

HARTWELL UNIVERSITY

2023-2024 Catalog



Unaccredited Internet-based
Distance Education Program of
Hartwell Educator Institute, LLC

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Dallas TX 75231

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Reservation of the Right to Modify

Hartwell University has attempted to provide information, which, at the time of preparation for publication, most accurately described policies, procedures, regulations, and requirements of the university. However, catalogs do not establish contractual relationships. The university reserves the right to alter or change any statement contained herein without prior notice.

2023-2024 Academic Calendar

Fall 1 Term - August 14 - October 8, 2023

Fall 2 Term - October 16 - December 10, 2023

Spring 1 Term - January 15 - March 11, 2024

Spring 2 Term - March 19 - May 13, 2024

Summer Term – June 4 - July 29, 2024

Students should register for courses before or on the first day of classes. Students may also register for courses in the first week of the term, but never beyond the second week.

Courses are offered as accelerated semesters in five eight-week terms per year. Students should plan to spend an estimated 17-20 hours per week in coursework while the classes are in session.

About Hartwell University

Hartwell University prepares men and women for successful careers as Christian educators.

Students may enroll year-round in Hartwell University's degree program:

- Transformational Christian Education, BS

History of Hartwell University

Hartwell University is based in Dallas, Texas. It was established in 2020 as Hartwell Educator Institute to provide undergraduate courses for students seeking to become Christian educators.

In 2021, the University became the distance education program of Hartwell Educator Institute LLC and was named Hartwell University.

Hartwell Educator Institute LLC was formed in 2020 by Matthew Flippen to address the shortage of qualified Christian teachers. Courses and programs were developed to support higher education institutions that wanted to move their education courses online but lacked the resources and expertise. Hartwell Educator Institute LLC developed a series of courses applicable to the needs of Christian educators. These courses formed the foundation for the Transformational Christian Education Program of Hartwell University. Matthew Flippen remains the sole owner of Hartwell Educator Institute LLC.

Mission

"Hartwell University's mission is to prepare competent compassionate K-12 educators equipped to positively impact the lives of children from a biblical worldview through innovative, transformative, and affordable online higher education."

Goals

For Hartwell's 2021-2026 strategic plan, our goals are:

Goal 1: Christian Education: to provide affordable, practical education enabling Christian Educators to transform the lives of their students.

Goal 2: Highly Affordable Education: to use innovation to provide educational content and affordable programs to diffuse innovation and best practices for Christian Educators.

Goal 3: Faculty and Staff Development: to develop faculty and staff to support their own professional development and calling to enable them to provide effective education to our students and further our mission.

Goal 4: Stewardship: to provide effective accounting, finance, technology and administrative support to Hartwell University's programs and services in a way that reflects our values and achieves our mission.

Goal 5: Financial Growth: to secure significantly increased resources and expanded enrollment enabling Hartwell to expand existing programs and further our mission.

Accreditation

Hartwell University is an unaccredited institution.

State Licensing

Hartwell University has a religious exemption from the authorization requirements for the State of Texas.

Contact Information

Phone:

New Students, Student Support and General Inquiries: +1 [\(512\) 812-2000](tel:5128122000)

Email:

For help with general questions about the college programs, registration, academic advice and any other questions a new student might have, email admissions@hartwell-education.org.

For general inquiries, including employment/faculty opportunities, email info@hartwell-education.org.

For help with student records or the updating of student information, email registrar@hartwell-education.org.

For help with tuition billing questions, email billing@hartwell-education.org.

Email student.services@hartwell-education.org for technical assistance, including help with logging in and with using the online course management system.

Address:

Hartwell University
10000 N Central Expressway, Suite 400
Dallas TX 75231
USA

Note: For information on the governing board for the institution, see the Hartwell University and Board section, below.

Operating Hours and Vacation Days

Hartwell University is a fully online university. All of its courses are available 24 hours a day, regardless of holidays and weekends. Individual professors may set academic office hours that they are available for video conferencing (such as Zoom) or instant messaging, but it is not required. Faculty should respond to emails within 2 business days.

Hartwell offices are typically open Monday through Friday. Hours for individual employees vary. Typically, Hartwell staff are available for phone, chat, and email support between 9 AM to 5 PM Central Standard Time. Hartwell University staff observe the following holidays:

New Year's Day (or the day after if it falls on a Sunday)
Martin Luther King's Birthday
President's Day
Good Friday
Memorial Day
Independence Day (as observed)
Labor Day
Columbus Day
Thanksgiving
Day after Thanksgiving
Christmas Eve
Christmas Day
New Year's Eve

Method of Study and Technology Requirements

Hartwell University courses are entirely online (distance learning).

To participate in these courses, students need the following:

- **Computer.** Windows 7 or greater, Macintosh OS X or later, Chrome OS or comparable system. We encourage students to access our courses from a computer web browser rather than a tablet or smartphone.
- **Internet.** High speed Internet connection (cable, DSL, etc.). A dialup connection will likely not work, due to the required streaming audio & video in each course.
- **Email Account.** Students must have a personal email account. Students can use [Gmail](#) or similar free email services.
- **Software**
 - Web browser ([Google Chrome](#), [Firefox](#) or Microsoft Edge). Internet Explorer is not recommended. In order to use Hartwell University's learning management system, students will need to [enable cookies in their Web browser](#).
 - Office suite, such as Microsoft Office (Word, Excel, PowerPoint). Free alternatives include Google [Docs](#), [Sheets](#) and [Slides](#); [OpenOffice](#); or [LibreOffice](#).
 - Adobe Acrobat Reader ([free download](#))
- **Video Conference Recommendations.** Courses may use video conferencing. Students are encouraged but not required to use a webcam and microphone to fully participate in the live portions of courses (via computer or smartphone app for [iPhone](#) or [Android](#)). For students who do not have access to these devices, a telephone number for call-in will be available as well.

Students needing technical support should email student.services@hartwell-education.org.

Standards of Admission

Certifying Academic Eligibility

The following are our academic admissions requirements.

Undergraduate: Documentation of High School Graduation or Equivalent

Undergraduate students may certify their academic eligibility either:

1) by providing any of the following items of documentation:

- a) A copy of a **high school diploma**.
- b) A copy of a final, **official high school transcript** that shows the date when the diploma was awarded.
- c) A copy of a **General Educational Development (GED) certificate** or **GED transcript** that indicates the student passed the exam.
- d) Certification of a passing score on a test that the student's state authorizes and recognizes as the equivalent of a high school diploma. This includes tests similar to the GED, such as the **High School Equivalency Test** or the **Test Assessing Secondary Completion**. A test transcript is also acceptable if it indicates that the final score is a passing score or that the student's state considers the test results to meet its high school equivalency requirements.
- e) A copy of the "secondary school leaving certificate" or similar document from the proper government agency for students who completed secondary school in a foreign country.
- g) A copy of a **secondary school completion credential for homeschool** (other than a high school diploma or its recognized equivalent) if state law requires homeschooled students to obtain that credential.
- h) A transcript or the equivalent, signed by the parent or guardian of a homeschooled student, that lists the secondary school courses the student completed and that documents the successful completion of a secondary school education in a homeschool setting, if this is acceptable proof according to state law.

2) When allowed by federal regulations, by completing an **online self-certification form** of their high school graduation or equivalent indicating the institution name, city, state, and year of graduation, which is electronically signed.

- a) Note – students that complete an online self-certification form may be subject to a random verification request of the university. Should a student be selected for random verification, the student will need to submit an official high school transcript or equivalent document before they can enroll in the next term.

Government-Issued Identification (all students)

At the beginning of their first term, students should:

1. Email a copy of a government-issued photo ID to registrar@hartwell-education.org. Students may either scan in their ID or take a photo of it with a digital camera or smartphone.

College or university transcripts must be official copies from the institution. Electronic copies should be sent directly from the institution to registrar@hartwell-education.org. Physical copies should be mailed from the institution to: Hartwell University, 10000 N Central Expressway, Suite 400, Dallas TX 75231.

Additional Admissions Policies and Information

Provisional Acceptance

All students must be accepted by Hartwell University through the admissions process. Students that are accepted are done so provisionally and are not considered fully matriculated students until they have successfully passed 18 credits worth of courses with Hartwell University for undergraduate students.

English Proficiency Requirement for Non-native English Speakers

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. A minimum score of **500** on the paper-based Test of English as a Foreign Language (TOEFL PBT), or **61** on the Internet Based Test (iBT), a **6.0** on the International English Language Test (IELTS), or **44** on the Pearson Test of English Academic Score Report, or **95** on [Duolingo](#) test. Or a high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).
2. A minimum score on the College Board Accuplacer ESL Exam Series as follows:
ESL Language Use: Score of 85
ESL Listening: Score of 80
ESL Reading: Score of 85
ESL Sentence Meaning: Score of 90
ESL Writeplacer: Score of 4
Comprehensive Score for all exams of 350
3. A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
5. A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge; *or*
6. A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.

Requirements for Dual Enrollment: College Credits while in High School

High school students may also enroll in Hartwell University for dual enrollment credit.

Dual enrollment students do not qualify for financial aid, and thus are not required to submit the documentation of high school graduation or equivalent which is required of other students. Rather, they are admitted on the basis of a signed letter of approval from their parent(s) or guardian(s) granting permission and verifying that taking college courses will not interfere with their high school education.

This letter should be sent to the Registrar's office via email to registrar@hartwell-education.org or by mail to Hartwell University, 10000 N Central Expressway, Suite 400, Dallas TX 75231.

Statement of Non-Discrimination

Hartwell University does not discriminate in its admissions because of race, sex, color, creed, age, religion, or national origin or any characteristic protected by law.

On-Site Requirements

Hartwell University courses are delivered totally over the Internet. Some courses have on-site requirements, however, that require access to the operations of a ministry or nonprofit.

Admissions Instructions

To enroll in Hartwell University courses, students should follow the steps below. The following steps reference what is required for undergraduate students. If you need help, call our admissions office at 512.812.2000.

Step 1: Complete the Application Form

Students can enroll in Hartwell through our online [application](#) form. There is no application fee.

- Students can enroll at any time. Courses start five times a year.
- All students must meet the [Standards of Admission](#) & [Technology Requirements](#) (stated in this catalog and online).
- After a student applies, Hartwell will send an admissions email to let them know if they have been accepted.

Step 2: Complete the Enrollment Process

At the beginning of their first term, students should:

Email a copy of a government-issued photo ID to registrar@hartwell-education.org.

- You may either scan in their ID or take a photo of it with a digital camera or smartphone.

Step 3: Register for Courses

After signing the enrollment form and arranging tuition payments, students can register for courses.

Note: The course registration fee includes textbooks.

Step 4: Complete New Student Orientation

All new students should complete the New Student Orientation course before beginning work on their first course. The New Student Orientation is offered at no cost in the Learning Management System.

Transfer Credit Policy

Hartwell University has a generous credit transfer policy allowing up to 60 credits to be transferred in from accredited institutions.

Transfer Policy Summary

- Official college transcripts must be submitted in order for credit to be evaluated.
- Students can transfer credits from any accredited college in the US or abroad.
- Students can transfer credits from any accredited school, in any country.

Process to Send in Transcripts

- Contact previous schools you attended and request an official transcript be emailed to transcripts@hartwell-education.org or mailed to:

Hartwell University
10000 N. Central Expressway, Suite 400
Dallas, TX 75231

- Photocopies, faxes, emails, or unofficial transcripts sent from the student will not be accepted.
- Once you have submitted a college transcript, an official transcript evaluation will be done to determine the number of credits that will be granted for prior college work.

Transfer Credit Acceptance Standards

- Transfer credit is granted only for courses in which the equivalent to Hartwell University's standard for a "C-" or better has been earned, and which fit the university's academic program requirements.
- Courses in which a grade of "pass" is received must be certified by the school as being equivalent to Hartwell University's standard for a "C-" or higher in order to be accepted in transfer.
- Transfer credits must be from either U.S.-based schools that are accredited by a body that is recognized by the US Department of Education or the Council of Higher Education Accreditation, or non-US institutions that are listed in the *International Handbook of Universities*.

Transfer Credits for Students Outside of North America

- For foreign students with transcripts not in English, the student must provide Hartwell a Foreign Credential Evaluation Report that documents Hartwell credit equivalency and grade point average.
 - International students should check to see if their school is accredited in: <http://whed.net/home.php>.
 - International students from schools not listed in that directory may have their transcripts evaluated by the World Education Services or NARIC.
- Transcripts and official documents must be in English or be accompanied by an official translation into English.

- Where official transcripts are unobtainable due to circumstances beyond the student's control, Hartwell University may accept for review a valid affidavit that substantiates the student's academic record.
- In all cases, Hartwell University reserves the right to determine whether it will accept transfer credits from another academic institution.

Credit by Examination

Hartwell University will accept up to 30 hours of transfer credit earned through these credit-by-examination and credit recommendation services:

- [College Board's College-level Examination Program \(CLEP\)](#)
- [DANTES Subject Standardized Tests \(DSST\)](#)
- [Excelsior Exams](#)
- [TECEP Exams](#)

Acceptance of Transfer Credit from Hartwell

Hartwell does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credits and whether they should be accepted is the decision of the receiving institution.

Undergraduate Degree Program

Hartwell University offers the undergraduate degree program listed below. The bachelor's degree requires 120 credits of academic work and is equivalent to a 4-year academic degree awarded by an accredited residential college in the United States.

To earn a degree, students must complete a minimum of 60 credit hours from Hartwell University. The additional required hours must come from transfer credit hours, credit by examination, or additional Hartwell University courses.

Bachelor of Science in Transformational Christian Education

This program focuses on preparing students to become Transformational Christian school educators. The Program promotes the development of Christian teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each Christian teacher. Students should graduate with a desire to be lifelong learners and servant leaders.

Students who complete the program will:

1. Develop and execute proficiency in communication.
2. Demonstrate content knowledge and pedagogical skills.
3. Use assessment strategies to evaluate progress towards desired outcomes.
4. Utilize current technology concepts to design, implement and assess learning experiences.
5. Apply and evaluate culturally responsive teaching practices to help all K-12 students learn.

6. Develop and demonstrate the application of a biblical worldview.

Students must take the following courses at Hartwell University:

1. TCED 201 - Introduction to Christian Education
2. TCED 210 - Using Your Giftings Through Fine Arts in the Classroom
3. TCED 301 - Transformational Methods of Elementary Education 1
4. TCED 311 - Transformational Methods and Materials in ESL/SpEd 1
5. TCED 320 - Transformational Teaching Methods
6. TCED 330 - Transformational Elementary and Secondary Curriculum
7. TCED 410 - Transformational Classroom Assessment
8. TCED 420 - Teaching all of God's Children
9. TCED 441 - Field Experience I
10. TCED 442 - Field Experience II
11. TCED 443 - Field Experience III
12. TCED 444 - Field Experience IV

Tuition, Scholarships and Refunds

Tuition, Scholarships and Refunds

Tuition must be paid in U.S. currency by credit card. Tuition is to be paid in full by the end of the program. Undergraduate tuition is \$10,656 for the 120 credit hour degree plan at \$88.80 a credit hour. Tuition is paid monthly at \$222.00 per month beginning with the first payment due on the date of the first term the student begins their degree program. Tuition includes textbooks and materials. Students will not need to purchase any additional resources for their courses. Note: If you have received an institutional scholarship, your tuition will be offset by the amount of scholarship you received.

Tuition will be charged at \$88.80 per credit hour for any additional courses that the student needs to take due to failing a course, repeating a course, etc. to complete the requirements of the program.

If a student withdraws from the university, the student is released from tuition payments after the date of withdrawal. The date the registrar confirms receipt of withdrawal notice is considered the date of withdrawal.

Student Financial Charges

Students requesting official transcripts pay a \$10 fee per transcript.

Failure to Make Payment

If at any point in time a student fails to make a monthly payment and has not completed a tuition pause form, the student will have a financial hold placed on their account. A financial hold means that the student will not be able to register for the next semester courses or receive an official transcript from the University until the balance has been paid.

Cancellation Policy

Undergraduate students may apply to Hartwell at no charge, as stated at www.hartwell-education.org/tuition-and-fees/. Students can receive a full refund of all monies after signing their enrollment agreement and before beginning a course or program, should they wish to cancel their enrollment. In order to communicate their cancellation, students should email registrar@hartwell-education.org or call (512) 812-2000.

Tuition Refund Policy

Tuition refunds may be obtained when a student withdraws from the university. Refunds are calculated based on the date the student submits their withdrawal notice.

If a student withdraws from the university, students will be refunded at the following rates:

- During days 0 to 5 (0-5 days) – 100%
- During day 5 to 2nd week (6-14 days) – 80%
- During 3rd week (15-21 days) – 65%
- During 4th week (22-27 days) – 50%
- During 5th week to day 34 (28-34 days) – 40%
- After 5th week (35 days) – 0%

The following is a sample refund calculation:

A student enrolled in one course for the Spring I term and has made two monthly payments of \$222. The student then withdrew from the university during the 5th week of the term. The student is entitled to a 40% refund. The student's course costs \$266.40. $\$266.40 * 40\% = \106.56 refund (or \$159.84 due to the university). The total amount the student has paid is \$444. $\$444$ (amount student paid) - $\$159.84$ (amount due to university) = $\$284.16$ total refund to the student.

For students who withdraw and have a credit balance as a result, any overpayment will be refunded within 30 days of dropping out.

Monthly tuition payments may be paused for no more than 12 months.

To request a pause in tuition payments or to withdraw from the university, students need to email student.services@hartwell-education.org or call (512) 812-2000.

Dropping Courses and Grading

Students should drop courses using the official drop request form obtained by emailing registrar@hartwell-education.org. Students that no longer participate in courses may be administratively dropped for lack of attendance (see attendance policy below).

0 to 2 weeks of class: Courses that are dropped by the end of the second week of classes do not appear on the official transcript and are listed as a "W (unofficial)".

2 to 5 weeks of class: Students have until the end of the 5th week of the term to drop courses (34 days after the first day of courses) and receive a mark of "W" for the course. The drop date for a course will be counted as the date on which the student last submitted any graded assignment or forum, based on the date of when the assignment was submitted (not when it was due). If a student stops participating in a class or the class forum before completing the fifth week and does not present a withdrawal request, then they will be marked as having withdrawn on the last day they submitted a graded assignment such as a paper, class forum, or quiz.

After 5th week of class: If a student stops working on a course after the 5th week, they will receive credit for all work already submitted. If their current grade result at that point would be a failing grade, it will be recorded as failing as a "WF" and if it is passing it will be entered as a "WP". WF and WP grades will figure into GPA calculations.

“W (unofficial)” grades will not count toward pace requirement when calculating Satisfactory Academic Progress. Courses dropped before completing the 5th week, but after the end of the second week, result in a mark of “W”, and will not count toward GPA calculations, but will count toward pace requirement when calculating Satisfactory Academic Progress. Also note that a student may not withdraw without penalty from a course in which they have committed an academic integrity violation – if the student chooses to withdraw, he/she will receive a “WF” for the course.

Student Financial Aid

Hartwell University does not participate in Federal Financial Aid.

Other Forms of Financial Aid

Institutional Scholarships – Institutional scholarships are available to students that demonstrate financial need and are currently serving as non-certified staff. To apply, please check the box indicating your desire to be considered for the institutional scholarship on the application for admission found on the Hartwell University website.

Private Loans – Students may apply for private student loans from various providers, but Hartwell strongly encourages students to avoid incurring student loan debt, unless absolutely necessary. See [this page](#) for more on private loans. Undergraduate students are eligible for private student loans.

Third-Party Scholarships - You may search for third-party scholarships to which you could apply by going to the [Department of Labor's scholarship site](#).

Third-Party Scholarships for Students with Disabilities - Students with disabilities may review this [guide to financial aid for students with disabilities](#).

Academic Policies

General Education Policies

Undergraduate General Education Requirements and Institutional Learning Objectives

Hartwell requires a total of 30 general education credits for a bachelor’s degree across the following domains:

Communications	min 3 credits
Broad Knowledge and Intellectual Skills	min 9 credits
<u>Christian Life and Thought</u>	<u>min 3 credits</u>
Overall Total	30 credits

Prescribed General Education Courses for Students Transferring In Less than Half Their Degree

Students entering Hartwell with transfer credits of less than half their degree (60 for Bachelor) will be required to take the following specific courses to meet the above requirements and graduate unless the below have been transferred to Hartwell from another institution.

Foundational Courses

- CMIN 101: Reading and Composition

Signature Courses

- TCED 102 - Principles of Teaching in Christian Education
- TCED 201 - Introduction to Christian Education

General Education Outcomes

In addition to achieving their degree program outcomes, students completing a Hartwell degree will achieve the outcomes below in these domains:

1. **Communication.**
Construct sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.
2. **Broad Knowledge and Intellectual Skills.**
Apply practical skills, literacy, technology skills, critical thinking and lifelong learning skills in personal and professional life, utilizing knowledge from Social and Behavioral Sciences, Humanities, Arts, Mathematics, Natural Sciences and other fields.
3. **Christian Life, Thought and Social Responsibility.**
Develop a life plan for their own personal vocation, life balance and calling, as well as bringing social change to the world in line with Christian values.
Articulate a Christian worldview within their profession and its impact on their approach to work in their field and implications for social responsibility.
Develop plans and competencies to increase personal and organizational cross-cultural effectiveness.

Mapping of Hartwell Courses to Education Requirements

The following is a list of how Hartwell courses may be used to fulfill requirements. Note that courses cannot be counted in multiple categories simultaneously - each must be for one or the other.

Communications (min 3 credit hours)

- CMIN 101 - Reading and Composition
- CMIN 102 - Writing for Research
- CMIN 110 - Communications in Ministry
- CMIN 201 - Christian Literature 1
- CMIN 202 - Christian Literature 2
- CMIN 300 - Cross Cultural Communication

Broad Knowledge and Intellectual Skills (min 9 credit hours)

- CMIN 205 - Introduction to Psychology and Biblical Guidance
- CMIN 210 - Microeconomics & Biblical Stewardship
- CMIN 211 - Macroeconomics & Biblically Aligned Policy
- CMIN 310 - Personality Development from a Biblical Worldview
- CSI 101 - Earth Science through a Biblical Worldview
- CSI 201 - Foundations of Chemistry
- CSI 202 - Biology and the Bible
- CSI 301 - Introduction to Physics and the Faith of Major Contributors
- HEAL 101 - Caring for Mind, Body and Spirit
- HST 101 - Influence of Christianity on Early United States History
- HST 102 - Influence of Christianity on Recent United States History
- MTH 101 - Math for K-6 Christian Educators
- MTH 102 - Math for 7-10 Christian Educators
- MTH 103 - Math for 9-12 Christian Educators
- MTH 104 - College Algebra
- MTH 201 - Introduction to Probability & Statistics
- PHIL 403 - World Religions
- PLS 201 - Judeo Christian Influence on US Govt & Economic System
- PLS 202 - Judeo Christian Influence on State & Local Govt
- SOSOC 210 - Human Geography

Christian Life, Thought and Social Responsibility (min 3)

- BIBL 101 - New Testament Discovery
- BIBL 201 - Following Jesus and Spiritual Formation
- BIBL 300 - Gospel Movements of Jesus

The list below shows how common courses from other institutions would be classified for transfer credit.

Mapping Transfer Credit to General Education

Communications

Including: Survey of Literature, Technical Writing, Poetry Writing, English Composition, Business Communication, etc.

Broad Knowledge and Intellectual Skills

- **Mathematics** including: Algebra, Geometry, Trigonometry, Calculus, Differential Equations, etc.
- **Sciences** including: Astronomy, Biology, Ecology and Environmental Science, Chemistry, Geology, Nutrition, Physical Geography and Oceanography, Physics, etc.
- **Humanities** including: History, Literature, Philosophy and Ethics, Foreign Languages and Cultures, Linguistics, Jurisprudence or Philosophy of Law, Archaeology, Comparative Religion, The History, Theory, and Criticism of the Arts, etc.
- **Social Sciences** including: Anthropology, Sociology, Psychology, Political science, Government, Economics, Communications Studies, Fine Arts, Painting, Sculpture, Music, Film, Photography, etc.

Christian Life, Thought and Social Responsibility

- Any Christian course that helps achieve the outcomes similar to those listed above or other foundational Christian subjects.

Institutional Learning Outcomes: Profile of a Hartwell Graduate

Institutional learning outcomes are the outcomes that all Hartwell students should have upon graduation. Students completing a Hartwell degree will achieve the outcomes below in each of these domains:

1. Communication.

Construct sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.

2. Broad Knowledge and Intellectual Skills.

Apply practical skills, literacy, technology skills, critical thinking and lifelong learning skills in personal and professional life, utilizing knowledge from Social and Behavioral Sciences, Humanities, Arts, Mathematics, Natural Sciences, Christian Education, and other fields.

3. Christian Life, Thought and Social Responsibility.

Develop a life plan for their own personal vocation, life balance and calling, as well as bringing social change to the world in line with Christian values. Articulate a Christian worldview within their profession and its impact on their approach to work in their field and implications for social responsibility. Develop plans and competencies to increase personal and organizational cross-cultural effectiveness.

Standards of Academic Integrity

The following standards of academic integrity are required of all students.

Continuing enrollment in Hartwell University requires adherence to the university's standards of academic integrity. Many of these standards may be intuitively understood and cannot in any case be listed exhaustively. The following examples represent some basic types of behavior that are unacceptable:

1. **Cheating:** using unauthorized notes, aids, or information when taking an examination; submitting work done by someone else as the student's own; copying or paraphrasing someone else's essays, projects, or other work and submitting it as the student's own.

2. **Plagiarism:** submitting someone else's work and claiming it as the student's own or neglecting to give appropriate documentation when using any kind of reference materials.

Plagiarism, whether done purposefully or unintentionally, includes copying or paraphrasing materials from study guides, textbooks, someone else's writing, or any other source (published or unpublished). Any words, thoughts, or ideas taken from any other source must be properly documented as listed in the course instructions. Hartwell faculty use Unicheck to check for plagiarism.

We strongly recommend that all students read this article on [what plagiarism is and how to avoid it before beginning courses](#), so that they will not be subject to penalties for committing plagiarism in a course.

It is also plagiarism to submit an assignment in a class that is the same or substantially the same as one previously submitted for credit in another.

3. **Fabrication:** falsifying or inventing any information, data, or citation; falsely claiming that documents or interviews were received from an organization when they were actually written by the student.

4. **Obtaining an Unfair Advantage:**

- Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor.
- Unauthorized collaborating on an academic assignment.
- Retaining, possessing, using, or circulating previously given examination materials where those materials clearly indicate that they are to be returned to the advisor or to the Hartwell University offices at the conclusion of the examination.
- The sale of completed assignments for the use of other students.

5. **Misrepresentation:** forgery of official academic documentation; presentation of altered or falsified documents or testimony to a university office or official; misrepresenting one's identity or that of another for academic purposes, such as taking an exam for another student; or lying about personal circumstances to postpone tests or assignments.

6. **Obstruction:** conduct that interferes with other students' ability to learn, such as deleting their computer files or disruption of class forums.

Disciplinary action may range from lowering a grade for a paper to dismissal from the program, depending on severity of the offense. Further details on this are given below.

Severity of Offense

Not all violations of the Standards of Academic Integrity are equally severe. Therefore, the sanctions that are applied may vary, based both on the severity of the offense and the intentionality with which it was committed.

Where intent is questionable, or the extent of the violation is less severe, then lesser sanctions are appropriate, such as reduction of points given for the assignment or requiring the assignment to be resubmitted after the violation has been explained. This level of sanction may be appropriate in cases where a student failed to give proper acknowledgement in a limited section of an assignment, or a first offense of plagiarism was committed without intent on the part of the student.

When academic dishonesty was more clearly evident, or its extent more severe, then greater sanctions are appropriate, such as a failing grade for the assignment, the entire course, or, in some cases, a temporary suspension from the program. This level of sanction may be appropriate when unacknowledged plagiarism is more extensive, or a student submits the same assignment in multiple courses.

Finally, the most severe instances of academic dishonesty may warrant permanent academic dismissal. Some offenses that may fall into this category are buying coursework online, violating the [proctor policy](#) by taking an exam for another person or having another person take one's own exam, submitting the same work as another student, and repeated instances of plagiarism after being warned by the Academic Oversight team.

In all cases where the Standards of Academic Integrity are violated, a certain amount of discretion is required to determine the appropriate level of sanction, while following the Due Process procedures described below.

Due Process

The following principles of due process apply for suspected violations of the standards of academic integrity, just as they do for other violations of the [University Code of Conduct](#).

The Academic Oversight staff (President, Chief Academic Officer, relevant Department Chair), as well as the affected faculty and Director of Student Services, may be involved in investigating suspected violations of the Standards of Academic Integrity.

A student suspected for violating the Standards of Academic Integrity shall, at a minimum, be accorded the following rights:

1. A prompt investigation of all charges conducted, insofar as possible, in a manner that prevents disclosure of the student's identity to persons not involved in the offense or the investigatory process.
 - Investigations may include informal review and discussion with an official of the school prior to bringing an official charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the rule violation.

3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time within which to prepare a response to the charge prior to the implementation of any sanctions.

University Code of Conduct and Non-Academic Dismissal

We expect that all students will follow the following code of conduct. Failure to do so may result in dismissal:

1. All students demonstrate courtesy for all others in regard to choice of language. Foul and abusive language does not help to build community, but tends to intimidate and alienate others. Our goal is that students encourage others.
2. All students respect others by demonstrating love in confronting others. Each student has the right to confront those who they may have an issue with; but in so doing each student should do so in a manner that helps to build community and not cause division.
3. All students consider others when choosing their actions. It is an act of disrespect to place others in the position of having to defend University policies being broken because one student chooses to break those policies. Hartwell University students are expected to obey University policies as a matter of respect for others in the community.
4. Standards of conduct violations that may constitute grounds for termination include but are not limited to the items above and the following:
 - Firearms/weapons violations
 - Use of profanity or foul language
 - Immoral conduct
 - Stealing
 - Inappropriate use of the Internet
 - Dishonesty
 - Insubordination
 - Possession or use of non-prescribed controlled substances
 - Consumption of alcoholic beverages while engaged in school activities
 - Destruction of private or school property
 - Willfully engaging in conduct that is detrimental to the best interest of students and the educational system

Copyright Infringement Policies and Sanctions

Unauthorized distribution of copyrighted materials (Copyright Infringement) includes, but is not limited to, unauthorized peer-to-peer file sharing. Students who violate copyright will be subject to civil and criminal liabilities. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work.

Computer Use and File Sharing

In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes infringement.

Since Hartwell University is a fully online institution, it does not have its own information technology system for student use. However, students should be advised that any copyright violations, including peer-to-peer file sharing, that come to the knowledge of the administration may constitute grounds for termination.

Due Process of Student Rights

In all cases involving student grievances, including academic dishonesty and breaches of the Hartwell University Code of Conduct, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. A prompt investigation of all charges conducted, insofar as possible, in a manner that prevents disclosure of the student's identity to persons not involved in the offense or the grievance process.
 - a. Investigations may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.
2. Reasonable written notice of the facts and evidence underlying the rule violation.
3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.
4. Reasonable time within which to prepare a response to the charge prior to the implementation of any sanctions.

Requirements for Good Standing & Academic Probation

The academic policy of Hartwell University is designed to meet ultimately the graduation requirement of a "C" average (2.00 GPA) on all work taken through the university, including credits accepted via transfer from other institutions.

To remain in good standing, a student must maintain a minimum cumulative grade point average according to the number of credits completed at Hartwell University or accepted via transfer. The unit of credit is the semester hour.

The following minimum grade point averages apply to bachelor's degree students:

- Up to 30 credits 1.50 GPA
- 31 through 59 credits 1.70 GPA
- 60 through 89 credits 1.85 GPA
- 90 credits and above 2.00 GPA

To review Hartwell University's Satisfactory Academic Progress policy, which applies this standard specifically to students receiving financial aid, click the link below:

<https://www.hartwell-education.org/sap/>

Academic Probation

Students who fail to earn the grade point average indicated above will be placed on Academic Probation for the next 6 credits of study. Students who are on Academic Probation and whose term achievements show substantial improvement but whose cumulative GPA is still just below the appropriate GPA for their Credits

Completed level and thus would be subject to Academic Dismissal may instead be placed on Probation Continued status at the discretion of the Academic Oversight staff (Dean, Department Chair, or President).

Policy on Repeated Withdrawals for New Students

If a new student (who has not passed any Hartwell courses) has withdrawn from six or more Hartwell courses, they must either wait a year or complete a course at another school before they can sign up for courses again.

Satisfactory Academic Progress

Students must maintain "Satisfactory Academic Progress" at Hartwell University in order to remain eligible.

The Registrar evaluates Satisfactory Academic Progress (SAP) after the completion of each term (Fall 1, Fall 2, Spring 1, Spring 2 and Summer) in order to determine eligibility for the following term. All terms of enrollment, including Summer, must be considered in the determination of SAP (even periods in which the student did not receive federal student aid must be counted). The maximum timeframe for completion is 6 years.

The Satisfactory Academic Progress standard has three components:

1. a qualitative component (i.e., grade point average),
2. an incremental quantitative component (number of credits attempted and earned for each term, also known as the completion rate), and
3. an overall quantitative component (maximum time frame for the completion of a student's degree).

Students academically dismissed from their academic programs are automatically recognized as failing to meet SAP standards.

Grades and Credits

Courses receiving grades of A through F as well as WF or WP (withdrawn with failure/pass - after 5th week) are counted as courses attempted for both GPA and Pace **and** count toward the maximum time frame. Courses withdrawn between weeks 3 and 5 are counted as courses attempted for Pace only and count toward the maximum time frame; courses withdrawn prior to week 3 (weeks 0 - 2) were withdrawn during the add/drop period, and thus do not count as courses attempted for either GPA or Pace or count toward the maximum time frame. The maximum time frame for completion is 6 years.

Courses with grades of "WF", "WP" and "F" also count in the GPA evaluated. Transfer credits (accepted for the student's academic program or degree) are counted when measuring the maximum time frame to complete the degree and establishing benchmark points for the qualitative standard.

If a student fails a course, and later repeats it and passes, the failed course will not count against the student's GPA. Repeated courses do count toward the total number of courses attempted, however.

If grades change, including a prior grade of "I" that has now been assigned a letter grade, then Hartwell will recalculate SAP accordingly.

Definition of Three SAP Standards

1. Qualitative Grade Point Average and Academic Standing:

Students academically dismissed from their academic program are automatically recognized as failing to meet Hartwell University's Satisfactory Academic Progress standards. Otherwise, as a bachelor student progresses through their academic program, their cumulative GPA must meet the following benchmarks:

If a student's appeal is approved by the Academic Oversight faculty/staff, the student will be notified. The student will be considered during the probationary term for which the student has applied and is otherwise eligible. In order to receive aid while on probation, you must follow an academic plan issued by the Academic Oversight faculty/staff.

Credit System

Hartwell University requires that students complete 120 credits to earn a bachelor's degree.

To standardize credit transfer between schools, Hartwell University uses a formula established by the American Council on Education (ACE), College Credit Recommendation Service. In this system, a credit (sometimes referred to as a semester credit hour) represents the equivalent of 15 hours of formal classroom study, including examinations, plus another 30 hours of study outside of the classroom. Therefore, one Hartwell University credit is equivalent to 45 hours of time spent in study by the student.

Hartwell University courses are designed to require this standard amount of study for the average student. Thus, a three-credit course requires 135 hours of study time. The actual time that any individual student may spend in study will depend on his or her background preparation for the course. Hartwell University also uses the same study-time equivalencies in computing transfer of credits from other schools.

Credit Hour Policy

Hartwell University currently uses the Carnegie Credit Hour Policy, which states “for every three-semester-credit-hour course, students must complete 45 hours of academic engagement and 90 hours of preparation”.

All online courses demonstrate compliance with the policy on 45 or more hours of “contact time” to extend no more than 48 hours of “contact time.” In the online program, compliance is demonstrated by a variety of alternative instructional equivalencies (AIE).

Instructional equivalencies should be assessed online to ensure that courses are equivalent across delivery modalities and is in compliance with the Higher Learning Commission and federal requirements for distance education.

Credit Assignment Policy

The definition of “credit hour” is based on the Carnegie unit of academic credit and is defined in as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. “One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately eight weeks for one term or the equivalent amount of work over a different amount of time; or
2. “at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Grading Scale and Grade Point Averages

Hartwell University courses are graded according to the following numerical scale:

Grade	Significance	Quality Points	Grade %
A	Excellent	4.0	95-100
A-		3.67	90-94.99
B+	Good	3.33	87-89.99
B		3	84-86.99
B-		2.67	80-83.99
C+	Average	2.33	77-79.99
C		2	74-76.99
C-		1.67	70-73.99
D+	Passing	1.33	67-69.99
D		1	64-66.99
D-		.67	60-63.99
F	Failure	0	<59.99

The minimum passing score for any individual course is 60 percent. A cumulative grade average (CGA) of all Hartwell University course work attempted will be maintained. A minimum CGA of 2.0 is required to graduate (including credits from Hartwell and any accepted transfer credits).

Students may repeat courses in order to earn a higher grade and more quality points.

The credits will be counted only once, and the grade earned the second time will supersede the earlier grade. The record of the earlier grade will remain on the transcript, although it will not enter into the computation of the grade point average.

See the “Dropped Courses and Grading” policy for information on how courses will be graded if they are not completed within the prescribed timeframe.

GPA Calculation Procedure

The Hartwell GPA is calculated by the following steps:

1. Convert the letter grade for each course attempted that counts toward GPA to a numeric quality point score, according to the Grading Scale on the preceding page.
2. Multiply the quality point score by the number of credits for the course.
3. Sum up the quality points to get the Quality Point Total.
4. Sum up the credits to get the Total Credits Attempted.
5. Calculate the overall GPA as:

Quality Point Total / Total Credits Attempted

Note the following regarding which courses count toward GPA:

- Students may repeat courses in order to earn a higher grade and more quality points. The credits will be counted only once, and the grade earned the second time will supersede the earlier grade. The record of the earlier grade will remain on the transcript, although it will not enter into the computation of the grade point average.

- Courses with a letter grade of "P" (Pass) will not count toward the GPA.
- Courses attempted are defined as any courses on which a student earns a grade of A through F, or a grade of WF or WP (withdrawals after week 5). Courses for which a student received a W in weeks 3-5 are not counted as courses attempted in the GPA calculation, though they do count toward Pace on the 2nd SAP criterion. Courses for which a student withdrew prior to the end of week 2 are counted as a W (unofficial) and do not count toward Pace or GPA calculation.

Note: Transfer credits accepted are not included in the GPA calculation.

Course Registration Deadline

Students must register for courses before or on the first day of classes. Students may request an exception to register for courses after the first day of the term during the first week. Later course registrations are allowed only in exceptional circumstances, but not beyond the second week.

Dropping Courses and Grading

Students should drop courses using the official drop request form obtained by emailing registrar@hartwell-education.org. Students that no longer participate in courses may be administratively dropped for lack of attendance (see attendance policy below).

0 to 2 weeks of class: Courses that are dropped by the end of the second week of classes do not appear on the official transcript and are listed as a "W (unofficial)".

2 to 5 weeks of class: Students have until the end of the 5th week of the term to drop courses (34 days after the first day of courses) and receive a mark of "W" for the course. The drop date for a course will be counted as the date on which the student last submitted any graded assignment or forum, based on the date of when the assignment was submitted (not when it was due). If a student stops participating in a class or the class forum before completing the fifth week and does not present a withdrawal request, then they will be marked as having withdrawn on the last day they submitted a graded assignment such as a paper, class forum, or quiz.

After 5th week of class: If a student stops working on a course after the 5th week, they will receive credit for all work already submitted. If their current grade result at that point would be a failing grade, it will be recorded as failing as a "WF" and if it is passing it will be entered as a "WP". WF and WP grades will figure into GPA calculations.

"W (unofficial)" grades will not count toward pace requirement when calculating Satisfactory Academic Progress. Courses dropped before completing the 5th week, but after the end of the second week, result in a mark of "W", and will not count toward GPA calculations, but will count toward pace requirement when calculating Satisfactory Academic Progress. Also note that a student may not withdraw without penalty from a course in which they have committed an academic integrity violation – if the student chooses to withdraw, he/she will receive a "WF" for the course.

Attendance Policy

Students' attendance in Hartwell University courses will be evaluated at least every 14 days. Because this is an online program, attendance is based exclusively on the date of submission of coursework which would receive a grade, such as a written assignment, class forum post, or quiz. Simply logging into the online classroom is not counted as attendance; neither is simply sending a message to a professor.

If a student has not attended a course, by the definition above, within the past 14 days, it will be determined whether the student is withdrawn from that course.

If a student could not submit gradable work in the past 14 days, this determination will be made on the following basis:

1. Communication with the instructor or staff *and/or*
2. A review of their course progress and grade by Student Services staff assessing the student's ability to successfully pass the course
3. How late the student's current assignments are, based on their due dates.

Students may be notified weekly by Hartwell if they are late in submitting assignments. Students that have a 14-day gap in submitting items for grading are administratively dropped unless they are granted an extension by their instructor or academic administration. The instructor or academic administration may grant an extension either through a documented email or by continuing to grade the late assignments. As of the 21-22 academic year, all extensions must be documented by email.

Last Date of Attendance Policy

The Last Date of Attendance is defined as the last date on which course work is submitted (such as a graded written assignment, class forum post, or quiz). If a student fills out an official form to withdraw from the institution, his or her Date of Determination of Withdrawal (as used in the R2T4 calculation) will be the date of submission of that form. If he or she does not fill out a withdrawal form, the Date of Determination will be no greater than 14 days after their Last Date of Attendance, as stated above, unless the student completes one term but does not continue attending in the following term. In that case, the Date of Determination will be the end of the add/drop period in the next term.

Late Assignment Policy

Week Eight is the last class session with assignments posted. All course work must be completed by the student and submitted to the instructor by the end of the week after the course ends (the ninth week since the start of the course). No credit will be given for work submitted after this date, unless the student is granted an extension on the course, as described below. This policy applies to weekly assignments, as well as examinations and final projects, unless the exams specifically give students until the 9th week to complete it. Faculty and academic administration may place additional timeliness requirements on individual students that have shown a history of submitting late assignments.

Our grading policy is as follows:

- *Late but less than 1 week late*: lose half a letter grade. For students with documented disabilities, this becomes "less than 1 week late, no penalty".
- *More than 1 week late less than 2 (after the following Sunday)*: lose 1 letter grade. i.e. "A" becomes a "B". Students with documented disabilities will lose only half a letter grade.
- *More than 2 weeks late* will receive a zero unless granted an extension by the instructor. Extensions are typically granted only for exceptional circumstances, such as an illness that would prevent you from doing course work at this time, or the death of a family member. For students with documented disabilities, we cannot extend this further except for in rare exceptions due to the

difficulty that extremely late assignment submissions create in meeting US Department of Education requirements.

- Students not submitting anything for grading in the first two weeks will be dropped.

Course Extension Policy

1. Students may submit assignments or exams without an extension until the end of the 9th week after the beginning of the term. Applications for extension must be submitted via the online extension request form no later than two days before the course ends.
2. Extensions are typically granted only for exceptional circumstances, such as an illness that would prevent you from doing course work at this time or the death of a family member.
3. Course extensions will only be granted if you have completed at least half of the assignments in a course.
4. While working to complete a course for which an extension has been granted, the student can only take a maximum of one additional course.
5. In order for a course extension to be approved, the student and his/her professor must agree upon a date by which he/she will have completed all the remaining assignments in the course.
6. Course extension requests may be reviewed by the student's professor and the Academic Oversight (Dean, Department Chair or President) for the student's department.
7. No course extension may be granted beyond the start of the next term unless approved by Hartwell's President.

Incomplete Grades Policy

Incomplete grades are assigned at the discretion of the instructor, with consultation from the Academic Oversight staff (Dean, Department Chair or President) overseeing the course in question, and other academic staff as needed. When incomplete grades are issued, the student will be informed as to how they may be resolved and the timeframe for resolution. This timeframe will be reasonable in length, and shall never exceed one academic term after the course was initially to have been completed. If the student does not meet the agreed upon timeframe, the grade will be converted to whatever grade the student would have received based on the work completed up to that point.

Leave of Absence

Students may not request an official Leave of Absence from Hartwell University. Their status is always either enrolled or withdrawn.

Class Levels by Credits

- Freshman: 0-30 credits
- Sophomore: 31-60 credits
- Junior: 61-90 credits
- Senior: 91-120 credits

Applications for extension must be submitted to the Chief Academic Officer at CAO@hartwell-education.org no later than two days before the course ends.

Undergraduate Graduation Requirements

There are 4 requirements for graduation:

- Have a total of 120 approved credit hours for bachelor's degree students.
- Complete all required credit hours in the major area of study.
- Have a cumulative GPA of at least 2.
- Have no outstanding balance with the school.

Academic Honors

Graduation honors are awarded for academic work performed by the student during his or her undergraduate program with Hartwell University. The baccalaureate degree will be conferred as follows:

Summa cum Laude	3.90 or above
Magna cum Laude	3.75 to 3.89
Cum Laude	3.60 to 3.74

The grade point calculation is made on all credits earned from Hartwell University.

Student Services

Student Support, Inquiries and Comments

Students in need of assistance may speak with a Hartwell University staff member by calling (512) 812-2000 from 9:00 AM to 5:00 PM Central Time, Monday through Friday. For technical assistance, such as with logging in to student accounts or making use of the online learning environment, call (512) 812-2000.

They may also contact university staff and instructors via e-mail (student.services@hartwell-education.org), by using the messaging system in the course system, or via the chat link on the website. In most cases, a response to any inquiry will normally be made within 72 hours.

Course evaluations are also included within each course. These provide students with opportunities to evaluate the courses and help in the future preparation of courses, revising of content, and the like.

Termination of Enrollment

1. Students may withdraw voluntarily at any time by notifying the university by emailing registrar@hartwell-education.org.
2. Termination may occur if a student fails to maintain academic good standing with the university, as per the [academic probation policy](#).
3. Termination may occur if a student violates provisions of the standards of academic integrity or

university code of conduct, as described in this catalog. This would constitute a non-academic dismissal.

4. Internships will be terminated if interns engage in conduct that is detrimental to the training site, its programs and/or its clients. This includes outrageous, unprofessional, or dangerous behavior, illegal or immoral activities, willfully destroying property belonging to others, and the like.
5. If a student withdraws from the university, the student is released from tuition payments after the date of withdrawal. The date the registrar confirms receipt of withdrawal notice is considered the date of withdrawal.

Transcripts

An official transcript of all work completed through Hartwell University is available upon written request and/or authorization of the student. Each transcript costs \$10 for processing.

To request a transcript, email transcripts@hartwell-education.org.

Graduation & Placement Services

Graduation from Hartwell University is not a guarantee of employment with any ministry or other organization.

Hartwell University does not have a placement service for its graduates. However, we do offer informal job advice to students who call (512) 812-2000 from 9:00 AM to 5:00 PM Central Time, Monday through Friday.

Change of Address

Students may provide change of address information to Hartwell via our Learning Management System.

Alumni Services

Hartwell University does not provide any formal alumni services.

Library Services

Hartwell offers library services through LIRN that are integrated with the Learning Management System.

Hartwell University Policy on Disabilities & Disabilities Services

Hartwell University is in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). If students have a qualified disability under these acts, including intellectual disabilities, they may contact the Hartwell University Student Services office at student.services@hartwell-education.org to request any reasonable accommodations they may need.

Along with their request, students are required to submit supporting medical documentation of their disability to student.services@hartwell-education.org. While relevant faculty members may be informed about accommodations that have been granted to a student with a disability, all personal documentation related to that disability is kept confidential, as with all student records, and is accessible only by authorized administrators and staff.

This documentation should include at minimum the following:

- name or type of disability (i.e., diagnosis)
- the limitations caused by the disability
- length of time the student will be disabled
- the services or accommodations (such as exam or course extensions) that the student will need while in college
- be produced on a letterhead corresponding to the physician's practice

It would be helpful if it also included information on the overall barriers and problems that the student may have in college.

We aim to make all reasonable accommodations for disabilities but note that we are not able to grant accommodations until we have specific documentation of a disability. One example is our [late policy accommodations](#) for students with documented disabilities. If you have any questions about our policies and services for students with disabilities, email student.services@hartwell-education.org.

Many resources for students with disabilities may be found on the [disabilities services page](#) of our website.

Additional School Information

Hartwell University Faculty

The individuals who serve as Hartwell University professors have earned graduate degrees and have significant working experience in their subject areas.

Ms. Natalie Barletta – B.S. Interdisciplinary Studies, University of Houston; J.D. South Texas College of Law – Adjunct Instructor of Government Courses

Mr. Perry Barrett – B.S. in Social Sciences, Florida State University; M.A. in Education (History), Delta State University – Adjunct Instructor History and Economics Courses

Dr. Marla Behler – B.S. Early Childhood Education, University of Mobile; M.A. Instructional Technology, Ashford University; Ed.D. Organizational Leadership, Northcentral University – Adjunct Instructor Education and Technology Courses

Mr. David Blaschke – B.B.A. Management, Texas A&M University; M.S. Management, Texas A&M University; MA Philosophy of Religion and Ethics, Biola University; Master of Theology, Dallas Theological Seminary; PhD Candidate Biblical Spirituality, Southern Baptist Theological Seminary – Adjunct Instructor Bible, Ministry, Sociology and Theology Courses

Dr. Shannon Cox-Kelley – B.S. in Kinesiology, Texas A&M University Commerce; M.S. in Biological Science, Texas A&M University Commerce; Ed.D. in Higher Education, Texas A&M University Commerce – Adjunct Instructor Science Courses

Mr. Dennis Deeb – B.S. in Political Science, University of Massachusetts; M.S. in Political Science, Suffolk University; M.Ed. in Curriculum & Instruction, University of Massachusetts; M.A. in History, Salem State University – Adjunct Instructor of History Courses

Dr. Naomi Estrada – B.A. in Psychology, University of Texas at El Paso; M.S. in Counseling, Webster University; Ph.D. in Criminal and Forensic Psychology, Walden University – Adjunct Instructor Statistics and Social Sciences Courses

Dr. Joseph Francis - B.S. in Microbiology and Public Health, Michigan State University; Ph.D. Biology, Wayne State University - Adjunct Instructor Science Courses

Dr. Pearl Garden – B.S. in Kinesiology, Texas A&M Commerce, M.Ed. in Advanced Literacy, Concordia University, Ed.D., Supervision Curriculum and Instruction, Texas A&M Commerce – Adjunct Instructor of Science of Teaching Reading and English Courses

Dr. Peggy Johnson – Bachelor of Applied Arts and Science, Tarleton State University, M.Ed. in Education Leadership, Tarleton State University, Ed.D. in Leadership in Educational Administration, University of Mary-Hardin Baylor – Adjunct Instructor Education Courses

Dr. LaKeisha Newsome – A.A. in Liberal Arts, Wallace Community College; B.S. in Education, Troy University; M.S. E. Administration and Supervision, University of Phoenix; Educational Specialist Teaching and Learning, Liberty University; Ph.D. Curriculum and Instruction, Liberty University – Adjunct Instructor Education and Communications Courses

Dr. LaChristy Reed – B.S. in Criminal Justice, Troy University; M.A. in Public Administration, Troy University; Post Master Certification in Enrollment Management, Capella University; Ph.D. in Leadership in Higher Education – Full-time Instructor Education and Communications Courses

Dr. Brandi Robinson – B.A. in Education and Language, University of Tennessee; M.A. in Education, Mathematics Curriculum & Instruction, University of New Orleans; Ed.D. in Mathematics Curriculum & Instruction, Liberty University – Adjunct Instructor Mathematics Courses

Ms. Traci Wilmoth – B.A. in English Literature, Virginia Polytechnic Institute and State University; M.A. in English, Virginia Polytechnic Institute and State University; M.B.A., Stayer University – Adjunct Instructor English and Literature Courses

Hartwell University Staff and Leadership

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Dr. La'Keisha Newsome - Education Leadership, Special Education, Henry County Schools - Special Education Supervisor

Course Descriptions

Undergraduate Course Descriptions

BIBL 101: New Testament Discovery (3 credits)

A historical survey of the New Testament. This course will allow students to examine the New Testament, key concepts, and events that helped birth Christianity.

Prerequisites: CMIN 101 Reading & Composition

BIBL 201: Following Jesus and Spiritual Formation (3 credits)

This course is an introduction to major components that influences spiritual growth leaving students with the tools, resources, and strategies to help them become effective followers of Jesus.

Prerequisites: BIBL 101 New Testament Discovery

BIBL 300: Gospel Movements of Jesus (3 credits)

This course offers students the opportunity to learn about the historical events—the life, death, and resurrection of Jesus Christ. With a primary bible focus on the Gospel of Matthew, Mark, Luke, and John.

Prerequisites: BIBL 201 Following Jesus and Spiritual Formation

CMIN 101: Reading and Composition (3 credits)

This introductory course uses a faith-based approach to help students master the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands of developing and sustaining language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated to help students develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Note: Proctored Final Exam.

Prerequisites: None

CMIN 102: Writing for Research (3 credits)

This course emphasizes precision, accuracy and effectiveness in written English. The class will focus on the writing process, research techniques and properly citing texts. The class will emphasize persuasive and research writing and speaking, as well as vocabulary acquisition and research presentation.

Prerequisites: CMIN 101 Reading & Composition

CMIN 110: Communications in Ministry (3 credits)

Beginning with simple public speaking tasks to build confidence, students' progress to persuasive speaking and debate. The evaluation of speeches given by others is studied in class and beyond.

Prerequisites: CMIN 101 Reading & Composition

CMIN 201: Christian Literature 1 (3 credits)

This reading and writing intensive course introduces a variety of literature with Christian themes. Students learn about literary forms, terms, and techniques. Extensive writing in response to literature is also expected of course participants.

Prerequisites: CMIN 101 Reading & Composition

CMIN 202: Christian Literature 2 (3 credits)

This reading and writing intensive course introduces students to developing a distinctly Christian poetic and aesthetic: a biblical approach to reading, writing, and appreciating literature and all forms of art.

Prerequisites: CMIN 101 Reading & Composition

CMIN 205: Introduction to Psychology and Biblical Guidance (3 credits)

This course assists students with developing an understanding of what scripture has to offer for the development of psychological theory and practice.

Prerequisites: CMIN 101 Reading & Composition

CMIN 210 - Microeconomics & Biblical Stewardship (3 credits)

Students will examine the major issues of microeconomics, including consumer and producer behavior, the nature of supply and demand, the different kinds of markets and how they function, and the welfare outcomes of consumers and producers. Students will also explore how these formal principles and concepts apply to real-world issues and how biblical principles of apply to microeconomics.

Prerequisites: CMIN 101 Reading & Composition

CMIN 211 - Macroeconomics & Biblically Aligned Policy (3 credits)

Macroeconomics introduces students to the operations of the economy on a global scale now in comparison to biblical policy. Topics include economic growth, inflation, unemployment, business cycles, and a biblical perspective on economic principles and practices.

Prerequisites: CMIN 101 Reading & Composition

CMIN 300: Cross-Cultural Communication (3 credits)

Examines principles and processes of communicating from one culture to another. A case study approach increases students' awareness of different ways of thinking and expression, different value systems and worldviews, thus helping them to be more effective in communicating the Christian message cross-culturally.

Prerequisites: CMIN 101 Reading & Composition

CMIN 310: Personality Development from a Biblical Worldview (3 credits)

An introductory course in developmental psychology. Major developmental theories are studied, as well as characteristics and developmental tasks of each age group. Throughout the course there is an effort toward critical integration of scientific findings with scriptural teaching (integration of psychology and theology) as well as practical application to Christian growth and ministry.

Prerequisites: CMIN 101 Reading & Composition

CSI 101: Earth Science from a Biblical Worldview (3 credits)

This course is designed as an interactive, biblically integrated introduction to physical science. Students will focus on how God uses fundamental concepts of physical science within the earth.

Prerequisites: CMIN 101 Reading & Composition

CSI 201: Foundations of Chemistry (3 credits)

States of matter; physical properties; elements, compounds and mixtures; the periodic table; structure and bonding; physical and chemical change; chemical calculations: mole concept, significant figures, stoichiometry, concentrations; molecular shape; intermolecular forces; gas laws; balancing equations; acids, bases and pH; volumetric analysis; chemical equilibrium.

Prerequisites: CMIN 101 Reading & Composition

CSI 202: Biology and the Bible (3 credits)

Basic principles of general biology as they relate to students learning to apply both scriptural and scientific methods to understand how living things function and how they depend upon each other for support. Note: Proctored Final Exam.

Prerequisites: CMIN 101 Reading & Composition

CSI 301: Introduction to Physics and the Faith of Major Contributors (3 credits)

An introduction to some major topics in physics, including forces and motion, energy, gravity, electricity and magnetism, thermodynamics, and optics as well as the spiritual faith of major contributors to the field.

Prerequisites: MTH 201

HEAL 101: Caring for Mind, Body and Spirit (3 credits)

This course helps students to apply a variety of activities related to biblical concepts of wholeness. Addresses the integration of mind, body, and spirit healing from personal and professional perspectives.

Prerequisites: CMIN 101 Reading & Composition

HST 101: Influence of Christianity on Early United States History (3 credits)

This study surveys the political, social, religious, intellectual, and economic developments in the United States from biblical viewpoints for Christian life and ministry from the colonization period.

Prerequisites: CMIN 101 Reading & Composition

HST 102: Influence of Christianity on Recent United States History (3 credits)

This study surveys the political, social, religious, intellectual, and economic developments in the United States from biblical viewpoints for Christian life and ministry from recent decades to the twenty-first century.

Prerequisites: CMIN 101 Reading & Composition

MTH 101: Math for K-6th Christian Educators (3 credits)

A review of basic mathematical operations, including fractions, percent, and decimals. The course will introduce the basic concepts and applications of functions and demonstrate how to apply mathematics as a Christian teacher to practical situations and how mathematics is used in the bible.

Prerequisites: CMIN 101 Reading & Composition

MTH 102: Math for 7th-10th Christian Educators (3 credits)

This course explores the mathematical process standards and instructional methodologies for 7th-10th grade classroom. To engage 7th-10th grade students in effective learning experiences to promote real-world problem-solving ability, all classroom Christian educators must demonstrate mathematical understanding and reasoning across the following domains: mathematical operations and computation; algebraic reasoning; proportionality; coordinate and transformational geometry; statistical concepts; functions and equations; trigonometry; and measurement and data analysis.

Prerequisites: MTH 101 Math for K-6th Christian Educators

MTH 103: Math for 9th-12th Christian Educators (3 credits)

This course explores quadratic, polynomial, rational, radical, exponential and logarithmic functions and expressions with an emphasis on graphing and applications.

Prerequisites: MTH 102: Math for 7th-10th Christian Educators

MTH 104: College Algebra (3 credits)

This course provides a working knowledge of college- level algebra and its applications. Emphasis is placed upon the solution and the application of linear and quadratic equations, word problems, polynomial functions, roots and radicals. Students perform operations on real numbers, operations with algebraic expressions, algebraic fractions, rational and radical expressions.

Prerequisites: MTH 103 Math for 9th-12th Christian Educators

MTH 201: Introduction to Probabilities and Statistics (3 credits)

In this course, students will be introduced to the basic concepts of statistics using an intuitive approach to understanding concepts and methodologies. These include basic statistics, numerical measures, frequency distributions, measures of central tendency, measures of dispersion, concepts of probability, sampling principles of testing and univariate inferential testing. Students learn to solve correlation and regression for bivariate data, estimation, and hypothesis testing. Also, students will be encouraged to explore the practical application of statistical thinking, collecting and analyzing data. Note: Proctored Final Exam.

Prerequisites: MTH 103: Math for 9th-12th Christian Educators

PHIL 403: World Religions (3 credits)

Introduction to the study of religion with specific attention to major world and traditional religions, as well as the development of a Christian approach to their adherents.

Prerequisites: CMIN 101 Reading & Composition

PLS 201 - Judeo Christian Influence on US Govt & Economic System (3 credits)

This course introduces the major elements of the influence of Judeo-Christian traditions on the United State Government and Economics.

Prerequisites: CMIN 101 Reading & Composition

PLS 202 - Judeo Christian Influence on State & Local Govt (3 credits)

This course introduces the major elements of the influence of Judeo-Christian traditions on State and Local Government.

Prerequisites: CMIN 101 Reading & Composition

SOSC 210: Human Geography (3 credits)

A survey of the major systems of man-land relations of the world and their dissimilar developments; the processes of innovation, diffusion, and adaptation stressed with regard to changing relationships between people and their environment.

Prerequisites: CMIN 101 Reading & Composition

TCED 102: Principles of Teaching in Christian Education (3 credits)

This course offers a basic study of characteristics of how different age groups learn using lesson objectives and teaching methods appropriate for a variety of age groups. It will explore the teaching principles of Jesus connected with a look at the teaching/learning process and application of teaching methods.

Prerequisites: CMIN 101 Reading & Composition

TCED 201: Introduction to Christian Education (3 credits)

This course provides foundational elementary and secondary Christian teaching for understanding the qualities of effective teachers and how to grow and develop such qualities in their own Christian lives. The course will include an overview of education theory, educational models, and approaches to classroom curriculum, instruction, and assessment from a Christian worldview.

Prerequisites: TCED 102 Principles of Teaching in Christian Education

TCED 210: Using Your Giftings through Fine Arts in the Classroom (3 credits)

This course offers students the opportunity to learn how to use arts and crafts, drama, dance, music, and songwriting in the elementary school classroom, along with learning how to use their gifts and talents to the glory of God.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 301: Transformational Methods of Elementary Education 1 (3 credits)

This course focuses on planning that leads to student transformation, from setting up the classroom to curriculum, with its varied presentations for students from various cultures and with different learning styles. It includes direct and indirect approaches to teaching language and social science material along with the implementation of strategies and assessments.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 311: Transformational Methods and Materials in ESL/SpEd (3 credits)

Students in this course will focus on transformational teaching of ESL & Special Education methods and material in general and focus on content instruction of ESL students. Note: Proctored Final Exam.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 320: Transformational Teaching Methods (3 credits)

This course focuses on transformational teacher planning and implementing appropriate teaching strategies in elementary and secondary classrooms to include students' cultural and linguistic backgrounds, learning styles, and cognitive levels. This course will also give a basic overview of methods and principles of teaching biblical truth.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 330: Transformational Elementary and Secondary Curriculum (3 credits)

This course will develop students' knowledge in researching, pedagogy skills for elementary and secondary students, school and/or district curriculum frameworks. The course integrates skills and techniques to help prepare students to lead as Christian educators within the evolving world.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 410: Transformational Classroom Assessment (3 credits)

This course provides students with the theoretical frameworks behind classroom-based and school-wide assessments and specific strategies to develop transformational elements and assessment tools. The course will help students develop the knowledge and skills to develop and use transformational assessment strategies that can report on students' learning and help design instruction for student learning.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 420: Teaching All of God's Children (3 credits)

This course focuses on teachers learning to bridge the gap between instructional delivery and diverse learning styles and establish a connection between how diverse students learn and communicate and how the school approaches teaching and learning. The student populations include those with special needs, those who are non-native English speakers, and those with cultural, linguistic, religious, and other backgrounds with unique learning needs. The course will also demonstrate how Christ modeled teaching to diverse populations.

Prerequisites: TCED 201 Introduction to Christian Education

TCED 441: Field Experience I (3 credits)

This course consists of observation and participation in the ongoing Christian teaching/learning situations in classrooms. To be eligible for this course, student must be in their last 30 credit hours of their degree program and be placed in an EC-12 classroom. (Pass/Fail)

Prerequisites: TCED 311 Transformational Methods and Materials in ESL/SpEd

TCED 442: Field Experience II (3 credits)

This course consists of observation and participation in the ongoing Christian teaching/learning situations in classrooms. Student must be placed in an EC-12 classroom. Prerequisite: TCED 441 (Pass/Fail)

Prerequisites: TCED 441 Field Experience I

TCED 443: Field Experience III (3 credits)

This course consists of observation and participation in the ongoing Christian teaching/learning situations in classrooms. Student must be placed in an EC-12 classroom. Prerequisite: TCED 442 (Pass/Fail)

Prerequisites: TCED 442 Field Experience II

TCED 444: Field Experience IV (3 credits)

This course consists of observation and participation in the ongoing Christian teaching/learning situations in classrooms. Student must be placed in an EC-12 classroom. Prerequisite: TCED 443 (Pass/Fail)

Prerequisites: TCED 442 Field Experience III

Additional Policies and Administrative Guidelines

Hartwell University Doctrinal Statement / Statement of Faith

1. THE PURPOSE OF GOD

We affirm our belief in the one eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who governs all things according to the purpose of his will. He has been calling out from the world a people for himself, and sending his people back into the world to be his servants and his witnesses, for the extension of his kingdom, the building up of Christ's body, and the glory of his name. We confess with shame that we have often denied our calling and failed in our mission, by becoming conformed to the world or by withdrawing from it. Yet we rejoice that, even when borne by earthen vessels, the gospel is still a precious treasure. To the task of making that treasure known in the power of the Holy Spirit we desire to dedicate ourselves anew.

2. THE AUTHORITY AND POWER OF THE BIBLE

We affirm the divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety as the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice. We also affirm the power of God's word to accomplish his purpose of salvation. The message of the Bible is addressed to all men and women. For God's revelation in Christ and in Scripture is unchangeable. Through it the Holy Spirit still speaks today. He illumines the minds of God's people in every culture to perceive its truth freshly through their own eyes and thus discloses to the whole Church ever more of the many-colored wisdom of God.

3. THE UNIQUENESS AND UNIVERSALITY OF CHRIST

We affirm that there is only one Savior and only one gospel, although there is a wide diversity of evangelistic approaches. We recognize that everyone has some knowledge of God through his general revelation in nature. But we deny that this can save, for people suppress the truth by their unrighteousness. We also reject as derogatory to Christ and the gospel every kind of syncretism and dialogue which implies that Christ speaks equally through all religions and ideologies. Jesus Christ, being himself the only God-Man, who gave himself as the only ransom for sinners, is the only mediator between God and people. There is no other name by which we must be saved. All men and women are perishing because of sin, but God loves everyone, not wishing that any should perish but that all should repent. Yet those who reject Christ repudiate the joy of salvation and condemn themselves to eternal separation from God. To proclaim Jesus as 'the Savior of the world' is not to affirm that all people are either automatically or ultimately saved, still less to affirm that all religions offer salvation in Christ. Rather it is to proclaim God's love for a world of sinners and to invite everyone to respond to him as Savior and Lord in the wholehearted personal

commitment of repentance and faith. Jesus Christ has been exalted above every other name; we long for the day when every knee shall bow to him and every tongue shall confess him Lord.

4. THE NATURE OF EVANGELISM

To evangelize is to spread the good news that Jesus Christ died for our sins and was raised from the dead according to the Scriptures, and that, as the reigning Lord, he now offers the forgiveness of sins and the liberating gifts of the Spirit to all who repent and believe. Our Christian presence in the world is indispensable to evangelism, and so is that kind of dialogue whose purpose is to listen sensitively in order to understand. But evangelism itself is the proclamation of the historical, biblical Christ as Savior and Lord, with a view to persuading people to come to him personally and so be reconciled to God. In issuing the gospel invitation we have no liberty to conceal the cost of discipleship. Jesus still calls all who would follow him to deny themselves, take up their cross, and identify themselves with his new community. The results of evangelism include obedience to Christ, incorporation into his Church and responsible service in the world.

5. CHRISTIAN SOCIAL RESPONSIBILITY

We affirm that God is both the Creator and the Judge of all men. We therefore should share his concern for justice and reconciliation throughout human society and for the liberation of men and women from every kind of oppression. Because men and women are made in the image of God, every person, regardless of race, religion, color, culture, class, sex or age, has an intrinsic dignity because of which he or she should be respected and served, not exploited. Here too we express penitence both for our neglect and for having sometimes regarded evangelism and social concern as mutually exclusive. Although reconciliation with other people is not reconciliation with God, nor is social action evangelism, nor is political liberation salvation, nevertheless we affirm that evangelism and socio-political involvement are both part of our Christian duty. For both are necessary expressions of our doctrines of God and Man, our love for our neighbor and our obedience to Jesus Christ. The message of salvation implies also a message of judgment upon every form of alienation, oppression and discrimination, and we should not be afraid to denounce evil and injustice wherever they exist. When people receive Christ, they are born again into his kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world. The salvation we claim should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead.

6. THE CHURCH AND EVANGELISM

We affirm that Christ sends his redeemed people into the world as the Father sent him, and that this calls for a similar deep and costly penetration of the world. We need to break out of our ecclesiastical ghettos and permeate non-Christian society. In the Church's mission of sacrificial service, evangelism is primary. World evangelization requires the whole Church to take the whole gospel to the whole world. The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the gospel. But a church which preaches the cross must itself be marked by the cross. It becomes a stumbling block to evangelism when it betrays the gospel or lacks a living faith in God, a genuine love for people, or scrupulous honesty in all things including promotion and finance. The church is the community of God's people rather than an institution, and must not be identified with any particular culture, social or political system, or human ideology.

7. COOPERATION IN EVANGELISM

We affirm that the Church's visible unity in truth is God's purpose. Evangelism also summons us to unity, because our oneness strengthens our witness, just as our disunity undermines our gospel of reconciliation. We recognize, however, that organizational unity may take many forms and does not necessarily advance evangelism. Yet we who share the same biblical faith should be closely united in fellowship, work and witness. We confess that our testimony has sometimes been marred by a sinful individualism and needless duplication. We pledge ourselves to seek a deeper unity in truth, worship, holiness and mission. We urge the development of regional and functional cooperation for the furtherance of the Church's mission, for strategic planning, for mutual encouragement, and for the sharing of resources and experience.

8. CHURCHES IN EVANGELISTIC PARTNERSHIP

We rejoice that a new missionary era has dawned. The dominant role of western missions is fast disappearing. God is raising up from the younger churches a great new resource for world evangelization, and is thus demonstrating that the responsibility to evangelize belongs to the whole body of Christ. All churches should therefore be asking God and themselves what they should be doing both to reach their own area and to send missionaries to other parts of the world. A re-evaluation of our missionary responsibility and role should be continuous. Thus a growing partnership of churches will develop and the universal character of Christ's Church will be more clearly exhibited. We also thank God for agencies which labor in Bible translation, theological education, the mass media, Christian literature, evangelism, missions, church renewal and other specialist fields. They too should engage in constant self-examination to evaluate their effectiveness as part of the Church's mission.

9. THE URGENCY OF THE EVANGELISTIC TASK

More than 2,700 million people, which is more than two-thirds of all humanity, have yet to be evangelized. We are ashamed that so many have been neglected; it is a standing rebuke to us and to the whole Church. There is now, however, in many parts of the world, an unprecedented receptivity to the Lord Jesus Christ. We are convinced that this is the time for churches and para-church agencies to pray earnestly for the salvation of the unreached and to launch new efforts to achieve world evangelization. A reduction of foreign missionaries and money in an evangelized country may sometimes be necessary to facilitate the national church's growth in self-reliance and to release resources for unevangelized areas. Missionaries should flow ever more freely from and to all six continents in a spirit of humble service. The goal should be, by all available means and at the earliest possible time, that every person will have the opportunity to hear, to understand, and to receive the good news. We cannot hope to attain this goal without sacrifice. All of us are shocked by the poverty of millions and disturbed by the injustices which cause it. Those of us who live in affluent circumstances accept our duty to develop a simple life-style in order to contribute more generously to both relief and evangelism.

10. EVANGELISM AND CULTURE

The development of strategies for world evangelization calls for imaginative pioneering methods. Under God, the result will be the rise of churches deeply rooted in Christ and closely related to their culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin and some of it is demonic. The gospel does not presuppose the superiority of any culture to another, but evaluates all cultures according to its own criteria of truth and righteousness, and insists on moral absolutes in every culture. Missions have, all too frequently, exported with the gospel an alien culture, and churches have sometimes been in bondage to culture rather than to Scripture. Christ's evangelists must humbly seek

to empty themselves of all but their personal authenticity in order to become the servants of others, and churches must seek to transform and enrich culture, all for the glory of God.

11. EDUCATION AND LEADERSHIP

We confess that we have sometimes pursued church growth at the expense of church depth, and divorced evangelism from Christian nurture. We also acknowledge that some of our missions have been too slow to equip and encourage national leaders to assume their rightful responsibilities. Yet we are committed to indigenous principles, and long that every church will have national leaders who manifest a Christian style of leadership in terms not of domination but of service. We recognize that there is a great need to improve theological education, especially for church leaders. In every nation and culture there should be an effective training program for pastors and laity in doctrine, discipleship, evangelism, nurture and service. Such training programs should not rely on any stereotyped methodology but should be developed by creative local initiatives according to biblical standards.

12. SPIRITUAL CONFLICT

We believe that we are engaged in constant spiritual warfare with the principalities and powers of evil, who are seeking to overthrow the Church and frustrate its task of world evangelization. We know our need to equip ourselves with God's armor and to fight this battle with the spiritual weapons of truth and prayer. For we detect the activity of our enemy, not only in false ideologies outside the Church, but also inside it in false gospels which twist Scripture and put people in the place of God. We need both watchfulness and discernment to safeguard the biblical gospel. We acknowledge that we ourselves are not immune to worldliness of thought and action, that is, to a surrender to secularism. For example, although careful studies of church growth, both numerical and spiritual, are right and valuable, we have sometimes neglected them. At other times, desirous to ensure a response to the gospel, we have compromised our message, manipulated our hearers through pressure techniques, and become unduly preoccupied with statistics or even dishonest in our use of them. All this is worldly. The Church must be in the world; the world must not be in the Church.

13. FREEDOM AND PERSECUTION

It is the God-appointed duty of every government to secure conditions of peace, justice and liberty in which the Church may obey God, serve the Lord Jesus Christ, and preach the gospel without interference. We therefore pray for the leaders of nations and call upon them to guarantee freedom of thought and conscience, and freedom to practice and propagate religion in accordance with the will of God and as set out in The Universal Declaration of Human Rights. We also express our deep concern for all who have been unjustly imprisoned, and especially for those who are suffering for their testimony to the Lord Jesus. We promise to pray and work for their freedom. At the same time we refuse to be intimidated by their fate. God helping us, we too will seek to stand against injustice and to remain faithful to the gospel, whatever the cost. We do not forget the warnings of Jesus that persecution is inevitable.

14. THE POWER OF THE HOLY SPIRIT

We believe in the power of the Holy Spirit. The Father sent his Spirit to bear witness to his Son; without his witness ours is futile. Conviction of sin, faith in Christ, new birth and Christian growth are all his work. Further, the Holy Spirit is a missionary spirit; thus evangelism should arise spontaneously from a Spirit-filled church. A church that is not a missionary church is contradicting itself and quenching the Spirit. Worldwide evangelization will become a realistic possibility only when the Spirit renews the Church in truth and wisdom, faith, holiness, love and power. We therefore call upon all Christians to pray for such a visitation of

the sovereign Spirit of God that all his fruit may appear in all his people and that all his gifts may enrich the body of Christ. Only then will the whole Church become a fit instrument in his hands, that the whole earth may hear his voice.

15. THE RETURN OF CHRIST

We believe that Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. This promise of his coming is a further spur to our evangelism, for we remember his words that the gospel must first be preached to all nations. We believe that the interim period between Christ's ascension and return is to be filled with the mission of the people of God, who have no liberty to stop before the end. We also remember his warning that false Christs and false prophets will arise as precursors of the final Antichrist. We therefore reject as a proud, self-confident dream the notion that people can ever build a utopia on earth. Our Christian confidence is that God will perfect his kingdom, and we look forward with eager anticipation to that day, and to the new heaven and earth in which righteousness will dwell and God will reign forever. Meanwhile, we re-dedicate ourselves to the service of Christ and of people in joyful submission to his authority over the whole of our lives.

CONCLUSION

Therefore, in the light of this our faith and our resolve, we enter into a solemn covenant with God and with each other, to pray, to plan and to work together for the evangelization of the whole world. We call upon others to join us. May God help us by his grace, and for his glory, to be faithful to this our covenant! Amen, Alleluia!

Student Identity Verification

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Hartwell University has established and will periodically evaluate its process to confirm that a person who is enrolling in the University is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course.

To authenticate identities, Hartwell University uses a secure login with username and password and proctored examinations. Hartwell University also collects government-issued IDs for all of its students.

Specifically for proctored examinations, once the proctor is identified, Hartwell emails the proctor a copy of the student ID with certain information blacked out. At the time of testing, the proctor compares the ID received from Hartwell with the ID of the student taking the exam and confirms that the IDs match. If the IDs do not match, the proctor will not administer the exam and will notify student.services@hartwell-education.org that they were unable to administer the exam due to IDs not matching.

Hartwell University Students' Privacy Rights under FERPA

Hartwell University is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, and later laws amending it, such as the Buckley Amendment of 1984. These laws help protect the privacy of student records. The Act grants students the following four rights: a) the right to inspect and review educational records, b) to seek to amend those records, c) to limit disclosure or information from the

records, d) and to file a complaint with the US Department of Education if the preceding three rights have been violated.

A. Inspection & Review of Records

Official student records are maintained in the Student Records Office; some are also stored electronically. Students and parents of dependent students may request to review official educational records under the following procedure:

1. The student must provide a written request to review the record. Parents of dependent students must supply evidence of the income tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructors will be notified.
2. An appointment to review the record will be set with the university's Academic Dean, within 45 days after the day the university receives a request for access.

B. Requesting Amendment of Records

Students have the right to request amendment of education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Hartwell University to amend a record should write the Academic Dean, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Hartwell University decides not to amend the record as requested, the Academic Dean at Hartwell University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

C. Limitation of Disclosure

Students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Hartwell University is permitted under FERPA to disclose education records without a student's prior written consent to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the university who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Hartwell University may disclose information to third parties who are not school officials without violating FERPA if the information has been designated as "directory information."

Directory information is information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. FERPA requires each institution to define its directory items.

At Hartwell University, directory information has been designated to be the following:

- Student name
- Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
- Student major and minor fields of study, academic honors, and degrees.
- Student address, email addresses and telephone numbers only in connection with campus events and to persons with legitimate reason.
- Dates of attendance.
- Participation in campus activities.
- Most recent education agency or institution attended and hometown.
- Student photograph.

The primary purpose of directory information in the higher education context is to provide enrollment information to employers or other interested parties.

Students have the right to “opt out” of providing directory information. Requests to limit the release of directory information must be submitted by email to the Student Records Office at registrar@hartwell-education.org by the end of the second week of the semester.

Before opting out of providing directory information (also known as requesting a "FERPA directory block"), bear in mind that this may make it impossible for employers or other interested parties to verify your dates of attendance at Hartwell University. Lending agencies will still be able to confirm your dates of attendance, however.

Note that federal law allows for [several additional circumstances](#) under which PII may be disclosed to third parties without the student’s prior written consent. In all other circumstances, the university must obtain prior written consent before disclosing non-directory information.

D. Filing a Complaint

If a student believes his/her rights under FERPA were violated, he or she may file a complaint with the Family Policy Compliance Office, which administers FERPA, at the following address:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

For further details about your rights under FERPA, please contact the Student Records Office at registrar@hartwell-education.org.

List of Disclosures Postsecondary Institutions May Make Without Consent

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Hartwell University may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the university whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials (such as medical, emergency, and public health personnel) in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled

substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Intellectual Property Rights

Any papers or posts written by students are the intellectual property of that student.

Vaccination Policy

Because Hartwell University offers coursework exclusively through distance-education programs, Hartwell University does not have any policies regarding student vaccination.

Dress Code Policy

Because Hartwell University offers coursework exclusively through distance-education programs, Hartwell University does not have dress code requirements.

Drug and Alcohol Abuse Prevention Policy

Hartwell University is committed to promoting a drug-free learning environment. The University has a vital interest in maintaining a safe and healthy environment for the benefit of its employees and students. Dignity and self-respect are essential components to the mission of the University. The use of performance-impairing and mind-altering drugs can impair judgment and increase the risk of injuries and death.

Consistent with federal law (HEOA Sec. 107 amended HEA Sec. 102 and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226)), *all students and employees are advised that individuals who violate Federal, State or Local laws and campus policies are subject to University disciplinary action and may also be subject to criminal prosecution*, depending on the severity of the offense.

The possession, use or distribution of a controlled substance or dangerous drugs, or any drug unlawful to possess, e.g. marijuana, except as expressly permitted by law, is a violation of law and of the [University Code of Conduct](#). Penalties may include required participation in and completion of appropriate rehabilitation programs in addition to federal, state and local sanctions. Students may face disciplinary actions up to and including dismissal from the University for possession or use of non-prescribed controlled substances or for consumption of alcoholic beverages while engaged in school activities.

Students and employees should be aware there are significant psychological and physiological health risks associated with the use of illicit drugs and alcohol. Physical addiction, loss of control and withdrawal syndrome as well as serious damage to vital organs of the body can result from drug and alcohol abuse.

Available Counseling, Treatment, Rehabilitation, and Re-entry Programs:

We recommend Celebrate Recovery as a faith-based option for receiving support for substance abuse issues.

Furthermore, individuals with alcohol abuse issues are recommended to find a local [Alcoholics Anonymous Support Group](#).

Institutions:

- [National Institute on Alcohol Abuse and Alcoholism](#)
- [National Council on Alcoholism and Drug Dependence](#)
- [Substance Abuse and Mental Health Services Administration](#)

Legal Penalties:

- [Federal Drug Trafficking Penalties](#)
- [All Federal Drug Laws](#)

Campus Security Policy, Crime Reporting and Emergency Response Procedures

Because Hartwell University offers coursework exclusively through distance-education programs, the University is exempt from Federal regulations requiring the release of campus security information, crime statistics, and emergency response procedures. This includes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Fire Safety Policies, Fire Statistics and Fire Log

Because Hartwell University offers coursework exclusively through distance education and does not maintain on-campus housing for our students, Hartwell University is exempt from the Higher Education Opportunity Act enacted on Aug. 14, 2008, which requires institutions that maintain on-campus housing facilities to publish an annual fire safety report that contains information about campus fire safety practices and standards of the institution.

Misrepresentation Policy

As an institution of high integrity, Hartwell University is committed to providing the most accurate information through all media to anyone associated with the University. The University complies with business standards, which require accuracy and honesty in all marketing and other university communications.

Hartwell University will not engage in misrepresentation of any form as defined by Federal law (34 CFR § 668.71(c)).

That law defines misrepresentation as any false, erroneous or misleading statement that an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services, makes directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, to a State agency, or to the Secretary.

A misleading statement includes any statement that has the likelihood or tendency to deceive. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

Hartwell Grievance Policy / Student Complaint Process

Definition of Complaints

An item is only considered a complaint if the student believes that Hartwell University is not following its own policies, state or federal laws. Students that have concerns that do not meet this definition should work with Hartwell staff to resolve them without the formal process described below.

Steps to Resolve Complaints

We recommend that students follow the following process to resolve complaints.

1. If a student has a complaint (as defined above), the first step is to work with appropriate staff or faculty member to try and resolve the issue. When Hartwell staff receive what they perceive to be a complaint, they will notify Hartwell's President to ask for guidance.
2. If no appropriate resolution can be reached in working directly with staff, contact our President, Matthew Flippen, at matthew.flippen@hartwell-education.org. A written response will be given at least within 4 weeks of the official complaint, but typically much sooner than that.
3. If students are not able to resolve their complaint with one of the above options, they may submit their complaints through one of the following channels:

Texas Higher Education Coordinating Board

Hartwell operates in Texas. To file a complaint after you have attempted to resolve the issue with Hartwell, please contact:

Texas Workforce Commission
Career Schools and Colleges – Room 226-T
101 East 15th Street
Austin, Texas 78778-0001
<http://www.twc.state.tx.us/svcs/propschools/ps401a.pdf>

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, Texas 78711
<http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>
The web address for the rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120:
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Refund Policy for Cancellation of Program/Course or Closure of School

If the school is permanently closed and no longer offers instruction, after a student has enrolled, the student shall be entitled to a pro rata refund of tuition.

If a program or course is canceled subsequently to a student's enrollment and before instruction in the program or course has begun, Hartwell University shall at its discretion either:

- provide a full refund of all monies paid, or
- provide completion of the program or course

The school at which students continue their education and training shall not charge the students an amount greater than that to which Hartwell University would have been entitled under its contract with the student and for which the student has not yet paid.

If a program or course is cancelled, Hartwell University shall notify affected students individually of the availability of the refund or teach-out plan, and diligently advertise such availability. The agreements among institutions may provide that these notices may be sent by the schools(s) that are accepting students from Hartwell.

Hartwell shall dispose of school records in accordance with all applicable federal and state laws.

Academic Year Definition

Our regular academic year is 24 credits across 32 academic weeks. This includes four 8-week terms of Fall 1, Fall 2, Spring 1 and Spring 2. Students may also elect to take courses in the Summer term (also 8 weeks in length) outside the regular academic year.

Tuition Billing Date

Hartwell bills students on the first day of each month following the start day of the student's first term of enrollment. For example, if the first day of Fall Term 1 for a newly enrolled student is August 16th, the monthly tuition payments will begin being billed September 1 and continue for 48 months typically.

Credit Balance Refund Policy

Should a credit balance occur as the result of an overpayment for a student, after withdrawal, the excess will be refunded to the payer within 30 days.

Uncashed and unclaimed refund checks will be credited back to the student's account and the funds returned to the program from which they came within 240 days.

Outstanding Checks Policy

If students that are given a refund check do not cash their check, they will be notified at least once before the 240-day limit on cashing checks to see if they need a check to be reissued. Hartwell will reissue checks to students that request them. For checks that are still outstanding, Hartwell will issue a stop payment on the checks and refund them to the US Department of Education before 240 days from the original date of the check being issued.

VA Funds Payment Policy

In compliance with the Veterans Benefits and Transition Act of 2018, Hartwell University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other

institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Price of Attendance / Cost of Attendance (COA)

The following is the estimated Price of Attendance / Cost of Attendance (COA) for students in the 2023-2024 aid year.

For half-time students, the tuition and books & supplies amounts are prorated to half.

Undergraduate

Academic Year Undergraduate (4 terms – 8 mos.)

Academic expenses:

- Undergraduate Tuition: \$2,131.20
- Books & Supplies (estimated): \$400
- Graduation Fee (one-time, applied at graduation): \$100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
 - Room & board: \$4,900
 - Other expenses: \$810
- Off-campus (with family):
 - Other expenses: \$570

Total for students living with parents: \$3,101.20

Total for students not living with parents: \$8,241.20

Calendar Year Undergraduate (5 terms – 10 mos.)

Academic expenses:

- Undergraduate Tuition: \$2,664
- Books & Supplies (estimated): \$500
- Graduation Fee (one-time, applied at graduation): \$100

Living expenses & other indirect costs (estimated):

- Off-campus (not with family):
 - Room & board: \$6,125
 - Other expenses: \$1,013
- Off-campus (with family):
 - Other expenses: \$713

Total for students living with parents: \$3,877

Total for students not living with parents: \$10,302