum courses and specialized courses within the Biblical Counseling major, all aligning with Hartland College's mission. This program provides an initial undergraduate education in Biblical counseling, introducing students to a broad range of knowledge that includes Biblical counseling principles and areas in emotional and spiritual healing. Courses emphasize the integration of the Bible and the Spirit of Prophecy, focusing on achieving spiritual, mental, and physical balance while transitioning from theoretical learning to ministry application. This equips students for professional roles and faithful service in Biblical counseling, ministry, and Christian healing practices, preparing them to serve as instruments of God's healing and restoration.

Degree Type: Bachelor's degree

Course duration: 4 years

Credits: 174

Internship: 10 weeks

Section/No.	Class Title	Credits
BBCN 112	Biblical Perspectives of the Body and Behavior	3
BBCN 113	Biblical Principles of Human Development	3
HLSM 202	Healing Waters (L)	4
HLSM 203	Healing Touch (L)	4
BBCN 211	Biblical Perspectives of Social Behavior	3
BBCN 212	Biblical Understanding of Emotional, Behavioral and Spiritual Struggles	3
BBCN 213	Principles of Biblical Counseling	3
BBCN 221	Biblical Approaches to Human Cognition	3

BBCN 311	Biblical Foundations of Mind, Character, and Personality	3
BBCN 312	Biblical Counseling Assessments	3
BBCN 313	Biblical Family Counseling	3
BBCN 321	Chaplaincy	3
BBCN 322	Advanced Prayer Coaching & Discipleship Training	2
BBCN 323	Foundations of Biblical Approaches to Counseling Thought and Behavior	3
BBCN 331	Biblical Perspectives on Health and Wellness	3
BBCN 332	Biblical Counseling Research Methods I	3
BBCN 333	Foundational Biblical Counseling Seminar	1
BBCN 411	Christian Perspectives on Counseling Approaches	3
BBCN 412	Biblical Counseling Research Methods II	3
HLSM 421	Faith and Stewardship: Applied in a Christian Wellness Center	3
BBCN 421	Biblical Mental Health and Character Growth Coaching	3
BBCN 422	Christian Ethics in Biblical Counseling	2
BBCN 431	Integration of Biblical Principles in Counseling Thought and Behavior	4
BBCN 432	Addressing Religious and Counseling Perspectives	3
BBCN 441	Biblical Human Sexuality	1
BBCN 442	Christian Discipline for Character Development	2
BBCN 452	Neuroscience of Faith and Spirituality	3
BBCN 462	Advanced Biblical Counseling Seminar	1
BBCN 493	Biblical Counseling Internship	12
Total Credits		90

Course Descriptions

BBCN 112 Biblical Perspectives of the Body and Behavior

(3 credits) This course explores the interactions between the body, brain, and behavior from a biblical viewpoint, emphasizing the body as a temple of the Holy Spirit. Students will study neuroanatomy and neurophysiology, focusing on neurotransmitters and their roles in memory, learning, emotions, and motivation. The course highlights the mind-body connection and how biological processes relate to biblical counseling, offering a holistic view of human behavior in light of God's design. It also addresses how the body and brain respond to life experiences, integrating biblical principles to foster a deeper understanding of human behavior and the potential for healing through God's creation. (Prerequisite: *BBCN 111 Introduction to Biblical Counseling*)

BBCN 113 Biblical Principles of Human Development

(3 credits) This course focuses on the study of how individuals grow and develop throughout their lives, from infancy to old age, within the framework of biblical principles. Changes in physical, cognitive, emotional, and spiritual domains at different life stages are analyzed through the lens of scripture. The course provides a deep understanding of the processes that shape human development, with a particular focus on the role of faith and biblical teachings in guiding and nurturing individuals at each stage of life, ensuring that growth aligns with God's design for humanity. (Prerequisite: *BBCN 111 Introduction to Biblical Counseling*)

HLSM 202 Healing Waters (L)

(4 credits) This course describes the healing properties of water and its spiritual & physical applications. It implements 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 thus impacting emotional, mental spiritual and physical health. (Prerequisites: *HLSM 101, MDLT 101.*)

HLSM 203 Healing Touch (L)

(4 credits) This course lays the sacred groundwork in the principles, terminology, and skills of massage therapy, preparing students for a deeper exploration of this healing art. Participants will engage in the sacred practice of giving and receiving full-body classic Western massage. Emphasis is placed on embracing the gift of touch and cultivating sensitivity, awareness, intuition, and other divine skills that embody the art of massage therapy. Students will also gain essential knowledge of musculoskeletal anatomy through the practice of fundamental palpation skills, enhancing their ability to serve others in healing. (Prerequisite: *HLSM 101*.)

BBCN 211 Biblical Perspectives of Social Behavior

(3 credits) This course introduces students to the core principles and theories that shape social behavior and interaction, explored through a biblical lens. Throughout the course, students explore a wide range of topics, including social cognition, attitudes, conformity, obedience, group dynamics, prejudice, and interpersonal relationships. They delve into the complexities of human behavior in social settings and equip them with the skills to analyze and comprehend social phenomena from a biblical viewpoint. The course emphasizes the role of faith in guiding social interactions, fostering Christ-centered relationships and promoting spiritual, emotional, and social harmony. (Prerequisite: BBCN 113 Biblical Principles of Human Development)

BBCN 212 Biblical Understanding of Emotional, Behavioral and Spiritual Struggles

(3 credits) This course explores emotional, behavioral, and spiritual struggles from a biblical perspective. Students examine the classification, causes, and approaches to addressing issues such as anxiety, depression, substance-related challenges, and other struggles affecting individuals' emotional and spiritual well-being. The course emphasizes understanding these struggles within the framework of biblical principles, offering God-centered approaches for healing and restoration. Students will be equipped to apply biblical solutions in counseling and ministry, facilitating spiritual and emotional transformation in alignment with God's Word. (Prerequisite: *BBCN 113 Biblical Principles of Human Development*)

BBCN 213 Principles of Biblical Counseling

(3 credits) This course offers students a foundational understanding of the principles, techniques, and ethical considerations necessary for effective biblical counseling practice. Throughout the course, students explore various biblical counseling approaches, learning about the core skills essential to the counseling process, such as active listening, empathy, and rapport-building. Additionally, students examine ethical considerations, all through the lens of Christian values and biblical teachings, ensuring a counseling practice that honors the principles outlined in Scripture. (Prerequisite: *BBCN 113 Biblical Principles of Human Development*)

BBCN 221 Biblical Approaches to Human Cognition

(3 credits) This course introduces the principles of human cognition from a biblical perspective, focusing on how individuals perceive, process, and retrieve information. Topics include perception, learning, memory, attention, language, problem-solving, reasoning, decision-making, and motivation. Students will explore the cognitive processes that govern how individuals acquire, store, and apply knowledge, integrating biblical wisdom into their understanding of cognition. The course emphasizes how these cognitive processes align with biblical teachings and how to apply this knowledge in biblical counseling to foster spiritual healing, growth, and transformation according to God's Word. (Prerequisite: *BBCN 112 Biblical Perspectives of the Body and Behavior*)

BBCN 311 Biblical Foundations of Mind, Character, and Personality

(3 credits) This course provides an overview of major perspectives on personality and character, examined through a biblical lens. Students explore key theories of personality development, evaluating their strengths and limitations in light of biblical principles. Emphasis is placed on understanding the God-given uniqueness of each individual and how personality traits and character growth influence behavior, relationships, and spiritual life. The course encourages students to align their understanding of personality and character with God's design, fostering personal growth and transformation through biblical teachings. (Prerequisites: *BBCN 111 Introduction to Biblical Counseling and BBCN 113 Biblical Principles of Human Development*)

BBCN 312 Biblical Counseling Assessments

(3 credits) This course introduces students to evaluation methods in biblical counseling, focusing on tools and techniques that help understand emotional, behavioral, and spiritual challenges. Students explore assessment approaches aligned with biblical principles, gaining practical skills for use in ministry and counseling. The course emphasizes ethical practices, discernment in interpreting results, and the role of God-centered guidance in fostering spiritual growth and restoration. Students will be equipped to provide insightful, faith-based counseling that promotes healing in alignment with biblical teachings. (Prerequisites: *BBCN 111 Introduction to Biblical Counseling* and *BBCN 221 Biblical Approaches to Human Cognition*)

BBCN 313 Biblical Family Counseling

(3 credits) This course is designed to provide students with an understanding of the principles and techniques used in counseling families from a biblical perspective. Throughout the course, students explore biblical family counseling approaches and practical interventions grounded in Scripture. Topics covered include communication patterns, conflict resolution, parenting strategies, and the impact of family dynamics on emotional and spiritual well-being. Emphasis is placed on applying biblical principles to promote healing, unity, and growth within diverse family systems, aligning with God's design for family life. (Prerequisite: *BBCN 213 Principles of Biblical Counseling*)

BBCN 321 Chaplaincy

(3 credits) This course equips students with the knowledge and skills to serve effectively as chaplains in various ministry settings. It emphasizes biblical principles in chaplaincy, combining an understanding of human behavior from a biblical perspective with practical tools for spiritual and emotional support. Topics include the roles and ethics of chaplaincy, principles of pastoral care, addressing human struggles and crises through a spiritual framework, counseling in challenging situations, and the use of prayer and biblical guidance in ministry. (Prerequisite: *BBCN 213 Principles of Biblical Counseling*)

BBCN 322 Advanced Prayer Coaching & Discipleship Training

(2 credits) This course focuses on finding healing and freedom through a structured approach. Participants explore topics such as honesty about personal wounds and losses, recognizing them as opportunities for transformation and identification with the suffering of Jesus. The course emphasizes acknowledging harmful patterns and their impact on loved ones, leading to seeking forgiveness and reconciliation. It also addresses healing from unknown wounds to oneself or others, fostering personal and relational restoration through forgiveness and confession. Participants are equipped to use their testimonies of healing and freedom to bless others.

BBCN 323 Foundations of Biblical Approaches to Counseling Thought and Behavior

(3 credits) This course introduces students to biblical counseling principles for understanding and addressing thought patterns and behavior from a Christ-centered perspective. Students will learn to identify and replace harmful thought patterns with truths rooted in Scripture, understand the role of behavior in shaping emotions and actions, and apply these concepts within a biblical framework. Emphasis is placed on renewing the mind and restoring emotional and behavioral health in alignment with God's design for personal transformation and spiritual growth. (Prerequisite: *BBCN 111 Introduction to Biblical Counseling*)

BBCN 331 Biblical Perspectives on Health and Wellness

(3 credits) This course examines health and wellness through the lens of biblical teachings, focusing on the body's design as created by God. Students will learn how the interaction between physical health, mental well-being, and spiritual life aligns with Scripture. Emphasis is placed on biblical principles for living a healthy life, such as maintaining proper nutrition, managing stress, and embracing holistic self-care practices. The course explores how lifestyle choices, including regular exercise, adequate sleep, and proper hydration, contribute to overall health, with an emphasis on God's provision of natural remedies and practices for healing. Students will gain tools to promote spiritual, emotional, and physical health in their personal lives and communities, helping others live in alignment with God's will for optimal well-being. (Prerequisite: *BBCN 112 Biblical Perspectives of the Body and Behavior*)

BBCN 332 Biblical Counseling Research Methods I

(3 credits) This course introduces students to the foundational methods of evaluating and assessing issues in biblical counseling, emphasizing a Christ-centered approach to analyzing and interpreting data. Students will explore principles of evaluation and basic research design through a biblical lens, learning how to interpret and present findings within the context of ministry and counseling. Practical exercises will integrate biblical principles into assessment methods, preparing students to effectively address real-world challenges in counseling and ministry settings while upholding a theological framework. (Prerequisite: *MATH 112 College Algebra*)

BBCN 333 Foundational Biblical Counseling Seminar

(1 credits) This seminar provides students with an opportunity to engage with experienced professionals in the field of biblical counseling and ministry. The course emphasizes Bible-based approaches to emotional, mental, and spiritual health, exploring how biblical principles are integrated into counseling practices. Guest speakers specializing in biblical counseling, spiritual coaching, and holistic ministry will share their experiences and insights on serving individuals and communities in alignment with God's Word. This seminar also encourages students to reflect on their calling, develop a deeper understanding of their future role in ministry, and prepare for internships or service opportunities.

BBCN 411 Christian Perspectives on Counseling Approaches

(3 credits) This course provides a comprehensive exploration of the historical development of thought on the human mind and behavior, viewed through a biblical counseling framework. Students will trace the progression of ideas influencing biblical counseling practices, from early perspectives to modern approaches, while examining the cultural, social, and philosophical influences that have shaped these developments. Emphasis is placed on understanding how biblical principles contrast with and provide clarity to historical and contemporary paradigms of human thought, emotions, and behavior. (Prerequisites: BBCN 111 Introduction to Biblical Counseling, BBCN 212 Biblical Understanding of Emotional, Behavioral and Spiritual Struggles and BBCN 311 Biblical Foundations of Mind, Character, and Personality)

BBCN 412 Biblical Counseling Research Methods II

(3 credits) This course focuses on applying biblical principles to research design and counseling evaluation. Students will learn data collection, statistical analysis, and result reporting, while developing their own hypotheses related to biblical counseling methods. Emphasizing the integration of Scripture, students will design and execute research projects to assess the effectiveness of counseling practices grounded in biblical teachings. Using statistical software, students will complete a research proposal and independent project. This course helps students critically evaluate biblical counseling methodologies. By the end of the course, students will be equipped to contribute to the development of evidence-based counseling practices that honor Christ's teachings and promote healing in accordance with biblical principles. (Prerequisite: BBCN 332 Biblical Counseling Research Methods I)

HLSM 421 Faith and Stewardship: Applied in a Christian Wellness Center

(3 credits) Here students will learn to operate and direct a wellness center. They will review Christian leadership and stewardship skills required for daily operations and how to plan to make their wellness center ministry development more successful.

BBCN 421 Biblical Mental Health and Character Growth Coaching

(3 credits) This course offers a biblically-based approach to coaching, focusing on using truths and guidance from the Holy Bible as a standard for living, setting it apart from mainstream methods. Students will learn core coaching skills, including aligning with client goals, fostering self-discovery, and promoting accountability, all grounded in biblical principles. The course covers goal-setting, personal change management, and the spiritual foundations of Christian coaching. It also explores biblically-aligned approaches to therapy, ethical guidelines, and natural remedies from a biblical perspective. Practical workshops provide experience in character development, emphasizing self-control, empathy, and gratitude, in accordance with God's design for personal transformation.

BBCN 422 Christian Ethics in Biblical Counseling

(2 credits) This course explores the ethical principles guiding biblical counseling, grounded in Christian values. Key topics such as confidentiality,

informed consent, management of the counselor-client relationship, cultural competence, and professional responsibility are examined through biblical ethics. By equipping students with biblical tools to navigate complex situations, the course promotes high ethical standards, ensuring clients' spiritual well-being and upholding Christian principles in counseling practice.

BBCN 431 Integration of Biblical Principles in Counseling Thought and Behavior

(4 credits) This course explores how biblical principles can guide and enhance counseling practices that address thought patterns and behaviors. Students will examine the intersection of biblical teachings with counseling methods, focusing on integrating faith-based perspectives in addressing mental, emotional, and spiritual challenges. The course emphasizes a holistic approach, equipping students to apply biblical wisdom alongside psychological theory to address emotional, behavioral, and spiritual struggles. Through this integration, students will learn how to incorporate Scripture into counseling interventions, promoting healing and transformation in alignment with God's design for human thought and behavior. (Prerequisite: *BBCN 323 Foundations of Biblical Approaches to Counseling Thought and Behavior*)

BBCN 432 Addressing Religious and Counseling Perspectives

(3 credits) This course explores the interaction between religious beliefs and counseling principles, using an Adventist biblical framework. Throughout the course, students delve into topics such as the spiritual impact of religious experiences, the role of spirituality in mental health, and ethical considerations when integrating religion and counseling. Students also examine how different religious traditions approach emotional and mental well-being, and how biblical principles can enrich counseling practice. Additionally, the course examines biblical foundations and the Spirit of Prophecy to illuminate the biblical view of humanity, the mind, and their connection to God's plan for restoration. Topics include biblical anthropology, the original design of the mind, the nature and origins of emotional struggles, suffering, the historical context of emotional health, potential pitfalls of secular counseling, and the relationship between science and faith. (Prerequisites: *BBCN 111 Introduction to Biblical Counseling*, *BBCN 212 Biblical Understanding of Emotional, Behavioral and Spiritual Struggles* and *BBCN 311 Biblical Foundations of Mind, Character, and Personality*)

BBCN 441 Biblical Human Sexuality

(1 credits) This course provides a comprehensive understanding of issues related to raising and counseling children and adolescents. Students will learn tools and strategies for educating young people about sexuality from a healthy perspective. The course covers the complexities of male and female sexuality and marital intimacy, and contrasts these with cultural myths. Students will explore sexual culture, current issues in youth counseling, effective communication with teens, major sexual problems in churches, and how to address sexual distortions and sin.

BBCN 442 Christian Discipline for Character Development

(2 credit) This course provides guidance on fostering responsibility, respect, and strong character development in children and young people within a biblical framework. It equips students with practical tools to enhance social and life skills, cultivate a sense of belonging in family and community, and address misbehavior constructively. Students will learn to balance kindness with firmness while fostering a Christ-centered sense of significance and purpose. The course emphasizes teaching valuable skills for character building, including understanding behavior considering Scripture, effective communication, discipline as an act of love, and encouragement to inspire children to fulfill their God-given purpose.

BBCN 452 Neuroscience of Faith and Spirituality

(3 credits) This course explores the relationship between the brain, spirituality, and faith from a biblical perspective, examining the neurological foundations of spiritual experiences and how faith influences emotional and mental well-being. The course integrates key principles with biblical teachings, highlighting the impact of prayer, biblical meditation, and worship on mental health while aligning these practices with God's design for the human mind and spirit. Students will also learn to integrate an understanding of the brain with biblical counseling to support spiritual growth and healing. The five-week discipleship experience at Hartland College equips students with skills to share testimonies, embrace spiritual gifts, develop godly habits, build relationships, and lead Bible studies. Beginning with a week in the wilderness for a fresh encounter with God, students will rediscover their purpose and experience missional community. The program continues with focused

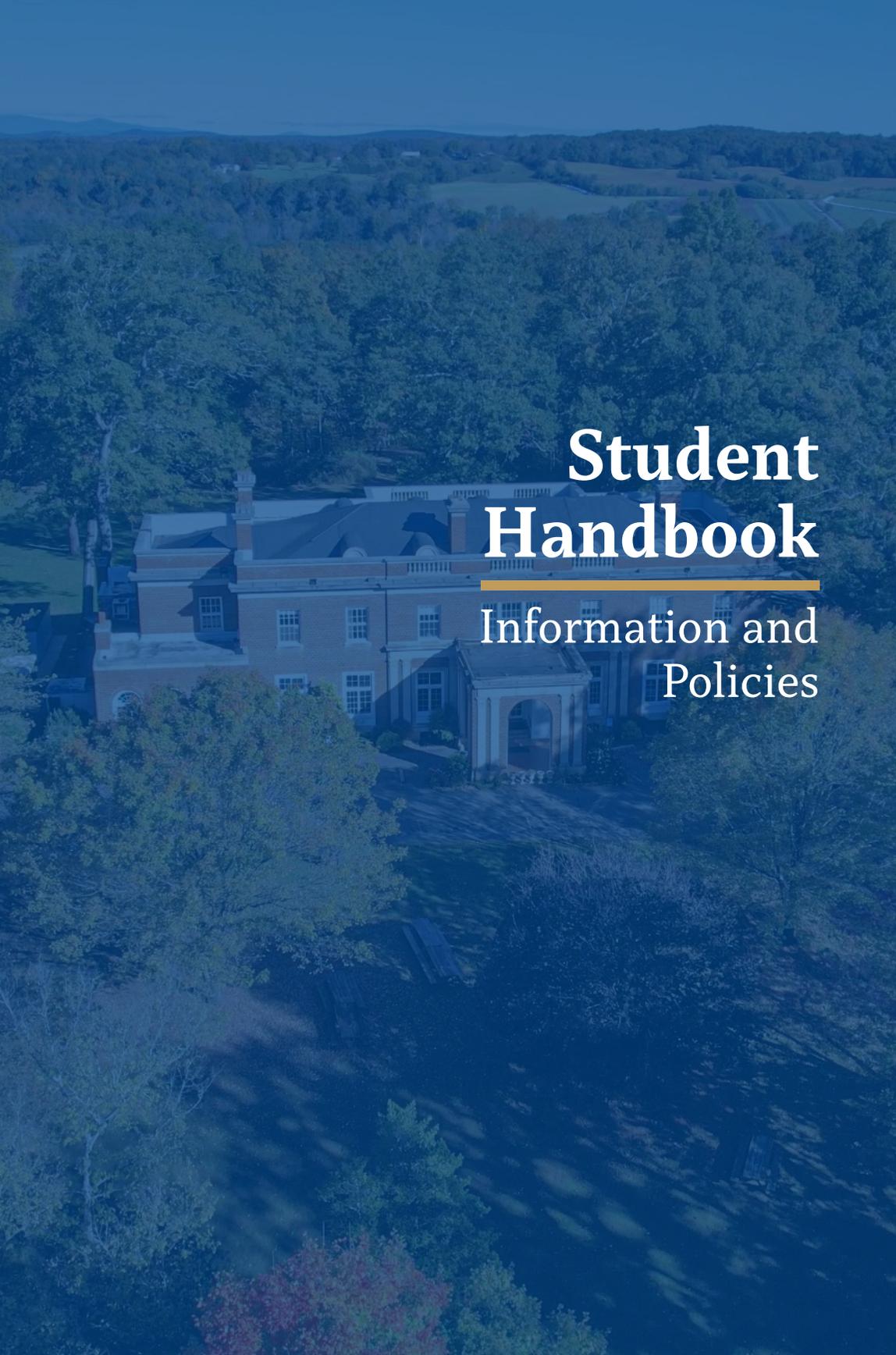
spiritual development, hands-on learning, and engagement with the campus and community, empowering students to fulfill God's calling in their lives. (Prerequisite: *BBCN 112 Biblical Perspectives of the Body and Behavior*)

BBCN 462 Advanced Biblical Counseling Seminar

(1 credits) This seminar is designed for final-year students as they prepare to enter ministry or advanced studies in biblical counseling. The course provides an in-depth exploration of advanced intervention models and strategies rooted in Scripture and a Christ-centered worldview. Guest speakers with expertise in counseling, coaching, and pastoral care will share real-world applications of biblical principles in addressing complex emotional, mental, and spiritual challenges. Students will analyze and develop solutions to case studies, applying their skills from a wholistic perspective that integrates faith and practice. By the end of this seminar, students will be equipped to serve in leadership roles within counseling ministries or faith-based organizations, confidently addressing the needs of individuals and communities in alignment with biblical teachings.

BBCN 493 Biblical Counseling Internship

(12 credits) This internship provides students with the opportunity to apply and deepen the biblical counseling skills acquired throughout the program in a mentored ministry setting. Students will engage in practical experiences at approved locations, such as Christian wellness centers or other faith-based facilities focused on holistic health and lifestyle from a biblical perspective. During the internship, students will practice biblical counseling, coaching, and chaplaincy, under the guidance of experienced mentors. The internship is structured, mentored, and assessed to ensure alignment with students' spiritual and ministerial goals. This experience plays a vital role in preparing students to integrate biblical principles into counseling and ministry practices, equipping them to serve in various Christian contexts and promote healing according to God's design.



Student Handbook

Information and
Policies

Hartland College General Principles

Spirituality

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 chief 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 work 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 provide 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. Students should also develop a personal physical fitness regimen that enables them to maintain optimum physical health. By improving students' physical abilities, we believe that this will also directly improve their mental and spiritual abilities.
4. Those persons whose occupations are primarily sedentary are encouraged to spend some time each working day in some form of physical exercise or active, outdoor work.
5. Work Education is meant to teach students cause-effect relationship, how to think critically and creatively, complete projects, develop skills, learn techniques for business, think entrepreneurially, etc.

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 if 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 are regularly praying and worshipping.
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. We lose a blessing when we absent ourselves from corporate worship.

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 enroll in courses before the given deadline will incur a fee of \$150, which will be charged directly to the student's account.

Enrollment

Individual classes do not add up to a degree. When pursuing a degree, the student must enroll full-time to maintain that status.

Add/Drop Classes

The last day to add or drop classes is typically at the end of the second week of classes. (See academic calendar for deadline date.) To change a course after classes begin, the student must fill out a Student Action 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 by 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 who 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 academic 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 registrar's office. This form needs to be completed and submitted to the registrar by the add/drop deadline.

Course Load

The academic course load is described in terms of quarter-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 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 Academic Affairs and/or 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 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 work education attendance is required. In the case of emergency or illness, proper and timely communication (within 24 hours) 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 4.0 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 illness or unforeseen travel disruption 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, WP, or WF) 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:
- Credit Transfer 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 Credit Transfer 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.

Sixty quarter credits are transferable 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. Pay the challenge fee of \$50 for accepted challenged credits.
2. Audited classes cannot be challenged.
3. Only lower division courses can be challenged.
4. 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.
5. Challenge exams cannot be used to improve the grade of a class taken at Hartland College.
6. Challenge exams must be approved and completed at least two quarters before graduation.
7. Challenge exams must be approved and taken two weeks prior to when the class is offered.
8. 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. Pay the registration fee of \$50 per credit that is accepted.
2. Complete the initial Request for Experiential Learning (REL) application form and submit it to the respective department chair prior to beginning work on portfolio.
3. The department chair and registrar must sign off on the REL before the student is authorized to begin the portfolio process.
4. 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.
5. Learning experience must be equivalent to college-level work.
6. Demonstrates a clear training component to experiential learning.
7. Credit awarded directly relates to the student’s degree program and satisfies some aspect of the degree requirements.
8. No credit will be awarded if the student has earned credit in a similar course.
9. Students must have earned 16 or more credits with a GPA of 2.5 or better at Hartland College.
10. The student must be enrolled at Hartland College in order for the credit to be awarded.
11. Only one-fourth of total degree credits may be earned through the Experiential Learning portfolio process.
12. The transferability of experiential learning will be at the sole discretion of the institution to which the student desires to transfer.
13. 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 all major-specific courses is required for graduation. A grade of less than a D is unacceptable for non major 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 cumulative grade of C.
9. Satisfactory completion of all outreach requirements with a minimum cumulative 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, the current 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 a recommendation from their respective department chair who will then seek 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 academic 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 one to 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 per term of laboratory, practicum, or observation experience.

Student Records Protection

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 confidential 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.

FERPA gives parents certain rights with respect to their children's educational records and personal information. These rights transfer to the student when he

or she reaches the age of 18 or attends a school beyond the high school level. Students who have transferred are “eligible students.” Records and information of students can only be released with the consent of the eligible party. There are exceptions to FERPA’s general prior consent rule that are set forth in the statute and the regulations. One exception is the disclosure of directory information, which is defined as follows:

FERPA defines “directory information” as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, “directory information” includes information such as name, address, and telephone listing, participation in officially recognized activities and sports, and dates of attendance. A school may disclose “directory information” to third parties without consent if it has given public notice of the types of information which it has designated as “directory information,” and the eligible party has the right to restrict the disclosure of such information. The means of public notification may include publication in various sources, including newsletter, local newspaper, or student’s handbook. The school may also include the “directory information” notification as part of the general notification of right under FERPA. The school does not have to notify a parent or eligible student individually.

If a student wishes to restrict access to directory information to others not specified in the FERPA and USA Patriot Act, a written notice should be submitted to the Vice President of Student Affairs, preferably before completion of registration for the first term of the academic year.

For more information, see:

<https://studentprivacy.ed.gov/ferpa>

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. 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) 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 2024–2025 school year are \$10,395 for tuition, \$1,980 for room, and \$3,795 for meals. The tuition reflects the premise that the student 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, medical and dental 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 per quarter term and applies to all students taking 12 to 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 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 non-degree, non-major 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 work scholarship credit will be applied to their account if they have fulfilled the Work Education requirements. For the current school year (2024–2025), the scholarship credit applied for 12 hours of weekly Work Education is roughly equivalent to 17% of the tuition, room, and meals quarterly fee currently set at \$5,390.

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 meal charges. Sponsors might include individual donors, relatives, or church congregations that want to sponsor the training of a missionary. Payment plans can also be set up through our business office.

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. This scholarship program offers the student the opportunity to participate in the Work Education program during all the school year breaks (minus two weeks per year for vacation), for a total of 19.5 weeks of break time per year with a commitment of 36 hours per week. This will fulfill a total of 700 hours of Work Education during the breaks in addition to the 120 hours per school term. A student may participate in the Work Education program during the breaks up to 40 hours per week, thus completing the 700 hours in less than 19.5 weeks. This scholarship program covers 50% of the total cost of tuition, room, and meals. The student is responsible for 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 of 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 enrolled in the Work Education Scholarship program must pay \$1,000 at registration each quarter and an additional \$1,695 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. This charge does not include the health fee or the technology fee, which are currently \$60 per month.

If a Work Education Scholarship program student desires to work off campus during the breaks, participate in a non-required canvassing program, or in any other activity other than fulfilling the Work Education hours on campus, they may request permission to do so. The student would need to inform the Business Office, Work Education coordinator, and in the case of international students, the SEVIS officer, in advance to receive approval of this request. Opting out of the Work Education Scholarship commitment during the breaks would naturally imply that the student is choosing to forfeit the remaining 33% scholarship award or the prorated amount for the number of weeks or days they decide to do otherwise.

Missionary Training Fund (MTF) Loan

The MTF loan program is an option available for those willing to commit to working in a targeted mission field or unentered territory after completing 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 equivalent time corresponding to the amount of MTF funds received. 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 meals. 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 700 hours of Work Education during the breaks and the 120 hours per school term. Students who are beneficiaries of the MTF loan are not required to pay the minimum of \$1,000 at registration each quarter. However, any outstanding balance will need to be paid by the student. If the MTF student fulfills his Work Education hours during the breaks, his balance will stay within the acceptable enrollment debt threshold, which is \$1,000. MTF loan program participants will not be charged for room and meals during the breaks if they fulfill the required full-time Work Education hours and attend chapel services.

If an MTF student desires to work off campus during the breaks, participate in a non-required canvassing program, or in any other activity other than fulfilling the required Work Education hours on campus, they may request permission to do so. The student would need to inform the Business Office, Work Education coordinator, and in the case of international students, the SEVIS officer, in advance to receive approval of this request. Opting out of the MTF Work Education Scholarship commitment during the breaks mean that the student is choosing to forfeit the remaining 33% scholarship award or the prorated amount for the number of weeks or days they decide to do otherwise.

Summer Outreach Training Term

For WES and MTF students participating in the Summer Outreach Training School, the College awards an additional scholarship of 19%. This allows them to receive a full 50% credit applied to 4 terms with only 11 weeks of Work Education during the breaks.

Summer Required Intensive Courses

For WES and MTF students who participate in required intensive (4 hrs./day) summer courses, we will only require them to fulfill 20 hrs./week for Work Education for the duration of that course; if it's an elective, the student will take responsibility for fulfilling the required 36 hrs./week.

Illness During Breaks

If students participating in the WES or MTF programs are unable to fulfill their Work Education commitment during the breaks due to illness or other uncontrollable events, the College administration will allow them to complete the required hours once they recover. An appropriate medical certificate will be required as proof. The debt threshold to enroll in the next term may be adjusted by the finance office based on this unforeseen situation.

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.

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 program administrative expenses, etc. For MTF students, 50% of this fee will be subsidized. 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. For MTF students, 50% of this fee will be subsidized.

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 who leave campus early for breaks or vacations without completing coursework and without fulfilling their Work Education commitment will be charged a \$150 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 typically 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 \$126.50 per week	\$3,795.00	\$1,265.00
Total	\$5,390.00	\$16,170.00	\$5,390.00
Practical Ed Credit*** (17%)	(-\$916.00)	(-\$2748.00)	(-\$916.00)
Total	\$4,474.00	\$13,422.00	\$4,474.00
+ 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. Additional room and meal charges will be incurred by students remaining on campus during winter and spring breaks unless they are participating in the Work Education

program. If the total required Work Education hours per school year have been completed (1,060 for WES and MTF students), then no further room or board charges will be applied to the student for the period corresponding to that school year. The student must notify the Work Education coordinator and student finance officer, otherwise the corresponding charges will be applied to the student's account. 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 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 17% 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 17% credit for participating in the Work Education program during the freshman summer school term. An

additional prorated 33% 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.

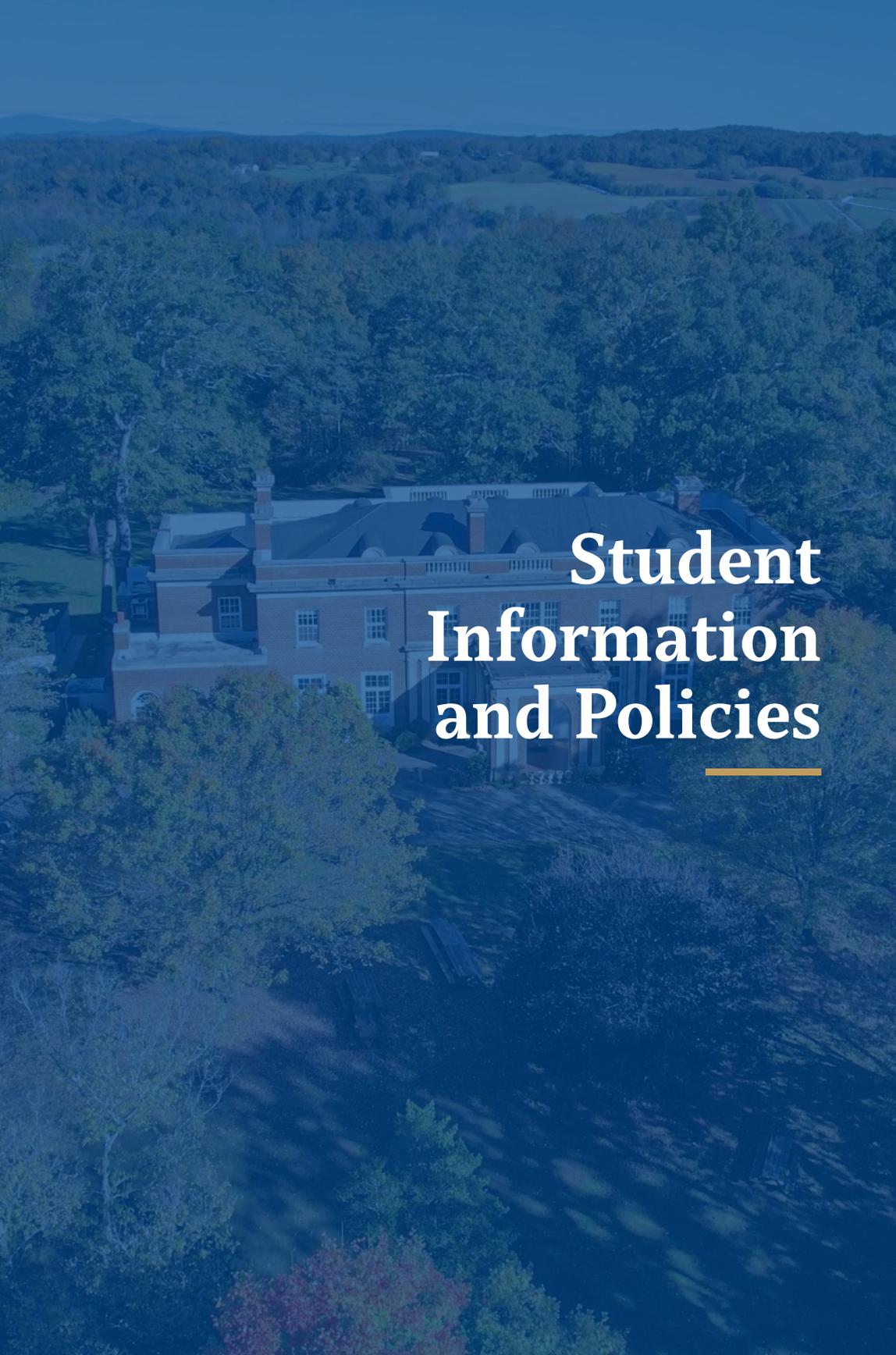
Health Insurance

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 they 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	\$150
Minor Campus Health Expense	\$10 monthly
Lab Fees	(class dependent)
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 two weeks of vacation that is granted to the student and is not attending an institutional trip, then the student will not accrue the scholarship credit equivalent to the number of hours they would miss during the said timeframe for not having fulfilled their Work Education commitment. The estimated weekly credit as of Fall 2024 is \$265 per week. Furthermore, they will need to have written permission well ahead of time from the Work Education coordinator and the Vice President of Student Affairs in order to not forfeit their scholarship privileges. However, if the student has already fulfilled the total amount of hours (an average of 1,060 per three-term school year) required per school year, the scholarship credit would have already been accrued, and he/she may be entitled to have more than two weeks of vacation.

An aerial photograph of a large, multi-story brick building with a dark roof, surrounded by dense green trees and rolling hills in the background. The image is overlaid with a semi-transparent blue filter. The text "Student Information and Policies" is written in white, bold, sans-serif font, positioned on the right side of the image. A thin orange horizontal line is located below the text.

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. Near our campus are many acres of national and state parks, national forests, and a number of Civil War battlefields. The 197,000 acre Shenandoah National Park is located less than half an hour's drive away. 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

- “I have accepted Jesus Christ as my personal Savior and Lord and realize that only with His Spirit can the fulfillment of His goals for my life be reached. He will have my full allegiance.”
- “I seek fulfillment at the Fountain of Life. This means that my growth is focused on Jesus, and I wish to allow others the freedom to grow as I am growing without judging them.” You are encouraged to maintain an environment of unconditional love and affirmation while at the same time addressing growth in the Spirit of Christ.

-  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 life's challenges, and prepares you for the end times.

Student Guidelines

Before completing the Student Application for admission, 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.

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. (Gen. 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, some 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:



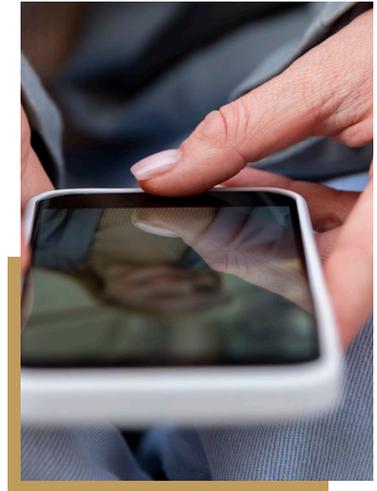
- **The petition should be presented to the Student Affairs Committee in written form.**
- **Students must present a justifiable proven medical condition.**
- **All requests must be accompanied by a document issued by a medical doctor or qualified health professional in which the medical condition of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

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, and other such things that are incompatible with high Christian standards are not acceptable.
2. We ask that students respect the Hartland educational program. 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.
3. Violation of internet usage or the electronic device policy could jeopardize the student's citizenship standing. Nevertheless, Hartland College is committed to providing private and discrete counseling services for students who request it regarding inappropriate electronic device usage or content addiction. 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 Work Education supervisor, outreach 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 to your dean by Thursday evening at 6:00 PM.

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. Check-in time is 9:00 PM 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.

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.

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:

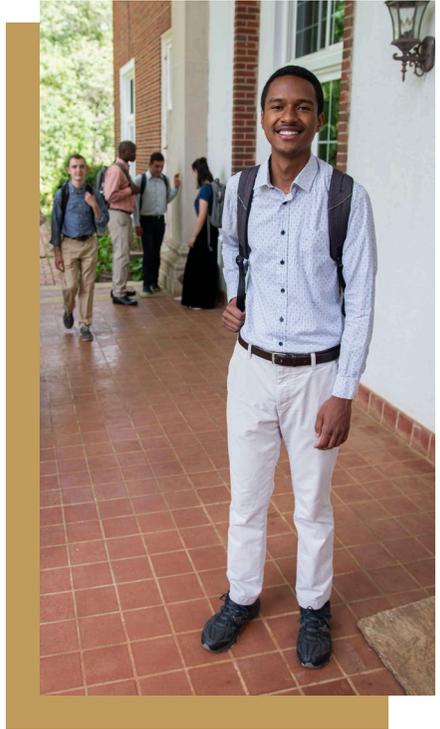
A business-casual look is required. Do not wear T-shirts, denim, or other attire that does not project a professional image.

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, or other attire that does not project a professional image. Slacks are not acceptable as classroom attire except for practical arts classes such as handyman, agriculture, and auto mechanics etc.



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 but not excluded to these alone if deemed appropriate by the workstation supervisor.

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 out 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. Are you able to physically perform the activities safely?
4. Does the influences, activity, and surrounding environment encourage spiritual growth?
5. 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 midribs 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 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 re-accept 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 align with Christlike values and the principles of the gospel and heaven. 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 with a heavy rock beat 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.

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 discernment based on divine revelation and provide guidance for making informed, 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 or injured, students should always 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 institutional phones for personal calls without permission and payment. Never use the printers or photocopiers for personal projects, homework, and other non-institutional 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 use.

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. Skillful swimming in lakes requires permission and the company of another skilled swimmer.

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 Work Education 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.

Worship Polices

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 an 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 citizenship probation. A tardy is equal to $\frac{1}{2}$ of an absence.

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 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 removed 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 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.

Dormitories—Access

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.

Criteria for Exclusive Relationships

Third-year students (or second-year students 25 or older) who are impressed 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 their 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 for 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 Outreach office will be filed with the dean. Deviations from these assignments must be cleared with the Outreach 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 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/she 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 pledge to abide by the policies, rules, and regulations of Hartland College, the proper and wisest course of action would be for the student to withdraw from the College. In the case of severe infractions, a student could be expelled.

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 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 in the Mansion lobby.

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, will 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 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 counsel 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 Curriculum Committee (CC) within 10 days. The CC shall respond in writing within 10 days of receiving a complaint. The registrar will ensure the recommendations of the CC are carried out within 30 days of receipt. A copy of the action will be forwarded to the VP 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.

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).

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 ensuring that their Work Education hours are registered no later than 5:30 PM on Friday, with the

- supervisor's approval.
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.

Roles and Functions of Supporting Campus Personnel

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 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 the 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 to all students via appointment. The SSC is also responsible for organizing and implementing programs to promote student growth in academic areas. In the absence of a student success coordinator, students can approach their department chair and advisor for support.

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 of the student can best be met. Verifiable documentation must be provided by a medical doctor and/or appropriately licensed professional.

Ministry Planning

The academic department chairs assist students in locating prospective ministry employment opportunities. We have found that student internship sites often lead to full-time employment and connect students with other ministries and job positions in their fields. All students are encouraged to consult with the chair of their academic department to learn more about ministry employment 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.
- Students from each academic department will select a student from their department to act as a representative on the council.
- 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.

Injurious or Criminal Behavior

Examples of injurious behavior against others are: bullying, incivility, harassment, hazing, and assault.

Harassment

Tormenting or intimidating another person.

Bullying

Repeatedly or habitually harassing others whom they believe they can dominate. They may also see them as less skilled or incompetent. Actions may be verbal abuse, threatening, belittling, or even physical abuse.

Incivility

A lower level of bullying revealing more passive types of behavior, i.e. mocking, gossiping, alienation, general rudeness. The difference? They may not actually harm the other.

Assault

Hartland College has a zero-tolerance policy for either physical 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 college. 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.