



2022-2023 College Catalog

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A Message from the Interim President

Practical Bible School was founded in April 1900 by evangelist John A. Davis who taught the first classes in the upper level of a store in Lestershire (Johnson City), New York. Today, young men and women train for a fulfilling lifetime of Christian vocational ministry. Davis College students join the ranks of thousands of the school's alumni who faithfully proclaim the gospel of Jesus Christ to the ends of the earth.

If you could ask God to use you in the global harvest, in what way do you feel called to serve?

- You might say, "Doug, I really don't know how God might use me, I only know that I want to be of use to him, anywhere, doing whatever he wants me to do!" Well, I like that answer! Davis College can help!
- You might also say, "Doug, God is leading me to start a church in my gospel-starved community." Awesome! If you live in the Northeastern USA, there is a massive need for trained Christian leaders who can evangelize communities and organize new churches. Is this you? Davis College can help!
- You might even say, "Doug, I'm a relatively new believer with a heart for God. I want to know him better through a formal study of the Bible." Phenomenal! Discipleship begins with knowing God and deepens through prayer and the study of his Word. Davis College can help!
- You might be among the many who think, "I've never been the best student. I've struggled to learn when it comes to books and tests. So, I've concluded that God can't use me." I was there once! I'm living proof that anyone that loves God and is devoted to his service can be trained, can learn, and can excel in ministry. So can you! See 1 Corinthians 1:26-31.

Where do you fit in God's plan? Is God calling you? Great! Davis College is a place where you'll discover:

Practical Bible-based and Christ-centered ministry training that equips called Christian servants with a passion for academic excellence, spiritual growth, and real-world experience.

At Davis College you'll receive TOTAL training. In other words, Davis College will challenge your mind with new learning. Davis College will provide a spiritual environment where you can grow in your relationship with God. Davis College provide opportunities for in-ministry training.

I hope to personally welcome you to Davis College soon!



D. Alan Blanc, PhD
Interim President
Ephesians 3:20

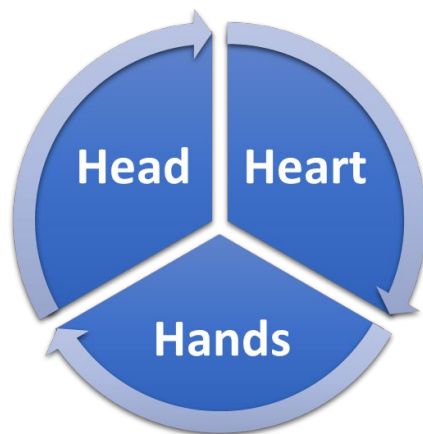


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About Davis College

Davis is an independent Bible College governed by a board of trustees. The College welcomes Bible-believing Christians from a variety of church backgrounds.

The provisions stated in this catalog are to be considered directive in character and not as an irrevocable contract between the student and Davis College. The College reserves the right to make changes it deems advisable, without notice, in the course requirements and offerings, admissions and graduation regulations, and tuition and fees stated in this catalog. Provisions and regulations in this document are reviewed and re-adopted by the faculty on a yearly basis.

Vision

Davis College is leading the way in affordable biblical higher education, connecting quality faculty with cutting-edge technologies and world-class facilities to prepare servant-leaders for Jesus Christ.

Mission

Davis College is a Bible-centered higher education institution committed to making an impact upon the world for Jesus Christ by the fostering of Christian character and the equipping of students with the knowledge, competencies, and skills needed in an ever-changing world for service and leadership within the church, Christian organizations, and society.

Core Institutional Values

1. A commitment to the inerrancy, authority, and sufficiency of the Scriptures.
2. A commitment to worship God and to pursue Christ-likeness in actions and attitudes.
3. A commitment to the practice of personal holiness, integrity and adherence to the highest spiritual and ethical standards.
4. A commitment to respect the worth and dignity of all of humankind and to create a college representation of our society's cultural, ethnic, and racial diversity.
5. A commitment to foster a cooperative and caring community that encompasses staff, faculty, and students and develops the potential of each.
6. A commitment to offer a relevant curriculum, quality instruction, serviceable facilities, and character-building activities for the personal and vocational development of men and women called to serve in church and church-related ministries.
7. A commitment to an on-going assessment and planning process that will address current and future needs and developments that the programs of study offered will be practical and advance the kingdom of God worldwide.
8. A commitment to compassionately minister to the church, society, and the world in general.

Philosophy of Education

Davis College is a private, undergraduate, coeducational Bible College within the conservative evangelical tradition that fosters the spiritual, vocational, intellectual, and personal development of students for ministry. Its philosophy views the direct study of the Bible as the primary means to a successful life and ministry. Its three-year diploma, A.A.S. and B.R.E. degree programs provide an integration of Biblical, general, and concentration studies. The one-year certificate programs focus primarily upon Biblical studies.

As a Bible College, the Bible is the major curriculum component and the integrating factor of all other courses. General education is essential to a balanced, broad-based undergraduate education that gives the student a basic understanding of the world in which they live and minister. Concentration studies develop the student's competencies, skills, abilities, and knowledge needed for service and leadership within church-related ministries. In its entirety, the educational and practical experience of the College is designed to enable students to know the Word of God, to apply it to every aspect of life and to minister it effectively to the world. In summary, Davis College provides students with the education and experience to develop a thoroughly biblical worldview and lifestyle.

Institutional Learning Outcomes

Biblical Literacy

1. Demonstrate a commitment to the authority of the Word of God
2. Demonstrate a foundational knowledge of the Bible and theology
3. Apply the tools and skills needed for a life-long study of the Scriptures
4. Demonstrate the ability to integrate the Word of God into life and ministry

Spiritual Formation

1. Mind (intellect): articulate a worldview that balances inquiry with faith
2. Heart (emotion): demonstrate healthy emotional relationships
3. Soul (moral): demonstrate a desire to live 'Proverbially'
4. Strength (behavior): demonstrate perseverance in college pursuit of next level
5. Neighbor (partnership): demonstrate responsibility to an accountability group

Communication Skills

1. Demonstrate speaking skills for effective communication
2. Demonstrate writing skills for effective communication
3. Demonstrate ability to evaluate information and its sources critically and to use information effectively to accomplish a specific purpose
4. Demonstrate information technology skills for effective communication

Ministry Skills

1. Perform supervised ministry experience through field opportunities in the church and community
2. Demonstrate commitment and skill development in effectively communicating the Gospel

People Skills

1. Demonstrate competent, godly leadership development for diverse church ministry and marketplace careers
2. Demonstrate interpersonal skills for engaging with people according to the plans and purposes of God

Liberal Arts Skills

1. Demonstrate a broad understanding of the history of man
2. Demonstrate the development of a healthy lifestyle
3. Demonstrate a general knowledge of the scientific and quantitative aspects of the complex world created by God
4. Demonstrate creativity in different forms of artistic expression

Information Literacy Standards

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Doctrinal Statement

In the following Doctrinal Statement, Tier 1 doctrines are those which contain the formal basis and material substance of the Gospel, which together comprise what is essential to a Protestant and Evangelical understanding of Christian faith. All staff, faculty, and trustees must profess full agreement with the College's Tier 1 doctrines. Those individuals agree, as well, not to dissent in word or action from any of the College's Tier 2 theological commitments.

Our Tier 2 doctrines are those which express beliefs that are distinctive to the College, and which serve to differentiate the College as a theological institution. Trustees, and faculty teaching required Bible and/or Theology courses, as well as courses that satisfy a Bible elective, must consent to the College's Tier 2 doctrines.

Tier 1 - Essential Faith

Article 1.1. The Scriptures — We believe that the original writings¹ of the Holy Scriptures, both the Old and New Testaments in their entirety, are verbally inspired of God and thus inerrant in what they affirm. These Scriptures constitute our only absolute authority in all matters of faith and practice.²

Article 2. The Godhead — We believe in the Trinity: God the Father, God the Son, and God the Holy Spirit, being one God eternally existent in three persons, equal in every divine perfection.⁴

Article 3. The Person and Work of Christ — We believe in the deity and humanity of the Lord Jesus Christ, one person possessing two natures, making Him fully God and fully man.⁵ In His deity, He is Creator and Sustainer of the universe. In His humanity, He was conceived by the Holy Spirit, born of the Virgin Mary, lived a sinless life, died a substitutionary death for sinners, arose bodily from the grave, ascended into heaven, and is now seated at the right hand of the Father.⁶

Article 4.1. The Holy Spirit — We believe that the Holy Spirit is the Third Person of the Godhead, who convicts, regenerates, and indwells every believer in Christ.⁷

Article 5.1. Humanity's Creation and Fall — We believe that humankind is a special creation of God, made in His image, male and female; that Adam disobeyed his Creator and incurred spiritual death, total corruption, and divine

Tier 2 - Distinctive Faith

Article 1.2. The Scriptures — We believe in the historical, grammatical, and contextual interpretation of the Bible, which reveals divinely determined dispensations defining humanity's responsibilities under God in successive ages.³

Article 4.2. The Holy Spirit — We believe that the Holy Spirit baptizes and seals all believers in Christ, and fills those who are yielded to Him.⁸ We affirm that the Holy Spirit gives gifts of service to all believers.⁹

Article 5.2. Humanity's Creation and Fall — We believe that Adam and Eve were historical figures, not merely literary characters.¹¹ We affirm a historical Fall.

Tier 1 - Essential Faith

condemnation; and that because of this every person is a sinner by nature and practice, in need of divine salvation.¹⁰

Article 6.1. Salvation — We believe that the Lord Jesus Christ died and shed His blood to make atonement for the sins of all humanity. On the basis of His substitutionary death and resurrection, all who repent and believe receive God's gift of eternal life.¹²

Article 7.1. The Church — We believe that the universal Church is composed of all who are saved, and serves as the body and espoused bride of Christ of which He is the Head. We believe that the local church is God's designated instrument for service in the world.¹⁵

Article 8.1. Christian Life and Service — We believe that the fulfillment of the Great Commission is the responsibility of every believer, that the believer is to seek the salvation of the lost, and that the believer is to disciple new converts and enlist them in the life of the local church.¹⁹

Article 9.1. Last Things — We believe in the personal, physical, and visible return of Christ to the earth at the end of the age.²¹

Tier 2 - Distinctive Faith

Article 6.2. Salvation — We believe that salvation is given wholly by grace, so that the believer is eternally secure.¹³ We further believe that God's design for believers is to manifest their salvation by a life that is pleasing to God and set apart unto Him, and that for this purpose every believer is provided positional and progressive sanctification in this life, and ultimate or perfective sanctification in the next.¹⁴

Article 7.2. The Church — We believe that the universal Church is composed of all who are baptized by the Holy Spirit into one body from Pentecost to the Rapture.¹⁶ We believe that the local church is an autonomous company of baptized believers that meets regularly to worship God, to observe the ordinances of believer's baptism and the Lord's supper, to edify itself, and to evangelize the world through the preaching and teaching of the Word.¹⁷ We affirm that the proper mode of water baptism is immersion.¹⁸

Article 8.2. Christian Life and Service — In the accomplishment of the Great Commission, we affirm that believers must be careful to separate themselves from sin, and to seek fellowship and cooperation only with those who believe and practice the biblical Gospel.²⁰

Article 9.2. Last Things — We affirm, in order, an imminent return of the Lord to the air to remove His church from the world, an event commonly known as the Rapture; a seven-year Tribulation; the return of Christ to the earth to rule for one thousand years; the Great White Throne Judgment of the lost; and the formation of a New Heaven and a New Earth. This chain of events issues in conscious, everlasting blessedness for the saved, and

Tier 1 - Essential Faith

Tier 2 - Distinctive Faith

everlasting punishment for the lost.²²

Article 10. Marriage & Family — We believe that God created marriage to be exclusively the union of one man and one woman, and that intimate sexual activity is to occur exclusively within that union.²³

We further believe that all human life, being made in God's image, is sacred. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value human life.²⁴

Article 11. Limits of Doctrine — This Doctrinal Statement does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality and proper conduct, is the sole and final source of all we believe. For purposes of Davis College's faith, doctrine, practice, policy, and discipline, our Board of Trustees is the College's final interpretive authority on the Bible's meaning and application.

¹ That is, in their final canonical form.

² 2 Tim 3:16-17; Psa 119:105. Scriptural affirmations are inerrant when rightly interpreted. Scripture references throughout are representative. They are not "proof" texts; instead, they are evidential texts.

³ Eph 3:2-10.

⁴ Rom 1:7; 9:5; 1 Cor 3:16; Matt 28:19; John 10:30.

⁵ John 1:1, 14; 1 Tim 2:5.

⁶ Col 1:16; Heb 1:3; Luke 1:34-35; 1 Pet 2:22; 1 John 3:5; Rom 5:8; 1 Pet 3:18; 1 Cor 15:1-4; Eph 1:20-21; 1 Pet 3:22.

⁷ John 16:8; Titus 3:5; John 14:16-17.

⁸ 1 Cor 12:13; Eph 1:13; Eph 5:18.

⁹ 1 Cor 12:11.

¹⁰ Gen 1:26-27; 3:1-6; Rom 5:12-19; 3:9-18.

¹¹ Gen 2:7, 21-23.

¹² 1 John 2:2; Acts 20:21; John 6:47.

¹³ Eph 2:8-10; John 10:28.

¹⁴ Rom 12:1-2; 1 Cor 1:2; 2 Tim 2:21; Eph 5:25-27.

¹⁵ 1 Cor 12:13, 27; Eph 1:22-23; 2 Cor 11:2; Eph 4:15.

¹⁶ Acts 1:5; Acts 11:15.

¹⁷ Acts 2:41-47; 1 Cor 14:26; Eph 4:1-12; Matt 28:18-20.

¹⁸ John 3:23; Acts 8:38-39; cf. Rom 6:3-4.

¹⁹ Matt 28:20; Acts 1:8.

²⁰ 2 Tim 2:21; 2 Cor 6:14-18; 2 Tim 3:1-5; Rom 16:17; 1 Tim 6:3-5.

²¹ "Personal" insists that the one returning is "this same Jesus" (Acts 1:11). "Physical" means *bodily* or (yet) *incarnate*. By "visible" we mean *not invisible*, as if his coming were merely a spiritual presence or powerful influence.

²² Titus 2:13; 1 Thess 4:13-18; Rev 4:1-18:24; 19:11-15; 20:6; 20:11-15; 21:1; Matt 25:46. Taken together, our eschatological commitments compose a perspective on the Second Coming that may be described as pretribulational (with respect to the Rapture) and premillennial.

²³ Gen 2:24.

²⁴ Gen 9:6; Psa 139:13. Articles 10 and 11 are included by recommendation of the Alliance Defending Freedom.

Davis College Covenant

I understand and accept the commitment of Davis College to be a distinctly Christian, values-based institution and therefore:

- I will commit myself to grow in my knowledge and obedience to Christ and His Word.
- I will embrace the core values of Davis College and strive to carry out these values in my service to God and humankind.
- I will maintain involvement in a local church, regularly worshiping and studying God's Word with a body of believers (Hebrews 10:25).
- I will follow the policies of Davis College and will treat the people and property of this community with respect and courtesy.
- I will tell the truth and my academic work will be my own.
- I will abstain from the possession and use of alcoholic beverages, illegal drugs, and tobacco products and I will not misuse prescription drugs, both on and off campus.
- I will be financially responsible to the College, paying my bills and working to support myself as necessary.
- I will keep my mind and body pure and free from any form of sexual sin, including pornography (Colossians 3:5).
- I will do my best in my academic work to please the Lord, so that I may be a "workman who does not need to be ashamed" (2 Timothy 2:15).
- I will conduct myself as a witness of Jesus, treating people with grace and kindness.
- I will appreciate the diversity of people at Davis College and will strive to model the love of Christ across lines of gender, race, culture and socio-economic status.
- I will respect the doctrinal beliefs of my peers and Davis College, and where I disagree I will not "sow discord among the brethren" (Proverbs 6:19). In essentials unity; in nonessentials liberty; and in all things charity.

Directory

Department

Admissions	(814) 503-0038
Business Office, Student Accounts	(607) 442-4878
Financial Aid	(607) 442-4878
Human Resources	(607) 442-4847
Library	(814) 503-0038
President's Office, Alumni Affairs	(607) 442-4878
Academic Dean	(607) 442-4847
Registrar	(607) 442-4878
Student Support Services	(814) 503-0038

Admissions at Davis

The primary goal of the Davis College Admissions Office is to identify and assist qualified students to pursue enrollment at Davis College. It is the intent of the Admissions Office to give clear and honest information regarding the educational programs of the school. An interview with the Admissions personnel is not required but is recommended so that potential students can be advised on the spiritual and social aspects of Davis College, along with a discussion about future ministry options. The Admissions Office works with the Financial Aid Office to assist prospective students in formulating a plan to meet the financial obligations of a college education.

Notification of Nondiscriminatory Policy

Davis College admits students of any race, color, nationality, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the college. Davis College does not discriminate on the basis of race, color, nationality, age, handicap, ethnic origin, sex, or veteran status in its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Veterans

The New York State Division of Veteran's Affairs, Bureau of Veteran's Education approves Davis for the training of veterans. The Director of Financial Aid is the Certifying Official for the College. Veterans must meet the General Requirements for admission to Davis College and follow the Application Procedure for Regular Admission outlined below.

General Requirements

Spiritual — It is the objective of Davis College to train students for leadership positions in various aspects of vocational and marketplace ministry, therefore each applicant must give evidence of personal knowledge of the Lord Jesus Christ as Savior. While it is not required, it is recommended that, because of the applicant be a Christian for at least one year prior to enrolling. Candidates for admission must demonstrate a lifestyle consistent with biblical standards that marks itself by a daily walk with Christ, a consistent prayer life, and strong character traits. A life of discipline, evidence of emotional maturity, developed social skills that allow for friendships, Christian identity, and positive influence with peers are also strongly weighed in the evaluation process. Abstinence from the use of tobacco, alcohol, illegal drugs, and sexual promiscuity for at least one year prior to enrollment is preferred. The candidate must verify active participation in regular worship attendance and church ministry opportunities at an evangelical Protestant church. A positive recommendation from the pastoral leadership of the applicant's church is required. This recommendation will be evaluated to verify the spiritual qualifications of prospective students.

Academic — Davis College requires applicants to have a high school diploma with a minimum high school cumulative grade point average of 2.00 (on a 4.00 scale) or 80 (on a 0-100 scale). High school equivalency exam results will be recognized in lieu of a high school diploma. Home-schooled applicants must demonstrate that they have completed a program in compliance with their states' requirements for secondary education. A certificate, diploma, or degree from Davis College cannot be awarded without the student receiving a high school diploma or GED, or in the case of international students, the equivalent of a high school diploma. An ACT or SAT Test Score report are required for scholarship consideration. Students who wish to be considered for academic scholarships should submit their scores to the Admissions Office.

Regular Admission

Students who meet all admission requirements and are admitted without restrictions. The deadline for acceptance is the last day to add a class according to the semester academic structure. Applicants who apply for admission must complete the entire application process before starting classes. Under no circumstances will a student be allowed to begin classes unless all required paperwork is on file with the Admissions Office. If all required paperwork is not received before the last day to add a class according to the semester academic structure, enrollment will be delayed until the following semester.

Application Procedure

1. Complete and submit the application (available online).
2. Submit Pastor or Church Leader Recommendation (available online or on paper)
All applicants must arrange to have a recommendation from a pastor or church leader who has known the applicant for at least one year and can attest to their spiritual maturity. If the parent/guardian of the applicant is the pastor, or if the church is without a pastor, a youth pastor or other church leader may complete this form.
3. Submit All Transcripts

High School transcript – All applicants must arrange to have high school transcripts sent to the College at the time of application. (In addition, an official final high school transcript showing graduation date should be sent after the final semester of high school.) See the Transfer of Credit policy for what constitutes an official final transcript for acceptance and/or transfer credit.

Home School – Homeschooled applicants must send a signed final home school transcript showing completed coursework, graduation date, and final GPA. New York state homeschooled students must also submit a letter of equivalency from their school district superintendent. Students who did not complete homeschooling in NYS must submit documentation to satisfy requirements as defined by their home state.

High school equivalency – Students who have earned a GED/TASC diploma must submit those transcripts. The GED/TASC diploma must be earned from an agency approved by the student's home state.

Online high school – Transcripts from students who complete high school through correspondence or online schooling will be accepted based on approval from the student's home state. The New York State Board of Regents does not approve correspondence study, including online as equivalent to a high school diploma for NYS residents.

Foreign High School transcripts – Students who completed high school outside the United States must submit a notarized English translation of their official high school transcript, or an equivalency report from an approved evaluation service. *Students with foreign high school completion may need to submit additional paperwork to be eligible to receive NYS administered grants and scholarships

IEP Diplomas – Students with IEP diplomas, the Career Development and Occupational Studies (CDOS) Commencement Credential, and the Skills and Achievement Commencement Credential are not acceptable proof of high school completion for admission.

College transcript(s) – Students transferring* from other institutions should contact all their previous college(s) for official, sealed transcripts to be received by Davis College in a timely fashion; it is recommended two months prior to enrollment. This ensures transcripts will be evaluated and students accurately advised in course selection at registration. Transcripts must be received from all colleges regardless of whether transfer credit will be received.

Transfer students who have earned an Associate's Degree or higher level degree from a regionally or professionally accredited institution, are not required to submit verification of high school completion. *See the Transfer of Credit policy in the Academics section for more information regarding transferring credit into Davis College.

4. Submit ACT or SAT test scores (optional) — Scores may be considered for academic scholarships: SAT code: 2233 ACT code: 2710. Scores listed on an official high school transcript can be accepted.

An admission decision will be made following the review of all application documents outlined above. With the decision letter, admitted students will receive an Intent to Enroll Form that is to be returned to the Admissions Office with the Enrollment Deposit. Admission is contingent on receipt of final transcripts verifying satisfactory completion of coursework.

Special Admission

On a case-by-case basis, students with a lower high school GPA may be admitted on special admission status. All special admission students will enter on academic probation. Special Admission students will be required to adhere to probation contract stipulations as required by the Academic Office. —See the Academic Probation and Dismissal Policy for more information regarding academic probation.

Re-Admission

Application Procedure

Former students whose study at Davis has been interrupted must complete the entire admissions procedure outlined under Regular Admission above; which includes the filing of a new application, new pastor's recommendation, and transcripts from any school attended since last enrolled at Davis. Students who are readmitted into Davis are admitted into the current program as published in the current catalog.

An admission decision will be made following the review of all application documents outlined above. With the decision letter, admitted students will receive an Intent to Enroll Form that is to be returned to the Admissions Office with the Enrollment Deposit. Admission is contingent on receipt of official final transcripts from all schools attended since last enrolled at Davis College.

Former PBTS/PBC/Davis students will have their previous credits evaluated by the Registrar and will receive a degree audit showing how their former credits apply to the current program at Davis. Students who attended prior to 1989 generally cannot use courses with lower than a C- grade toward a current program.

Former PBTS/PBC/Davis graduates that return to complete another degree must complete at least 15 hours of their program at Davis College. Credits may transfer in from other accredited institutions. Students planning to take courses for transfer to Davis should contact the Registrar prior to beginning the course to inquire if the credits can be applied to program requirements.

International Student Admission

International students must submit proof of proficiency in the English language. If English is not the native language, English proficiency can be demonstrated by providing a Test of English as a Foreign Language Examination (TOEFL) score. Submit scores to Davis using our Institutional Code (1000) *Minimum score requirements (only one exam type is required): Paper Based exam: 525 | Computer Based exam: 195 | Internet Based exam: 68* This requirement can be waived if the student has studied in the U.S. or another approved English speaking country for two years full-time within the last two years.

Davis College can only issue the U.S. Citizenship and Immigration Services I-20 form when the regular admissions requirements, as outlined above, have been met along with the following:

1. Proof of available funds to cover the total cost of attendance for the first year; or,
2. Affidavit of Financial Support from a Sponsor who will provide funds sufficient to cover the total cost of attendance for the first year.

Davis College is accepting international students only for online study from their home country.

Non-Matriculated

These are students taking selected courses for academic credit but are not pursuing a degree or certificate. Non-matriculated students should complete the Student Information Form prior to registering for classes. Normally, non-matriculated students do not need to apply for admission. However, at the discretion of the Admissions Office, a non-matriculated student may be asked to complete the full application procedure outlined under Regular Admission before enrolling. Non-matriculated students are not eligible to receive institutional, state, or federal financial aid. Non-matriculated students who desire to enroll in a degree or certificate program, or accumulate more than 12 hours of credit from Davis College must complete the Regular Admissions application procedure outlined above.

Audit

These are students attending classes without receiving credit or participating in class requirements such as research papers or examinations. Normally, audit students do not need to apply for admission.

Dual Enrollment

These are high school juniors and seniors taking selected courses at Davis College prior to high school graduation. Only approved courses may be taken.

Enrollment Procedure

Homeschool dual enrolled students who wish to be full time in any semester must also submit a valid and in effect Individualized Home Instruction Plan (IHIP) demonstrating progress toward high school completion each semester. Non-NYS resident dual enrollment home school students who wish to be full time must submit a curriculum plan or report for the current academic year. Dual enrolled students should complete the Student Information Form prior to registering for courses. Students must maintain satisfactory grades in both high school and Davis courses to continue enrollment at Davis College.

Upon successful completion of the course, students may request, via the online Transcript Request form, that an official transcript be sent to their high schools. Additional forms may need to be completed by the student and the student's high school guidance department.

After high school graduation, Dual Enrollment students must complete the Regular Admission application procedure if they wish to enroll as matriculated students.

Please see the "Academics" section for complete information regarding student classifications.

Finances and Student Accounts

Office Hours - The Business Office is open Monday – Friday, 8:30 a.m. – 4:30 p.m. Closed for holidays. Appointments may be arranged by calling 607.442.4878.

Payroll Checks - Student workers are paid on the 15th and 30th of each month. Paychecks may be picked up in the Business Office on paydays.

Student Payroll Deductions - Student workers may request that their pay be applied directly to their student account. A Payroll Deduction Form can be completed by the student and processed by Human Resources. In the event a student has not made satisfactory payments on their account, Davis College reserves the right to apply a student's payroll to any unpaid balance regardless of whether the form has been completed.

Tax Documents - W-2s and tax form 1098-T will be available to the students by January 31st for the prior calendar year transactions. If you were employed by Davis College during the previous calendar year, W-2s will be mailed to the most recent permanent address on file. Any additional requested copies of your W-2 will cost \$10. If you were a student at Davis College during the last calendar year, 1098-T forms will be mailed to the most recent permanent address on file. Additional copies are available on the student's ECSI account. Forms are filed based on the permanent address on file with the College.

Student Account Financial Terms

Financial Responsibility - Students should have a clear understanding of their contractual financial obligations. Student accounts are expected to be paid on time and kept current. Any past due accounts must be paid in full in order to register for a new semester. If students register for a course that they do not attend, then they are still liable for tuition and fees. Fees are non-refundable after the semester has started.

Payment Options - Each semester's total tuition, housing, and fees are assessed during the registration process and are due before the first day of class. The following payment options have been instituted for the student's convenience. A student must select a payment option as well as complete and sign the Payment Arrangement Form.

Option 1 - Fully covered by Financial Aid: Student has a Federal Pell Grant, a Federal Student Loan, and/or other form of Financial Aid that has been guaranteed in excess of their tuition and fees.

Option 2 - Full Payment (Preferred): Full semester payment is made before the first day of class.

Option 3 - Monthly Payment Plan: A student that still has a remaining balance after financial aid and student loans may enroll in a monthly payment plan. A payment plan enrollment fee of \$50/semester will be charged. This fee will be discounted if all payments are made by cash, check or ACH.

Payment Plan Policy - Payments are due on either the 15th or the 30th of the month. First payment, including the payment plan enrollment fee, is due prior to the start of the semester. Payment plans not completed by the semester deadline may be subject to late fees and/or collection fees. No additional finance charges will be applied if payments remain current.

Hold Code Policy - Students who do not adequately fulfill their financial obligations may have a financial "hold" placed on their student account. Hold codes may prevent a student from enrolling in classes or require the student to sign a financial agreement prior to enrolling. Hold codes also prevent transcripts and diplomas from being issued to the student or another institution. Students who have a financial hold on their account after the semester deadline may be subject to a \$100 late payment fee and may be denied the payment plan option in future semesters. Students should log in to the Davis College Student Portal to view any hold codes placed on their account.

Collections Policy - Students with an account balance must make satisfactory efforts to pay the amount due. In the event the account becomes delinquent, Davis College reserves the right to turn the account over to a collection agency. In such a case, the student agrees to reimburse the College the fees of any collection agency which may be based on a percentage at a maximum of 33% of the debt and all costs and expenses, including reasonable attorney's fees, the College incurs in such collection efforts.

Withdrawals, Dismissals, and Refunds

Main Campus	
Week 1	Drop period; 100% refund
Week 2	Withdrawal period (VWD); 75% refund
Week 3	Withdrawal period (VWD); 50% refund
Week 4	Withdrawal period (VWD); 25% refund
Week 5	Withdrawal period (VWP or VWF); 0% refund
Week 6	Withdrawal period (VWP or VWF); 0% refund
Week 7 or later	Failed grade (F); 0% refund

Davis Online Learning	
Week 1	Drop period; 100% refund
Week 2	Withdrawal period (VWD); 75% refund
Week 3	Withdrawal period (VWP or VWF); 40% refund
Week 4 or later	Failed grade (F); 0% refund

Refund Policy for Maryland Students - Based upon the Annotated Code of Maryland [Annotated Code, Education Article, 11-202.2.(d)(1) and (2)], the refund policy shall provide a refund to any student who has completed 60% or less of a course, term, or program within the application billing period. Therefore, the minimum refund that an institution shall pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

Refund Policy - Students who drop a course, are dismissed, or completely withdraw from Davis College may be eligible to receive a tuition refund based on the table above. An official withdrawal form must be obtained from the Registrar's Office and properly completed in order for a student to receive a refund. All miscellaneous fees are non-refundable. Refunds apply to tuition and room and board only. No refunds will be awarded on credit balances from Davis College scholarships.

“Earned” Financial Aid - Students who withdraw or are dismissed from Davis College before the 60% point in the semester (approximately the 9th week of fall/spring semester classes) will have the amount of their financial aid reduced in proportion to the percentage of the semester attended, per the Department of Education regulations. See Refund Policy in the Financial Aid section of the catalog for more information regarding financial aid when a student withdraws.

Financial Consequences - All tuition refunds will be applied against any earned financial aid. This may result in a balance owed to the College. If a financial aid disbursement (student refund check) has already been made, the student may be required to pay back the “unearned” portion of their financial aid. Students in this situation will need to make payment arrangements and complete re-payment within one year. As per College policy, no grades or transcripts will be issued while students have a balance on their accounts, and any delinquent accounts are eligible to be sent to collections.

Explanation of Fees and Charges

Tuition - Please refer to the Board-approved fee schedule for tuition charges. These costs are subject to change without notice.

Late Registration Fee - Fee is charged when a student fails to complete registration by the deadline. Deadlines are posted when semester registration opens.

Miscellaneous Course Fees - Certain courses require additional expenses not covered by tuition alone. These include but are not limited to Science and Art courses, Davis Online Courses, Independent Study courses, and Life Experience credits. Please refer to the Board-approved fee schedule for more information.

Payment Plan Enrollment Fee - Effective Fall 2017, fee will be charged per semester for students who wish to enroll in a monthly payment plan. This fee will be discounted if all payments are made by cash, check, or ACH.

Financial Aid

Davis College seeks to offer quality education and services at the lowest possible cost to students. The cost of education students are required to provide is only a fraction of the total funds needed for each student. Davis depends on the sacrificial gifts of alumni, churches, and friends of the College to provide quality education and services at the lowest possible expense to the student.

The cost of obtaining a college education is of great concern to the College and to the student. The Office of Financial Aid is in place to assist students in the application and planning process. Students who are non-matriculated or enrolled in dual enrollment classes are not eligible for financial aid. There are various means whereby students may finance their education. The following are some of the options available to students at Davis. Call the Office of Financial Aid at 607.442.4878 for more information or e-mail at financialaid@davisny.edu.

Financial Aid Application Process

1. Visit fafsa.ed.gov to complete the Free Application for Federal Student Aid (FAFSA). Enter Davis's school code (015291). Obtain a FSA ID to sign the FAFSA electronically (this will speed processing time).
2. The data from the FAFSA will be analyzed and the results will be sent in a Student Aid Report (SAR). The Office of Financial Aid will also receive a report of the data. The information will be used to determine each student's financial aid package.
3. New York state residents should also apply for the TAP grant at www.hesc.ny.gov. The TAP grant is available to qualifying students enrolled in approved programs for a maximum of six full time semesters. (See NYS TAP for more information)
4. Students can apply for scholarships by completing the application form on the website at www.davisny.edu/scholarships
5. In addition to the FAFSA, if an application has been selected for verification, the Office of Financial Aid requires that the IRS data retrieval tool be used on the FAFSA or an IRS tax transcript be sent. An institutional verification form is also required. The Office of Financial Aid will contact students if they have been selected for verification.
6. For students interested in taking out Direct student loans and doing so for the first time, go to studentloans.gov and complete Entrance Counseling and a Master Promissory Note.
NOTE: A Direct Loan cannot be originated until these steps are complete. Completing Entrance Counseling and a MPN does not obligate students to accept a loan.

Important Deadlines

To ensure enough time for processing paperwork for grants, loans and scholarships, students should apply for financial aid by July 15 for the fall semester and by November 15 for the spring semester. Students are responsible to make all required payments at registration according to the guidelines outlined in the financial information section of this catalog. Students will be refunded by the amount of financial aid that subsequently arrives and constitutes an overpayment.

Federal Grants

Pell Grants - The Pell Grant Program is an income-based Title IV federal student aid program. Pell Grants provide money to help students pay for their education after high school. Unlike loans, grants do not have to be paid back. The Pell Grant is available to undergraduate students enrolled in at least three credit hours in a matriculated program leading to graduation. To apply for the Pell Grant, students must submit the Free Application for Federal Student Aid (FAFSA). The Pell grant is awarded as directed by the Department of Education to income eligible students.

Federal Supplemental Educational Opportunity Grant (FSEOG) - The FSEOG is a grant funded by the federal government. Students must complete the FAFSA and demonstrate financial need. Students must receive a valid SAR and have all necessary materials in the Office of Financial Aid before being considered for these funds. Students who qualify for the Federal Pell grant receive first priority in receiving FSEOG

funds. FSEOG funds are generally awarded on a first-come, first-served basis. However, because FSEOG funding is limited, there is no guarantee that students will receive this award even if they qualify.

Federal Work Study (FWS) - A limited number of institutional work assignments are available to needy students through the Federal Work Study program. The Office of Financial Aid collects and monitors job applications through the FWS program; however, the campus departments are responsible for the hiring of students. Contact the Office of Financial Aid for information.

Federal Loans

Federal Direct Loans - are low-interest loans for students and parents to help pay for the cost of a student's education. The lender is the U.S. Department of Education. Additional information about Federal Direct Loans can be found at studentaid.ed.gov.

- Subsidized: Students must demonstrate financial need as determined by federal regulations. Interest is paid by the federal government while you are in school and during certain other periods.
- Unsubsidized: Interest is not paid by the federal government and accrues while you are in school. If you do not pay the interest, it will be added to the unpaid principal amount of the loan. This is called "capitalization." Capitalization increases the unpaid principal balance of your loan, and interest will be charged on the increased principal amount.

Federal Direct PLUS Loan - Parents of dependent students may borrow under the PLUS program to help pay student's expenses. The parent must complete a PLUS loan application and Master Promissory Note (MPN). Also, the parent will be required to pass a credit check. Payment can be deferred while the student is enrolled or can begin immediately.

Eligibility for Loans

Students must demonstrate eligibility for Federal Direct Loans by having a current FAFSA on file at the College. Students must be enrolled at least half time in a certificate or degree program and be making Satisfactory Academic Progress. Students may not be in default status for any federal student loan(s).

Students who are new Federal Direct Loan borrowers must complete the Federal DL Entrance Counseling and Master Promissory Note at studentloans.gov. Returning borrower(s) must notify the Office of Financial Aid of their desire to borrow. Students who have borrowed in the past will automatically have student loans awarded to them. It is the student's responsibility to notify the Office of Financial Aid if they wish to decline the loans awarded to them or have the amount(s) changed.

Students who receive federal aid or borrow through the federal Direct Loan program will be monitored in the National Student Loan Data System (NSLDS) where other authorized users may have access to personal information including other institutions and loan lenders.

Borrowing Limits - The total amount students may borrow depends on several factors including:

- Dependency Status
- Borrowing History-borrowers without an outstanding loan balance who borrow after July 1, 2013 cannot exceed 150 percent of the published length of the borrower's educational program.
- Calculated Estimated Family Contribution (EFC)
- Unmet need
- Class Standing (course levels must reflect class standing)

Student Status	Direct Subsidized	Dependent Unsubsidized	Independent Unsubsidized	Total for the academic year Dependent/Independent
Freshman	\$3,500	\$2,000	\$6,000	\$5,500/\$9,500
Sophomore	\$4,500	\$2,000	\$6,000	\$6,500/\$10,500
Junior/Senior	\$5,500	\$2,000	\$7,000	\$7,500/\$12,500
Lifetime Limit	\$23,000			\$31,000/\$57,500

Disbursement

Based on state and federal recommendations, best practices in higher education, and to foster student success, Davis College will disburse loans and credit balances mid-semester. First-time freshmen will have their loans disbursed 30 days into the semester per federal requirement. Loan money must first be used to pay for any balance owed to the College, such as tuition, fees and textbooks. If loan funds remain, students will receive the credit balance by refund check. Refunds will be mailed to the most recent permanent address on file. Any financial aid may be delayed in disbursement if the necessary paperwork is not completed by the student on time.

Repayment

Direct Subsidized and Unsubsidized Loans have a 6-month grace period that starts the day after the student graduates, leaves school, or drops below half-time enrollment. Students do not have to begin making payments until the grace period ends. To learn more about repayment visit studentaid.ed.gov/sa/repay-loans.

Exit Counseling

Student loan borrowers who graduate or cease to be enrolled at least half-time must complete an exit counseling session. Graduating students should use their FSA IDs to login to studentloans.gov to complete the Exit Counseling and choose their repayment plan. Students should continue to stay in contact with their lenders if their contact information changes at any time.

Verification

Any student who files a FAFSA may be chosen for a verification review. This process is required by federal regulation and the College is mandated by this regulation to adhere to the procedures explained below.

The verification process entails the review of IRS tax documents and household information to ensure the accuracy of the FAFSA application. FAFSA applications may be selected for verification at random or based upon a set of common edits developed by the U.S. Department of Education which check data for consistency and logic. Others are checked against prior year applications that students have submitted.

Financial aid will continue to be processed during the verification process, though the financial aid remains estimated until the verification process is complete. No federal or institutional financial aid will credit to students' accounts until this process is complete. Failure to complete paperwork in a timely manner will lead to possible late fees, inability to request transcripts, and loss of permission to register for upcoming semesters for students whose accounts are not paid by the deadlines specified by the Business Office.

Notification of Selection

Incoming new and transfer students selected for verification review will be notified via the email address they provided on their FAFSA. Returning students will be notified via their Davisny.edu email. Student should complete this process as quickly as possible. Please note that this process can take upwards of 2-3 weeks if IRS transcripts need to be requested.

Documentation Required to Complete Verification

Students should complete the form listed in their notification email. All signatures must be handwritten. No other electronic signatures will be accepted. Each form contains directions for completing and submitting all required paperwork. Dependent students must also submit parent income information. Independent students should spouse income information if applicable.

Students who have not done so already should update their FAFSAs using the IRS Data Retrieval Tool for the income information section(s). Students who are unable to transfer income information using the IRS DRT on your FAFSA, may instead request official IRS tax return transcripts on the IRS website. Recent updates to federal regulations have declared that schools *can* accept a personal copy of the federal tax return from the student or parents (if required) for verification purposes for the 2017-2018 academic year only. Beginning for the 2018-2019 academic year, either a tax transcript from the IRS or your FAFSA filed using the IRS Data Retrieval Too are the only two ways to verify tax data.

Students who did not file taxes for the year requested, must submit all W2s for that year as well as documentation from the IRS on or after October 1, 2016 that indicates a 2015 IRS income tax return was not filed with the IRS or other relevant tax authority. Additional documentation may be requested at the discretion of the Financial Aid Director. The Office of Financial Aid will follow up with questions or request for more paperwork if information is conflicting, missing, or appears inaccurate.

Time Period

A valid FAFSA application must be submitted prior to enrollment if the student intends to apply for financial aid. Verification paperwork should be submitted within 30 days of receipt of notice of selection. Verification paperwork can be submitted as late June 1 following the end of the semester, though late fees will already have been applied by this point.

Verification must be complete before the Office of Financial Aid will certify any federal aid.

Students who are eligible to work on campus through the work study program will not be allowed to work until the verification process is complete and eligibility for this program is confirmed.

Noncompliance

1. If the required documentation is not submitted, the following may occur:
2. No federal financial aid for the semester or academic year.
3. Holds will be placed on student accounts for overdue balances. Those students will be unable to request transcripts or register for future semesters.

Completion of Verification Process

When possible, the Office of Financial Aid will make electronic corrections to students' FAFSA applications. These corrections will generate an updated Student Aid Report sent via paper or electronic means. The estimated family contribution may change based on the corrections made. The Office of Financial Aid reviews paperwork within one week of submission. When the verification process is complete, students will immediately receive an updated award letter via email indicating any change to the financial aid package.

If it is determined that a student has received funds which they were not eligible to receive, the student must repay the amount. If a repayment is not made, the overpayment must be referred to the U.S. Department of Education. No further applications for financial aid will be processed by the U.S. Department of Education Davis College's Office of Financial Aid.

Special Circumstances

Students who feel that the information reported on their FAFSA does not accurately depict their current

financial situation can request to have their application adjusted. There must be a special circumstance to warrant such an adjustment to be made. Some instances where these changes could be made include loss of a job, death of a parent, unusually high medical bills, and marriage/divorce. Contact the Office of Financial Aid for more information regarding specific situations. Students receiving adjustments will be required to submit extra documentation.

Satisfactory Academic Progress for Federal Student Aid

The Office of Financial Aid administers Title IV federal student aid programs under governmental guidelines. Governmental guidelines require students to maintain satisfactory academic progress to be eligible for all federal student aid funds. The U.S. Department of Education allows each institution to develop its own policy concerning the standard of practice as long as it satisfies governmental guidelines.

Qualitative standard for SAP: students must achieve a 2.0 GPA in order to graduate. As students progress toward graduation, they must maintain the following cumulative GPA in the following increments:

Completed Hours	12	24	36	48	60+
Minimum GPA	1.00	1.25	1.50	1.75	2.00

Quantitative standard for SAP: for financial aid purposes only, federal regulations require that students complete the program in no more than 150% of the normal program requirement. Students are considered to be making satisfactory academic progress if they have earned credits at least two-thirds of all attempted credits. For a BRE program requiring 121 completed credits, no federal financial aid will be given after 181 attempted hours. Students in the 60-hour AAS program cannot receive federal financial aid after 90 attempted hours. Students in the 1 Year Bible Certificate cannot receive financial aid after 45 attempted hours and students in the 1 Year TESL Certificate cannot receive federal financial aid after 36 attempted credits. Students who change programs will be required to meet the SAP standards for the new program.

Withdrawals: A grade of "VWD" (withdrew within 3 weeks of the start of the semester) will not count in SAP calculations. Grades of VWP or VWF will count as attempted hours and will factor into GPA.

Repeated courses: All attempts will be counted as attempted hours, but prior attempts will not factor into GPA.

Incompletes will count as attempted hours and will factor into GPA once the course is either satisfactorily completed or earned an "F" grade when not completed.

Transfer credits will count as attempted and completed hours but will not be included in the GPA calculation.

SAP is checked at the conclusion of the fall and spring semesters. For students taking summer classes, SAP will be checked at the conclusion of the summer session instead of the spring. When students fail to meet either the qualitative or quantitative standard, they are placed on financial aid probation for one semester. Students may receive financial aid during the period of probation. If, at the conclusion of the probational semester, the students have not achieved SAP, they will be ineligible for financial aid thereafter until achieving SAP. Exception: if students achieve a 2.0 semester GPA while taking at least 12 credits during the probational semester, yet still have not regained SAP, they will be considered to have made SAP but will continue on probation during the next semester and be able to receive financial aid. If, after that semester, they have still not regained SAP they will be ineligible to receive financial aid until attaining SAP. NOTE: students who receive a 0.00 GPA for a semester and fall short of SAP guidelines will not be placed on probation and will be ineligible for financial aid until regaining SAP.

Also note that taking a semester off or any period of absence does not "reset" or re-establish SAP. SAP is regained by meeting the above standards or being granted an appeal (see below).

New York State Tuition Assistance Program (TAP)

TAP is a New York State student aid program that provides financial assistance for college students. This assistance program is a grant that does not have to be paid back. TAP is available typically for six semesters to qualifying undergraduate students who are residents of New York State and enrolled full time in a state approved program of study. Part-time students may be available for APTS (Application for Part Time Study) or Part Time TAP. Contact the Office of Financial Aid for more information about APTS and Part Time TAP. The Bachelor of Religious Education is not a TAP approved program of study. Main Campus students may enroll in both the BRE and the 3 Year Diploma. The student will be eligible each semester that full time enrollment in the 3 Year Diploma program is maintained.

According to the Higher Education Services Corporation, “For financial aid purposes, good academic standing consists of two elements: satisfactory academic progress and pursuit of program. Satisfactory progress is a measure of the student’s *achievement*, of earning credits toward a degree or certificate with a specified grade point average. Pursuit of program is a measure of the student’s *effort* to complete a program.

In accordance with section 145-2.2 of the *Regulations of the Commissioner of Education*, each institution participating in State student financial aid programs must determine whether a student is in good academic standing based on a standard of satisfactory academic progress comprising a minimum number of credits to be accrued (earned) with a minimum cumulative grade point average in each term an award payment is received. The progress standard is most clearly presented in chart format (see below).”

Satisfactory Academic Progress for State Student Aid (TAP)

To be eligible for this payment:	1 st	2 nd	3 rd	4 th	5 th	6 th
Min. credits earned by student:	0	6	15	27	39	51
Min. GPA achieved by student:	0.0	1.3	1.5	1.8	2.0	2.0

Students who have received their first TAP award prior to the 2010-2011 award year can be rated on different TAP charts. Contact the Office of Financial Aid for more info.

Waiver of Good Academic Standing Requirements — there is a provision for a one-time waiver of the requirement if students are determined ineligible to receive a state TAP award. The waiver is to be used only in extreme cases such as serious illness or catastrophic family difficulty in accordance with the “TAP Waiver Policy Guidelines and Procedures” as stated on the waiver application. Students who believe they may be eligible for the one-time waiver must submit their case in writing by applying to the Director of Financial Aid, who will then take necessary steps to determine eligibility for a waiver.

Other Financial Aid Programs

ACCES-VR

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) assists students with disabilities through Vocational and Educational Services for Individuals with Disabilities (VESID). Qualifying students receive financial assistance toward tuition, fees, books and required materials, and room and board. VESID also offers additional coaching and assistance with paperwork, disability accommodations, and help with employment placement after graduation.

VA Benefits

Davis College welcomes military personnel by accepting government aid on behalf of veterans. Davis College participates in a variety of VA programs which utilize the GI Bill and Post 9/11 funding. Please contact the Office of Financial Aid for further details regarding these benefits.

Private Education Loans

Davis College has no preferred lender agreements with any private lender. It is almost always more beneficial for the student to borrow through the Federal Direct Loan program before borrowing from private lenders. Students may borrow from any private lender they wish with no consequences or penalties. Students can borrow, pending credit approval, enough to cover their remaining financial need after all other financial aid has been applied to their tuition charges. Typically, applications require a credit-worthy cosigner.

Scholarships

Davis College offers financial aid to help students pay their educational costs. These financial aid programs are conditional upon the availability of institutional funds and are subject to change. Davis College reserves the right to verify information contained in any application for institutional financial aid. All applications for institutional financial aid are subject to approval. Applications for institutional scholarships are available through the Office of Financial Aid.

To be eligible for institutional financial aid, full-time students must fill out the respective application and submit it to the Office of Financial Aid by the scheduled filing deadline. To be eligible for institutional financial aid students must maintain satisfactory academic progress as they would to receive federal financial aid.

All institutional scholarships are intended to be used as a supplement to state and federal financial aid. Students whose accounts show a credit balance as a result of institutional scholarships will not be eligible for a refund from the College and those accounts will reflect a zero balance after all state and federal financial aid as well as institutional scholarships are applied. Students whose accounts show a credit balance as a result of federal financial aid, loans, church contribution or parent/student payments will receive a refund of the credit balance. No student may have more than half of their semester bill (including tuition & fees) covered by institutional aid. Students who are eligible for institutional aid which covers more than half will only receive scholarship aid to cover half of their bills.

Davis College offers the following scholarships:

Presidential Scholarship – Funds are awarded to full-time, online-only students based on merit and financial need in amount as approved by the President.

WOLBI Alumni & Staff Scholarship – \$105 will be awarded per credit hour to Word of Life Bible Institute alumni and staff enrolled at the Pottersville Teaching Site.

WOLBI CCI Scholarship – \$135 will be awarded per credit hour to students who enroll in Davis Online classes while participating in a WOLBI Cross Cultural Internship.

WOLBI YMI Scholarship – \$135 will be awarded per credit hour to students who enroll in Davis Online classes while participating in a WOLBI Youth Ministry Internship.

WOLBI Transfer Agreement – \$7,450 per year will be awarded for a total of 30 credit hours to full-time Pottersville Teaching Site students who are graduates of the Word of Life Bible Institute.

Financial Aid Policies

Financial Aid Appeals

Students wishing to appeal the suspension of financial aid must complete the Financial Aid Appeal form explaining in detail any mitigating circumstances to the Director of Financial Aid. The letter should be submitted to the Director and will be brought before the Financial Aid Committee for consideration. For academic appeals, see the appellate process under “Academics”.

Disbursement of Financial Aid

Based on state and federal recommendations, best practices in higher education, and to foster student success, Davis College will disburse loans and credit balances mid-semester. First-time freshmen will have their loans disbursed 30 days into the semester per federal requirement. Loan money must first be used to pay for any balance owed to the College, such as tuition, fees and textbooks. If loan funds remain, students will receive the credit balance by refund check. Refunds will be mailed to the most recent permanent address on file. Any financial aid may be delayed in disbursement if the necessary paperwork is not completed by the student on time.

Non-Citizen Students

In order for non-citizens to qualify for federal financial aid they should be in the U.S. for other than a temporary purpose with the intention of becoming a citizen or lawful permanent resident, as evidenced by the United States Citizenship and Immigration Services (USCIS) in the Department of Homeland Security (DHS).

Students with T-Visas, who are battered immigrant-qualified aliens, or are citizens of Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau are all considered eligible for Title IV aid. Applicants are considered eligible non-citizens if they are a U.S. national or a U.S. permanent resident with a Form I-551, I-151, or I-551C (Permanent Resident Card, Resident Alien Card, or Alien Registration Receipt Card), also known as a green card. Applicants are also considered to be eligible to receive Title IV financial aid if they possess an I-94 stamped Refugee, Granted Asylum, Cuban-Haitian Entrant, Parolee, or Conditional Entrant.

If students do not possess one of the documents described above, they are not eligible to receive United States government Title IV financial aid. For more clarification see the guidelines for non-citizens at studentaid.gov.

Net Price Calculator

The Net Price Calculator is available at www.davisny.edu/davis-html/net-price/npcalc.htm for prospective students to use to estimate the net price they may owe for tuition, room and board, and their own miscellaneous expenses while enrolled. Please note that this calculator uses estimated average aid for students in certain income ranges and actual financial aid awarded could be more or less.

Refund Policy

If students withdraw from the College before completing 60% of the semester, federal funds may need to be returned to the U.S. Department of Education or to a student loan lender. Federal fund amounts to be returned are based on the percentage of time completed. The Office of Financial Aid uses the formula established by the U.S. Department of Education to determine the amount of funds to be returned. Students will be notified by email of any changes to their federal financial aid due to withdrawal.

Veteran tuition assistance funds may also need to be returned if the student completes less than 60% of the semester. State aid awards are recalculated by NYS based on tuition charges incurred by the students. Institutional aid is forfeited if students withdraw from all courses during the refund period. Students who withdraw after the last day for a refund can keep all institutional aid already awarded. Returning funds often results in students owing a significant amount of money to Davis College.

Change in Enrollment Status

If students change the number of credits enrolled in (either an increase or decrease) during the semester resulting in change to financial aid eligibility, financial aid will be recalculated up through the end of week 4 for 15 week courses or through the end of week 2 for 8 week courses. For any other length course, no recalculations will be made after the last day students are eligible to receive a partial tuition refund. After this point, no changes to the enrollment status for financial aid purposes will be made.

Financial Aid Code of Conduct

Davis College is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this and in an effort to rule out any perceived or actual conflict of interest between Davis employees and education loan lenders, and to maintain professional conduct, Davis College has adopted the following:

- Davis College does not participate in any revenue-sharing arrangements with any lender.
- Davis does not permit any officer, employee or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor or servicer.
- Davis College does not permit any officer, employee or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- Davis College does not permit any officer, employee or agent of the school who is employed in the Office of Financial Aid or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors. Davis College does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.
- Davis College does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- Davis College recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. Davis College will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- Davis College will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- Davis College will not request or accept any assistance with call center or Office of Financial Aid staffing
- Davis College will remain objective in making decisions and advisement regarding relationships with any entity involved in any aspect of student financial aid.
- Davis College will refrain from taking any action for employee personal benefit.
- Davis College will refrain from taking any action believed to be contrary to law, regulation, or the best interests of the students and parents.
- Davis College will ensure that the information provided is accurate, unbiased, and does not reflect any preference arising from actual or potential employee personal gain.

Academics at Davis

Introduction

Students and faculty at Davis College are engaged in the pursuit of truth. Davis recognizes that this pursuit of truth will require a thorough study of the Scriptures. However, mere knowledge of the Scriptures does not guarantee success in life. Ultimately, biblical study must compel individuals to change and conform to a Christ-like lifestyle. By understanding the world better through a study of general education subjects and through the acquisition of skills and abilities learned in the concentration courses, Davis College students can work and minister in a way that truly reflects Jesus Christ.

Accreditation and Recognition

Davis College is authorized by the Board of Regents of the University of the State of New York (BRNYS) to grant the one-year certificate, the two-year Associate of Applied Science (AAS) degree, the three-year diploma and the Bachelor of Religious Education (BRE) degree in Bible and Theology. All of its programs and concentrations are registered with the New York State Education Department (NYSED). BRNYS is classified as a state institutional accrediting agency, but also is recognized by the U.S. Department of Education as an accrediting agency with national scope and recognition.

Davis College is accredited by the Association for Biblical Higher Education (ABHE), an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA). ABHE is classified as a national institutional accrediting agency and is recognized by the U.S. Department of Education (USDOE), the Department of Justice (DOJ) and the Department of Veterans Affairs (DVA) as the accrediting agency for undergraduate Bible college education. ABHE is also a member of the American Council of Education (ACE), the National Association of Independent Colleges and Universities (NAICU) and the International Council of Accrediting Agencies for Evangelical Theological Education (ICAA). In 2016, Davis College was reaffirmed for its accreditation with the Association for Biblical Higher Education (ABHE) for the next ten years. ABHE provides accreditation and services for institutions and programs of biblical higher education within Canada, the United States, and related territories. Davis College has been accredited by ABHE since 1985.

Davis College is accredited on probation with the Middle States Commission on Higher Education and is working to resolve areas of noncompliance. The Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Davis is listed as an accredited four-year college in the Database of Accredited Postsecondary Institutions and Programs and The Higher Education Directory.

Davis is approved by the NYS Division of Veterans Affairs, Bureau of Veteran's Education for the training of veterans. The college has been granted eligibility by the USDOE, Office of Postsecondary Education (OPE), Institutional Participation Division (IPD) for students enrolled in all programs to participate in the Federal Family Educational Loan Program (FFELP), the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the Federal Work-Study Program (FWS). The college has been granted eligibility by the NYSED to participate in the Tuition Assistance Program (TAP) for New York State residents enrolled in the 1-year Certificate, the Associate of Applied Science degree, and the 3- year diploma program.

Davis College is an institutional member of the National Council for the State Authorization Reciprocity Agreements (NC-SARA) found at www.NC-SARA.org/states/NY and is approved to offer online education in 49 states, Washington DC, Puerto Rico, and the US Virgin Islands.

Davis College's Alice E. Chatlos Library is a member of the South Central Research Library Council and the Association of Christian Librarians.

Davis College subscribes to AACRAO guidelines regarding transfer of credit policies.

Agency Addresses

Middle States Association of Colleges and Schools
3624 Market Street
Philadelphia, PA 19104
Phone: 267.284.5000

The Association for Biblical Higher Education
5575 S. Semoran Blvd., Suite 26
Orlando, FL 32822-1781
Phone: 407.207.0808

The State Education Department
The University of the State of New York
Albany, NY 12230
Phone: 518.474.5108

Maryland Higher Education Commission
6 N. Liberty Street, 10th FL
Baltimore, MD 21201
Phone: (410) 767-3305

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive
Suite 130
Boulder, Colorado 80301
Phone: (303) 848-3764

Foundational Studies

Entrance assessments will be given during new student orientation prior to each fall and spring semester. Students who fail to take an entrance assessment at the scheduled time will be required to schedule a make-up exam at the convenience of the Office of Academic Affairs.

Students will not be considered matriculated in a program until entrance assessments have been completed. Students who are not matriculated in a program are not eligible for financial aid.

Foundational studies courses, except FOUN 3022 Career Development, cannot be used to satisfy other program requirements (electives, Biblical/Theological Studies, Liberal Arts Studies or Concentration Studies courses) or be counted toward academic awards.

All students are required to take an English and mathematics placement exam at the beginning of their college enrollment unless they have already completed and obtained transfer credit for an equivalent college level course. FOUN 0971 Foundations in Mathematics is a pre-requisite for MATH 1011 Mathematics I for students with unsatisfactory scores on the math entrance assessment. Students with unsatisfactory scores on the English entrance assessment are assigned a writing coach for assignments throughout the first semester.

ACT - Scores of 30 and above on the English section of the ACT waive the requirement to complete ENGL 1011 English Composition I. The MATH 1011 Mathematics I pretest requirements can be waived if a student achieves a score of at least 30 on the ACT math exam. Students with ACT math scores below 30 are given pretests to determine proper placement. Please have official test scores submitted to the Admissions Office for review.

SAT - Students may waive MATH 1011 Mathematics I pretest requirements if they obtain a score of at least 675 on the Math portion of the SAT exam. Students that score below 675 are given pretests to determine proper placement. Please have official test scores submitted to the Admissions Office for review.

FOUN 3022 Career Development is a 1 credit hour course. This course is designed to prepare students for the world of work and/or further education. Special topics will include, but are not limited to, career preparation, essential job seeking skills, the job search process, resume writing, vocational portfolio, and/or interviewing techniques. It also provides Davis with the opportunity to acquire meaningful feedback regarding the effectiveness of its programs in the area of student learning. It is required of all students graduating with the BRE degree.

Student Ministry

It is the responsibility of each student to locate a student ministry and contact those supervising that ministry. Students are encouraged to discuss potential student ministries with the faculty, staff, academic advisors, and upperclassmen. Ministry opportunities are also communicated in Faith Formation experiences by visiting pastors and leaders from organizations.

Student Ministry Purpose

Student Ministry is vital to a student's education. It takes students from the classroom and gives them opportunity to put into practice what has been learned. It also provides area churches and community programs or organizations with a task force of trained personnel. Students are required to complete Student Ministry for graduation from each program.

In addition, each BRE graduate is required to complete an internship. Under the direction of the concentration chair, students are assigned to a local pastor, some other full-time ministry professional, or a community organizer for a field-based internship. Experience is gained in various ministry and work-force related activities.

While the students' learning experience is important, the overall goal of Student Ministry is to expose our students to local ministry opportunities, requiring them to step out of their comfort zones and participate in something they may not typically do otherwise. Participation in Student Ministry gives students an opportunity to develop a passion out of the experiences that they did not know existed and ultimately to shape their vocational direction. Another goal of the program is to edify the body of Christ and share the love of Christ with others.

Objectives:

- To serve God and other people.
- To promote the discovery and development of ministry skills and spiritual gifts through service.
- To provide the student with supervised ministry training, accountability, and evaluation.

Requirements and Information for Student Ministries

- Students are to select a ministry that will assist them in their personal and vocational development.
- For incoming freshmen, one Student Ministry Credit will be given for satisfactory attendance and participation at a local church. (See Church Attendance, page 13.)
- Students should be challenged by the requirements of their student ministry but not overwhelmed. Therefore, ministry selections should be made with the student's current experience, training, aptitudes, interests and needs in mind.
- Students should select a ministry that requires at least 2 hours of preparation and participation each week of the semester (total of 30 hours/semester).
- Students must locate work with a student ministry supervisor. A supervisor should be someone who directly oversees the ministry in which the student is serving and is willing to provide the student with accountability, counsel and feedback.
- Students may participate in a ministry that occurs over the summer or in a concentrated portion of the school year, such as camping or missions' ministry.
- Each credit, other than the first semester credit for incoming freshmen, requires a minimum of 30 hours of preparation and participation.
- Forms for credits and completion of student ministry are available in the Student Ministry course and are to be completed two weeks before grades are due at the end of each semester.

Selection of a Ministry

Davis College is in an area where many exciting opportunities exist in local churches and Christian organizations for student ministry. There are also opportunities for students to serve through student organizations and campus ministries at Davis College. The following list suggests some of the many areas in which a student may minister:

Bible Study Leader, Small Group Leader, Children's Ministry, Rescue Mission, Discipleship, Evangelism, Music Worship Leader, Pastor, Assistant Pastor, Youth Pastor, Visitation, Sunday School Teacher, Campus Ministry, Camping, Cross Cultural, Jail and Prison Ministry, Missions, Outreach Music, Traveling Teams, Release Time, Street Witnessing, Nursing Home, Youth Group, After School Programs, Soup Kitchens, Community Events, Missions Trips.

Student Ministry Credit Requirements

Student Ministry credit is the recognition given by the Office of Academic Affairs for satisfactory participation in an approved area of Student Ministry. Students will be given either a "CR" or a "NC". If a student receives a "NC" the student did not fulfill his assigned ministry in an acceptable manner, i.e., less than 10 weeks of ministry or if the student is negligent in church attendance (Students are required to attend all regularly scheduled Sunday morning worship service). If a student receives a "CR" they have completed their Student Ministry Credit acceptably.

Students must satisfactorily complete (CR) the designated minimum number of semesters of ministry development required for their program: eight (8) semesters for BRE degree, six (6) semesters for three-year diploma, four (4) semesters for AAS degree and two (2) semesters for Bible certificate. Both full-time and part-time students must satisfy the Student Ministry requirement to graduate from a program. A prorated reduction in the required number of semesters of Student Ministry will be given for transfer students.

All BRE students are required to participate in an approved internship in their area of academic concentration. The internship is either conducted during the summer or spread over both semesters of the senior year. While this internship is taken for academic credit, it also counts for Student Ministry credit. Students must follow the requirements for registering and reporting a student ministry to receive Student Ministry credit.

A permanent record of a student's credit will be kept in the Office of Academic Affairs. Prior to graduation, the Student Ministry Officer will send to the Registrar's Office a recommendation of those students who qualify for graduation. Should a student fail to meet the minimum requirement for graduation, the Student Ministry Officer will recommend to the Registrar's Office that the diploma be withheld until the student has met the requirements.

Assignment of Credit Hours

All courses taken for credit at Davis College, which are applied toward completion of degree requirements, conform to applicable state and federal regulations concerning the assignment of credit hours. The following provides information concerning credit hour assignment policies.

1. Credit Hour Definition

New York State:

All credit-bearing degree programs at Davis College are approved by the New York State Education Department (NYSED). Calculation of credit hours for these programs follows NYSED guidelines, which are consistent with the U.S. Department of Education's definition of a credit hour.

Codes, Rules and Regulations of the State of New York, Title 8 - Education Department, Chapter II - Regulations of the Commissioner, Subchapter A - Higher and Professional Regulations, Part 50 - General, Section 50.1 (o) stipulates the following:

Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this

Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

Section 52.21(4) stipulates:

A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.

U.S. Department of Education:

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following: *Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is 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 fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, 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.”*

U.S. Department of Education guidance on Program Integrity regulations related to the credit hour (<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>) also stipulate:

The credit-hour definition does not dictate amounts of classroom time versus out-of-class student work. Further note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a 3-semester hour course meet 3 hours per week during a semester or a 3-quarter-hour course meet 3 hours per week during a quarter. The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter-hour. For example, an institution with a semester-based calendar has a graduate seminar for which it awards 3 semester hours. The class meets only one hour per week over a 15-week semester with the students expected to perform a substantial amount of outside research that is the equivalent of 8 or more hours of student work each week of the semester. For purposes of the Federal definition, the institution would be able to award up to 3 semester hours for the course.

2. Credit Hour Assignment Policies

All semester/credit hours awarded by Davis College will conform to the definitions listed above. Therefore, all units of credit awarded will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education and the Association for Biblical Higher Education.

Davis College generally follows a semester system with fall and spring semesters consisting of a minimum of 15 weeks, which includes one week for exams. Summer terms are typically less than 15 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (for example, compressed schedules) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

The faculty and program administrators are responsible for developing, maintaining, and evaluating the

curriculum within an academic program. Assignment of credit hours for courses is determined within the program based on faculty expertise and course learning objectives. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit. New courses will, upon review and approval at the program level, be reviewed by the Curriculum Committee and recommended for approval or denial.

The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Registrar's Office for inclusion in the College Catalog. The Office of the Vice President for Academic Affairs reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the appropriate department for correction or explanation.

The following provides general guidance on the how the credit hour translates to the instruction method. Note, however, that the credit-hour definition does not dictate amounts of classroom time versus out-of-class student work - the information below serves as general guidance only.

LECTURE AND SEMINAR: Courses with multiple students which meet to engage in various forms of group instruction under the direct supervision of a faculty member.

Lectures and Seminars: Classroom/Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time X Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)

DIRECTED STUDY: Courses of study designed in instances where enrollment has fallen below established standards but under conditions where a student or students require that course be offered in order to progress academically (such as the need for a particular course in order to graduate). In such instances, the faculty member will work with the student(s) to arrange meeting times which may or may not match the normal course schedule. In all such instances, such courses must match the minimum instructional time and minimum out of class student work per week using the examples listed above, and the faculty member is required to keep records of the meeting times and length so that contact hours can be calculated.

INDEPENDENT STUDY: Courses of study outside normal course offerings in which a faculty member regularly interacts and directs student outcomes with periodic contact in order to allow students to pursue particular areas of interest. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples listed above, and the faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

FIELD EXPERIENCE: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off-campus at an approved site. The learning experience will typically involve a site supervisor or preceptor

and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented and must match the total amount of work using the example above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

ONLINE COURSES: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture / seminar course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: (a) regular instruction or interaction with a faculty member once a week for each week the course runs. (b) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

HYBRID COURSES: Courses offered in a blended format with 1 or more on-site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

ADDITIONAL INFORMATION: Determining Time on Task in Online Education—from New York State Education Department. Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner’s Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.)

“Instruction” is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total “learning time” online can usually be counted. Rather than try to distinguish between “in-class” and “outside-class” time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including the following:

- reading course presentations/ “lectures”
- reading other materials
- participation in online discussions
- doing research
- writing papers or other assignments
- completing all other assignments (e.g., projects)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information include the following:

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required
- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it

- a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)

Theoretically, one should be able to measure any course, regardless of delivery method, by the description of content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time

Grading System

Grade	Grade Points	Percent	Non-Letter Grade	Interpretation
A	4.00	100-95	AU	Audit (Pass)
A-	3.67	94-92	AUF	Audit (Fail)
B+	3.33	91-89	CR	Taken for credit (Pass)
B	3.00	88-86	NCR	Taken for credit (Fail)
B-	2.67	85-83	INC	Incomplete
C+	2.33	82-80	R.F.	Repeat Course
C	2.00	79-77	VWD	Voluntary Withdrawal (Simple)
C-	1.67	76-74	VWP	Voluntary Withdrawal Passing
D+	1.33	73-71	VWF	Voluntary Withdrawal Failing
D	1.00	70-68		
D-	0.67	67-65		
F	0.00	64-0		

Interpretation of Letter Grades

A grade of “A” represents outstanding academic achievement, both in quantity and quality. It signifies an unusual mastery of the subject, and is a distinguished grade reserved to honor the select few who excel in the fulfillment of requirements.

A grade of “B” indicates work and achievement that is superior. The student has intelligently fulfilled all requirements of the course and demonstrated superior understanding of the subject.

A grade of “C” is average and indicates satisfactory fulfillment of all course requirements through average scholastic ability and initiative. It is the most common grade achieved in a normal college population.

A grade of “D” represents accomplishment that is inferior in quality and/or quantity and demonstrates minimal understanding of the subject.

A grade of “F” indicates failure to achieve the minimum competencies of the course. It is indicative of unacceptable work, and the course must be repeated for credit.

An incomplete (“INC”) is granted by the Office of Academic Affairs only in extreme circumstances such as a major illness or emergency. Incompletes not satisfied within the time frame specified by the course instructor and approved by the Vice President of Academic Affairs will result in an “F” for the course. This time frame is typically 30 days from the end of a semester.

A grade of “R” indicates that the course was repeated for credit. Each attempt will show on the transcript, and the most recent grade earned is used in GPA calculations.

Only “D” or “F” grades may be replaced.

Repetition of Courses

A student may repeat a course in which a grade of "D" or "F" was received. The student must complete the proper paperwork with the Office of the Registrar to have the passing grade replace the previous grade. Any previous grades will remain on the transcript, but only the last attempt will be counted in the cumulative grade point average. A student may not repeat at another institution and transfer in a course in which a grade of "D" or "F" has already been earned at Davis College. Davis College grades always take precedence over courses taken at other institutions.

Replaced Grades and Repeated Courses

A Replaced ("R") grade indicates that the course was repeated for credit, and the higher grade was used as a replacement of the lower in cumulative GPA calculations. Only "D" or "F" grades may be replaced. Both grades will remain on the official transcript, but only the higher grade will be computed in the cumulative GPA. The lower grade will be preceded by an "R" for "Replaced:" R (F), R (D-), R (D) or R (D+).

A Davis College course grade may be replaced only by the same Davis College course. The replaced course prefix and course title must correspond to the course prefix and course title that is to be replaced.

Students who re-take courses with grades of "C" or better will have both courses listed on their transcript without notation, and both grades will be calculated into the cumulative GPA.

Students should be strongly advised to retake failed courses before taking additional courses.

Grade Point Average

Semester GPA equals the semester quality point divided by the number of credit hours for the semester. The number of quality points is determined by the number of credit hours for the course multiplied by the grade points for each letter grade. The GPA considers both earned hours and attempted hours of thousand level and above courses.

Sample Computation of a GPA

<u>Course</u>	<u>Att</u>	<u>Com</u>	<u>Units</u>	<u>GPA</u>	<u>Points</u>	<u>Grade</u>
Foundations in Mathematics	3	3	- x	-	= -	CR
English Comp I	3	0	3 x	0.00	= 0.00	F
Pentateuch	3	3	3 x	1.00	= 3.00	D
General Psychology	3	3	3 x	2.33	= 6.99	C+
Psalms	3	3	3 x	2.67	= 8.01	B-
Family Foundations	3	3	3 x	3.33	= 9.99	B+
Phys Ed I	1	1	1 x	2.33	= 2.33	C+
Term Totals	19	16	16	11.66	30.32	
Term GPA:					= 30.32/16 = 1.90	

Student Complaints

The Office of Student Development is committed to the students of Davis College. Concerns and complaints of our students are important to us. Please email studentdevelopment@davisny.edu.

Non-academic Complaints:

If a student has a complaint that is non-academic in nature, it should be directed to the Office of Student Development at studentdevelopment@davisny.edu. If the complaint is not resolved with the Office of Student Development, then the student may appeal the decision to the Vice President of Academic Affairs. If the complaint is not resolved with the Vice President of Academic Affairs, then the complaint may be appealed to the President's Executive Cabinet. The President's Executive Cabinet has the final decision.

Academic Complaints and Appeals:

If a student disagrees with the grade received in a course, then the student may appeal the grade. The student must follow the Academic Final Grade Grievance Policy.

If a student has an academic-related complaint not related to the final grade for a course, then the student is to direct the complaint to his or her professor or academic advisor. If the complaint is not resolved with the student's professor or academic advisor, then the student may appeal the decision to the Academic Affairs Committee. Any students desiring to appeal an academic decision may appeal to the Academic Affairs Committee. Students may appeal the decision of the committee to the Vice President of Academic Affairs. The decision of Vice President of Academic Affairs is final in all instances except those involving disciplinary dismissal. Disciplinary dismissal may be appealed to the President of the College, whose decision in such cases is final.

means answering all questions completely and honestly and giving the investigator all documents and other material that might be relevant. All complaints will be handled as confidentially as possible. When the investigation is complete Davis College will take corrective action, if appropriate.

Davis College will not engage in or allow retaliation against any student who makes a good faith complaint or participates in an investigation. If a student believes that he or she is being subjected to any kind of negative treatment because a complaint was made or were questioned about a complaint, then the student should report the conduct immediately to the Vice President of Academic Affairs. If the complaint is not resolved by the Vice President of Academic Affairs, then the student may appeal the decision to the President's Executive Cabinet.

Maryland Students:

Davis College is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to:

Maryland Attorney General
Consumer Protection Division
200 St. Paul St.
Baltimore, MD 21202
Phone: 410.528.8662 or toll free 888.743.0823

Final Grade Grievance Policy

Any student disagreeing with the grade received in a course may appeal the grade. The student must follow the formal steps for contesting the grade.

1. The student must meet with the instructor within 30 days of the beginning of the subsequent semester. If the instructor determines that the grade is in error, he or she may submit a Grade Replacement Request to the Registrar's Office.
2. If the instructor disagrees with the request, the student may formally appeal the decision in writing to the Academic Affairs Committee within 10 business days of the meeting with the instructor. The Academic Affairs Committee will have 30 days from the receipt of the grievance to review the information and make a decision.
3. The Vice President of Academic Affairs has the final decision regarding the grade grievance.

Adding and Dropping Courses

Students may add or drop courses after registration has been finalized. This must be done by completing and submitting the appropriate form. The date of the drop/withdrawal is the date that the official drop or withdrawal form, complete with required signatures, is returned to the Office of Academic Affairs. Failure to attend class does not exempt students from tuition charges, and reimbursements will be based on the official drop/withdrawal date on the form according to the schedule found under "Refund Policy" in the "Finances and Student Accounts" section of the Davis College Catalog.

Unofficial drops/withdrawals will result in an "F" on the student's transcript. A student may *drop* a course by the date published on the academic schedule, and the course will not be noted on the student transcript. After the drop period has passed, a student may *withdraw* from a course and receive a final grade of "VWD" or "VWP/F" according to the date published on the academic schedule.

Main Campus - A student may drop a course before the end of the first week of class; the course will not be noted on the student transcript. On or after the first day of the second week of class, a student may withdraw from a course. A "VWD" grade will be noted on the student's transcript for any course withdrawal during the first four weeks of the semester as published on the academic schedule for the last day to withdraw from a course with a "W." Grades of "VWP" (Voluntary Withdrawal - Passing) or "VWF" (Voluntary Withdrawal - Failing) will be noted on the student's transcript for any course withdrawal from the fifth through sixth weeks as published on the academic schedule for the last day to withdraw from a course with a "WP" or "WF." The last day of the sixth week of the semester is the last day that a student may officially withdraw from a course.

Main Campus	
Week 1	Drop period; 100% refund
Week 2	Withdrawal period (VWD); 75% refund
Week 3	Withdrawal period (VWD); 50% refund
Week 4	Withdrawal period (VWD); 25% refund
Week 5	Withdrawal period (VWP or VWF); 0% refund
Week 6	Withdrawal period (VWP or VWF); 0% refund
Week 7 or later	Failed grade (F); 0% refund

Davis Online Learning - Students enrolled in a course through Davis Online Learning (DOL) are expected to follow the Davis Online Learning (DOL) Participation Policy. A student may *drop* a course before and during Week 1 of the DOL course; the course will not be noted on the student transcript. On or after the first day of Week 2 of the DOL course, a student may *withdraw* from a course. A "VWD" grade will be noted on the student's transcript for any course withdrawal during Week 2 of the DOL course. Grades of "VWP" (Voluntary Withdrawal - Passing) or "VWF" (Voluntary Withdrawal - Failing) will be noted on the

student's transcript for any course withdrawal during Week 3 within the course. The last day of Week 3 within the course is the last day that a student may officially withdraw from a course. Non-participation for 21 consecutive days results in a failing grade for non-participation.

Davis Online Learning	
Week 1	Drop period; 100% refund
Week 2	Withdrawal period (VWD); 75% refund
Week 3	Withdrawal period (VWP or VWF); 40% refund
Week 4 or later	Failed grade (F); 0% refund

Faculty will be notified of students who have officially withdrawn from courses. Faculty are responsible for reporting students to the Office of Academic Affairs who are enrolled in a course but not attending. It should never be assumed that a student has withdrawn from a course because he or she is not in attendance or has claimed to have withdrawn from a course. If a student notifies faculty of withdrawing from a course, the student must also submit the appropriate form for dropping or withdrawing from a course. Faculty are not responsible for submitting a drop or withdrawal form to the Office of Academic Affairs on behalf of a student. Only students officially withdrawn should receive a "W" grade at the end of the semester. All others who fail to meet the course requirements should receive an "F" grade.

The last day to add or withdraw from a course is published with each current semester schedule. Requests to add a course after the final "add" date has passed will not be approved.

Course Extensions (Request for Incomplete)

Requests for extension of courses (a request for an "Incomplete") will be considered on a case by case basis. The appropriate form must be completed and submitted (contact the Registrar's Office for guidelines and form). If approval is granted, students will be assessed a surcharge for each course involved.

Request for Incomplete Procedure

1. The student should submit a Request for Incomplete Form when requesting consideration for an extended deadline for coursework to be submitted. (One form per request is required.)
2. An Incomplete is granted only in extreme circumstances such as a major illness or emergency. Incompletes granted for any other reason will incur a minimum 10% reduction in the final grade.
3. The student must complete Part I of this form and request instructor approval and the final due date (*to be set within thirty days of the last day of the semester*).
4. If the instructor grants his/her approval and completes Part II, the student must bring the form back to the Office of Academic Affairs for the approval of the Vice President of Academic Affairs.
5. Upon the Vice President of Academic Affairs's review of the form and Part III, the Registrar will contact the student regarding the outcome of the request.

Withdrawal Policy

Students who find it necessary to withdraw from school (all classes) must complete an official withdrawal form. Forms may be acquired from the Office of Academic Affairs. Failure to officially withdraw will result in a loss of any financial rebate, plus failure of all courses for that semester.

Class Attendance

Students are expected to participate in the course regularly and are encouraged to attend all classes. Faculty are not required to adhere to an institutional attendance policy but are free to implement attendance and/or participation policies in their individual courses that may or may not affect a student's grade. Please see individual course syllabi for class attendance and/or participation information.

Davis Online Learning (DOL) Participation Policy

Students are expected to participate in the course regularly. The course runs each week from Monday – Sunday. Any work submitted after Sunday at 11:59 p.m. (Eastern Time) on the designated week will be considered late and be subject to a 10% deduction the first week and 20% the second week. No assignments will be accepted after the second week of being late unless planned in advance with the professor. After 3 weeks of non-participation, a grade of non-participation failure will be applied. Students are expected to maintain an online presence each week, which includes actively posting to the discussion boards, taking exams, and submitting papers.

Transfer of Credit

Students attending Davis College may earn college credit by the transfer of credit from various learning experiences. Specific documentation is required before a transfer of credit evaluation may be completed.

Credit may be accepted for college courses taken through regionally or nationally accredited institutions whose associations hold membership in the Council for Higher Education Accreditation (CHEA). Only courses with a minimum grade of “C-” or above are transferable. Students transferring from non-accredited institutions or from institutions whose accrediting association does not hold membership in CHEA will be evaluated on a case-by-case basis using procedures determined by the Registrar. This determination of transfer credit is based upon the accreditation status of the institution, the academic rigor of a particular course, the final grade of the course, and whether a match exists between a course and a Davis College program requirement.

Equivalent course credit may be transferred to Davis College from regionally or professionally accredited institutions by presenting an official transcript from that institution. College credits are evaluated by the Registrar’s Office for possible transfer of credit. The Registrar’s Office will notify applicants/students in writing of the transfer evaluation results. Only that credit which has been validated by the Registrar’s Office may be transferred from selected non-accredited institutions. Courses taken in all modalities are transferable with the exception of waived courses, labs, practicums, and internal assessments. A maximum of 12 credit hours of work in correspondence courses may be transferred from accredited correspondence programs. Acceptable transfer of credit exempts students from taking the equivalent course in the Davis College curriculum.

Students transferring from other institutions should contact each previous and/or current college or university to request an official transcript of all previously attempted college credit to be sent to Davis College. Davis College accepts transfer credit into all of its certificate and degree programs across all modalities and locations.

An official transcript is one received directly by Davis College from a sending institution. It is a legal document printed on official transcript paper which contains the signature of the certifying official, the institutional seal, and the date of issue. The official transcript must be sent directly from the sending institution (previous institution) to the receiving institution (Davis College). An official transcript may be sent by mail in a sealed, unopened envelope bearing an institutional stamp across the envelope seal, or it may be sent as a certified and verified electronic transmission through a secured link from the institution. Official transcripts must be submitted directly to a designated Davis College official. Transcripts received by Davis College that do not meet these requirements will not be considered official and will be routinely rejected for permanent use as a transfer of credit evaluation by the Registrar’s Office. Transcript evaluations are kept on file for a maximum of 5 years for those applicants who do not enroll.

International students who wish to transfer credits earned in their home countries have the responsibility of having their transcripts evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) International Education Services or an evaluator of foreign credentials that is a member of the National Association of Credentials Evaluation Services (NACES), such as World Education Services, and submitting the evaluation to the Registrar’s Office.

Only grades received at Davis College will be used to determine cumulative GPAs or scholastic honors.

Exceptions to transfer policies can be made only by the Registrar or by the Academic Affairs Committee. If a student wishes to appeal a transfer of credit evaluation, he or she should follow the Appeal Process and submit an Academic Petition Form to the Registrar's Office.

Transcript Evaluation Procedure

1. Upon receipt of an official transcript the Registrar's Office reviews the transcript to identify all courses which could possibly transfer.
2. A transfer credit worksheet is created listing all transferrable courses and the course equivalent at Davis College.
3. The transfer credit worksheet is then used to fill in transferrable credit to the student's intended program at Davis.
4. All information is then entered into the Student Information System and forwarded to the admissions office and academic advisor as appropriate.
5. Copies of all worksheets and transcripts are maintained in the student's permanent file.

Residency Requirement

The residency requirement is the amount of credits a transfer student must complete at Davis College while working toward program completion of a one-year certificate, an AAS degree, a three-year diploma, or a BRE degree. At least 30 credit hours of an AAS degree, three-year diploma, or BRE degree program must be taken in residence. At least 15 credit hours of a one-year program must be completed in residence. Courses taken online and as independent studies are considered resident if they are administered by Davis College. Graduates of PBTS/PBC/Davis College will be permitted to include up to 15 hours of transfer credit in the final 30 hours, provided at least 30 hours of total credit have previously been completed through Davis College. Only the Registrar or Academic Affairs Committee can make exceptions.

Proficiency Exams and Credit by Assessment

Advanced Placement (AP)

Students who have taken an Advanced Placement (AP) course and passed the test with the required score of "3" or higher needed in one of the approved subject areas may submit official documentation for credit. AP course credit will be reported on the Davis College transcript under "Details of Transfer of Credit" as "AP" and will not be used in computing the student's GPA.

Official documentation can be sent directly from the College Board. For directions on how to submit scores, please visit the College Board website at <https://apscore.collegeboard.org/scores>

The chart below lists AP courses and titles and the minimum score required by Davis College to receive credit. It also lists the number of credits for each class that will be awarded based on the AP test score.

AP Examination - Davis College Translation Table

AP Examination		Recommended DC Course #/Name	Davis College Credits
Art History		ARTT 1011 Art Appreciation	3
		Liberal Arts Elective	3
Art /Studio (Drawing or General Portfolio)		ARTT 1022 Art Exploration	3
		Liberal Arts Elective	3
Biology		SCIN 3211 Life Science	3
		Science Elective	3
Calculus AB		MATH 1211 Intro to Calculus	3
Chemistry			

Computer Science A			
Computer Science AB*			
Economics: Macro			
Economics: Micro			
English Language and Composition	ENGL 1011 English Comp I	3	
	ENGL 1022 English Comp II	3	
English Literature and Composition	Liberal Arts Elective	3	
	Liberal Arts Elective	3	
Environmental Science	Science Elective	3	
European History	HIST 2022 World Civ II	3	
	Liberal Arts Elective	3	
Government & Politics: Comparative			
Government & Politics: United States			
Human Geography	Liberal Arts Elective	3	
Music Theory			
Psychology	PSYC 1011 General Psychology	3	
U.S. History	HIST 2022 World Civ I	3	
	Liberal Arts Elective	3	
World History	HIST 2011 World Civ I	3	
	HIST 2022 World Civ I	3	

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) enables matriculated students to earn college credit by passing examinations for knowledge acquired through formal/informal study, employment, noncredit courses, military, industrial, and business training. CLEP offers two types of tests. The General Examinations measure college-level achievement in five basic areas of Liberal Arts: College Composition, humanities, mathematics, natural science, social science and history. The Subject Examinations measure achievement in specific college courses and stress concepts, principles and relationships.

Davis College awards credit for CLEP examinations based on the recommended credit-grading scores developed by the American Council on Education. The recommended scores are provided at www.collegeboard.com/student/testing/clep. Students who have taken a CLEP examination and passed the test with the required score of “50” or higher needed in one of the approved subject areas may submit official documentation for credit. CLEP course credit will be reported on the Davis College transcript under “Details of Transfer of Credit” as “CLEP” and will not be used in computing the student’s GPA.

Official documentation can be sent directly from the College Board. For directions on how to submit scores, please visit the College Board website at <https://clep.collegeboard.org/>

The chart below lists CLEP courses and titles and the minimum score required by Davis College to receive credit. It also lists the number of credits for each class that will be awarded based on the CLEP test score.

Exam Title	Credit-Granting Score (C-Level)	Semester Hours
Business		
Financial Accounting	50	3
Information Systems	50	3
Introductory Business Law	50	3
Principles of Management	50	3
Principles of Marketing	50	3
Composition & Literature		
American Literature	50	3
Analyzing and Interpreting Literature	50	3
College Composition	50	6
College Composition Modular	50	3
English Literature	50	3
Humanities	50	3
History & Social Sciences		
American Government	50	3
History of the United States I	50	3
History of the United States II	50	3
Human Growth and Development	50	3
Introduction to Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3
Principles of Microeconomics	50	3
Social Sciences and History	50	6
Western Civilization I	50	3
Western Civilization II	50	3
Science & Mathematics		
Biology	50	6
Calculus	50	4
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Natural Sciences	50	6
Precalculus	50	3
World Languages*		
French Language Level 1 Proficiency	50	6

French Language Level 2 Proficiency	59	9
German Language Level 1 Proficiency	50	6
German Language Level 2 Proficiency	60	9
Spanish Language Level 1 Proficiency	50	6
Spanish Language Level 2 Proficiency	63	9

American College Education (ACE)

ACE allows students to take college courses taught by a college-approved instructor while still in high school. Classes are similar in content and scope to courses taught on college campuses, but the advantage is that it is approximately half the cost and can be transferred in as college credit. The maximum number of transferable credits is 12 and requires a minimum grade of C- to be eligible. Students must have at least a junior standing in order to transfer credits, and a regionally accredited college must administer the course. Upon receipt of official transcripts, the Registrar will determine the number of credits that are transferable.

Credit by Life Experience Portfolio Assessment

Policy for Life Experience Portfolio Assessment

Realizing that some students will apply to Davis College after they have had many years of experience in the work force and/or Christian ministry, it is the College's desire to reward that accomplishment with college credit for this life experience. In accordance, the following guidelines must be adhered to in order to maintain appropriate accountability.

Students who have work experience or Christian ministry experience and desire that to be applied to the academic curriculum should contact the Office of the Registrar for an individual appraisal. Credit may be granted by the Office of the Registrar in consultation with the instructor of the particular course related to the field of experience.

The following guidelines must be met in order to consider credit for life experience:

- Student should submit a Request for Life Experience Credit Form and resume to the Office of the Registrar.
- Student must be a minimum of twenty-five (25) years of age. (Military veterans under this age may apply for military-related experience.)
- All experience must be comparable with current catalog courses.
- The student must have a minimum GPA of 2.0 for twelve (12) credit hours before Life Experience Credit is approved for program requirements and grades issued.
- Students must provide the Office of the Registrar with a portfolio of the work accomplished. (Description available upon request.)
- No more than twelve (12) credits will be granted for life experience.
- The student must demonstrate that a minimum of one hundred twenty (120) hours of work/ministry in the field, per three (3) credit hour course, was accomplished.
- The student will pay an evaluation fee for each portfolio presented. A fee schedule is available at www.davisny.edu.
- Courses would be listed on the transcript as Life Experience Credit and may not be accepted by other colleges or institutions if the student transfers out of Davis College.

Procedure for Life Experience Portfolio Assessment

The student should submit a Request for Life Experience Credit (LEC) Form requesting consideration for LEC for a specific, current catalog course and a complete resume to the Office of the Registrar. Both a Request for Life Experience Credit Form and resume must be received to continue with this process.

1. The Request for LEC Form and resume will be reviewed by the Registrar.

2. Upon this review, the Registrar will contact the student regarding a potential course for which LEC might be pursued. A course LEC portfolio description will be forwarded to the student. LEC portfolio collection will be determined by the course instructor and will include but may not be limited to the current policy guidelines.
3. LEC may be awarded upon satisfactory portfolio completion. This will be determined by the Registrar in conjunction with the course instructor.
4. LEC will be applied to the student transcript by the Registrar upon satisfactory portfolio completion and payment to the Business Office for the associated fee stated in the current tuition and fees schedule.
5. LEC portfolio completion and associated fee should be received before the final day of the semester during which the LEC consideration was requested.

Educational Agreements with Other Institutions

Davis College has entered into agreements with various institutions that meet the criteria for college level credit. Details regarding these agreements are available in the Office of the Registrar. The following institutions have agreements with Davis College:

Antietam Bible College

Cedarville University

Child Evangelism Fellowship's Children's Ministries Institute

Word of Life Bible Institute

Policy for Independent Study

Students may request approval to complete a course through independent study by completing and submitting the appropriate form. Independent study is an option in the following circumstances and will not be granted solely for student convenience:

1. If a required course is not available during the year the student will be graduating.
2. If the student needs two campus courses that meet during the same course period and neither course is available through Davis Online Learning.
3. If the student lives more than an hour's drive away from Davis College.

An "Independent Study Request" Form must be submitted to the Office of the Registrar. Upon approval, the request will be forwarded to the student's academic advisor. Upon the advisor's approval, the request will be forwarded to the course instructor.

The following limits will be applied:

1. A fee will be charged in addition to regular tuition charges. Tuition and fee schedules are published by the Business Office.
2. Instructors who have misgivings about conducting a course through independent study are not required to do so.
3. A learning contract must be written between the student and the instructor stipulating requirements and time limits for completion (not more than one semester).
4. The instructor will verify that a minimum of 150 hours of work has been built into the independent study design for a three credit hour course.
5. Generally, a non-graduating student who has completed less than 60 credit hours will not be permitted to take a course by independent study.
6. A maximum of 12 credit hours may be completed by independent study, and not more than two independent study courses may be engaged at the same time.
7. Exceptions to these guidelines must be requested through the current Academic Petition process.

Request for Independent Study Procedure

1. The student should submit an Independent Study Request Form when requesting consideration to complete a course through independent study. (One form per request is required.)
2. An Independent Study is granted according to, but not limited by, the guidelines given in the Independent Study Policy.
3. The student must complete Part I of this form and submit it to the Registrar before registering for the course.
4. If approval is granted by the Registrar, the student's academic advisor will be consulted for approval, followed by the course instructor.
5. The Registrar will contact the student, academic advisor, and course instructor regarding the outcome of the request.
6. The student will be charged the current independent study fee by the Business Office before the registration in the course is finalized. The current registration and add/drop processes apply.

Low Grade Reports

All main campus students will be notified at the 5-week point and 9-week point in the semester if they have a grade below a C- in any of their courses. Low grade reports are sent to athletic coaches, Health Services and Student Development so that staff can support students as needed. Students with excessive low grades may be placed on academic probation.

Academic Probation and Dismissal Policy

Davis College places the following types of full-time students on academic probation:

- Any continuing student who has a cumulative GPA below 2.00
- Any new transfer student with a cumulative GPA below 2.00
- Any new first-time student who has a high school GPA below 2.00 (or equivalent), class rank in lower 20%, ACT Composite score of lower than 15, or a SAT combined score below 1200
- Any new student who is in danger of failing two or more courses or returning student in danger of failing four or more courses at the 5-week and 9-week periods

Part-time students are not placed on academic probation but are sent warnings and are still subject to dismissal. Students on academic probation must attend the Academic Success Center for three hours each week (with the exception of online only students; online only students can request to have an assigned tutor by contacting Student Support Services). They must take a reduced course load of no more than 13 credit hours per semester. This will result in a delay in graduation but will allow students to concentrate their efforts to improve grades. The reduced course load is not required but strongly recommended for new/transfer students in their first semester at Davis. Students must receive written approval from the Student Development Officer before accepting on campus employment in excess of 15 hours per week and must comply with regulations specified in the Academic Probation Contract. Students are not permitted to take junior or senior level courses until all freshman and sophomore courses have been completed. Students are required to retake any failed courses being offered. Students on academic probation will only be eligible for extracurricular activities if they adhere to these guidelines. Students not fulfilling the terms of their contracts will be disqualified from extracurricular activities.

Continuing students will remain on probation until their cumulative GPA reach the required minimum. First-time and transfer main campus students may have probation lifted during their first semesters if they are progressing satisfactorily at the 5-week and 9-week periods. First-time and transfer online-only students may have probation lifted upon successful completion of online term A courses.

After two consecutive semesters of academic probation with no marked improvement, students will be asked to submit an appeal to defer their dismissal for an additional semester. Any students who do not petition will be academically dismissed for failure to comply with their academic contract. Any students subject to academic dismissal may be granted a deferral of dismissal of up to two semesters to retake failed courses. If the minimum cumulative GPA is achieved during the deferment period, the academic dismissal will be canceled. If the minimum cumulative GPA is not achieved, the dismissal will go into effect, and

students cannot apply for readmission until one semester has passed.

Academic Dishonesty and Plagiarism

All students are responsible to be familiar with this policy. Consistent with Christian character and the values of Davis College and in order to encourage and preserve the honor and integrity of the academic community, the college expects its students to maintain high Biblical standards of personal and scholarly conduct in the development of research papers and other academic projects.

Definition of Academic Dishonesty

Plagiarism is one form of academic dishonesty. Plagiarism includes the submission of quoted or paraphrased ideas without proper documentation, submission of the work of others as one's own work and reuse of one's own work without instructor authorization. Academic dishonesty also includes the receiving or giving of aid to another in connection with a quiz or examination.

Penalties for Academic Dishonesty

Whenever a student is found guilty of any kind of academic dishonesty, the instructor must report this in writing to the student and to the Registrar's Officer. The report will become part of the student's record. The Registrar will determine if any other such offenses already exist in the student's record in order to assist the instructor with grading penalties.

The penalty for academic dishonesty related to a quiz or examination is at the discretion of the faculty member involved. Generally, a failing grade for the quiz or exam will be given. It is recognized that there are various levels of plagiarism.

Minimal plagiarism recognizes that the student has been careless or forgetful in acknowledging the sources for various statements. At the discretion of the instructor, the student may be granted an opportunity to rewrite or correct the submitted assignment and will receive a lower grade. When the plagiarism is substantial (determined by the instructor) the student may, at the instructor's discretion, receive a grade of zero (0) for the paper, or be required to rewrite the paper with at least a letter grade reduction for the assignment.

The second offense in any course will result in failure for the course. A third offense of substantial plagiarism in any course will result in disciplinary action which could result in academic dismissal.

In cases of complete or nearly complete (determined by the instructor but understood as flagrant, blatant, glaring) plagiarism the student will receive a failing grade for the course. There is no opportunity to redo the assignment. A second offense of complete plagiarism in any course will result in disciplinary action which could result in academic dismissal.

Appeal Process for Academic Dishonesty

The student may appeal academic dishonesty penalties to the Academic Affairs Council. The decision of this Council may be appealed to the Vice President of Academic Affairs, whose decision is final. If one of the Council members is the instructor who reported the plagiarism, the Vice President of Academic Affairs will appoint an alternate faculty representative during that particular appeal. If a student is dismissed because of plagiarism, that action will be recorded on the student's transcript as "Academic Dismissal."

Student Classifications

Matriculated Student — a student taking one or more courses (day, evening or weekend, on or off campus) for credit toward a degree, diploma, or certificate. A regular Application for Admission (available from the Admission's Office) must be submitted to be accepted as a regular matriculated student. A student must be enrolled at matriculated status in order to receive financial aid.

Non-Matriculated (Special) Student — a student taking selected courses for academic credit, but not pursuing a degree, diploma, or certificate. Non-matriculated students are not eligible for financial aid and are

not eligible for certificate, diploma, or degree programs until the regular admission process has been followed and acceptance into the program is granted.

Dual Enrollment (High School) Student – a high school student (not matriculated in a degree program at Davis College) who is enrolled in high school while simultaneously enrolled in degree-credit coursework through Davis College. Dual enrollment students may enroll in up to 12 credits per semester during their junior and senior years of high school enrollment for a maximum of 48 completed credits before high school graduation provided they meet admission requirements (see Admissions). Dual enrollment students may register for Davis College summer courses during the summer after their junior year of high school; they may also register for Davis College summer courses during the summer after their senior year of high school if the Davis College summer course begins before their anticipated date of high school graduation (i.e., if a Davis College summer course begins on June 5, the student may continue at the dual enrollment student classification if the anticipated date of high school graduation is June 23).

Auditing Individual (Non-Credit) – an individual attending courses (but not for credit) is not required to take examinations or complete other course assignments. Audit courses appear on the transcript with a grade of “AU.” An individual auditing a class who decides to change his or her student classification so as to receive college credit must follow and complete the current admissions process before the final day to add a class. Auditing individuals may be required to pay a comprehensive fee and may receive a Davis College issued email account.

Full-Time Student – a student enrolled for 12 or more credit hours per semester.

Three-Quarter Time Student – a student enrolled for 9 to 11 credit hours per semester (part-time student).

Half-Time Student – a student enrolled for 6 to 8 credit hours per semester (part-time student).

Less than Half-Time Student – one enrolled for 1 to 5 credit hours per semester (part-time student).

First-Time Student – a student who has not attended any other colleges prior to his or her first semester at Davis.

Continuing Student – a student enrolled at Davis the previous semester but not including summer (Fall or Spring).

Readmitted Student – a student previously enrolled at Davis but not the previous semester.

Class Standing is based upon the number of semester hours successfully completed toward a program.

Class Year Calculations – a student’s class year is calculated by the credit hours completed toward his or her certificate or degree from prior semesters. This calculation includes any transfer or life experience credit applied toward the certificate or degree that the student is pursuing.

Freshman	0.00-29.90 semester hours
Sophomore	30-59.90 semester hours
Junior	60-90.90 semester hours
Senior	91-150 semester hours

Graduation Requirements

Academic Proficiency – Students must demonstrate academic proficiency through satisfactory completion of each course requirement in their programs, including the requirements of the concentration. In addition, a 2.00 cumulative grade point average (GPA) must also be achieved. The grades of all courses taken count toward the cumulative GPA and graduation, even if the courses are not in the student’s program of study and are additional courses. Specific course and credit hour requirements for each program are published in the “Programs” section.

Academic Program Completion – Graduating students must complete all of their program requirements (including internships and independent studies) prior to participating in commencement and graduation. Permission to graduate will no longer be given to students planning to complete their remaining academic requirements within the following weeks or summer semester.

Proficiency in Ministry – Graduating students must demonstrate proficiency for ministry by satisfactorily completing the number of semesters of student ministry appropriate for the program:

One-Year Certificate Programs	2 semesters
Associate of Applied Science Degrees	4 semesters
Three-Year Diploma Programs	6 semesters
Bachelor of Religious Education Degrees	8 semesters

Full-time students must complete a semester of student ministry for every full-time semester enrolled. Part-time students must satisfy the number of semesters required for the certificate or degree. First-time students satisfy the student ministry requirement during their first semester by establishing a faithful relationship with a local church; subsequent semesters require participation in a specified ministry activity. Candidates for the BRE are required to complete an internship as a part of their concentration.

Spiritual Formation/Christian Character – Davis College places a strong emphasis on spiritual growth and maturity. Regardless of age or circumstances, spiritual transformation and renewal is emphasized during the educational experience. Required church attendance, chapels, prayer times, and other student activities are all designed around the central purpose of giving students ample opportunity to develop Christ-like character.

Financial Requirements – All financial obligations to Davis College must be satisfied before students will be permitted to participate in graduation exercises or before a degree, diploma, or certificate is granted.

Outcomes Assessment Requirements – Davis College constantly endeavors to improve its courses, programs, facilities, and student life activities and seeks to measure overall institutional effectiveness. To aid in this process, graduating students are required to provide valuable feedback to the institution.

The following is a list of outcomes assessment activities that graduating students are required to participate in, *Participation in Career Development (FOUN 3022)* – Graduating seniors should view this course as an opportunity to integrate their studies and to demonstrate how much they have learned as biblical/theological scholars, and as college graduates entering the world of work. In addition to a variety of sessions that will prepare the candidate to enter the ministry or to continue education at the graduate level, this course contains assessment activities that are useful to Davis' outcomes assessment plan.

1. Noel-Levitz SSI (Student Satisfaction Inventory) – administered every other spring (all students)
2. Exit Survey
3. Student Loan Exit Counseling (if applicable)

Residency Requirement

The residency requirement is the amount of credits a transfer student must complete at Davis College while working towards program completion of a one-year certificate, an AAS degree, three-year diploma, or BRE degree. At least 30 credit hours of an AAS degree, three-year diploma, or BRE degree program must be taken in residence. At least 15 credit hours of a one-year program must be completed in residence. Courses taken online and as independent studies are considered resident if they are administered by Davis College. Graduates of PBTS/PBC/Davis will be permitted to include up to 15 hours of transfer credit in the final 30 hours, provided at least 30 hours of total credit have previously been completed through Davis. Only the Registrar or Vice President of Academic Affairs can make exceptions.

Second Baccalaureate Degree

Students that have already earned a Baccalaureate degree and wish to earn a second degree must satisfy the following requirements: declare a new concentration, fulfill any differences in the program's academic requirements, and complete the concentration studies course requirements in the new concentration.

Diploma Exchanges

There may be instances in which a former graduate of this institution has either lost or wishes to obtain a new diploma. Details concerning exchanging diplomas can be obtained by calling the Office of Academic Affairs.

Scholastic Honors

Students are publicly recognized for excellent work each semester if they are carrying 12 or more hours of academic work in 1000-level or above and non-Foundations courses.

Students are placed on the Dean's List with a semester grade point average (GPA) of 3.50 to 3.85. Students are placed on the President's List with a semester GPA of 3.86 to 4.0.

Students having completed three full-time semesters at Davis graduate cum laude with a cumulative GPA of 3.50-3.70; magna cum laude with a cumulative GPA of 3.71-3.85; and summa cum laude with a cumulative GPA of 3.86-4.00.

Commencement Ceremony

Davis College offers one commencement ceremony every May after the close of the spring semester. Students who have completed program requirements in a fall semester may participate in commencement activities in the following May provided all graduation requirements have been met.

Academic Transcripts and Record Retention

A permanent record of grades is maintained for each student by the Registrar. Transcripts may be obtained on request of the student subject to certain conditions as follows: a transcript request fee will be assessed according to the current tuition and fees schedule; no transcript will be issued unless the student's or former student's financial account is current; all requests for transcripts must be submitted online via the College website at www.davisny.edu or be in written form bearing the student's signature and final four digits of the student's social security number or date of birth. Signed requests sent by fax will be honored. Transcripts are normally processed within five to ten business days of receipt in the Registrar's Office. A request may be expedited for an additional fee according to the current tuition and fees schedule.

Transcript Notation

A transcript notation is an official note placed on a student's academic transcript. The following notations will be placed on a transcript:

- "Davis College Graduate" – for a certificate or associate's degree conferred by Davis College and the student then enrolls to earn a bachelor's degree. The notation will include the name of the certificate or degree conferred, the date the degree was conferred, and will be placed on the transcript following the semester in which the certificate or degree was conferred.
- Awards or Other Honors – specific to the awards or other honors earned upon successful completion of the bachelor's degree.
- "Academic Dismissal" – for an academic dismissal due to plagiarism or failure to meet the minimum cumulative GPA required to fulfill an academic contract; the student cannot apply for readmission until a minimum of one semester has passed.
- "Behavioral Dismissal" – for a student development dismissal due to failure to comply with code

of conduct requirements or failure to fulfill a student development contract; the student cannot apply for readmission until a minimum of one semester has passed.

In addition to the dismissal notations listed above, New York law requires the College to make specific notations on the transcripts of Respondents found responsible for the following conduct prohibited by this Policy: sexual assault, dating violence, domestic violence, and stalking.

- Students suspended after a finding of responsibility will receive the following notation on their transcript: “suspended after a finding of responsibility for a code of conduct violation.” Such notations will remain for at least one year after the conclusion of the suspension, at which point a suspended student can seek removal of the notation by appealing to the Chief Officer for Student Development.
- Students expelled after a finding of responsibility will receive the following notation on their transcript: “expelled after a finding of responsibility for a code of conduct violation.” Such notation shall not be eligible for removal.
- Students who withdraw pending resolution of alleged violations of this Policy will receive the following notation on their transcript: “withdrew with conduct charges pending.” Such notation shall not be eligible for removal unless the charges are later resolved.
- If the College vacates a finding of responsibility for any reason, any such transcript notation shall be removed.
- The Chief Officer for Student Development will notify the Registrar in writing of the transcript notation to be applied to a student transcript within 24 hours after a finding of responsibility.

Library

The Library web page provides 24/7 access to the library databases. For print books and resources, see the Word of Life Bible Institute’s Ryrie Library page at <http://bicampus.wol.org/library/>.

The Alice E. Chatlos Library is an active member of the Westchester Academic Library Directors Organization (WALDO) and the South Central Regional Library Council (SCRLC).

Student Support Services

The Student Support Services Office is available to provide reasonable accommodations for students with properly documented learning-related disabilities. These accommodations pertain to classroom and testing needs as outlined by the Americans with Disabilities Act. Students are required to provide proper recent documentation of their disabilities and recommended accommodations. There are no professionals onsite to evaluate students. Professors are informed of necessary classroom and testing accommodations.

Common accommodations can include:

- Note takers
- Readers
- Recording of Course Lectures
- Large-Print Text (if available)
- Braille Text (if available)

Testing accommodations are scheduled through the Student Support Services Office

Required Documentation - Any student wishing to receive personal accommodations must submit an IEP, 504 plan or another official document completed by a professional with proper credentials. Documentation should be recent, preferably within the past 5 years. Davis College reserves the right to deny accommodations if documentation is older than 5 years with the exception of disabilities of permanent nature. The Student Support Services Office reviews documentation submitted and collectively makes a plan for accommodations with the student. Accommodations are assigned on a case-by-case basis

depending on student need, not necessarily based on disability classification.

Student Rights - Students who provide proper documentation have the right to receive reasonable accommodations for their disability. Students have the right to not be discriminated against in regard to recruitment, admission, educational process, or treatment. Students will never be required to participate in any accommodations that they choose to decline. Any complaints should be promptly directed to the Student Support Services Office.

Davis College's Rights - Davis College has the right to not lower its standards or fundamentally alter the programs offered. Davis College is not required to meet accommodations when they impose undue financial or administrative burden.

Procedure:

1. Students only need to submit proper documentation once.
2. Students will be required to contact Student Support Services at the beginning of every semester to complete an accommodations request form.
3. Student Support Services will contact professors each semester to report required accommodations based off of the completed accommodations request form.
4. Students on campus with specific testing needs will need to schedule their testing with Student Support Services ahead of time and be responsible for making sure professors forward testing materials to the Student Support Services Office by the testing date.
5. Students must complete exams and quizzes by the deadlines set by the professor.

FERPA Policy

What is It?

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law designed to protect the privacy of a student's education records. This federal law, known as the Buckley Amendment, was enacted to establish procedures for disclosing information contained in student records, to insure the privacy of these records for the student, to establish the rights of students to inspect their educational records and to provide guidelines for the correction of inaccurate data through informal and formal hearings. Davis College is in compliance with the FERPA guidelines.

The Act applies to students enrolled in higher education institutions as well as K-12 students. If a student is a minor (e.g., under the age of eighteen), the parents or legal guardians are afforded the rights. Only when the student has signed a written release giving their parent(s) or legal guardian access to their record is an institution allowed to release information from the student's education record to parents. The Act also applies to former students but does not apply to applicants for admissions.

According to the American Association of Collegiate Registrars and Admissions Officers the essence of the Act as it affects higher education students and institutions is:

College students must be permitted to inspect their own education records.

Institutions may not disclose information about students nor permit inspection of their records without written permission, unless such action is covered by certain exceptions permitted in the Act.

What is Davis College's Policy on FERPA?

An education record is defined as a record maintained by an educational institution and includes information that makes a student personally identifiable. Davis College will permit students to inspect and review their education records. It will not disclose education records about students nor allow inspection of student records without a written request. Davis College will also release educational records to parents of students only upon receipt of a written request from both the student and parent. Davis College will maintain a record of each request for access to and each disclosure of personally identifiable information from the

education records of each student. The College at its discretion may disclose directory information, but students may protect all or part of this data from disclosure. When an individual requests student information from Davis College, the College will respond in accordance with FERPA guidelines.

What information may an Institution Disclose?

There are two types of information distinguished under FERPA: personally identifiable information and directory information. Certain conditions exist with regards to disclosure of each kind of information.

Personally Identifiable Information

Davis College will not disclose personally identifiable information from the student's education records except with the written consent of the student. Examples of personally identifiable information are:

- The name of the student's parent or other family member
- The address of the student or student's family
- A personal identifier such as the student's Social Security Number or another student identifier
- Other information that would make the student's identity easily traceable

Prior consent, in the form of a signed and dated document, must be provided by the student to the Registrar's Office to authorize Davis College to disclose personally identifiable information. The consent:

- Must specify records that may be disclosed.
- Should state purpose of disclosure.
- Must identify party or class of parties to whom disclosure may be made.

Primary Exceptions

In relation to postsecondary institutions, prior consent is not required to disclose personally identifiable information:

- To a school official who has a legitimate educational interest. A school official is defined as administrative and clerical personnel, faculty, Board of Trustees, persons employed by or under contract to Davis to perform a special task, such as an attorney or auditor, and student workers performing assigned tasks. The school official has a "legitimate educational interest" if the official is acting in the student's educational interest and needs the student record information for the effective functioning of his or her office position.
- To Federal, State and local authorities involving an audit or evaluation of compliance with education programs.
- To financial aid agencies (including for disbursement, repayment, or enrollment verification).
- To the student.
- To individuals or organizations conducting studies for or on behalf of an educational institution.
- To regional or professional accreditation organizations.
- To parents of a dependent student (see "What Is It?" section).
- To comply with a judicial order or subpoena. A reasonable effort must be made to notify the student beforehand—unless ordered by the subpoena not to do so.

In the event of a health or safety emergency where the information is required to resolve the emergency. Data considered directory information, so long as the student has not previously requested nondisclosure of this information. Data that is the result of a disciplinary hearing where the student is the perpetrator of a crime of violence or a non-forcible sex offense. Under this exception, information may be released to anyone, including the media. No information on the victim or witnesses may be released. Of a student under the age of 21 who has committed a drug or alcohol related offense (e.g., reporting the offense to the parents of the student).

Directory Information

Directory information is defined as information that would not generally be considered harmful to the student or an invasion of privacy if disclosed. Directory information may be released at the discretion of college officials without written permission of the student. Consistent with federal law, Davis College has defined directory information as including, but not limited to:

- Student's name
- Local address
- Local telephone listing
- Photograph
- Date and place of birth,
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate, full-time or part-time)
- Participation in officially recognized activities and sports. Weight and height of athletic team members
- Degrees, awards, and honors (includes Dean's list) received and pertinent dates
- The most recent educational institution or educational agencies attended and dates of attendance

According to the American Association of Collegiate Registrars and Admissions Officers, the following is not considered directory information and may not be disclosed to a third party except with the written consent of the student or to a school official with a legitimate educational interest:

- Student identification numbers
- Ethnicity/race/nationality
- Social Security numbers
- Gender

Students may withhold directory information by notifying the Registrar's Office and filing a request for non-release within one week after the first day of class for the term. They may also protect a subset of this information, referred to as locator information, which includes: name, local address, local telephone listing. As a result of placing a privacy restriction on directory and/or locator information, a student will not be included in the Davis College Student Directory and will not receive mailings from the Alumni Association. Only materials related to an educational program will be mailed to students.

Access to Academic Records

Students who wish to view their records should notify the Registrar's Office by submitting a signed written request. An appointment will be made for the student to view the file within a reasonable amount of time (limited by law to 45 days). Students may receive copies of their records by submitting a signed written request. The fee for copies of educational records other than transcripts is \$1.00 per page. No transcripts or copies of any other educational records will be issued unless the student's or former student's financial account is current.

Parents desiring to inspect and review the education records of the student should address a written request accompanied by a signed letter of permission from the student whose record is requested or a court order directing the release of the information to the parent to the Registrar's Office.

If records are found to be inaccurate, the students or parents shall have the opportunity to request a hearing to challenge the contents of any institution record. If students or parents desire to challenge such a record and a solution is not reached informally, they must do so by filing a written request with the Registrar's Office. A committee appointed by the President of Davis College will conduct the hearing within 30 days of the written request. Students will have a full and fair opportunity to present evidence relevant to the issues raised. A decision shall be rendered in writing within two weeks of the conclusion of the hearing. If the decision of the review committee is unsatisfactory to the students or parents, they may place record statements with the College commenting on the information in the records stating the reasons for disagreeing with the decision.

Programs

Approved Programs

All of Davis College's programs have been registered with the New York State Department of Education. It is authorized to award the Associate of Applied Science degree, the Bachelor of Religious Education degree, the one-year certificate and the three-year diploma. All programs are considered eligible programs by the U.S. Department of Education for purposes of Title IV Aid. The one-year certificates, the Associate of Applied Science degree and the three-year Diploma are eligible programs for purposes of New York State Tuition Assistance Grant (TAP).

One-Year Bible Certificate

HEGIS Code: 5623.00

New York State Education Department award name code: 21798

CIP Code: 39.0201

One-Year Certificate: Teaching English as a Second Language

HEGIS Code: 5503.00

New York State Education department award name code: 24395

CIP Code: 13.1401

Associate in Applied Science Degree

Bible and Theology Major

HEGIS Code: 5623.00

New York State Educational Department award name code: 19094

CIP Code: 39.0201

Three-Year Diploma

Bible and Theology Major

HEGIS Code: 5623.00

New York State Education Department award name code: 21797

CIP Code: 39.0201

Bachelor of Religious Education Degree

Biblical Studies Major

HEGIS Code: 2301.00

New York State Education Department award name code: 19095

CIP Code: 39.0201

Program Components

Both the three-year diploma and the BRE degree programs are composed of three components: Biblical Studies, Concentration Studies, and Liberal Arts Studies:

Three-year Diploma Program (three years)

Biblical Studies 33 credit hours

Liberal Arts Studies 40 credit hours

Concentration Studies 18 credit hours

Bachelor of Religious Education Degree (four years)

Biblical Studies 42 credit hours

Liberal Arts Studies 43 credit hours

Concentration Studies 30 credit hours

Free Electives 6 credit hours

Associate of Applied Science Degree – Bible/Theology Emphasis (two years)

Biblical Studies 24 credit hours

Liberal Arts Studies	30 credit hours
Concentration Studies	3 credit hours
Free Electives	3 credit hours

Associate of Applied Science Degree – Christian Ministries Emphasis (two years)

Biblical Studies	21 credit hours
Liberal Arts Studies	24 credit hours
Concentration Studies	15 credit hours

The one-year certificate programs concentrate in either Bible/Theology or in a concentration studies area. Definitions for each of these areas are listed below:

Biblical Studies – Students at Davis College major in Biblical Studies. The College’s purpose is to teach students to apply the Bible and to minister it effectively to others. In fact, four-year graduates of Davis College will have studied virtually every part of the Bible and will have systematically studied each doctrine of the Christian faith by the time they finish. For this reason, substitutions of core Bible and Theology courses are not allowed, although any course with a BIBL or THEO prefix can be used to satisfy a Bible/Theology elective.

Liberal Arts Studies – It is the philosophy of Davis College that general studies lead to a well-rounded and broad-based understanding of the world. There is a certain body of knowledge and skills that are expected of every college graduate regardless of where and how one serves or which school they attend. Because of this, graduates of Davis College are required to have the essential skills for living and a basic knowledge of subjects outside their areas of specialization. A basic, but broad-based knowledge of English, history, religion, psychology, mathematics, science, and artistic expression are required at Davis College. In addition, graduates should know how to listen and communicate effectively, live healthy lives, lead their families and interact with others with compassion and understanding.

Concentration Studies – Davis College is a college of ministry. All Concentration Studies courses contribute to preparing students for effective ministry in a culturally relevant, dynamically challenging way. The purpose in providing a variety of ministry concentrations is to equip students with the ability to communicate the Word of God to others by using the spiritual gifts and abilities Christ has given them.

Program Electives

Davis College distinguishes twelve types of electives: Biblical/Theological electives, Liberal Arts electives, Concentration electives, Fine Arts electives, Science electives, , Counseling electives, History electives, Literature electives, Math electives, and TESL electives. Students and their advisors should use the symbols listed in the course titles (see “Course Descriptions”) to determine which courses can be used to satisfy which electives. The Registrar, with the guidance from the Curriculum Committee and the Vice President of Academic Affairs, has final authority in determining which courses satisfy area electives. The following requirements govern the satisfaction of electives:

1. Courses may not be counted toward two concentration requirements at the same time.
2. Liberal Arts electives for the BRE program must encompass at least two different disciplines.
3. Students who have satisfied area electives through transfer credit should take other electives in areas that they have not already pursued.

For example: If a student transfers in a course in the Old Testament, a New Testament or theology course should be taken to satisfy any outstanding Bible/Theology elective requirements.

Davis Online Learning

Davis College is an institutional member of the National Council for the State Authorization Reciprocity Agreements (NC-SARA) found at www.NC-SARA.org/states/NY, and is approved to offer online education in 49 states, Washington DC, Puerto Rico, and the US Virgin Islands.

Davis College at Other Locations

Davis College is approved to offer up to 50% of any certificate or degree at sites other than main campus. The remainder of that program must be completed online and/or at main campus. Students can take more than 50% of any certificate or degree at a site specifically designated as an additional location. Students taking courses at any additional location must take one course at the Davis College main campus to complete their program. Please contact the Office of the Registrar with any questions.

TESL Certificate

The One-Year Certificate in Teaching English as a Second Language is a 24-hour, two-semester program that provides the specialized courses that are part of the BRE degree program concentration in TESL. The program is especially attractive to those individuals coming from other institutions who already possess a bachelor's degree or equivalent and want to engage in a concentrated program of study in TESL. The TESL Certificate Program may also be completed through part-time study or totally online. This program is also offered in intensive format at the satellite campus of North Syracuse Baptist Church.

Admission to this program is limited to students who already possess: 1) at least 12 semester hours (or equivalent) of Bible or Theology, 2) at least 6 semester hours of college English, and 3) a desire to apply their skills as Teachers of English as a Second Language as a ministry. Particular requirements may be waived at the discretion of the TESL Concentration Chair.

The TESL Certificate program is not intended for those who wish to teach English as a second language within public schools in the United States and it does not grant state certification. It should be noted that in most countries, it is impossible to obtain a work permit for an ESL or EFL teaching position without a baccalaureate degree. Although students without a degree are allowed into this program, they are encouraged to enroll in the BRE degree with a major in Bible/Theology and a concentration in TESL.

Fall Semester				Spring Semester			
Registered/Completed		Course		Registered/Completed		Course	
_____	<input type="checkbox"/>	TESL 2111	Theories of Second Lang. Acq. (3)	_____	<input type="checkbox"/>	TESL 2122	Methods of TESOL (3)
_____	<input type="checkbox"/>	ANTH 3022	Cultural Anthropology (3)	_____	<input type="checkbox"/>	LING 4322	Linguistics (3)
_____	<input type="checkbox"/>	TESL 2031	Structure of English Lang.(3)	_____	<input type="checkbox"/>	TESL 4011	Lang. Prog. and Curr. Design (3)
_____	<input type="checkbox"/>	TESL 3022	College Level TESL (3)	_____	<input type="checkbox"/>	TESL 4233	Internship in TESL (3)
_____	<input type="checkbox"/>	StuMin	Student Ministry (0)	_____	<input type="checkbox"/>	StuMin	Student Ministry (0)

Bible Certificate

The One-Year Bible Certificate Program is a 30-hour, two-semester program designed to provide a solid foundation of Bible knowledge. The program is designed for smooth articulation into the AAS degree, the three-year diploma program, and the BRE degree. The Bible Certificate Program can be completed in two full-time semesters or through part-time study.

Fall Semester				Spring Semester			
Registered/Completed		Course		Registered/Completed		Course	
_____	<input type="checkbox"/>	BIBL 1022	Pentateuch (3)	_____	<input type="checkbox"/>	BIBL 2211	Hermeneutics (3)
_____	<input type="checkbox"/>	PHIL 1031	Life, Ethics & Worldview (3)	_____	<input type="checkbox"/>	BIBL 2011	Former Prophets (3)
_____	<input type="checkbox"/>	BIBL 2022	Latter Prophets (3)	_____	<input type="checkbox"/>	BIBL 2122	Life of Christ (3)
_____	<input type="checkbox"/>	BIBL 3111	Acts/Romans (3)	_____	<input type="checkbox"/>	BIBL 3022	Pauline Epistles (3)
_____	<input type="checkbox"/>	THEO 3011	Systematic Theology I (3)	_____	<input type="checkbox"/>	THEO 3022	Systematic Theology II (3)
_____	<input type="checkbox"/>	StuMin	Student Ministry (0)	_____	<input type="checkbox"/>	StuMin	Student Ministry (0)

Associate of Applied Science Degree

The AAS degree in Bible and Theology is a 60 hour, two-year program with a 27 hour Bible and Theology major. It is intended for students who want a Bible college degree as a foundation for upper division study in any other field or for students who want an associate's degree to complement their lay leadership in the local church. The program articulates well with the diploma and BRE degree programs for students who wish to continue their education at Davis College. Students may choose the optional Christian Ministries emphasis which replaces 4 courses with Concentration electives within the Bible and Theology major.

Bible & Theology Major

FRESHMAN YEAR

Fall Semester		Spring Semester	
Registered/Completed	Course	Registered/Completed	Course
_____ <input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/>	ENGL 1022 English Composition II (3) +
_____ <input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/>	BIBL 2211 Hermeneutics (3)
_____ <input type="checkbox"/>	COMP3121 Computers & Their Applications (3)	_____ <input type="checkbox"/>	SPCH2011 Fundamentals of Speech (3)
_____ <input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/>	PSYC 1122 Family Foundations (3)
_____ <input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/>	BIBL 2011 Former Prophets (3)
_____ <input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/>	StuMin Student Ministry (0)

SOPHOMORE YEAR

Fall Semester		Spring Semester	
Registered/Completed	Course	Registered/Completed	Course
_____ <input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/>	HIST _____ History Elective (3)
_____ <input type="checkbox"/>	MISS 2121 Global Engagement (3) ¹	_____ <input type="checkbox"/>	PHED2111 Health & Fitness (3)
_____ <input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/>	BIBL 2122 Life of Christ (3)
_____ <input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/>	THEO3022 Systematic Theology II (3)
_____ <input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/>	_____ F/E (3) _____
_____ <input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/>	StuMin Student Ministry (0)

Bible & Theology Major, Christian Ministries Emphasis

FRESHMAN YEAR

Fall Semester		Spring Semester	
Registered/Completed	Course	Registered/Completed	Course
_____ <input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/>	ENGL 1022 English Composition II (3) +
_____ <input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/>	BIBL 2211 Hermeneutics (3)
_____ <input type="checkbox"/>	COMP 3121 Computers & Their Applications (3)	_____ <input type="checkbox"/>	SPCH 2011 Fundamentals of Speech (3)
_____ <input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/>	PSYC 1122 Family Foundations (3)
_____ <input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/>	BIBL 2011 Former Prophets (3)
_____ <input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/>	StuMin Student Ministry (0)

SOPHOMORE YEAR

Fall Semester		Spring Semester	
Registered/Completed	Course	Registered/Completed	Course
_____ <input type="checkbox"/>	MISS 2121 Global Engagement (3) ¹	_____ <input type="checkbox"/>	PHED 2111 Health & Fitness (3)
_____ <input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/>	BIBL 2122 Life of Christ (3)
_____ <input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/>	THEO 3022 Systematic Theology II (3)
_____ <input type="checkbox"/>	_____ Concentration Elective 1 (3)	_____ <input type="checkbox"/>	_____ Concentration Elective 3 (3)
_____ <input type="checkbox"/>	_____ Concentration Elective 2 (3)	_____ <input type="checkbox"/>	_____ Concentration Elective 4 (3)
_____ <input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/>	StuMin Student Ministry (0)

Three Year Diploma

The Diploma Program is a three-year program of study designed to provide a foundation in Bible and Liberal Arts. It consists of one major in Bible. It is an available milestone for students moving from the Associates level to the BRE. Because it contains a majority of the Liberal Arts and Bible major requirements, it articulates perfectly into the Bachelor degree.

Bachelor of Religious Education

The Bachelor of Religious Education (BRE) is an undergraduate degree in biblical studies with a maximum emphasis upon specialized study (25% general education/75% specialized study). It is distinguished from the Bachelor of Science (50% general education/50% specialized or technical study) or Bachelor of Arts degree (75% general education/25% specialized study), in that it allows for a rigorous and concentrated study in the Bible, theology, and ministry. At Davis, the BRE is a 121 hour, four-year program of study designed to provide a sound biblical education for Christians interested in entering vocational ministry immediately upon graduation. It can also be utilized for admission to graduate school or seminary. The sole major is Biblical Studies (42 hours), with seven concentrations and various tracts or elective courses as listed below.

Christian Counseling Concentration

- General Emphasis

Purpose: The Counseling Concentration is designed to prepare graduating students for support ministries of the local church or para-church organization, either in a staff or lay capacity. Graduates of this concentration will be prepared to serve as biblical counselors in Christian ministries or to pursue further study in the field of counseling.

Objectives: In addition to the educational objectives of the College, the student graduating with a Counseling Concentration will be able to:

1. Demonstrate an understanding of the complexity of human behavior from a biblical viewpoint.
2. Demonstrate a knowledge of the various systems of counseling, both secular and Christian.
3. Articulate a sound philosophy of biblical counseling as a support ministry.
4. Demonstrate the ability to counsel people effectively using the Word of God.
5. Effectively use the tools, methods and techniques of biblical counseling associated with programs of the local church, para-church ministry or mission field.

Christian Ministries Concentration

- Biblical Languages - Greek & Hebrew Emphasis
- General Ministry Emphasis
- Teacher Preparation Emphasis (Articulation Agreement with Cairn University and SUNY Oswego)

Purpose: The Christian Ministries Concentration is designed to prepare graduating students for support ministries in the local church or para-church ministry. Graduates of this concentration will be prepared to serve as Sunday school administrators and teachers, Christian education directors, children's ministry leaders, and women's ministry specialists, depending on the student's selection of electives in the program. The program is designed to provide the greatest flexibility for those seeking to be involved in various Christian support ministries.

Objectives: In addition to the educational objectives of the College, the student graduating with a Christian Ministries Concentration will be able to:

1. Demonstrate an understanding of the various support ministries of the local church, both those incorporated into the church and those in para-church organizations.
2. Articulate a sound philosophy of ministry for support ministries in general, and for specialized ministry in areas of the student's interest.
3. Demonstrate the ability to administer a support ministry related to Christian education, children's ministries or women's ministries.
4. Demonstrate competence in performing the duties associated with various support ministries.
5. Effectively use the tools, methods and technologies associated with successful support ministry

programs.

Intercultural Ministries Concentration

Purpose: The Intercultural Ministries Concentration is designed to give both a general overview of the whole field of missions and a specialization that will enable students to function effectively in the missions area of their choice. The programs have been designed for individuals planning to serve cross-culturally.

Objectives: In addition to the educational objectives of the College, the student graduating with an Intercultural Ministries Concentration will be able to:

1. Understand the biblical and balanced correlation of world missions and the local church.
2. Demonstrate a knowledge of the biblical foundation and history of missions.
3. Demonstrate skills in the use of tools and techniques for the propagation of the Gospel.
4. Demonstrate an understanding of variations in cultures around the world and give evidence of understanding how to adjust to life within these cultures.
5. Demonstrate sufficient preparation to be approved and accepted by a fundamental mission agency.

Organizational Leadership Concentration

Purpose: The Organizational Leadership Concentration is designed to train students for leadership and managerial roles within a variety of settings, whether in the church or society at large, with a focus on Christian ministry. An integrated sequence of courses builds upon a solid foundation of biblical and theological instruction to equip students for responsible, transformational leadership in support of organizational mission. Graduates are uniquely prepared to lead with integrity, skill, sensitivity, and in conformity with institutional and personal values.

Objectives: In addition to the educational objectives of the College, the student graduating with an Organizational Leadership Concentration will be able to:

1. Articulate a biblical philosophy of leadership in order to lead with the right purpose, vision, and values.
2. Demonstrate knowledge and understanding in biblical concepts of leadership to ensure godly and effective methods and goals.
3. Practice ethically and socially responsible ways of thinking as to lead with compassion and integrity.
4. Demonstrate through coursework and field-based experiences the knowledge, skills, and attitudes needed to lead effectively.
5. Demonstrate proficient written and oral communication skills to provide leadership that is credible and ultimately successful.
6. Commit to a lifestyle of self-improvement and personal growth in order to serve a positive role model for others.
7. Identify one's leadership style for the purpose of maximizing strengths while delegating and correcting weaknesses.

Pastoral Concentration*

*Only men are eligible to be admitted to this program

- Biblical Languages - Greek Emphasis
- Biblical Languages - Hebrew Emphasis
- Bible Exposition Emphasis

Purpose: The Pastoral Studies Concentration prepares qualified students for leadership and pastoral oversight of the local church. An emphasis on biblical and theological study, and a stress on biblically balanced ministry, equips the student to shepherd the flock and care for its spiritual needs.

Objectives:

1. Exercise effective pastoral leadership and general oversight of the local church to enable the church to fulfill its God-ordained mission.
2. Be competent in evangelism and discipleship methods so as to stimulate the church towards growth and an effective worldwide missions program.
3. Develop shepherding skills which will enable the pastor to provide effective biblical counseling and pastoral care in meeting the needs of people.
4. Be proficient in the preparation and effective delivery of biblically sound, homiletically balanced, and culturally relevant messages.

Teaching English as a Second Language Concentration

Purpose: The Teaching English as a Second Language Concentration provides specialized training to students desiring to share their faith in closed-door nations or in their homeland with the immigrant community in the context of TESL and to thus contribute to the building of the Body of Christ. This program combines a strong Bible and theological foundation with studies in education, anthropology, and cross-cultural communications. Graduates of this program will be prepared to serve as tent-maker missionaries in closed-door nations as well as TESL teachers as traditional missionaries in developing nations or among immigrant communities in North America, or to pursue graduate study in TESL.

Objectives: In addition... will be able to:

1. Know, understand and use the major concepts, theories, and research related to nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.
2. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.
3. Know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
4. Understand issues of assessment and use standards-based assessment measures with ESOL students.
5. Demonstrate knowledge of the history of ESL teaching, keep current with new instructional techniques, research results, advances in the ESL field and public policy issues, use such information to reflect upon and improve his or her instructional practices, and provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.
6. Integrate Bible and the teaching of spiritual truth into an ESL program.
7. Teach English, Bible, and the message of redemption in a skillful, caring and proficient manner to speakers of other languages.

Youth Ministries Concentration

Purpose: The Youth Ministry Concentration at Davis College exists to equip youth leaders by informing their minds, inspiring their hearts, and integrating their behavior, in order that they may guide today's youth past a life of superficiality, to embrace the depths of genuine intimacy with God. Graduates of this concentration will be prepared to serve as youth ministry leaders in churches, camps, youth ministry organizations, and community service organizations.

Objectives: In addition to the educational objectives of the College, the student graduating with a Youth Ministries Concentration will:

1. acquire the fundamental content through classroom curricula,
2. form the essential character through personal mentoring, and
3. develop ministry competency through fieldwork.

Bachelor of Religious Education - Biblical Studies Major
Christian Counseling Concentration

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	PSYC3211 Fundamentals of Counseling (3)	_____ <input type="checkbox"/> PYSC 2011 Theories of Counseling (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	PSYC 3031 Abnormal Psychology (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> PSYC2311 Child Development (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	PSYC 4322 Crisis Counseling (3)	_____ <input type="checkbox"/> PSYC 4022 Applied Rsch. & Stats. (3)
_____	<input type="checkbox"/>	PSYC 4244 Counseling Internship (3) **	_____ <input type="checkbox"/> PSYC 4122 Marriage & Family Counseling (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

TR = Transfer	B/T = Bible/Theology Elective	F/E = Free Elective	
W = Waived	C/E = Counseling Elective	L/E = Literature Elective	Ct/E = Concentration Elective
+ = Prerequisite required	F/A = Fine Arts Elective	M/E = Math Elective	S/E = Science Elective

**Prerequisites required: PSYC 3211, PSYC 2011, PSYC 3031, PSYC 4122, and concurrently taking PSYC 4322

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
 Christian Ministries Concentration - Greek and Hebrew Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	HEBR 2211 Reading Hebrew Prose I (3)	_____ <input type="checkbox"/> HEBR 2222 Reading Hebrew Prose II (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> HEBR 3222 Hebrew IV - Discourse Analysis (3)
_____	<input type="checkbox"/>	HEBR 3211 Hebrew III - Syntax (3)	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	GREK 2211 Elements of Greek I (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> GREK 2222 Elements of Greek II (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	GREK 3211 Greek Grammar & Syntax (3)	_____ <input type="checkbox"/> GREK 3222 Principles of Greek Exegesis (3)
_____	<input type="checkbox"/>	_____ Ct/E (3) _____	_____ <input type="checkbox"/> CHMN 4244 Christian Min. Internship (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

TR = Transfer

W = Waived

+ = Prerequisite required

B/T = Bible/Theology Elective

C/E = Counseling Elective

F/A = Fine Arts Elective

F/E = Free Elective

L/E = Literature Elective

M/E = Math Elective

Ct/E = Concentration Elective

S/E = Science Elective

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
Christians Ministries Concentration - General Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester		
_____ <input type="checkbox"/>	ENGL 1011	English Composition I (3)	_____ <input type="checkbox"/>	ENGL 1022	English Composition II (3) +
_____ <input type="checkbox"/>	BIBL 1022	Pentateuch (3)	_____ <input type="checkbox"/>	BIBL 2211	Hermeneutics (3)
_____ <input type="checkbox"/>	COMP 3121	Computers & Their App. (3)	_____ <input type="checkbox"/>	SPCH 2011	Fundamentals of Speech (3)
_____ <input type="checkbox"/>	PSYC 1011	General Psychology (3)	_____ <input type="checkbox"/>	PSYC 1122	Family Foundations (3)
_____ <input type="checkbox"/>	PHIL 1031	Life, Ethics & Worldview (3)	_____ <input type="checkbox"/>	BIBL 2011	Former Prophets (3)
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester		
_____ <input type="checkbox"/>	HIST _____	History Elective (3)	_____ <input type="checkbox"/>	HIST _____	History Elective (3)
_____ <input type="checkbox"/>	MISS 2121	Global Engagement (3)	_____ <input type="checkbox"/>	PHED 2111	Health & Fitness (3)
_____ <input type="checkbox"/>	BIBL 2022	Latter Prophets (3)	_____ <input type="checkbox"/>	BIBL 2122	Life of Christ (3)
_____ <input type="checkbox"/>	THEO 3011	Systematic Theology I (3)	_____ <input type="checkbox"/>	THEO 3022	Systematic Theology II (3)
_____ <input type="checkbox"/>	_____	Ct/E (3) _____	_____ <input type="checkbox"/>	_____	Ct/E (3) _____
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester		
_____ <input type="checkbox"/>	BIBL 3111	Acts/Romans (3)	_____ <input type="checkbox"/>	BIBL 3022	Pauline Epistles (3)
_____ <input type="checkbox"/>	SPCH 3111	Communicating Biblical Truth (3)	_____ <input type="checkbox"/>	FOUN 3022	Career Development (1)
_____ <input type="checkbox"/>	MATH _____	M/E (3) _____	_____ <input type="checkbox"/>	_____	B/T (3) _____
_____ <input type="checkbox"/>	_____	B/T (3) _____	_____ <input type="checkbox"/>	SCIN _____	S/E (3) _____
_____ <input type="checkbox"/>	_____	Ct/E (3) _____	_____ <input type="checkbox"/>	_____	F/A (3) _____
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	_____	Ct/E (3) _____
			_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester		
_____ <input type="checkbox"/>	BIBL 4111	General Epistles (3)	_____ <input type="checkbox"/>	BIBL 4022	Daniel/Revelation (3)
_____ <input type="checkbox"/>	HIST 4422	History of Christianity (3)	_____ <input type="checkbox"/>	THEO 4433	Worldview Integration (3)
_____ <input type="checkbox"/>	_____	F/E (3) _____	_____ <input type="checkbox"/>	_____	F/E (3) _____
_____ <input type="checkbox"/>	_____	Ct/E (3) _____	_____ <input type="checkbox"/>	_____	Ct/E (3) _____
_____ <input type="checkbox"/>	_____	Ct/E (3) _____	_____ <input type="checkbox"/>	CHMN 4244	Christian Min. Internship (3)
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

KEY:

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|---------------------------|-------------------------------|---------------------------|-------------------------------|
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| W = Waived | C/E = Counseling Elective | L/E = Literature Elective | Ct/E = Concentration Elective |
| + = Prerequisite required | F/A = Fine Arts Elective | M/E = Math Elective | S/E = Science Elective |

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
 Christian Ministries Concentration - Teacher Preparation Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ American History Elect. (3)	_____ <input type="checkbox"/> HIST _____ World/Western Hist. Elect. (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	EDUC 1011 Philosophy of Ed (3)	_____ <input type="checkbox"/> PSYC2311 Child Development (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3) Communicating Biblical Truth (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH 1011 Mathematics I	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	SCIN 3211 Life Science (3)	_____ <input type="checkbox"/> SCIN 3222 Earth Science (3)
_____	<input type="checkbox"/>	CHMN 3462 Children's Literature (3)	_____ <input type="checkbox"/> MATH 1021 Math for Elem. Ed. (3) F/A (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> _____ _____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ 2nd Lang. Elect. (3) _____	_____ <input type="checkbox"/> _____ 2nd Lang. Elect. (3) _____
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> PSYC 4022 Applied Research & Stats (3)
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> ECAD 4122 Internship (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

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|---------------------------|-------------------------------|---------------------------|-------------------------------|
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| W = Waived | C/E = Counseling Elective | L/E = Literature Elective | Ct/E = Concentration Elective |
| + = Prerequisite required | F/A = Fine Arts Elective | M/E = Math Elective | S/E = Science Elective |

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
Intercultural Ministries Concentration

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	THEO1142 Evangelism and Belief Systems (3)	_____ <input type="checkbox"/> MISS 2022 Spiritual Formation (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	MISS 3422 Comparative Religions (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> MISS 3211 Cross-Cultural Communication (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	ORGL 2011 Biblical Concepts of Leadership	_____ <input type="checkbox"/> THEO 4411 Apologetics (3)
_____	<input type="checkbox"/>	YMIN 4011 Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/> MISS 4022 Field Internship (3) +
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

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|---------------------------|-------------------------------|---------------------------|-------------------------------|
| TR = Transfer | B/T = Bible/Theology Elective | F/E = Free Elective | |
| W = Waived | C/E = Counseling Elective | L/E = Literature Elective | Ct/E = Concentration Elective |
| + = Prerequisite required | F/A = Fine Arts Elective | M/E = Math Elective | S/E = Science Elective |

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
Organizational Leadership Concentration

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester		
_____ <input type="checkbox"/>	ENGL 1011	English Composition I (3)	_____ <input type="checkbox"/>	ENGL 1022	English Composition II (3) +
_____ <input type="checkbox"/>	BIBL 1022	Pentateuch (3)	_____ <input type="checkbox"/>	BIBL 2211	Hermeneutics (3)
_____ <input type="checkbox"/>	COMP 3121	Computers & Their App. (3)	_____ <input type="checkbox"/>	SPCH 2011	Fundamentals of Speech (3)
_____ <input type="checkbox"/>	PSYC 1011	General Psychology (3)	_____ <input type="checkbox"/>	PSYC 1122	Family Foundations (3)
_____ <input type="checkbox"/>	PHIL 1031	Life, Ethics & Worldview (3)	_____ <input type="checkbox"/>	BIBL 2011	Former Prophets (3)
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester		
_____ <input type="checkbox"/>	HIST _____	History Elective (3)	_____ <input type="checkbox"/>	HIST _____	History Elective (3)
_____ <input type="checkbox"/>	MISS 2121	Global Engagement (3)	_____ <input type="checkbox"/>	PHED 2111	Health & Fitness (3)
_____ <input type="checkbox"/>	BIBL 2022	Latter Prophets (3)	_____ <input type="checkbox"/>	BIBL 2122	Life of Christ (3)
_____ <input type="checkbox"/>	THEO 3011	Systematic Theology I (3)	_____ <input type="checkbox"/>	THEO 3022	Systematic Theology II (3)
_____ <input type="checkbox"/>	ORGL 2011	Biblical Concepts of Ldrshp. (3)	_____ <input type="checkbox"/>	ORGL 2022	Leadership & Management (3)
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester		
_____ <input type="checkbox"/>	BIBL 3111	Acts/Romans (3)	_____ <input type="checkbox"/>	BIBL 3022	Pauline Epistles (3)
_____ <input type="checkbox"/>	SPCH 3111	Communicating Biblical Truth (3)	_____ <input type="checkbox"/>	FOUN 3022	Career Development (1)
_____ <input type="checkbox"/>	MATH _____	M/E (3) _____	_____ <input type="checkbox"/>	_____	B/T (3) _____
_____ <input type="checkbox"/>	_____	B/T (3) _____	_____ <input type="checkbox"/>	SCIN _____	S/E (3) _____
_____ <input type="checkbox"/>	ORGL3022	Leadership Development (3)	_____ <input type="checkbox"/>	_____	F/A (3) _____
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	ORGL 3051	Organizational Behavior (3)
			_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester		
_____ <input type="checkbox"/>	BIBL 4111	General Epistles (3)	_____ <input type="checkbox"/>	BIBL 4022	Daniel/Revelation (3)
_____ <input type="checkbox"/>	HIST 4422	History of Christianity (3)	_____ <input type="checkbox"/>	THEO 4433	Worldview Integration (3)
_____ <input type="checkbox"/>	_____	F/E (3) _____	_____ <input type="checkbox"/>	_____	F/E (3) _____
_____ <input type="checkbox"/>	YMIN 4011	Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/>	_____	Ct/E (3) _____
_____ <input type="checkbox"/>	ORGL 4011	Fund. of Bus. Mgmt. (3)	_____ <input type="checkbox"/>	ORGL 4244	Org. Ldrshp. Internship (3)
_____ <input type="checkbox"/>	StuMin	Student Ministry (0)	_____ <input type="checkbox"/>	StuMin	Student Ministry (0)

KEY:

TR = Transfer

B/T = Bible/Theology Elective

F/E = Free Elective

W = Waived

C/E = Counseling Elective

L/E = Literature Elective

Ct/E = Concentration Elective

+ = Prerequisite required

F/A = Fine Arts Elective

M/E = Math Elective

S/E = Science Elective

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
 Pastoral Studies Concentration - Greek Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	PRTH 3021 Church in the 21st Century (3)	_____ <input type="checkbox"/> PRTH 2022 Spiritual Formation (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> GREK 2222 Elements of Greek II (3)
_____	<input type="checkbox"/>	GREK 2211 Elements of Greek I (3)	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	PRTH 3221 Essentials of Christian Ministry (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> SPCH 3322 Homiletics Lab (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	GREK 3211 Greek Grammar and Syntax (3)	_____ <input type="checkbox"/> GREK 3222 Principles of Greek Exegesis(3)
_____	<input type="checkbox"/>	PSYC 3211 Fundamentals of Counseling(3)	_____ <input type="checkbox"/> THEO 4411 Apologetics (3)
_____	<input type="checkbox"/>	YMIN 4011 Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/> PRTH 4244 Pastoral Internship (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

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|---------------------------|-------------------------------|---------------------------|-------------------------------|
| TR = Transfer | B/T = Bible/Theology Elective | F/E = Free Elective | |
| W = Waived | C/E = Counseling Elective | L/E = Literature Elective | Ct/E = Concentration Elective |
| + = Prerequisite required | F/A = Fine Arts Elective | M/E = Math Elective | S/E = Science Elective |

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 37 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
 Pastoral Studies Concentration - Hebrew Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3) ¹	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	PRTH 3021 Church in the 21st Century (3)	_____ <input type="checkbox"/> PRTH 2022 Spiritual Formation (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> HEBR 2222 Reading Hebrew Prose II (3)
_____	<input type="checkbox"/>	HEBR 2211 Reading Hebrew Prose I (3)	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	PRTH 3221 Essentials of Christian Ministry (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> SPCH 3322 Homiletics Lab (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	HEBR 3211 Hebrew III - Syntax	_____ <input type="checkbox"/> HEBR 3222 Hebrew IV - Discourse Analysis
_____	<input type="checkbox"/>	PSYC 3211 Fundamentals of Counseling (3)	_____ <input type="checkbox"/> THEO 4411 Apologetics (3)
_____	<input type="checkbox"/>	YMIN 4011 Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/> PRTH 4244 Pastoral Internship (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

- | | | | |
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| TR = Transfer | B/T = Bible/Theology Elective | F/E = Free Elective | |
| W = Waived | C/E = Counseling Elective | L/E = Literature Elective | Ct/E = Concentration Elective |
| + = Prerequisite required | F/A = Fine Arts Elective | M/E = Math Elective | S/E = Science Elective |

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 37 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
 Pastoral Studies Concentration - Biblical Exposition Emphasis

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	PRTH 3021 Church in the 21st Century (3)	_____ <input type="checkbox"/> PRTH 2022 Spiritual Formation (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	PRTH 3221 Essentials of Christian Ministry (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> SPCH 3322 Homiletics Lab (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	PSYC 3211 Fundamentals of Counseling (3)	_____ <input type="checkbox"/> THEO 4411 Apologetics (3)
_____	<input type="checkbox"/>	YMIN 4011 Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/> PRTH 4244 Pastoral Internship (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:
 TR = Transfer B/T = Bible/Theology Elective F/E = Free Elective
 W = Waived C/E = Counseling Elective L/E = Literature Elective Ct/E = Concentration Elective
 + = Prerequisite required F/A = Fine Arts Elective M/E = Math Elective S/E = Science Elective

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
Teaching English as a Second Language (TESL) Concentration

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	TESL2111 Theories of SLA (3)	_____ <input type="checkbox"/> TESL2122 Methods of TESOL(3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	TESL 2031 Structure of the Eng. Lang. (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> LING 4322 Linguistics (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	ANTH 3022 Cultural Anthropology (3)	_____ <input type="checkbox"/> TESL 4011 Lang. Prog. & Curriculum Design (3)
_____	<input type="checkbox"/>	TESL 3022 College Level TESL (3)	_____ <input type="checkbox"/> TESL 4233 Internship in TESL (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

TR = Transfer

W = Waived

+ = Prerequisite required

B/T = Bible/Theology Elective

C/E = Counseling Elective

F/A = Fine Arts Elective

F/E = Free Elective

L/E = Literature Elective

M/E = Math Elective

Ct/E = Concentration Elective

S/E = Science Elective

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Bachelor of Religious Education - Biblical Studies Major
Youth Ministries Concentration

Fall Semester	RECOMMENDED FOR FRESHMAN YEAR		Spring Semester
_____	<input type="checkbox"/>	ENGL 1011 English Composition I (3)	_____ <input type="checkbox"/> ENGL 1022 English Composition II (3) +
_____	<input type="checkbox"/>	BIBL 1022 Pentateuch (3)	_____ <input type="checkbox"/> BIBL 2211 Hermeneutics (3)
_____	<input type="checkbox"/>	COMP 3121 Computers & Their App. (3)	_____ <input type="checkbox"/> SPCH 2011 Fundamentals of Speech (3)
_____	<input type="checkbox"/>	PSYC 1011 General Psychology (3)	_____ <input type="checkbox"/> PSYC 1122 Family Foundations (3)
_____	<input type="checkbox"/>	PHIL 1031 Life, Ethics & Worldview (3)	_____ <input type="checkbox"/> BIBL 2011 Former Prophets (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SOPHOMORE YEAR		Spring Semester
_____	<input type="checkbox"/>	HIST _____ History Elective (3)	_____ <input type="checkbox"/> HIST _____ History Elective (3)
_____	<input type="checkbox"/>	MISS 2121 Global Engagement (3)	_____ <input type="checkbox"/> PHED 2111 Health & Fitness (3)
_____	<input type="checkbox"/>	BIBL 2022 Latter Prophets (3)	_____ <input type="checkbox"/> BIBL 2122 Life of Christ (3)
_____	<input type="checkbox"/>	THEO 3011 Systematic Theology I (3)	_____ <input type="checkbox"/> THEO 3022 Systematic Theology II (3)
_____	<input type="checkbox"/>	ORGL 2011 Biblical Concepts of Leadership (3)	_____ <input type="checkbox"/> YMIN 3011 Fund. of Prof. Youth Min. (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR JUNIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 3111 Acts/Romans (3)	_____ <input type="checkbox"/> BIBL 3022 Pauline Epistles (3)
_____	<input type="checkbox"/>	SPCH 3111 Communicating Biblical Truth (3)	_____ <input type="checkbox"/> FOUN 3022 Career Development (1)
_____	<input type="checkbox"/>	MATH _____ M/E (3) _____	_____ <input type="checkbox"/> _____ B/T (3) _____
_____	<input type="checkbox"/>	_____ B/T (3) _____	_____ <input type="checkbox"/> SCIN _____ S/E (3) _____
_____	<input type="checkbox"/>	YMIN 4033 Strategic Youth Min. Prog. (3)	_____ <input type="checkbox"/> _____ F/A (3) _____
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> YMIN 3122 Dev. Comm. to Youth (3)
			_____ <input type="checkbox"/> StuMin Student Ministry (0)

Fall Semester	RECOMMENDED FOR SENIOR YEAR		Spring Semester
_____	<input type="checkbox"/>	BIBL 4111 General Epistles (3)	_____ <input type="checkbox"/> BIBL 4022 Daniel/Revelation (3)
_____	<input type="checkbox"/>	HIST 4422 History of Christianity (3)	_____ <input type="checkbox"/> THEO 4433 Worldview Integration (3)
_____	<input type="checkbox"/>	_____ F/E (3) _____	_____ <input type="checkbox"/> _____ F/E (3) _____
_____	<input type="checkbox"/>	_____ Ct/E (3) _____	_____ <input type="checkbox"/> MISS 2022 Spiritual Formation
_____	<input type="checkbox"/>	YMIN 4011 Financial Mgmt. & Steward. (3)	_____ <input type="checkbox"/> YMIN 4122 Build. Partner. in Youth Min. (3)
_____	<input type="checkbox"/>	StuMin Student Ministry (0)	_____ <input type="checkbox"/> StuMin Student Ministry (0)

KEY:

TR = Transfer

W = Waived

+ = Prerequisite required

B/T = Bible/Theology Elective

C/E = Counseling Elective

F/A = Fine Arts Elective

F/E = Free Elective

L/E = Literature Elective

M/E = Math Elective

Ct/E = Concentration Elective

S/E = Science Elective

Biblical Studies= 42 hours; Liberal Art Studies= 42 hours; Concentration Studies= 31 hours; Free Electives= 6 hours; TOTAL= 121 hours

Course Descriptions

Course Prefixes, Numbering and Prerequisites

The first four letters of the course prefix identify the discipline of the course (e.g., BIBL for Bible, PRTH for Pastoral Studies, etc.). Courses that have more than one prefix (e.g., MISS 2211 and THEO 2211 are the same course) are interdisciplinary courses. The first digit of the trailing number typically indicates the normal course level:

0000s —remedial education courses (cannot be applied to any other program requirements),
1000s —freshman,
2000s —sophomore,
3000s —junior,
4000s —senior.

Freshmen are not normally permitted to take courses numbered in the 3000s and 4000s. Sophomores are not normally permitted to take courses numbered in the 4000s. This restriction applies even if there are no prerequisites to these courses.

The following symbols represent the area under which each course can be used to satisfy requirements:

B	=	Bible/Theology elective;
C	=	Counseling elective;
F	=	Fine Arts elective;
H	=	History elective;
Li	=	Literature elective;
L	=	Liberal arts-general elective;
M	=	Math elective
Ct	=	Concentration elective;
S	=	Science elective;
T	=	TESL elective;

Course names that are underlined are available online through Davis Online Learning. Check the current term schedule for course availability.

Art

ARTT 1011 Art Appreciation

F, L, 3 credit hours

This course surveys the role the visual arts have played in communication and the main divisions and subdivisions used in the field of Art History. Emphasis will be on the major changes that developed over the centuries. The course will examine the historical, religious, and cultural

factors that have determined the direction the arts have moved in through the centuries. Students will be introduced to the wide variety of creative expression employed by man and incorporates art vocabulary as needed.

ARTT 1022 Art Exploration

F, L, 3 credit hours

This is a project orientated lab course. It requires active participation. In it you will explore the use of various art media and techniques. Emphasis is on personal involvement with art materials and styles and learning ways to apply what you have experienced for practical purposes whatever your field of ministry after graduation. Through class work and textbook, the course will provide you with a usable vocabulary of the visual arts.

ARTT 3022 Media Appreciation

F, L, 3 credit hours

In this course, students will learn to appreciate and to scrutinize what they read, watch and experience with greater understanding and biblical discernment. Emphasis will be placed on critical thinking and analysis of various genres of media based on certain designated criteria. Writing, production, expression and presentation skills will develop as students respond in their assignments.

Anthropology

ANTH 3022 Cultural Anthropology

MISS 3022 Cultural Anthropology

L, Ct, 3 credit hours

This is a basic course in cultural anthropology. It is intended to familiarize the student with the major theories of culture and the historical development of the study of culture. While the course will touch on the four major sub-disciplines, it will primarily focus on cultural anthropology's sub-specialties. This course is not intended to make anthropologists out of the students, but to provide the students the essentials to survive and function in an ever increasing international and multi-cultural world.

Bible

BIBL 1022 Pentateuch

B, 3 credit hours

The composition of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, collectively called

the Pentateuch, teaches God's people how to live. Beginning in story form with God's design of the world—"creation" and man's response—"fall," the chronicle subsequently recounts man's successive failures, God's responsive commitment to Abraham, Isaac, and Jacob, and his promised deliverance of their descendants from Egypt. After a stop at Sinai for detailed instruction and a detour of a generation's time through the wilderness, the story ends at the border of the land promised with Moses rehearsing for God's people the behavior required in order to receive his blessing.

BIBL 1311 Old Testament Survey

B, 3 credit hours

This course presents an overview study of the literary, historical and religious dimensions of the Old Testament. Special attention is given to the following subjects: the historical setting (political, social and religious) of the biblical world. We will focus in how to read, understand and apply the teaching of the Old Testament to the life of a Christian today. Study will be a duality of "in the Bible" and "about the Bible". All study will be completed with a view towards application of principles discovered to each person's life in the world today.

BIBL 1322 New Testament Survey

B, 3 credit hours

This course presents an overview study of the literary, historical and religious dimensions of the New Testament. Special attention is given to the following subjects: the historical setting (political, social and religious) of first century Palestine; the Gospels, focusing upon the life and ministry of Jesus Christ, His death and resurrection; the growth of the new church as found in Acts; the ministry of Paul through his missionary journeys and epistles. Study will be a duality of "in the Bible" and "about the Bible". All study will be completed with a view towards application of principles discovered to each person's life in the world today.

BIBL 2011 Former Prophets (Old Testament Historical Books)

B, 3 credit hours

The former prophets, Joshua through Kings, discuss GOD's interdependence with Israel, either blessing, disciplining, graciously providing, or testing as Israel obeys or disobeys the agreed upon covenantal stipulations. These books describe the conquest and settlement of the land followed by the rise and fall of the monarchy. The narratives of Ezra and Nehemiah complement this

story by describing the several returns after the "templeless" time of exile. A proper interpretation of these texts provides a foundation for application in present, similarly turbulent, times.

BIBL 2022 Latter Prophets (Old Testament Prophets)

B, 3 credit hours

The student reads the prophets, Isaiah through Malachi, as GOD's servants ministering to his people in times of crises: situations the result of their disobedience, GOD's testing of their faithfulness, or the outworking of his mysterious plan. The writing prophets called for repentance, warned of judgment for continued self-reliance, but additionally envisioned a blessed future in which Israel would live harmoniously with her GOD. We must learn to recognize these prophets as GOD's spokesmen to us today.

BIBL 2032 Electronic Bible Study

B, Ct, 3 credit hours

This course is designed to introduce the student to several Bible Software programs available for use today, but the emphasis will be on the several Logos Bible Software programs. Extensive time will be devoted to learning how to use this program and making use of all the features in developing sermons and lessons. Because this is hands-on, purchase of one of the Logos Programs and a lap-top computer will be essential.

BIBL 2041 Isaiah

B, 3 credit hours

Isaiah imaginatively wrote to a religious audience steeped in tradition, burdened with political challenges international in scope, and whose allegiance wavered between their God and those of the surrounding nations. He wrote of kings, Ahaz, Hezekiah, and the one coming, of the servant's role in reconciliation, of exile and restoration, and of the holy Yahweh, lord of heaven and earth and sustainer of his people.

BIBL 2122 The Life of Christ

B, 3 credit hours

The "Life of Christ" studies the life and ministry of Jesus Christ as well as significant issues dealing with the study of Jesus. The course examines the background, structure and content of the Gospels, positioning the major events of Christ within that framework. It gives special attention to the ministry and teaching of Jesus, thereby understanding better who He is. A noticeable focus is placed on the student's relationship with the Christ.

BIBL 2211 Hermeneutics

B, 3 credit hours

Hermeneutics is the art and science of interpreting the Bible. This course will explore the principle of hermeneutics (theory) and exegesis (practice) of the biblical text in the English language. This course will equip the student to study the English Bible for themselves, expose them to resources for Bible study, the tools of exegesis and various Bible study methods. The student will also get exposure to various theories/approaches to Bible interpretation and be able to make more accurate assessments of their conclusions about the text as well as the conclusions of others.

BIBL 3111 Acts/Romans

B, 3 credit hours

This course traces the birth and expansion of the early church through the book of Acts. The abiding practices and principles of the early church are brought to bear on the church today. Romans summarizes the theology of the early church as articulated by the Apostle Paul. The Pauline expectation to trust and obey God in light of his righteousness will be applied to the Christian's walk with God.

BIBL 3022 Pauline Epistles

B, 3 credit hours

This course begins with a survey of the life and ministry of the Apostle Paul as prelude to an orderly and intensive study of each of the New Testament letters that are ascribed to him. Students consider the historical placement of each letter before undertaking a study of its dominant theme and outlined content. The biblical text is examined both expositively and applicationally, with a view toward living out its truths and sharing them with others.

BIBL 3322 Gospel of John

B, 3 credit hours

The Gospel of Mark covers the years of Jesus' ministry beginning with John the baptizer's introduction of the "one who is coming," extending through his Galilean and Jerusalem ministries, and concluding with his post-resurrection admonitions to his followers and his ascension to the throne at God's right hand. The course relates the basic content of the gospel, engages introductory issues, highlights the perspective of the writer, and introduces major themes and problem passages. Students are challenged to build into their personal spiritual formation lessons learned from Mark.

BIBL 3452 Psalms

B, 3 credit hours

Reading the psalms opens a dialogue between the communicant and God which exposes both to the complexities of an established and mutually accountable relationship. This course studies the literary form of the individual Psalms and the arrangement of these poems toward ascertaining the meaning, message and mediatory use of the Psalms. The student learns to read the Psalms originally as man's words to God, then as God's inspired message to man, and finally takes them as his or her own words to God in petition, thanksgiving or praise.

BIBL 3462 Biblical Discipleship: Methods and Application

B, 3 credit hours

The Biblical Discipleship course enables students to learn about the practical, biblical fundamentals for evangelism and discipleship within various and varying contexts. This course equips students to be able to initiate reproducing discipleship groups. Students collaboratively design a practical discipleship plan, for use within or without the walls of their churches, using fundamentals of biblical truth and its application. Topics to be covered include the biblical mandate, model, and methods for evangelism and discipleship, comparison of contemporary methods with biblical witness, heart issues of motivation, cross-cultural evangelism and discipleship in urban contexts, technology and discipleship, and multiplying discipleship groups.

BIBL 3491 Exploring Biblical Wisdom

B, 3 credit hours

Real life decisions should be made according to biblical precedent, but that is easier to say than do. One may derive an approach toward decision making through careful reading of the Old Testament wisdom books of *Proverbs*, *Ecclesiastes*, and *Job*. But that approach requires "balancing" or "holding in tension" the input from each book rather than developing a seamless process. This course overviews the message of each book and examines specific content while encouraging each student to learn and practice biblical wisdom principles.

BIBL 3571 The Pastoral Epistles

B, 3 credit hours

A verse-by-verse exposition of the pastoral epistles from the English Bible, covering I and II Timothy and Titus. Special attention is given to the application of the biblical truths found in

these epistles to the area of church administration as well as the practical application of these truths to the daily lives of those involved in ministry.

BIBL 3591 The Prison Epistles

B, 3 credit hours

This is an intensive examination of the four epistles of Paul known as the "Prison Epistles": Ephesians, Philippians, Colossians and Philemon. The course will be an exegetical study of these books verse by verse, learning the meaning and finding practical application for the believer's life. Emphasis will be placed on the student's application of sound exegetical methods in the study of these epistles.

BIBL 4022 Daniel-Revelation

B, 3 credit hours

The professor will present an in-depth exposition of the books of Daniel and Revelation from the English Bible. The course exposes the student to alternate interpretations and seeks to guide them toward views, which are consistent with dispensational premillennialism. The student will see prophecy in the light of history and will learn to appreciate the typical value of Daniel's experiences.

BIBL 4111 General Epistles

B, 3 credit hours

This course takes an intensive look at the New Testament epistles of Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, and Jude. The course examines the introductory and background material for each book, and provides a summary of the author's argument and outlined survey of the book's content. Students are encouraged to reflect on the biblical text both expositively and applicationally, with a view toward living out its truths and sharing them with others.

Christian Ministries

CHMN 2312 Bible and Preschoolers

Ct, 3 credit hours

This course is designed to show how the development of the whole child impacts how the Bible is taught to preschoolers. Prospective teachers will be taught what content is best absorbed at this age level. They will be taught how relationships impact a child's understanding of God and spiritual concepts. Using a variety of methods and materials, they will be able to make spiritual lessons comprehensible to this age group. They will be able to interrelate planning, implementation and evaluation in teaching.

CHMN 2322 Ministering to Children

L, Ct, 3 credit hours

In this course, children's developmental stages and the needs arising from them will be addressed. The variety of ministries used to reach children for Christ will be presented. Needs assessment, learning objectives, methods and materials will be considered in teaching Sunday School, children's church, youth groups, club programs, Vacation Bible School, camping, recreation and music ministry. Ministering to children with a variety of special needs will also be addressed. Home schooling and Christian education will also be discussed.

CHMN 3021 The Church in the 21st Century

PRTH 3021 The Church in the 21st Century

Ct, 3 credit hours

This course examines the nature and purpose of the church in the 21st century. It will examine how the church goes about fulfilling its mission in the world. Topics include evangelism and discipleship, church health, leadership roles and styles, community visibility, church transitions, and understanding people.

CHMN 3221 Essentials of Christian Ministry

PRTH 3221 Essentials of Christian Ministry

Ct, 3 credit hours

This course examines in detail how to go about ministry. Areas of study include pastoral ethics and etiquette, church finances and stewardship, resolving church issues, church constitutions and policies, developing vision and strategic planning skills, and shaping a philosophy of ministry which can be utilized in ministering to the needs of God's people. How to do weddings, funerals, administer the ordinances, church discipline, and visitation and hospital protocol will be studied.

CHMN 3242 Strategies for Kingdom Expansion

PRTH 3242 Strategies for Kingdom Expansion

Ct, 3 credit hours

Starting with the premise that a healthy local church is one of the best ways to expand the Kingdom, this course will guide the student through a systematic perusal of foundational and essential principles for establishing, growing, and/or revitalizing a local church. The student will also be exposed to some practical methods and techniques for application and implementation related to the five functions of the church and church health.

CHMN 3311 Educational Ministries of the Church
Ct, 3 credit hours

This course is a survey of various educational programs utilized in ministry. Students will be exposed to fundamentals of leading and strategies for implementing these programs with a view toward building greater Christian maturity in disciples of Jesus Christ. The keys of personal Christian character in those involved in educational ministry will be stressed.

CHMN 3462 Children's Literature

ENGL 3462 Children's Literature

F, L, Ct, 3 credit hours

Children's literature is designed to present an introduction to children's literature, storytelling and story writing. It will include current trends in children's literature, a history of children's literature, types and levels of children's literature, critiquing books and magazines and guiding children's literature selections. We will discuss the role of excellent children's literature in the child's emotional, moral and intellectual development. We will also study how to write for children, and how to read and dramatize literature and how to tell stories.

CHMN 4244 Christian Ministries Internship

Ct, 3 credit hours

An individualized field internship supervised by the Chair of the Christian Ministries Program and conducted under the direction of a professional Christian worker. The purpose of the senior internship is to give the senior a culminating experience through an opportunity to apply principles and theory learned in the classroom to a field-based laboratory under the direction of a ministry practitioner. With permission of the Program Chair, the internship may be conducted during the summer or spread over both semesters of the senior year, if desired.

CHMN 4322 Leading Life-Changing Small Groups

Ct, 3 credit hours

This course is designed to equip the student to develop, implement and lead a small group or small group ministry. The Biblical basis, philosophy and methodologies of small group ministry will be examined, with specific emphasis upon fulfilling the calls of evangelism and discipleship. Due to the intensity of personal relationships inherent to small groups, students' own personal, Godly character and behavior will be developed during class.

Counseling

NOTE - Prerequisite for All Counseling Classes: PSYC 1011

+PSYC 2011 Theories of Counseling

L, Ct, 3 credit hours

This course is designed to provide a basic introduction to counseling and psychology. Both biblical and secular models of intervention will be examined and critiqued and the historical background and theological foundation of biblical counseling will also be explored. Special attention will be given to the issues of integration and current trends in Christian counseling.

+PSYC 2311 Child Development

C, L, Ct, 3 credit hours

This course is designed to study the development, characteristics, nature, and needs of children from birth through puberty. The biological, sociological, psychological, educational, and spiritual development of an individual will be considered. All will be considered in light of what God says regarding human development, as recorded in scripture.

+PSYC 3011 Death and Dying

C, L, Ct, 3 credit hours

This course provides a basic background on historical and contemporary perspectives on death and dying. Major topics of study will include: grief and bereavement, supporting bereaved people, grief complications, and the grief journey. This is a practical course that will show concrete ways in which to help people travel through the grief process. Field trips and guest speakers will be an integral part of the course.

This course is not recommended for the recently bereaved.

+PSYC 3031 Abnormal Psychology

C, L, 3 credit hours

This course is designed to explore the field of Abnormal Psychology. Students will become familiar with the vocabulary and concepts of Abnormal Psychology, and with some of the clinical and research findings upon which our knowledge of psychological disorders is based. Special attention will be given to biblical integration in the development of empathetic understanding of Christian counseling towards those who have psychological disorders.

+PSYC 3211 Fundamentals of Counseling

Ct, 3 credit hours

This course is designed to provide an introduction to the process of biblical counseling. Emphasis will be given to the counseling relationship, collecting and interpreting data and the process of biblical change. Special attention will be given to the practice of biblical counseling in local church ministry.

+PSYC 3222 Advanced Counseling

Ct, 3 credit hours

This will be a practical course in recognizing and understanding specific problems and what the counselor can do to help individuals solve them. The course is designed to prepare the student biblically and effectively to deal with the counselee facing these problems.

Note: Recommended to take PSYC 3211 first.

+PSYC4011-Counseling Practicum I: (Counseling Observations)

C, Ct, 3 credit hours

It's one thing to learn about biblical counseling through lectures and reading books, but it's quite another to learn by actually seeing it done. In this course students will observe various counselors and as they counsel actual cases, either live or on video. Class discussion will follow and focus on topics that arise out of each counseling session, and one will learn how to make effective progress notes to document his/her own counseling sessions.

+PSYC4012-Counseling Practicum 2: (Counseling Case Studies)

C, Ct, 3 credit hours

The counseling case studies course is designed to provide the student with the opportunity to learn the skill of implementing the core concepts they have learned throughout the biblical counseling program. The course connects the student's biblical counseling knowledge with effective practical application by working through a series of case studies. Each student will have the opportunity to participate in counseling role play triads consisting of a counselor, counselee, and note-taking observer.

+PSYC 4022 Applied Research & Statistics

L, Ct, 3 credit hours

This course will consist of an examination of basic principles and procedures in inferential statistics and applied research. The student will be conversant with and apply the following principles: mean, median, mode, percent, per capita rates, standard deviation, normal

distribution, tabular interpretation, margin of error, confidence interval, data analysis, sample sizes, finding data on the internet and statistical tests. Students will begin to develop research proposals and construct applied research models.

+PSYC 4122 Marriage and Family Counseling

C, Ct, 3 credit hours

This course is designed to examine the basic issues of marriage and family relationships. There will be examination and evaluation of the current theories of marriage and family counseling from a biblical perspective. In addition, the methods of premarriage, marriage and family counseling will be examined, as well as how to deal with marriage and family dysfunction. The course is specifically designed to prepare students to approach marriage and family counseling from a creative, preventative and biblical perspective.

+PSYC 4244 Counseling Internship

Ct, 3 credit hours

An individualized field education program supervised by the Chair of the Counseling Program and conducted under the direction of a trained professional. The purpose of the counseling Internship is to give the senior a culminating experience through an opportunity to apply principles and theory learned in the classroom to a field-based laboratory under the direction of a practitioner. With permission of the Program Chair, the internship may be conducted during the summer or spread over both semesters of the senior year, if desired.

NOTE - Prerequisites for PSYC 4244: PSYC 3211, PSYC 2011, PSYC 3031, PSYC 4122, and concurrently taking PSYC 4322.

+PSYC 4311 Gender Issues in Counseling

C, Ct, 3 credit hours

This course is designed as an introduction to gender issues, which focus on gender relationships in contemporary American society. The course is helpful in recognizing and understanding the issues, needs, and concerns of men and women and what the counselor can do to assist men and women in need.

+PSYC 4322 Crisis Counseling

C, Ct, 3 credit hours

This course is designed to focus upon historical and contemporary theory and methodology of crisis intervention. There will be a special emphasis on understanding situational and maturational crises, and on the Christian implications of crisis counseling. The student will be introduced to basic process and application of

Biblical crisis intervention within the church. It will include such topics as the following: death, suicide, abuse and other crisis situations.

+PSYC 4351 Multicultural Issues in Counseling
C, Ct, 3 credit hours

This course is designed to explore multicultural issues in counseling. The influence of race, class, gender, and sexual orientation on behavior, attitudes, and cognition will be examined. The student will learn of their own worldview, values, biases, theoretical orientation, and privileges and how these may influence their perceptions of clients and their work in therapy.

+PSYC4411 Group Process

C, Ct, 3 credit hours

People have been created to thrive and serve one another in community. True meaningful community, however, is not always easy to achieve. This course examines the elements of group process and its practical applications and challenges. Davis College is a Bible-centered higher education institution committed to making an impact upon the world for Jesus Christ by the fostering of Christian character and the equipping of students with the knowledge, competencies and skills needed in an ever-changing world for service and leadership within the church, Christian organizations and society. This course links to the mission of Davis College in that having a grasp of group process will enable the learner to possess the competency and skill to serve in the church in small group ministry.

+PSYC 4422 Counseling Youth

C, Ct, 3 credit hours

In this course, students will be given an introduction to adolescent development and psychology while surveying contemporary issues facing teenagers. Skills for effectively communicating the Truth of God's Word to youth leading to greater Christ-likeness will be taught. Significant emphasis will be placed upon the counselor's personal development of Godly character as a Biblically-based people-helper.

This course is designed to advance a student's understanding of different aspects of drama and give the student the opportunity to develop and improve drama skills. It also includes a study of the principles and techniques of effective playwriting designed to prepare students for writing drama in various ministry settings. Creativity, critical thinking, analysis, and craft are also components of this course. Students will write and read their own material in class as well as critique and edit the writings of others.

Students will plan and implement their own final project incorporating the skills they have learned throughout the course. There are three main components to the class: Writing Drama, Performing Drama, and Producing Drama. At least two components: writing and production, will directly apply to playwriting. Having an understanding of performance will also be extremely beneficial.

**Early Childhood Education
Administration**

ECAD 1011 Introduction to Early Childhood

L, Ct, 3 credit hours

The student will study an overview of the field, philosophies, methods, and current issues in early childhood education. Observations in local programs will provide students with first-hand experiences that validate the theoretical knowledge of children's appropriate development, activities, and environments of the vital importance of quality communication skills in meeting the needs of peers, children, and their families.

Education

EDUC 1011 Philosophy of Education

L, 3 credit hours

This course provides the students with an in-depth examination of major philosophies of education, and their relation to teaching methods, curriculum development, assessment of educational strategies, educational leadership, cultural contexts of learners, the diversity of special needs in learners, and the impact of technology on educational processes. Principles of educational philosophy will be investigated from a Christian point-of-view. Special projects and activities will guide students in applying their learning to situations that teachers encounter in their roles.

EDUC 3211 Methods in Education

L, Ct, 3 credit hours

Methods in Education is designed to guide students in learning and using techniques for devising educational: instruction; goal setting; objectives; best practices in teaching; assessment; planning; and, outcomes. Much attention is given to students researching effective and efficient ways of teaching, practicing with the discovered strategies, and using the tactics with a diversity of learners. Special emphasis is placed on the integration of instructional technology throughout the course for supporting the teaching and learning process, the classroom as a community of learners, and the teaching of technology skills to all learners.

EDUC 3222 Curriculum Development

L, Ct, 3 credit hours

This course provides students with the opportunity to investigate, and work with, the theories, processes, and skills for curriculum development and instructional planning. Students present an educational program using curriculum design methodology and incorporating objectives, content, learning characteristics with special attention of the full range of disabilities, differentiated instruction, teaching methods, learning resources, and evaluation methods.

EDUC 3322 Foundations in Special Education

L, Ct, 3 credit hours

This course introduces students to the historical, legal, philosophical, and ethical underpinnings of special education. Examines the characteristics of students with exceptionalities, instructional planning for exceptional students, inclusive practices, and collaboration among exceptional

students, their families, and school personnel.

English

+ENGL 1011 English Composition I

L, 3 credit hours

This is an introductory writing course that presents the basic tools of clear, effective written communication, guides the student through the process of writing effective paragraphs and essays from prewriting to the finished draft, and introduces techniques necessary for integrity in research with the MLA and APA forms of documentation.

Prerequisite: English placement exam

+ENGL 1022 English Composition II

L, 3 credit hours

This course integrates the principles of composition and effective research writing with an introduction to literature. Students observe various forms of creativity in the art of writing. Writing critiques on selected works of literature requires integrity in the documentation of borrowed ideas and use of MLA form.

Prerequisite: ENGL 1011

+ENGL 2000 Newspaper Writing I

+ENGL 2001 Newspaper Writing II

+ENGL 2002 Newspaper Writing III

+ENGL 2003 Newspaper Writing IV

L, Ct, 1 credit hour

This is a course in writing for online newspaper publishing. Students will gain the techniques and skills needed for writing news stories, advertising, editorials, and features and will learn the basics of layout and design of newspapers. Students will glean hands-on experience in the production process of publishing their work.

Prerequisite: ENGL 1011

+ENGL 2111 Theories of Second Language Acquisition

+TESL 2111 Theories of Second Language Acquisition

L, Ct, 3 credit hours

This course is a survey of the theories and practices of second language acquisition and language research. The course will also cover topics relating to second language acquisition, which include comparing and contrasting first and second language acquisition, cognitive styles and strategies, affective factors in language acquisition, socio-cultural factors in language acquisition, interlanguage, communicative competence, and language testing.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

+ENGL 2122 Methods of TESOL

+TESL 2122 Methods of TESOL

L, Ct, 3 credit hours

This course prepares students in the use of materials and techniques for teaching English to speakers of other languages through mathematics, science and social studies. Emphasis is placed on the cognitive academic language learning approach and the use of listening, speaking, reading and writing skills across the content areas. Methods of teaching English to speakers of other languages through the content areas are to be explored.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

+ENGL 2312 Survey of American Literature

L, Li, 3 credit hours

This is a course survey covering American literature. The course acquaints students with this literature through a process of reading, analyzing, interpreting, writing, and thinking critically about novels, stories, poetry, and other works, from a broad spectrum of American literature. In so doing, the course considers American literature in a historical, social, and ideological context. Critical thinking, information literacy, and critical analysis are all integral parts of this course.

+ENGL 2322 Survey of British Literature (formerly named English Literature)

L, Li, 3 credit hours

This is a course survey covering English literature. The course acquaints students with this literature through a process of reading, analyzing, interpreting, writing, and thinking critically about novels, stories, poetry, and other works, from a broad spectrum of English literature. In so doing, the course considers English literature in a historical, social, and ideological context. Critical thinking, information literacy, and critical analysis are all integral parts of this course.

+ENGL 3011 Introduction to Teaching Literacy

L, P, 3 credit hours

This course focuses on the methods of teaching language arts in elementary school settings. The content is centered on reading and listening comprehension, word identification, and content area reading.

+ENGL 3022 Literacy & Language Development

L, Ct, 3 credit hours

This course continues to prepare pre-service

teachers to teach literacy at the Childhood level of education. Theories that are foundational to children's acquisition of oral language and early reading and writing will be examined and applied. Emphasis will be placed for literacy curriculum in primary grades.

+ENGL 3122 Creative Writing

F, L, Ct, 3 credit hours

A study of the principles and techniques of effective writing designed to prepare students for writing drama in ministry settings. Students will write and read their own material in class as well as edit and critique the writing of their classmates.

ENGL 3222 Information Literacy

L, 3 credit hours

The ability to use information effectively is essential for success as a student and as a life-long learner. This course strengthens students' critical thinking skills necessary to discover, evaluate, and ethically use information. Students examine access and use of information, analyze scholarly information sources, and critically evaluate how political, cultural, social, and academic influences shape information.

+ENGL 3322 Literature of C.S. Lewis

F, L, 3 credit hours

This course will explore the literature of C.S. Lewis to gain understanding of the various genres in which he wrote, and the principles that make his writings meaningful nearly forty years after his death.

ENGL 3462 Children's Literature

CHMN 3462 Children's Literature

F, L, Ct, 3 credit hours

Children's literature is designed to present an introduction to children's literature, storytelling and story writing. It will include current trends in children's literature, a history of children's literature, types and levels of children's literature, critiquing books and magazines and guiding children's literature selections. We will discuss the role of excellent children's literature in the child's emotional, moral and intellectual development. We will also study how to write for children, and how to read and dramatize literature and how to tell stories.

+ENGL 4011 Writing for Publication

L, Ct, 3 credit hours

This is a course in writing for ministry-related publishing. Students will gain the techniques and skills needed for writing news stories, public

relations pieces, advertising, editorials, features, newsletters, prayer letters and so forth.

Prerequisite: ENGL 1011 or permission of the instructor BN

+ENGL 4022 Themes in the Classics of Literature

F, L, 3 credit hours

In this course, students will learn to appreciate the timeless contributions of great authors, scrutinize what they read and to read with greater understanding and enjoyment. Emphasis will be placed on how the Bible addresses themes found in the writings of both Christian and non-Christian authors. Writing skills will develop as students respond in their papers to the readings.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

Foundational Skills

FOUN 2011 Personal Growth and Development

L, Ct, 3 credit hours

A comprehensive examination of personal development within all five human domains, this course will challenge the student to improve physically, socially, intellectually, emotionally and most importantly, spiritually. Based on a clear understanding of formation theories and a biblical perspective of progressive sanctification, the student will learn to discern between marketed motivational materials and truly effective maturity principles. Through self-assessment, journaling, reflection and other learning activities, the student will create action plans which set goals and then track their progress.

FOUN 2022 Faith and Money

B, Ct, 3 credit hours

The Faith and Money course explores key theological themes and biblical texts related to personal use of money and possessions with the outcome of integrating them into the students' value system and lifestyle. Attention is placed on practical implementation of biblical financial principles in the students' life development and vocation. Topics covered include materialism and spirituality, eternity, honesty, work/vocation, giving and spirituality, counsel, saving, debt.

FOUN 3022 Career Development

L, Ct, 1 credit hour

This course is taken by all BRE students in the Spring semester of their junior and/or senior year at Davis. It is designed to prepare students for the world of work and/or further education. Special

topics will include, but are not limited to: Career Exploration – leadership, personality and career assessments; Career Preparation; Essential Job Seeking Skills; Networking; The Job Search Process; Cover Letter and Resume Writing and Interviewing Techniques. The culminating project will be a portfolio that students will utilize and enhance during the entirety of their vocational lives.

Remedial Courses

FOUN 0971 Foundations for College Mathematics

3 credit equivalent

This course is designed to provide the student with basic skills in arithmetic, algebra, geometry, and problem solving as well as the ability to properly use a scientific calculator. Throughout the course the students are expected to solve applied problems related to the topics of the course. Computer technology will be used throughout the course to explore these concepts.

French

FREN 1011 Beginning French

L, 3 credit hours

This course is a fun, challenging and non-threatening introductory course in French using the Total Physical Response Storytelling (TPRS) method of language learning. Students will learn the basics of the language and attain certain levels of communication.

+FREN 1022 French II

L, 3 credit hours

This course is a continuation of the study of the French language.

Prerequisite: FREN 1011

Greek

GREK 2211 Elements of Greek I

B, L, Ct, 3 credit hours

This course is designed to acquaint the student with the basic vocabulary, stems, endings and the grammatical rules necessary for translation in the Greek New Testament.

+GREK 2222 Elements of Greek II

B, L, Ct, 3 credit hours

This course is designed to further acquaint the student with the basic vocabulary, stems, endings

and grammatical rules necessary for translation in the Greek New Testament.

Prerequisite: GREK 2211

+GREK 3211 Greek Grammar & Syntax

B, L, Ct, 3 credit hours

This course is designed to add to the student's knowledge of the basic elements of Greek and to help him or her apply the rules of grammar to the Greek New Testament. The emphasis in this course will be on syntax as a basis for exegesis.

Prerequisite: GREK 2211, GREK 2222

+GREK 3222 Principles of Greek Exegesis

B, L, Ct, 3 credit hours

This course is designed to teach the student basic elements of biblical exegesis, which will be applied in the study of a New Testament epistle. The student will practice step-by-step a method of exegesis as a foundation for effective exposition of the scriptures.

Prerequisite: GREK 2211, GREK 2222, GREK 3211

Hebrew

HEBR 2211 Reading Hebrew Prose I

L, Ct, 3 credit hours

More of the Bible was written in Hebrew prose than any other type of biblical literature. This course opens the door of Hebrew language studies toward better understanding the great Old Testament narratives (Bible stories) by teaching the most common constructions, the most common verbs, and the most common grammar and syntax through analysis of select passages from the Hebrew Bible. Acquisition of even these most basic linguistic skills demonstrates as essential the use of Hebrew in the exegesis of the Word.

+HEBR 2222 Reading Hebrew Prose II

L, Ct, 3 credit hours

The authority of the Bible derives from the inspiration of the original manuscripts, most of which were written in Hebrew. While translation has its place, so does study of the inspired texts. This second half of a two semester course teaches the most common constructions, the most common verbs, and the most common grammar and syntax through analysis of select passages from the Hebrew Bible And motivates the student to appreciate the need for a working knowledge of Hebrew in preparation for a life of ministry in which the Old Testament will have its rightful place.

Prerequisite: HEBR 2211

+HEBR 3211 Hebrew III – Syntax

B, L, Ct, 3 credit hours

This second year course in biblical Hebrew helps bridge the gap between reading ability and the demands of the text. Initially the student reviews principles learned in a first year grammar through guided translation of several texts, then works through by example and exercise Arnold's reference grammar and finally studies the Masoretic accent system by observing relationships among accents diagrammed on a simple hierarchical plot.

Prerequisite: HEBR 2211, HEBR 2222

+HEBR 3222 Hebrew IV-Discourse Analysis

B, L, Ct, 3 credit hours

Reading paragraphs instead of phrases obligates the student to encounter all the complexities of the biblical text. How the inspired writers organized their material continues to challenge scholarship. The student learns the discourse function of the Hebrew verbal system, identifies the relationship among a clause's constituent parts, that between consecutive clauses and undertakes to study a text demonstrating principles learned.

Prerequisite: HEBR 2211, HEBR 2222, HEBR 3211

History

HIST 2011 World Civilization I

H, L, 3 credit hours

A survey of civilization giving particular attention to the development of western ideas and institutions from the ancient world through the 18th century.

**HIST 2012 A History of Early Methodism
RELG 2012 A History of Early Methodism**

H, L, Ct, 3 credit hours

This course offers an historical survey of John Wesley's theology in his contemporary setting and the implications of its impact on the church until the present day. This class will give attention to the theological contributions of the Wesleys to the larger Christian tradition. It will also explore the practical nature of John Wesley's theology in social and individual holiness. Students will learn of Wesley's integration of theology and practice, the impact of his system in his context, and the relevance of a Wesleyan and Biblical model for the contemporary Church. A secondary purpose of this course is to assist the student in an appreciation of the field of Wesley Studies and its present-day interpreters.

HIST 2022 World Civilization II

H, L, 3 credit hours

A survey of civilization in the 19th and 20th century. This course covers the major events, including the two World Wars, the Great Depression, the Cold War and its related events. Emphasis is placed not only on a mastery of the main facts, but upon understanding, empathy and meaningful lessons to be learned.

HIST 2111 United States History I

H, L, 3 credit hours

The history of the United States from the earliest settlements through the establishment of the nation and the adoption of its constitution and into the Civil War and Reconstruction period to 1877 will be examined in this course.

HIST 2122 United States History II

H, L, 3 credit hours

This course examines the history of the United States from the post-reconstruction era to the present. Various topics include industrialization, World War I and II, the Great Depression and the growth of the United States into a 21st century world power.

HIST 2211 Western Civilization I

H, L, 3 credit hours

A study of the foundations of the modern world from the first civilizations through the 18th century. Topics include Western and non-Western classical civilizations, the Middle Ages, and the age of absolutism.

HIST 2222 Western Civilization II

H, L, 3 credit hours

This course studies the development of the Western world and its institutions and ideas from the nineteenth century to the present. The student will be challenged to consider the positive and negative impact of Western thinking and to formulate a sense of personal responsibility within society.

HIST 2311 NYS History: An Overview

H, L, 3 credit hours

The purpose of this course is to study the cultural, political, and economic foundations of New York State and its people. Special emphasis is upon an ever evolving historical and multi-level economic base and policy, and its impact across the state; the development of a strong state government; the state's influence at the national level; and the states growing involvement in the global marketplace.

HIST 3122 Intertestamental History & Literature

B, H, L, 3 credit hours

Beginning where the Old Testament ends, this course surveys the history of God's people, the Jews, until the time of John the Baptist and Jesus Christ. Interrupted by only a brief interlude of independence, the Jews lived under continuous subjection, first by the Persians, then the Greeks, and finally the Romans. The literature of this period, though non-canonical, is vast. Selections from the primary sources will be read, in English translation, to develop an understanding of the history and theological interpretation of the time.

HIST 3322 Constitutional Law and American Government

H, L, 3 credit hours

This course is a historical and in-depth case study approach to the great issues of today including political, social, economic and religious issues impacting American society. The course will examine how they are framed by the United States constitution and its interpretation as demonstrated by the decisions of the Supreme Court.

HIST 4422 History of Christianity

H, L, 3 credit hours

This course provides an overview of the history of the professing Christian church from apostolic times to the present, including major movements, outstanding individuals, and the relationship of the church to its society. The church's past actions, decisions, figures, heritages, communities, perceptions and convictions continue to inform and nurture the perspectives and predispositions of the church today. This class will observe the Christian church's trajectory through history with a view toward deriving meaning and relevant insight for today.

Linguistics

LING 4322 Linguistics

MISS 4322 Linguistics

L, Ct, 3 credit hours

This course is an introduction to linguistics and linguistic theory. It is specifically designed to provide a basic understanding of linguistics and practice with some of its applications to students who are not linguists, but who realize the need for familiarity with the fundamentals of linguistic theory in order to help them practice their vocation.

LING 4422 Sociolinguistics

MISS 4422 Sociolinguistics

L, Ct, 3 credit hours

This course is an introduction to sociolinguistics, the study of the relationship between language and society. We will look at language variation and how such variation constructs and is constructed by identity and culture. An exploration of attitudes and ideologies about these varieties will be of particular importance to understanding this relationship. We will also consider some of the educational, political, and social repercussions of these sociolinguistic facts.

Mathematics

+MATH 1011 Mathematics I

M, L, 3 credit hours

This course is designed to provide an interdisciplinary approach to quantitative literacy, critical thinking and the relevance of mathematics in society. Selected topics include set theory, logic, number theory and the real number system, algebraic models, and consumer math. Computer technology will be used throughout the course to explore these concepts.

Prerequisite: The student must pass the math placement exam with at least 80% accuracy, or successfully complete the course, Foundations in Mathematics.

+MATH 1021 Mathematics for Elementary Education

M, L, 3 credit hours

This course is designed for the prospective N-6 teacher. Students will develop a comprehensive understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics (NCTM) Standards. Topics include the base-ten system, problem solving, operations and algorithms, fractions, decimals, integers, ratio and proportion, percent, and number theory. Computer technology will be used throughout the course to explore these concepts.

Prerequisite: The student must pass the math placement exam with at least 80% accuracy, or successfully complete the course, Foundations in Mathematics.

+MATH 1022 Mathematics II

M, L, 3 credit hours

This course is designed to allow each student to be confident and competent in the knowledge of using mathematics skills in life and ministry. Prescribed

topics include graph theory (networks), geometry, counting principles, probability, and descriptive statistics. Computer technology will be used throughout the course to explore these concepts.

Prerequisite: The student must pass the math placement exam with at least 80% accuracy, or successfully complete the course, Foundations in Mathematics; and successfully complete Mathematics I.

Intercultural Ministries/Missions

Note – Courses with a TESL prefix can also be taken to satisfy Missions electives.

MISS 2022 Spiritual Formation

PRTH 2022 Spiritual Formation

Ct, 3 credit hours

An introductory study of the nature of spiritual theology and formation, which attempts to understand the nature of new life in Christ, the process of formation in the Spirit and the directives for cooperating with His work. A theological and experiential exploration of the believer's vocation as it relates to the general call of loving God and neighbor, a training in righteousness and conformity to Christ's image. The course explores the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history in order to enter deeply into one's calling. Attention is given to developmental spirituality –how the Spirit transforms the heart over time and how this affects ministries of teaching, preaching and discipleship in the church.

MISS 2121 Global Engagement

B, Ct, 3 credits

This course is designed to acquaint and engage the student with the world as it is. The course provides an overview of world demographics, religions, cultures, Christianity, and the unevangelized masses. It also trains students to develop and maintain an awareness of current events and their influence on the effectiveness and progress of the Gospel throughout the world as well as their individual lives and ministries. In light of the diversity of contexts, students will study biblical strategies and methods in presenting the gospel.

MISS 2131 Perspectives

B, Ct, 3 credit hours

A biblical, historical and cultural analysis of the impact of the world Christian movement, with

specific attention given to strategy and the imperative of bringing the gospel to groups that have yet to initially receive it.

MISS 2211 World Religions

RELG 2211 World Religions

L, Ct, 3 credit hours

The course is a comparative study of the major non-Christian religious systems of the world which may include Hinduism, Animism, Judaism and Islam. Special attention is given to the basic philosophies of these religions and ways to effectively present the gospel of Christ using these concepts as a starting point.

MISS 2222 Missiology

Ct, 3 credit hours

The goal of this course is to help the student know and comprehend the nature and meaning of missions. This will be accomplished by guiding the student in the process of creating a world view and developing a personal philosophy of missions by exposing them to concepts, methods, and techniques during discussion of topics such as strategies, principles and practices of missions, exploring the concept of changing hearts versus changing culture, funding of missions projects—through an agency or through support raising, contacting potential supporters, mission presentation development, and other “how to” missional principles.

MISS 3022 Cultural Anthropology

ANTH 3022 Cultural Anthropology

L, Ct, 3 credit hours

This is a basic course in cultural anthropology. It is intended to familiarize the student with the major theories of culture and the historical development of the study of culture. While the course will touch on the four major sub-disciplines, it will primarily focus on cultural anthropology’s sub-specialties. This course is not intended to make anthropologists out of the students, but to provide the students the essentials to survive and function in an ever increasing international and multi-cultural world.

MISS 3211 Cross-Cultural Communication

URBN 3211 Cross-Cultural Communication

L, Ct, T, 3 credit hours

This provides a study of the problems associated with communicating the Bible message to another cultural group. The ultimate purpose is to understand people in order to communicate Christian truth so that they will understand it and the missionary will understand the complex cultural situations on the mission field.

MISS 3222 Church Planting & Growth

Ct, 3 credit hours

This course provides a survey of biblical methods of beginning, organizing and administering a local church that will be an effective, autonomous body of believers. Special emphasis will be given also to the biblical concepts of church growth in an existing church as well as in a newly planted church. Reference will be given to the special circumstances of home and foreign situations.

MISS 3422 Comparative Religions

RELG 3422 Comparative Religions

Ct, 3 credit hours

This is a comparative study of the major religious systems of the world and is intended to familiarize the student with the basic philosophies of the world’s major religions. The course includes and analysis of: Hinduism, Animism, Judaism, and Islam. Emphasis is given to effectively presenting the Gospel of Jesus Christ based on findings derived from the course. The student will gain the ability to interact with in an ever-increasing international and multi-cultural world.

MISS 4022 Field Internship

Ct, 3 credit hours

This internship-oriented course has three phases: (1) Pre-Field, (2) Field, and (3) Post-Field. The Pre-Field Internship phase focuses on demographic research and strategic initiatives relating to the targeted people group. The Field Internship phase emphasizes hands-on ministry experience as well as interpersonal skills with co-workers. The Post-Field Internship phase focuses on personal reflection and evaluation of the internship experience. Specifically, the student will participate in an intercultural field experience either internationally or in the United States. The internship is supervised by the Intercultural Ministries Chair in cooperation with an on-site approved ministry professional. The internship is conducted through an approved mission agency or local church. Prior approval from the IM Chair is required for the internship and its on-site supervision.

MISS 4322 Linguistics

LING 4322 Linguistics

L, Ct, 3 credit hours

This course is an introduction to linguistics and linguistic theory. It is specifically designed to provide a basic understanding of linguistics and practice with some of its applications to students who are not linguists, but who realize the need for familiarity with the fundamentals of linguistic

theory in order to help them practice their vocation.

MISS 4422 Sociolinguistics

LING 4422 Sociolinguistics

L, Ct, 3 credit hours

This course is an introduction to sociolinguistics, the study of the relationship between language and society. We will look at language variation and how such variation constructs and is constructed by identity and culture. An exploration of attitudes and ideologies about these varieties will be of particular importance to understanding this relationship. We will also consider some of the educational, political, and social repercussions of these sociolinguistic facts.

Music/Worship Leader Studies

WORS 2011 Christianity, the Arts and Truth

B, Ct, 3 credit hours

This course investigates a biblical rationale for the use of the arts in worship and ministry. After examining the nature of worship, this course focuses on specific scriptural principles and practices in regard to music, drama and the visual arts. Students develop a written “philosophy of art” that provides a biblical foundation for future ministry.

Organizational Leadership

ORGL 2011 Biblical Concepts of Leadership

B, Ct, 3 credit hours

This course deals with leadership themes as found in the Bible. It examines these themes through a broad study of scriptural principles that are applicable to the study of leadership, as well as through the analysis of biblical leaders, including their character, the challenges that they faced, and the successful (or unsuccessful) leadership philosophy, strategies, and skills that they used. Throughout, comparison is made with contemporary leadership theory and practice. The goal of the course is to help students incorporate biblical principles and practices into a leadership style that is personal, skillful, and practical.

ORGL 2022 Leadership and Management

L, Ct, 3 credit hours

This course provides an introductory and practical study of leadership and management, comparing and contrasting both disciplines before addressing their respective qualities, roles, and

activities. The class looks at key areas related to leadership and management, including but not limited to: leadership and management tools (e.g., delegating, motivating, coaching, decision-making); team leadership; strategic, systems, and process management; leading and managing change; continuous improvement and quality management; and the need for self-assessment and self-development. Upon completion of this course, students will know how to lead and manage effectively as to achieve organizational goals.

ORGL 2024 Fundamentals of Sports Management

Ct, 3 credit hours

This course will provide an overview of the field of sports management. The primary focus will be spent in introducing the students to the history and development of the profession, as well as career opportunities within the fields of recreation, professional/amateur sport entertainment, for-profit sport participation, nonprofit sport participation, as well as sporting goods and sport services. Students will be introduced to the basic principles of sports leadership and management. In addition, some time will be devoted to the issues of performance sport nutrition as well as the care and prevention of athletic injuries.

ORGL 2110 Microeconomics

L, Ct, 3 credit hours

This course is a study of microeconomic theories of supply and demand, price determination, resource allocation, various degrees of competition and international trade and finance, as well as exploration of applications such as income inequality, rural and urban economics, social control of industry, and labor unions.

ORGL 3011 Leadership and Ethics

L, Ct, 3 credit hours

This course examines the ethical dimensions of leadership, providing a theoretical background and practical conversation on the subject. The course emphasizes the moral and social responsibilities of leaders with respect to others in their organization and community, and to other stakeholders. The challenges and dilemmas of ethical decision-making are explored, as well as the leader’s part in determining the ethical culture of the organization. Overall, the course provides a framework for analyzing the dynamics of ethical leadership, as well as an opportunity for students to reflect on their own values and ethics as they relate to leadership.

ORGL 3022 Leadership Development

L, Ct, 3 credit hours

This course helps students understand the need to build leaders in their organizations through a deliberate plan of leadership development. Key leadership concepts are reviewed as the basis for a formal leadership training program. Special attention is given to the need of maintaining a day-to-day environment that fosters growth in leadership, as well as the importance of continual apprenticeship, mentoring, and modeling.

ORGL 3051 Organizational Behavior

L, Ct, 3 credit hours

This course provides an overview of the history and current theories and applications of organizational behavior. Students come to understand organizational structure in terms of the individual, the group, and the organization itself, and the dynamics involved with each. Students learn the role of leaders as organizational architects and how leaders intervene in their own organizations. Motivational strategies and behavior are studied with a view toward providing insight for managing members effectively. Special topics include the existence of politics and power within the organization, handling conflicts, effectiveness in problem-solving, and participatory decision-making.

ORGL 4011 Fundamentals of Business Management

L, Ct, 3 credit hours

This course introduces elements of business management from the perspectives of Christian stewardship and ethical behavior. It provides a survey of the basic operations of a business, whether secular or faith-based, for-profit or non-profit. The course equips students to understand the essentials of marketing, accounting, fiscal management and entrepreneurship; and to incorporate assessment and accountability as vital parts of their vocational philosophy and management practice.

ORGL 4022 Strategic Leadership

L, Ct, 3 credit hours

This course builds upon previous leadership studies to prepare organizational leaders for the particular challenges of the 21st century. Students engage in strategic leadership through forecasting, planning, aligning, implementation, and assessment practices that accomplish organizations' goals and objectives. Special topics include how to implement and manage change, form a strategic team, transform the culture, and create a strategic environment.

ORGL 4244 Organizational Leadership Internship

Ct, 3 credit hours

This course, which is supervised by the Organizational Leadership Chair, gives students a valid experience in leadership or management positions. Students lead and/or assist in organizational management and leadership responsibilities under the tutelage of qualified and recognized leaders or managers. Various skills that students have learned are practiced and critiqued by the organization's leaders, managers and employees. Through this experience students identify and refine their leadership and management style, problem-solving skills, communication effectiveness, and planning and implementation abilities. With permission of the Organizational Leadership Chair, the internship may be conducted during the summer or spread over both semesters of the senior year, if desired.

Pastoral Studies

PRTH 2022 Spiritual Formation

MISS 2022 Spiritual Formation

Ct, 3 credit hours

An introductory study of the nature of spiritual theology and formation, which attempts to understand the nature of new life in Christ, the process of formation in the Spirit and the directives for cooperating with His work. A theological and experiential exploration of the believer's vocation as it relates to the general call of loving God and neighbor, a training in righteousness and conformity to Christ's image. The course explores the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history in order to enter deeply into one's calling. Attention is given to developmental spirituality -how the Spirit transforms the heart over time and how this affects ministries of teaching, preaching and discipleship in the church.

PRTH 3021 The Church in the 21st Century

CHMN 3021 The Church in the 21st Century

Ct, 3 credit hours

This course examines the nature and purpose of the church in the 21st century. It will examine how the church goes about fulfilling its mission in the world. Topics include evangelism and discipleship, church health, leadership roles and styles, community visibility, church transitions, and understanding people.

PRTH 3221 Essentials of Christian Ministry
CHMN 3221 Essentials of Christian Ministry

Ct, 3 credit hours

This course examines in detail how to go about ministry. Areas of study include pastoral ethics and etiquette, church finances and stewardship, resolving church issues, church constitutions and policies, developing vision and strategic planning skills, and shaping a philosophy of ministry which can be utilized in ministering to the needs of God's people. How to do weddings, funerals, administer the ordinances, church discipline, and visitation and hospital protocol will be studied.

PRTH 3242 Strategies for Kingdom Expansion
CHMN 3242 Strategies for Kingdom Expansion

Ct, 3 credit hours

Starting with the premise that a healthy local church is one of the best ways to expand the Kingdom, this course will guide the student through a systematic perusal of foundational and essential principles for establishing, growing, and/or revitalizing a local church. The student will also be exposed to some practical methods and techniques for application and implementation related to the five functions of the church and church health.

PRTH 4244 Pastoral Internship

Ct, 3 credit hours

A senior internship education program supervised by the Chair of Pastoral Ministries and conducted under the direction of a professional Christian worker. The purpose of the senior internship is to give the senior a culminating experience through an opportunity to apply principles and theory learned in the classroom to an internship under the direction of a ministry practitioner. The internship is either conducted during the summer or spread over both semesters of the senior year. *A church-planting internship experience can also be substituted for a pastoral internship.*

Philosophy

PHIL 1031 Life, Ethics & Worldview

L, 3 credit hours

This course studies the basic principles that lead to a fulfilling life, stimulating the examination of the meaning and purpose of life. Emphasis will be given to the students acquiring of principles and practices leading to continued growth and maturity, ethical behavior and decision-making. Attention will be given to the definition, development and implementation of a personal worldview, equipping the student for service and leadership in an ever-changing world.

PHIL 4011 Introduction to Philosophy

F, L, 3 credit hours

This is a survey of the great issues of philosophy, reading selections and discussions of the most important philosophies from the Pre-Socratic philosophers to the present. The student will be introduced to philosophical terminology and the method of philosophic discourse. The course will integrate philosophy with Christian thought and writing, leading to a thoughtful, consistent worldview.

PHIL 4022 Ethics

F, L, 3 credit hours

The student will study and develop Christian responses to ethical problems of society. Accounts of how the Christian moral conscience has been brought to bear on western society are analyzed. An attempt is made to define the social responsibility of the church in a world marked by continuing need and much self-interest.

Physical Education

PHED 2111 Health and Fitness

L, 3 credit hours

This course is designed to help students understand the importance of physical, emotional, and spiritual well-being and to provide tools for practical application of knowledge gained. It is also designed to involve the student in a regular schedule of exercise and fitness as well as train the student in developing a lifestyle of healthy eating patterns.

Psychology

PSYC 1011 General Psychology

L, 3 credit hours

This course is designed to provide a basic introduction to the principles of the science of human behavior. The course will consider the topics of the historical roots of psychology, the physiological basis of behavior, motivation, perception, learning frustration, emotions, personality and applied areas.

PSYC 1122 Family Foundations

L, 3 credit hours

This course provides a general and practical examination of the basic issues of courtship, engagement, marriage and family life as defined by the Bible. Roles and relationships, child rearing, personal finances, emotional development, cooperation and principles for long-lasting

relationships will be examined. Biblical principles and biblical models will be related to family issues.

PSYC 2311 Child Development

C, L, 3 credit hours

This course is designed to study the development, characteristics, nature and needs of children from birth through puberty. The biological, sociological, psychological, educational and spiritual development of an individual will be considered. All will be considered in light of what God says regarding human development, as recorded in scripture.

Religion

RELG 2012 A History of Early Methodism

HIST 2012 A History of Early Methodism

H, L, Ct, 3 credit hours

This course offers an historical survey of John Wesley's theology in his contemporary setting and the implications of its impact on the church until the present day. This class will give attention to the theological contributions of the Wesleys to the larger Christian tradition. It will also explore the practical nature of John Wesley's theology in social and individual holiness. Students will learn of Wesley's integration of theology and practice, the impact of his system in his context, and the relevance of a Wesleyan and Biblical model for the contemporary Church. A secondary purpose of this course is to assist the student in an appreciation of the field of Wesley Studies and its present-day interpreters.

RELG 2211 World Religions

MISS 2211 World Religions

L, Ct, 3 credit hours

The course is a comparative study of the major non-Christian religious systems of the world which may include Hinduism, Animism, Judaism and Islam. Special attention is given to the basic philosophies of these religions and ways to effectively present the gospel of Christ using these concepts as a starting point.

RELG 3322 A Christian Perspective on Islam

L, 3 credit hours

The course will contain a broad semi-comprehensive view of some of the main ideas and issues of Islam, both in the past and in the present, as seen from the professor's Christian Perspective. This course will study Islam in seven categories (or sections), such as biographically, sociologically, theologically, apologetically, historically, currently, personally.

RELG 3422 Comparative Religions

MISS 3422 Comparative Religions

Ct, 3 credit hours

This is a comparative study of the major religious systems of the world and is intended to familiarize the student with the basic philosophies of the world's major religions. The course includes and analysis of: Hinduism, Animism, Judaism, and Islam. Emphasis is given to effectively presenting the Gospel of Jesus Christ based on findings derived from the course. The student will gain the ability to interact with in an ever-increasing international and multi-cultural world.

Science

SCIN 3211 Life Science

L, S, 3 credit hours

This is an introduction to the life sciences, engendering awe for God as the Creator. The course will consider areas of plant life and animal life and the environment in which they live. Lab activities will be included.

SCIN 3222 Earth Science

L, S, 3 credit hours

This is an introduction to earth science, engendering awe for God as the Creator. The course will consider areas of astronomy, geology, hydrology, oceanography and meteorology.

Sign Language

SIGN 1411 Sign Language I

L, Ct, 3 credit hours

This course is an introduction to sign language and is designed for those interested in working with the hearing impaired. This course includes the learning of basic signs, the alphabet and insights into the deaf culture.

+SIGN 1422 Sign Language II

L, Ct, 3 credit hours

This course is a continuation of SIGN 1411, including a broadening of the student's knowledge of signs with an introduction of the basic fundamentals of interpreting.

Prerequisite: SIGN 1411

+SIGN 2411 Sign Language III

L, Ct, 3 credit hours

This course is designed for those who are interested in further advancement in their understanding of American Sign Language and Deaf culture. This course includes the continued

learning of new signs, appropriate classifier usage, and the development of both expressive and receptive complex conversational dialogs. In this course we will continue to learn about the similarities and differences between hearing and Deaf culture. We will also be interacting with the Deaf community during the course of this semester.

Prerequisite: SIGN 1422

+SIGN 2422 Sign Language IV

L, Ct, 3 credit hours

This course is designed for individuals that are interested in working with the Deaf and Hard of Hearing. This course will focus in depth on the information we have learned thus far, and the development of structure and syntax in American Sign Language.

Prerequisite: SIGN 2411

Social Work/Sociology

+SOC1 2322 Introduction to Sociology

L, Ct, 3 credit hours

This course is an introduction to the study of sociology and sociological theory and research. We will focus on fundamental concepts of interrelationships and group activities. Principles involved in dyadic groups, primary groups, secondary groups, and institutions and society are examined through the lens of life and work environments.

Prerequisite: PSYC 1011 or permission of the instructor

+SOC1 3022 Introduction to Social Welfare Policy

L, Ct, 3 credit hours

Emphasis will be placed on a problem-based examination of past and present social welfare policies. Special topics are investigated in relation to policies that are now in effect. These topics shall include but not be limited to income maintenance, family, health care, social services, oppression, environment, unemployment, and civil rights. Students will also investigate the process for policy formulation, policy ethics, and assessment of policies.

Prerequisite: PSYC 1011 or permission of the instructor

SOCI 3121 A Christian View of Diversity

THEO 3121 A Christian View of Diversity

Ct, 3 credit hours

This course is designed to help adult learners be aware of their own perspective, gain insights into

minority group positions and feelings, be able to consider events from more than one viewpoint, and to apply diversity skills to increase their effectiveness at work, church or home.

Participants consider the influence of culture in shaping a person's attitudes and viewpoints and the negative effects of prejudice, stereotyping and discrimination. The concerns of diverse groups in American society are examined in depth. Using case studies, adult learners apply cultural and minority group awareness to real life situations.

Spanish

SPAN 2011 Beginning Spanish

L, Ct, 3 credit hours

The main purpose of this course is to develop basic communicative proficiency in listening, reading, writing and speaking skills in order to prepare students to take the gospel to Spanish-speaking people locally, in urban areas and around the world — thus fulfilling the great commission.

+SPAN 2022 Lower Intermediate Spanish

L, Ct, 3 credit hours

The main purpose of this course is to develop basic communication proficiency in listening, reading, writing and speaking in order to prepare students to take the gospel to Spanish-speaking people locally, in urban areas and around the world — thus fulfilling the great commission.

Prerequisite: SPAN 2011

+SPAN 3011 Upper Intermediate Spanish

L, 3 credit hours

The main purpose of this course is to develop basic communication proficiency in listening, reading, writing and speaking in order to prepare students to take the gospel to Spanish-speaking people locally, in urban areas and around the world — thus fulfilling the great commission.

Prerequisite: SPAN 2011, 2022

+SPAN 3022 Advanced Level Spanish

L, Ct, 3 credit hours

The main purpose of this course is to develop basic communication proficiency in listening, reading, writing and speaking in order to prepare students to take the gospel to Spanish-speaking people locally, in urban areas and around the world — thus fulfilling the great commission.

Prerequisite: SPAN 2011, 2022, 3011

Speech

SPCH 2011 Fundamentals of Speech

L, 3 credit hours

As an introduction to public speaking, this course provides theory and practice in extemporaneous speaking. Class lectures cover presentation style, speech organization, gestures, facial expression, diaphragmatic breathing and vocal emphasis. Student speeches provide opportunity for practice and critique of various kinds of speeches.

SPCH 3111 Communicating Biblical Truth

Ct, 3 credit hours

This course is designed to help the student become proficient in the tasks of developing and communicating biblical truth. Students will acquire and integrate the essential exegetical principles needed to interpret Scripture in a logically coherent and theologically consistent manner. Students will learn and practice methods for effectively communicating biblical research through homiletic delivery.

+SPCH 3211 Ministry Communication for Women

Ct, 3 credit hours

This course is a survey of the basic principles which form the foundation for effective biblical communication among women. It emphasizes specific designing, developing and delivering talks for women. Communication skills and techniques as well as platform decorum will be considered.

Prerequisite: SPCH 2011

Note: For women only

+SPCH 3322 Homiletics Lab

Ct, 3 credit hours

This course will provide the student with pulpit experience through actual preaching. He will receive constructive evaluation from the professor, from visiting preachers and from his peers. He will become more conversant with the philosophy of preaching and the personal qualifications of the preacher.

Note—For men only

Prerequisite: SPCH 3311

Teaching English as a Second Language

+TESL 2031 Structure of the English Language

L, Ct, 3 credit hours

This course is a survey of the important structure, grammar and syntax of the English language that is essential for non-native speakers to know. The course will teach idiosyncrasies of each language group and how that affects learning English. A

variety of techniques used in teaching language structure will be presented.

Prerequisite: ENGL 1011

+TESL 2111 Theories of Second Language Acquisition

+ENGL 2111 Theories of Second Language Acquisition

L, Ct, 3 credit hours

This course is a survey of the theories and practices of second language acquisition and language research. The course will also cover topics relating to second language acquisition, which include comparing and contrasting first and second language acquisition, cognitive styles and strategies, affective factors in language acquisition, socio-cultural factors in language acquisition, interlanguage, communicative competence, and language testing.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

+TESL 2122 Methods of TESOL

+ENGL 2122 Methods of TESOL

L, Ct, 3 credit hours

This course prepares students in the use of materials and techniques for teaching English to speakers of other languages through mathematics, science, social studies and language arts. Emphasis is placed on the SIOP and CALLA approaches and the use of listening, speaking, reading and writing skills across the content areas. Methods of teaching English to speakers of other languages through the content areas are to be explored.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

TESL 3022 College Level TESL

Ct, T, 3 credit hours

This course will prepare people to teach English as a second language at the college level. It is especially designed for students planning to work in restricted access countries and in the colleges in the United States. Topics covered will include college level vocabulary and reading comprehension, written expression and composition, conversational skills, listening comprehension, note-taking, plagiarism, critical thinking skills, cultural issues, college life, lesson planning, curriculum development, and preparation for standardized tests. A section on teaching business writing is included.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

TESL 4011 Language Program & Curriculum Design

Ct, T, 3 credit hours

This course teaches the variety of administrative tasks that accompany TESL, needs assessment and setting priorities based on understanding the culture and community in which one teaches. Public relations and faculty and student advocacy are also vital components. Constructing TESL curricula and syllabi, lesson planning and determining how the day-to-day learning fits into the larger picture constitute the academic components. Other administrative concerns included in this course are time management, technology, strategies and decision-making. Students will analyze the design and use of commercially available texts and materials. Methods of developing one's own curriculum will be explored and experienced. Students will work on preparation, testing and evaluation of their own teaching materials, which can be used in future teaching situations.

Prerequisite: ENGL 1011, ENGL 1022 or permission of the instructor

TESL 4233 Internship in Teaching English as a Second Language

Ct, 3 credit hours

Many internship options in the US and overseas exist for TESL students. Students must log 50 on-site hours for each college credit hour earned. TESL Certificate graduates will be required to complete 3 credit hours for the internship requirements.

Technology

COMP 3121 Computers & Their Applications

L, 3 credit hours

This is a survey course in computer literacy, personal computers and application software emphasizing the ways in which technology may be used to enhance effectiveness in Christian ministry. Areas of study include hardware configurations, purchase considerations, operating system navigation, utility programs, Bible study programs, word processing, spreadsheets, database management systems, and communication applications. Emphasis will be placed on the role and function of the Internet in ministry, including its impact on communication with a new generation.

Theology

THEO 1142 Evangelism & Belief Systems

B, Ct, 3 credit hours

Using the Bible as the basis for instruction, this course is a study in the theology of evangelism, emphasizing its message and means. It includes the presentation of key evangelistic Biblical texts. Strategies employed by evangelists will be surveyed with a view toward training students to present the plan of salvation in a diversity of contexts. Also, students will investigate the beliefs of various cults with a view toward Biblically refuting their errant teachings.

THEO 3011 Systematic Theology I

B, 3 credit hours

This course provides a wide-ranging survey of Bible-based theological topics, including but not limited to Bibliology, Theology Proper, Christology, Pneumatology, and Angelology. The course is the first of two in a series – Systematic Theology II continues with Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology. The course is designed to help students to understand, articulate, and defend basic biblical doctrines as a basis for Christian living and in preparation for further theological study and reflection.

THEO 3022 Systematic Theology II

B, 3 credit hours

This course provides a wide-ranging survey of Bible-based theological topics, including but not limited to Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology. The course is the second of two in a series, Systematic Theology I serving as prequel and covering Bibliology, Theology Proper, Christology, Pneumatology, and Angelology. The course is designed to help students to understand, articulate, and defend basic biblical doctrines as a basis for Christian living and in preparation for further theological study and reflection.

THEO 3111 Theology of Urban Ministry

URBN 3111 Theology of Urban Ministry

B, Ct, 3 credit hours

This course is designed to expose the student to biblical theology as it relates to the urban culture. The student will have the opportunity to examine scriptural context and to determine from those contexts biblical principles to help resolve the needs of the urban community today. Some of

the issues that will be discussed will be racial reconciliation, inter-racial family systems, the multi-cultural congregation, and the contextualization and relocation of ministry and ministry personnel.

THEO 3121 A Christian View of Diversity
SOCI 3121 A Christian View of Diversity

Ct, 3 credit hours

This course is designed to help adult learners be aware of their own perspective, gain insights into minority group positions and feelings, be able to consider events from more than one viewpoint, and to apply diversity skills to increase their effectiveness at work, church or home.

Participants consider the influence of culture in shaping a person's attitudes and viewpoints and the negative effects of prejudice, stereotyping and discrimination. The concerns of diverse groups in American society are examined in depth. Using case studies, adult learners apply cultural and minority group awareness to real life situations.

THEO 3311 How to Manage Conflict Biblically

B, Ct, 3 credit hours

One constant of life is conflict, on multiple levels. The primary goal of this course is for students to understand, and communicate well, how the power of the Gospel transforms relationships when people are in conflict. This goal will be accomplished by students learning Biblical concepts regarding the nature of conflict and the impact of the Gospel in working through conflicts. Also, the students will learn how to recognize potential conflicts and how to manage them Biblically through practically applying these concepts to their own lives, families and in a wide-range of life situations.

THEO 4211 Theology of Eternity

B, 3 credit hours

This course explores the biblical teachings on heaven, hell, eternity, and the afterlife. What do we really know about heaven? Who will live there? What is heaven like? What does the Bible really teach about hell? Is it a literal place of flame and smoke? Does God annihilate the souls of the wicked rather than punishing them endlessly? Eternity and the final states will be studied and organized into *A Theology of Eternity*.

THEO 4411 Apologetics

B, Ct, 3 credit hours

This course prepares the student to defend Christian theism, both philosophically and biblically. The course introduces the student to

the fundamental claims of Christianity and provides the corresponding evidence to support the claims in the face of non-Christian opposition.

THEO 4433 Worldview Integration

B, 3 credit hours

This course evaluates and analyzes culture and contemporary issues from the perspective of a Christian worldview and biblical thinking. It emphasizes critical thinking skills, makes use of discussion and helps the student form strategies to reach and impact our society and culture.

Urban Studies

URBN 3111 Theology of Urban Ministry

THEO 3111 Theology of Urban Ministry

B, Ct, 3 credit hours

This course is designed to expose the student to biblical theology as it relates to the urban culture. The student will have the opportunity to examine scriptural context and to determine from those contexts biblical principles to help resolve the needs of the urban community today. Some of the issues that will be discussed will be racial reconciliation, inter-racial family systems, the multi-cultural congregation, and the contextualization and relocation of ministry and ministry personnel.

URBN 3211 Cross-Cultural Communication

MISS 3211 Cross-Cultural Communications

L, Ct, T, 3 credit hours

A study of the problems associated with communicating the Bible message to another cultural group. The ultimate purpose is to understand people in order to communicate Christian truth so that they will understand it and the missionary will understand the complex cultural situations on the mission field.

URBN 3311 Urban Evangelization & Discipleship

B, Ct, 3 credit hours

This course is designed to inform and equip the student to minister in urban environments. It will be an exploration into the biblical fundamentals of evangelism and discipleship in complex and diverse urban systems. Topics to be covered include: the biblical mandate, model, and methods for evangelism and discipleship, heart issues of motivation, cross-cultural evangelism and discipleship, the physical features and technological systems of city life, ethnicity, class, poverty, immigration and migration, assimilation, associations, institutions, networks, and urban worldviews. In addition this course will equip the

student to evaluate complex problems systematically and encourage the student towards flexibility and innovation.

URBN 4111 Urban Sociology

L, Ct, 3 credit hours

This course is an introductory course in urban sociology. It is intended to familiarize the student led to urban ministries with the major theories of culture and the study of culture and social structure. The course will cover historical and recent changes in laws and cultural norms which tend to affect the social structure, attitudes and behavior of U.S. populations in and around our urban centers. The student will be introduced to some social science sub-specialties (i.e., criminology, health and welfare, the culture of poverty). This course is not intended to make sociologists out of the student, but to provide the students the essentials to better understand the nature and roots of social problems they will have to overcome in order to effectively present the gospel in an urban environment.

Women's Ministries

WOMN 3222 Women in Ministry

Ct, 3 credit hours

This course will explore the environment, customs, character, and role of women in the Bible and in the church, along with the Scriptural approach to women's ministries and the various ministries available to Christian women today. This course is designed to help the student recognize the value of God's spiritual gifts to each individual and give guidance in developing and using her gift(s) as directed by God's Word. Personal reflection will reveal the student's strengths and weaknesses and apply this knowledge for godly leadership in the home, church, and community. Study will impart scriptural principles and insights that will serve as a basis for developing a biblical worldview of women's leadership in ministry. This course will impart an awareness of what is involved in training for various ministries, and how to best implement these ministries for the glory of God.

Youth Ministry

YMIN 2022 Essential Characteristics of Youth Leaders

Ct, 3 credit hours

This course is designed to enhance students' spiritual leadership in all aspects of their lives. Through this course, undergraduates will learn to

identify the components of good spiritual leadership. Students will have the opportunity to apply their developing leadership skills through on-site ministry experiences, and internalize related godly principles through individual mentoring relationships. Collegians will be challenged to value and take ownership of their spiritual leadership responsibility, preparing them to be godly leaders and mentors.

YMIN 3011 Fundamentals of Professional Youth Ministry

Ct, 3 credit hours

This course is designed to assist undergraduates in developing skills necessary for youth ministry. Emphasis will be placed on the acquisition of practical experience through participation in local youth-based organizations. Through lecture, fieldwork and mentoring, the student will be thoroughly equipped for administering a ministry. Taking the knowledge presented in this class, collegians will be encouraged to foster transformational life change in themselves and others.

YMIN 3022 Leading Youth Toward Maturity

Ct, 3 credit hours

This course is designed to challenge the student's view of discipling adolescents. The undergraduate will be responsible for implementing their core values and philosophy of discipleship in an actual youth-based ministry. By exploring a diversity of means, the learners will gain the ability to guide youth from disinterested adolescent to maturing disciple of Christ. This course seeks to advance the growth of the collegiate in leading youth, highlighted through the mentoring experience. The overall objective is to encourage undergraduates to model Christian maturity and integrity to youth.

YMIN 3122 Developing Communicators to Youth

Ct, 3 credit hours

This course is designed to foster the development of Christ-centered educators. The student will be responsible for designing curricula and communicating it to youth in various contexts. Emphasis will be on learning teaching principles, and methods of communication. By observing other youth professionals, students will craft their own personal approach to educating youth. During this course, the student will be encouraged to model the characteristics of godly communicators.

YMIN 4011 Financial Management & Stewardship in Youth Ministry

Ct, 3 credit hours

Students taking this course will become familiar with biblical principles relating to the faithful management and stewardship of both their personal and professional resources. Students will be taught to identify and articulate sound and legal procedures of money management. In order to give the undergraduate experiential skills in managing ministry funds, the student will be responsible for acquiring, budgeting and reporting actual monies of a local youth-based ministry event. The collegian will also be exhorted to learn and implement personal financial stewardship through weekly mentoring. As the student is presented with both personal and ministerial stewardship responsibilities, the skills they obtain will aid them in leading others in practices of financial faithfulness.

YMIN 4033 Strategic Youth Ministry Programming

Ct, 3 credit hours

This course is designed to give undergraduates the knowledge and experience to effectively reach youth for Christ through actual event

planning, presentation and follow-up. Students will gain the confidence to incorporate course knowledge and skills into their youth program, thus fulfilling their role in the Great Commission.

YMIN 4122 Building Partnerships in Youth Ministry

Ct, 3 credit hours

The course is designed to help students realize the importance of fostering Godly partnerships in ministry and the commitment required to initiate and enhance them. Special attention will be placed upon exposing undergraduates to a variety of relationships that exist within ministry. Collegians will learn the value of effectively communicating the Gospel in all aspects of their relationships. Through completion of course work, fieldwork and personal mentoring, students will demonstrate their ability to build and implement the relationship skills critical to youth ministry. Learners will be challenged to develop Christian character and personal integrity in all areas of their lives while serving and leading others within a ministerial context.

Faculty

Douglas Blanc, Interim President and Adjunct Professor. At Davis since 2012. Dip. Liberty Bible Institute; B.A. Criswell College; M.A. Liberty University; M.R.E. Trinity Theological Seminary; D.D. Mt. Zion Baptist Bible College (Nidumolu, India); D.R.E. International Seminary; Ph.D. University of Wales Trinity Saint David (Lampeter, Wales UK).

Shelley Byron, Director of Library Services, Director of Institutional Effectiveness, Adjunct Professor. At Davis since 2012. B.A. Mansfield University, M.S.L.S. Clarion University.

Caleb Conklin, Full-Time Faculty. At Davis since 2015. B.R.E. Davis College, M.A. Baptist Bible College, M.S. Summit University, Ed. D. Bethel University.

Gerald Franz, Adjunct Professor. At Davis since 1989. B.A. Citadel Bible College, M.Div. Capital Bible Seminary, M.L.S. University of Arkansas, M.A. State University of NY, Ph.D. Educational Leadership, Regent University.

Tim Howard, Adjunct Professor. B.A. Clark's Summit University, M.A. Clark's Summit University, M. Div. Southern Baptist Theological Seminary.

JoAnna Oster, Director of Distance Education, Adjunct Professor. At Davis since 2010. B.A. Palm Beach Atlantic College, M.Ed. Florida Atlantic University, Ed.D. Liberty University.

Amanda Peck, Adjunct Professor. At Davis since 2013. B.S. Eastern Connecticut State University, M.S.T. Le Moyne College.

Jonathan Pedrone, Full-Time Faculty. At Davis since 2011. B.A. Trinity International University, M.A. Liberty University, M.DIV. Liberty University, Ed.D. Liberty University.

Joy Randall, Full-Time Faculty. At Davis since 2021. A.S. Broome Community College, B.A. Binghamton University, M.A. SUNY Cortland.

Joseph Schenke, Adjunct Professor. At Davis since 2019. B.A. Trinity International University, M.A. The Master's University and Seminary—IP.

Monica Schreiber, Full-Time Faculty. At Davis since 2011. B.A. Cazenovia College, M.A. Syracuse University. Ph. D. Liberty University.

Mary Lynn Steltz, Adjunct Professor. At Davis since 2020. B.A. Tennessee Temple University, M.A. Liberty University.