

Point University

University College Academic Catalog 2016-2017

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www.point.edu

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, or <http://www.sacscoc.org> for questions about the accreditation of Point University.

THIS CATALOG: The *University College Academic Catalog 2016-2017* presents the policies, curriculum, and programs of the University College for students entering Fall 2016, Spring 2017, and Summer 2017. For information regarding Point's Access degree programs for working adults, Online degree programs, and Graduate degree programs, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

POINT ACCREDITATION STATUS INQUIRIES and COMPLAINTS: Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, or <http://www.sacscoc.org> for questions about the accreditation of Point University. All other inquiries, such as for admission or academic information, should be made directly to the appropriate Point office.

Point University is authorized to operate in Georgia by the Governor's executive order of June 28, 2013, and in Alabama by the Alabama Commission on Higher Education and the Department of Postsecondary Education. The process to review and appropriately act on complaints arising under state laws is conducted by the Georgia Non-Public Post-Secondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, call 770-414-3300, or www.gnpec.org) and by the Private School Licensure Division in Alabama (Alabama Center for Postsecondary Education, 135 South Union Street or Post Office Box 302130, Montgomery, AL 36130-2130, call 334-293-4651, or www.accs.cc/index.cfm/school-licensure). A student who has an unresolved complaint may contact the appropriate state office to initiate a complaint procedure.

NONDISCRIMINATION POLICIES: Point University does not discriminate on the basis of age, gender, color, race, nationality, or national or ethnic origin in the administration of admission policies, educational policies, financial aid, employment, or any other University program or activity. Point admits qualified students whose openness to spiritual formation is compatible with the purpose of the University without regard to age, gender, color, race, nationality, or national or ethnic origin.

Point does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal law and regulations. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973 is the Director of Disability Services.

HOW TO INTERPRET AND USE THIS CATALOG: Point's *University College Academic Catalog 2016-2017* is an information book and reference guide. Information contained in this catalog is accurate as of the date of publication. The statements set forth are not to be construed as the basis of a contract between the student and the institution. Point reserves the right to change any policy, procedure, provision, student expense, course, degree program and/or requirement for graduation through appropriate processes. Every effort will be made to publicize changes. The University further reserves the right to ask a student to withdraw at any time.

Students are expected to know and follow the policies, regulations, and procedures presented in this catalog and *The Point Community Honor Code* (Point's student handbook). Awareness of the University calendar, critical deadlines, and all University mail received in the student's University mailbox and/or by e-mail is also the student's responsibility.

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University College: Academic Calendars*

FALL SEMESTER	Fall 2016	Fall 2017	Fall 2018
New Students Orientation	Aug 8-9	Aug 14-15	Aug 13-14
Classes Begin	Aug 10	Aug 16	Aug 15
Convocation	Aug 10	Aug 16	Aug 15
Last Day to Register, Add Courses, Withdraw/Refund	Aug 15	Aug 22	Aug 21
Labor Day (no classes)	Sept 5	Sept 4	Sept 3
Last Day to Withdraw from a Course with “W”	Sept 9	Sept 15	Sept 14
Fall Break (no classes, beginning 4:30 p.m. Wed)	Oct 6-7	Oct 12-13	Oct 11-12
Registration Begins for Spring Semester	Oct 17	Oct 23	Oct 22
Last Day to Voluntarily Withdraw from a Course	Nov 4	Nov 10	Nov 9
Thanksgiving Break	Nov 21-25	Nov 20-24	Nov 19-23
Last Day of Regular Classes	Dec 2	Dec 8	Dec 7
Final Examinations	Dec 5-8	Dec 11-14	Dec 10-13
December Commencements	Dec 9-10	Dec 15-16	Dec 14-15

SPRING SEMESTER	Spr 2017	Spr 2018	Spr 2019
New Students Orientation	Jan 9-10	Jan 8-9	Jan 7-8
Classes Begin	Jan 11	Jan 10	Jan 9
Martin Luther King Jr. Day (no classes)	Jan 16	Jan 15	Jan 21
Last Day to Register, Add Courses, Withdraw/Refund	Jan 18	Jan 17	Jan 15
Last Day to Withdraw from a Course with “W”	Feb 10	Feb 9	Feb 8
Spring Break	Mar 6-10	Mar 5-9	Mar 4-8
Registration Begins for Summer and Fall Sem	Mar 20	Mar 19	Mar 18
Good Friday (no classes, beginning 4:30 p.m. Thurs)	Apr 14	Mar 30	Apr 19
Last Day to Voluntarily Withdraw from a Course	Apr 17	Apr 13	Apr 12
Last Day of Regular Classes	May 5	May 4	May 3
Final Examinations	May 8-11	May 7-10	May 6-9
May Commencements	May 12-13	May 11-12	May 10-11

SUMMER SESSIONS	Sum 2017	Sum 2018	Sum 2019
Summer Session 1 Begins	May 15	May 14	May 13
Summer Session 1 Ends (Memorial Day - no classes)	June 2	June 1	May 31
Summer Session 2 (Online) Begins	June 19	June 18	June 17
Summer Session 2 Ends	July 28	July 27	July 26

* All dates are subject to change through appropriate processes and as announced.

The academic calendars for Point’s Access degree programs for working adults, Online degree programs, and Graduate degree programs are stated in the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

GENERAL UNIVERSITY INFORMATION

PRESIDENT: DEAN C. COLLINS

History

Point University, formerly Atlanta Christian College, was founded in 1937 by Judge T. O. Hathcock (1879-1966), who served on the bench in Fulton County, Georgia, from 1914 until 1942. He and his wife, Nora Head Hathcock, were members of the independent Christian Church; to this day, the University maintains its affiliation with the Christian Churches and Churches of Christ.

For the first 75 years of its history, Point University operated out of East Point, Ga., a suburb of Atlanta. The historic campus was part of a 300-acre farm inherited by Mrs. Hathcock. With a barn, livestock and cultivated fields, the campus in its earliest days had a distinctly rural flavor.

Following its founding, Point University devoted attention primarily to the education of ministers, missionaries and other church-related workers. In 1965, the University became an accredited member of the American Association of Bible Colleges (AABC). In 1990, in conjunction with a broadening of the curriculum, the University was accredited by the Southern Association of Colleges and Schools (see below) and voluntarily withdrew from the AABC.

In recent years, the University has added the Access program for the continued education of adult students. An off-site location in Peachtree City, Ga., was added in 2009. On July 1, 2011 the institution was renamed Point University, and the relocation of the traditional main campus to West Point, Ga., took place in summer 2012. Additional off-site locations in Savannah, Ga., and Birmingham, Ala., were also launched in 2012-13.

The University has had seven presidents: Mr. George W. BonDurant (1937-47), Dr. Orvel C. Crowder (1947-55), Mr. James C. Redmon (1955-78), Mr. Paul K. Carrier (1978-84), Dr. James C. Donovan (1984-93), Dr. R. Edwin Groover (1993-2006), and Mr. Dean C. Collins, the current president.

Accreditation and Recognition

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Point's Department of Education, the University's professional education unit, is accredited by the National Council for Accreditation of Teacher Education (NCATE) at the initial teacher preparation level, which was continued by the Continuous Improvement Commission of the

Council for the Accreditation of Educator Preparation (CAEP) in 2014. The Georgia Professional Standards Commission (PSC) has granted accreditation to the Early Childhood Education preparation program (preschool through fifth grade), the Middle Grades Education preparation program (fourth through eighth grade), the Secondary Education program in the areas of Biology, English, and History (sixth through twelfth grade), and the English to Speakers of Other Languages (ESOL) endorsement program.

The University is recognized by the U.S. Department of Education and is listed in the Education Directory. United States Citizenship and Immigration Services (USCIS) of the Department of Homeland Security has approved Point University for acceptance of foreign students. Students who are eligible for benefits under programs administered by the Veterans Administration, State of Georgia Rehabilitation and Social Security are approved to receive benefits while attending the University. Point University has been certified as a nonprofit institution by the Internal Revenue Service.

Mission and Goals of the University

Mission: The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Goals: Point University believes that the goal of education is the development of the total person. The curriculum – biblical and theological studies, arts and sciences, and various professional studies – and the learning environment are designed to encourage students to grow spiritually, intellectually, socially, physically and professionally.

1. Spiritually – Point University seeks to encourage students to grow in faith in Jesus Christ, develop a Christian worldview, live by Christian virtues, and serve others.
2. Intellectually – Point University seeks to encourage students to think analytically and critically, communicate effectively, and demonstrate competence in biblical and theological studies, the arts and sciences, and professional studies in which they major.
3. Socially – Point University seeks to encourage students to respect and influence people of various cultures and live harmoniously in community.
4. Physically – Point University seeks to encourage students to develop lifestyles advantageous to good health.
5. Professionally – Point University seeks to encourage students to equip themselves with the knowledge and skills necessary to pursue a chosen vocation.

Church Identification

Point University is a private university with strong support by congregations and individuals of the independent Christian Churches and Churches of Christ, a non-denominational fellowship sometimes referred to simply as Christian Churches. The educational program of the University is in harmony with the faith and practice of these churches.

Doctrinal Position

Point University is committed to the Lordship of Jesus Christ, the oneness of Christians, and the evangelization of the world. Since the unity of the church is created and maintained through a common faith in Jesus Christ, Point looks to the inspired biblical record for the foundation of its faith. The Bible is the source of our knowledge of God and His Son, Jesus Christ. The academic program of Point has at its center the Bible, and every degree includes a major or minor in Biblical Studies.

The trustees and employees of Point affirm the biblical concepts reflected in this statement of faith and have committed themselves to living a life that reflects their presence:

- We believe in the one God, Creator of heaven and earth, who eternally exists in three persons: Father, Son and Holy Spirit.
- We believe that God the Son assumed human nature, was born of a virgin, ministered in word and miracle, died for our sin, was raised bodily from the dead, ascended to God's right hand where he presently reigns.
- We believe that the Holy Spirit indwells every Christian and is presently at work in the Christian community, empowering lives of godliness and service.
- We believe that the Holy Bible is inspired by God, trustworthy in its teaching, and the final authority for all matters of faith and practice.
- We believe that all of humanity, due to sin, is destined for death, corruption and separation from God apart from the redemptive work of Jesus Christ.
- We believe that Jesus Christ established his church to be one holy people, to glorify God, and to carry out his saving mission among all nations.
- We believe in God's saving grace that calls for faith, repentance, confession, baptism and new life and service through the Spirit.
- We believe in the blessed hope of the second coming of Jesus Christ, who will raise the dead and judge all with justice and mercy, and in the consummation of the Kingdom of God.

Learning Resources

The learning resources of Point University are consistent with the University's undergraduate degree programs offered at multiple locations and online. Point provides student and faculty access and user privileges to information resources by a combination of: (a) electronic resources through participation in Galileo (Georgia Libraries Learning Online) and other electronic databases, which include thousands of journals in full text and over 150,000 electronic books; and (b) the University's own collection of books and journals which are housed primarily in the Learning Commons in West Point. Additional materials are located in the Scott Fine Arts Center for fine arts and in the Teacher Media Center for education.

Students are authorized to access electronic databases and e-books from any campus and any internet location with a user ID and passcode. A student may request print resources be sent from one campus to another. The resources of other libraries are available through agreements and local arrangements.

Library staff provide instruction and assistance, helping to find reading materials assigned by faculty, to locate learning resources, and to do research with electronic databases. Learning Resources include the Education Resource Center and Campus Technology, which are described elsewhere in the catalog.

Map of West Point Campus and Directions



DIRECTIONS:

- From Alabama or Georgia, take interstate I-85 to Exit 2 for GA-18 toward West Point.
- Turn west (right when coming from Georgia and left when coming from Alabama) onto GA-18 West/East 10th Street and continue to follow East 10th Street.
- Go about 1.5 miles on East 10th Street through West Point and across the Chattahoochee River.
- Stay on the road as it curves left and then turns right onto West Seventh Street.
- Turn right onto Third Avenue.
- Go about 0.2 miles on Third Avenue, then take the third left onto West 10th Street. The Academic Center will be one block ahead on the left.
- Park in the visitors' spaces at the front of the building.
- The receptionist in the lobby of the Academic Center will assist you in locating the office or person you are visiting on campus.

ADMISSION POLICIES AND PROCEDURES

EXECUTIVE DIRECTOR OF ADMISSION: RUSTY HASSELL

General Requirements

Admission policy and decisions are administered by the Director of Admissions and the Admission Committee of Point University. Admission is granted by the Admission Committee on the basis of satisfactory evidence that a student has the ability to succeed at Point University. In keeping with the *Mission and Goals of the University* (p. 7), the admission process seeks reliable confirmation of a student's academic preparation, social development, and openness to spiritual formation in a Christian context.

ACADEMIC ABILITY: Academic ability is normally demonstrated by a combination of possible factors: [1] graduation from an accredited high school or an equivalent, which is required for admission to all programs leading to an associate or baccalaureate degree; [2] high school class standing; [3] the grade point average (GPA) for high school and any previous postsecondary and/or college work; and [4] the scores on a standardized test, such as the SAT I: Reasoning Test (SAT) and/or the ACT Assessment (ACT).

Evidence of graduation from high school or an equivalent may be satisfied by an official copy of one of the following:

- A transcript from an accredited high school with appropriate preparation for college-level education;
- A transcript from an accredited college or university with 24 or more semester hours of transferable credit;
- A transcript from an International Baccalaureate (IB) Diploma Program;
- A transcript of home school education that is equivalent to a recognized high school curriculum with appropriate preparation for college-level work;
- A General Educational Development (GED) certificate, including the standard score for each of the five sub-tests in the battery; or
- A transcript from a foreign (non-U.S.) high school or the equivalent translated and evaluated by an international credential translation and evaluation service (see below).

If a student has completed a high school diploma (or equivalent) without taking the SAT I and/or ACT tests, is more than five years beyond high school graduation, and has not completed 24 or more semester hours of transferable credit from a postsecondary institution, the student may be expected to submit scores from ACT's Compass assessment or a comparable exam. Students may take the Compass test at Point or another official testing site that will send scores to Point.

TRANSCRIPTS FROM OTHER (NON-UNITED STATES) COUNTRIES OR IN LANGUAGES OTHER THAN AMERICAN ENGLISH: Applicants who graduated from foreign schools or attended foreign colleges (post-secondary) are responsible for the submission of certified, translated and evaluated copies of all final academic records (transcripts) for those educational institutions. The official translation/evaluation must be performed by a recognized foreign credentials evaluation service that is selected by the applicant. The foreign credentials

evaluation services accepted by Point include AACRAO International Education Services, InCred (for international student athletes), and services with membership in the National Association of Credential Evaluation Services (<http://naces.org>) or the Association of International Credentials Evaluators (<http://www.aice-eval.org>).

The translation/evaluation of each document must be in American English and provide each of the following with the recommended U.S. academic equivalence:

- a) Identification of the document (e.g., academic transcript, examination record, diploma, etc.), the issuing institution and its location;
- b) Explanation of the status of the institution, purpose of the educational program and level of study;
- c) Confirmation of each credential earned;
- d) A course-by-course evaluation of all post-secondary (college-level) work that lists each subject studied by academic year with the level of study, credit or semester hours, and grade (A, B, C, D or F);
- e) The final cumulative (overall) grade point average on a 4-point scale for each educational program.

The applicant selects the foreign credentials evaluation service and provides the academic records to it for evaluation (and translation, if required). The certified translation/evaluation must be mailed directly to Point's Office of Admission by the foreign credentials evaluation service. Applicants are responsible for paying all associated fees and costs and for ensuring the timely submission of the certified translation/evaluation to Point. Foreign credential evaluation services typically take three to six weeks (sometimes much longer) to provide evaluation reports.

SPECIFIC CATEGORIES OF STUDENTS: Several categories of applicants have been established to address the specific needs and situations of those applicants (pp. 13-17). In addition to the normal *Application Procedures* (pp. 11-12), other considerations pertain to these classifications: Transfer Students; Readmission Students; Readmission of Military Personnel; Transient Students; Home Schooled Students; Dual Credit Enrollment Students; Undocumented Students; International Applicants; Students Whose First Language Is Not English; and Non-Degree Students.

NOTE: A student's admission to Point University does not guarantee successful completion of any particular program of study. For example, admission into the Teacher Education Program in Early Childhood Education, Middle Grades Education, or Secondary Education requires a 2.80 grade point average at Point and other conditions (p. 86).

For information regarding admission to the Access program for working adults and online degree programs, please refer to the *Point University Access Program Catalog* and the *Point University Online Program Catalog*, respectively.

Application Procedures

GENERAL PROCEDURES to apply for admission as a traditional degree-seeking student:

1. Complete and send the online application form to Point University.
2. Send an official high school transcript or its equivalent (p. 10) to Point University. If still in high school, submit a transcript with credits and grades achieved thus far and prepare to send a final transcript upon completion of high school or its equivalent.
3. Send an official transcript to Point University from every previously attended and

current university, college, dual credit enrollment program, post-secondary school, and/or credit-by-examination testing (e.g., CLEP or AP). If currently enrolled, prepare to send a final transcript upon completion of the term.

4. When taken, send an official report of scores for the SAT I and/or the ACT to Point University (Point's code for the SAT I is 5029; Point's code for the ACT is 0785). See the "Standardized Test Options" policy statement.
5. Complete and submit the personal reference form or have someone else submit one spiritual reference form. The reference forms are available on the website or from the Admission Office. The reference must be completed on the official University form. The spiritual reference form may be completed by someone in a position of spiritual leadership or care, such as a minister, Bible study teacher, Christian educator or other staff minister. This reference may not be provided by a relative.
6. Any other information the student chooses to submit to the University in order to provide evidence of the ability to do university-level work.

Applicants are encouraged to begin and complete the admission process as soon as possible. Students who do not complete their files until after August 1 for the Fall semester and December 1 for the Spring semester may not be admitted in time for the beginning of the semester. Adequate time must be given for other institutions to send transcripts and documentation to Point University. Delays in the admission process could adversely affect housing and certain types of financial aid considerations.

Standardized Test Options: Point does not require applicants to submit standardized test scores (SAT or ACT) in order to be considered for admission. The grade point average from an accredited high school has been determined to be a more reliable predictor of Point academic performance than SAT or ACT test scores. Applicants may choose to submit official standardized test scores in order to demonstrate academic ability and, in most cases, are encouraged to do so. However, applicants may choose not to submit them, especially when they think the test scores are not an accurate reflection of their academic abilities. After reviewing an applicant's file, the Admission Committee may ask the person to submit additional materials in order to establish adequate academic preparation or ability, which could include standardized test scores, information regarding the student's high school education or an equivalent, and/or other objective third-party assessments.

ADMISSION DECISIONS: The Admission Committee makes decisions regarding admission to Point University on a case-by-case basis, weighing evidence regarding the applicant's academic preparation, social development, and openness to spiritual formation in a Christian context. When the items necessary to determine admission are received, the student's application and materials are evaluated and the student is notified of the decision.

ADMISSION AND ATHLETIC ELIGIBILITY: Admission to Point does not determine eligibility for intercollegiate athletics. The NAIA requires all student-athletes who have never played a championship sport in the NAIA to have their eligibility determined before they can play. Every prospective student-athlete is encouraged to go to the online *NAIA Eligibility Center* (at <http://www.playnaia.org/eligibility-center>) to get complete information and to begin the process. High school graduates and transfer students are required to submit indicators of academic ability directly to the NAIA in order to establish athletic eligibility, which may include standardized test scores (SAT or ACT), even if the test scores were not submitted to Point in the admission process. A person's NAIA eligibility does not ensure admission to Point.

AS SOON AS POSSIBLE AFTER ADMISSION IS GRANTED to Point University and

prior to registration as a student:

7. Submit an enrollment deposit of \$200 within two weeks of being notified of acceptance, which is applied to the student's account at registration and is non-refundable after May 1 for the fall semester and November 1 for the spring semester.
8. Send a final official transcript of completed high school or postsecondary/college work, if not submitted previously (step 2).
9. Submit a completed Immunization and Medical History form.

Campus housing is administered by the Student Life Office. An admitted student who would like to live in University housing must submit a completed Request for Campus Housing form (this form is retrievable online through the CampusVue portal after admission) and pay a \$100 nonrefundable security deposit.

Other Procedures and Requirements for Specific Categories of Students

FIRST-TIME FRESHMEN: A new student follows the *Application Procedures* (pp. 11-12). The academic requirements for students are determined by using a sliding scale. The scale is based on a student's high school GPA and SAT I and/or ACT scores.

TRANSFER STUDENTS: The student who has attended another university follows the *Application Procedures* (pp. 11-12) with the following stipulation: The student must be in good standing with the university or universities previously attended to be admitted to Point. Students may transfer credits for relevant courses bearing "C-" or higher grades to Point from institutions accredited as degree-granting by a regional accrediting body for higher education at the time the coursework was completed. Credits from colleges that are accredited by other accrediting bodies, as recognized by the U.S. Department of Education, are considered on a case-by-case basis. Credits from non-accredited colleges are not transferred. The amount of credit transferable from other institutions varies according to the student's selected degree program. See *Credits from Other Sources* (pp. 30-31), *Requirements for Graduation, Point 3* (pp. 36-37), and *Degree Programs* (p. 42) for more details.

READMISSION STUDENTS: A student who has previously attended Point and has been out for more than one semester (excluding summer) should submit: (1) a new application; (2) official transcripts of any other universities attended; and (3) a new and current spiritual reference. Students who have been out for one year or more must also submit: (4) updated immunization records. The Admission Committee will act on an application for readmission on the basis of the quality of previous academic performance, Christian character, social development and the committee's estimate of the student's ability to succeed at Point (though readmission does not guarantee successful completion of any particular program of study). The student is subject to the catalog in effect at the time of the readmission. If a student is readmitted on probation, that student is subject to the University's normal probation and suspension policies (see *Academic Probation and Suspension*, pp. 35-36).

READMISSION OF MILITARY PERSONNEL: Students who leave the University for military service may reenter the institution upon returning from service. The student must apply for readmission within five years of completion of military service. The eligible veteran is admitted with the same academic status – meaning the same program (or most similar one, if same program does not exist), same enrollment status, same number of credits and same

academic status (satisfactory, warning or probation). If the student is not prepared to be readmitted, reasonable efforts by the institution to help the student become prepared will be provided at no extra cost to the student. Point University is not required to readmit a veteran if the University can demonstrate through a preponderance of the evidence that the student is not prepared to resume the program or will not be able to complete it.

TRANSIENT STUDENTS: A person who is in the process of seeking a degree from another university (home institution) and who is in good standing with that university may apply for admission to Point University as a transient student. A transient student is one who is enrolled at Point for one semester to take courses which will meet the requirements of the home institution. Such a student must complete an application and return it with a statement from the appropriate academic official of the home institution recommending admission as a transient student, as well as the Transient Student Waiver form. Such a student should be advised by the home institution regarding courses to be taken at Point.

HOME SCHOOLED STUDENTS: Point University admits students who have completed a home school program of study that is equivalent to an accredited high school curriculum with appropriate preparation for college-level work. The student follows the *Application Procedures* (pp. 11-12) and, for step 2, submits:

- A transcript of the home school education; and
- If available, a certificate of completion or diploma from a recognized home-schooling agency or a state department of education.

The Admission Committee reviews the applicant's completed file and, in some cases if necessary to establish adequate academic preparation or ability, may ask the student to submit additional materials, such as additional information regarding the home school education program, standardized test scores, and/or other objective third-party assessments.

DUAL CREDIT ENROLLMENT (DCE) STUDENTS: Point admits qualified high school students for dual credit enrollment (also known as "joint enrollment"). High school students are considered for DCE admission on the basis of high school grades thus far and recommendation by a high school guidance counselor. Submission of SAT I or ACT test scores is optional for high school juniors and seniors with a GPA of 3.00 or higher from an accredited high school or the equivalent. Freshmen and sophomores must submit standardized test scores (e.g., PSAT, SAT, or ACT) in order to establish adequate academic preparation. The student's enrollment at Point must be with the advisement of the guidance counselor and is usually coordinated with the prescribed graduation requirements of that high school.

The ***Move On When Ready (MOWR)*** program of Georgia provides scholarships for students who are dual credit enrolled at a participating eligible high school or home study program in Georgia and at Point University. To be eligible for the MOWR program, a student must:

- Be enrolled in the ninth, tenth, eleventh or twelfth grade (9th grade begins with Fall term) of a private or public high school in Georgia or a home study program within the State of Georgia operated in accordance with O.C.G.A. §20-2-690(c);
- Be admitted to Point as a dual credit enrollment student;
- Be enrolled in courses listed in the approved MOWR Course Directory; and
- Maintain satisfactory academic progress as defined by Point's policies.

The specific procedures to apply for admission to Point as a DCE student are:

1. Complete and send the regular online application form to Point University.
2. Complete and submit a Dual Credit Enrollment form.

(continued)

3. Send an official high school transcript or the equivalent with credits and grades achieved thus far.
4. Send an official transcript to Point University from every previously attended university, dual credit enrollment program, postsecondary school or credit-by-examination testing (e.g., CLEP or AP).
5. Complete and submit the personal reference form or have someone else submit one spiritual reference form. The reference forms are available on the website or from the Admission Office. The reference must be completed on the official University form. The spiritual reference form may be completed by someone in a position of spiritual leadership or care, such as a minister, Bible study teacher, Christian educator or other staff minister. This reference may not be provided by a relative.
6. If a freshman or sophomore student, send an official report of scores for a standardized test (e.g., SAT, ACT, or PSAT) to Point University (Point University's code for the SAT I is 5029; Point University's code for the ACT is 0785).
7. Any other information that is requested or that the student chooses to submit to the University in order to provide evidence of the ability to do university-level work.

The Admission Committee reviews the DCE applicant's completed file and, in some cases if necessary to establish adequate academic preparation or ability, may ask the student to submit additional materials, such as standardized test scores, additional information regarding a home school education program, and/or other objective third-party assessments.

UNDOCUMENTED STUDENTS: A student who is not a citizen of, authorized immigrant to, or authorized resident of the United States, who has been residing in the United States, and who has completed a high school diploma or its equivalent in the United States may apply for admission to Point University. No federal or state law prohibits the admission of undocumented students to a college or requires students to prove citizenship or authorized residency in order to enroll in an institution of higher education.

The Undocumented Students category includes students who have requested and received consideration by the U.S. Citizenship and Immigration Services (USCIS) of deferred action for childhood arrivals (DACA). The International Applicants category is different from that of Undocumented Students inasmuch as the international applicant has not been residing in the United States prior to high school graduation (or the equivalent) and is either seeking to obtain an F-1 (student) visa for entry into the United States or studying currently in the United States on an F-1 visa (seeking to transfer to Point from another institution). International applicants must satisfy the requirements associated with that category.

An undocumented student follows the *Application Procedures* for admission to Point University (pp. 11-12). In addition, a student whose first language is not English must submit proof of English speaking and writing proficiencies as part of the admission process (see *Students Whose First Language Is Not English*, pp. 16-17).

Undocumented students are usually not eligible to receive federal financial aid; however, they may be eligible for Point's institutional aid. Therefore, an undocumented student is encouraged to file the FAFSA and check the box of neither citizen nor eligible noncitizen (see *Application for Financial Aid*, p. 18). Scholarships and grants from private organizations and groups may be available and seeking such financial aid is the responsibility of the student.

Undocumented students are advised that Point University cannot guarantee that completion of a Point degree program will result in the ability to secure a specific licensure or certification,

such as teacher certification by the State of Georgia. The student is responsible for satisfying the requirements of the entity that grants the license or certificate, which may include documentation of citizenship or authorized residency.

INTERNATIONAL APPLICANTS: An international applicant is defined as a non-immigrant, seeking to obtain an F-1 (student) visa to enter the United States to study at Point University OR a non-immigrant currently studying in the United States on an F-1 visa, seeking to transfer to Point University. In addition to the items cited in the *Application Procedures* section (pp. 11-12), international students must also provide the following:

1. **Transcripts:** Certified, translated and evaluated copies of the academic records (transcripts) from each non-U.S. high school and college attended (see pp. 10-11 for specific requirements).
2. **English Proficiency:** Proof of English speaking and writing proficiencies must be submitted as part of the admission process (see *Students Whose First Language Is Not English*, pp. 16-17).
3. **Certificate of Finances:** Since international students are not generally permitted to hold a job off campus and may work only 20 hours on campus, evidence of financial ability to attend the institution must be supplied. The Certificate of Finances, detailing the means of support and amount of contribution of supporting parties, must be completed with original signatures, and notarized or certified by bank officials.

An I-20 form will be issued to an international applicant only after all documents have been received and final, regular admission has been granted. Any international student admitted to the United States on an F-1 visa is required by federal law to be enrolled for a minimum of 12 credit hours each semester.

STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH: Applicants must submit proof of English speaking and writing proficiencies as part of the admission process. Official documentation of one or more of the following, sent directly from the issuing agency to Point University, may be used to satisfy this requirement:

1. A transcript indicating graduation from an accredited high school or the equivalent (see p. 10) where English was the primary language of instruction and learning;
2. An English-language General Educational Development (GED) certificate, including the standard score for each of the five sub-tests in the battery with a passing score for the Language Arts/Writing test;
3. A Spanish- or French-language General Educational Development (GED) certificate that includes the English as a Second Language (ESL) Test of Reading Comprehension, with the standard score for each of the five sub-tests in the battery and a passing score for the ESL test (normally, a minimum score of 41 on a 20-80 scale or a minimum score of 450 on a 200-800 scale);
4. A grade of C or higher for an English Composition course completed at an accredited U.S. college and deemed equivalent to the ENG 101 (Critical Reading & Writing I) course at Point;
5. Successful completion of an ESL or Intensive English Program at a U.S. college with a letter of recommendation endorsing admission and enrollment in college-level courses;
6. An SAT critical reading (verbal) score of 430 or higher;
7. An ACT Test score of 18 or higher for English and a score of 22 or higher for Reading;
8. An ACT Compass score of 62 or higher for Writing and a score of 79 or higher for Reading (or an equivalent set of scores on another recognized placement test);
9. A TOEFL iBT (Internet-based) total score of 80 or higher with a minimum score of 20 in each section (Reading, Listening, and Writing);

(continued)

10. A TOEFL PBT (paper-based) total score of 550 or higher with minimum scores of 55 in Reading, 55 in Listening, and 24 in Writing;
11. A TOEFL CBT (computer-based) total score of 213 or higher with minimum scores of 21 in Reading, 21 in Listening, and 58 in Writing;
12. An IELTS overall band score of 6.5 or higher with a minimum score of 6.5 in the Reading, Listening and Speaking sections and of 5.5 in the Writing section; or
13. An iTEP Academic overall assessment level score of 4.0 or higher with a minimum level score of 4.0 in each section (skill area).

NON-DEGREE STUDENTS: An abbreviated admission process is available to a person who will enroll in five or fewer credit hours per semester and is not seeking a degree. To apply for admission as a non-degree student, the person must:

1. Complete and send a Non-Degree Student Application form to Point University.
2. Obtain one written spiritual reference.
3. Submit a one-page essay (typed, double spaced) explaining your Christian commitment and your desire to attend Point University.
4. Submit a \$25 fee for processing the application.

The non-degree student status is normally used by a person who wishes to take courses for continuing education or personal enrichment purposes. Limitations may be set during the admission process and by the Registrar at the beginning of each semester. The University may choose to verify any student-reported data. If the non-degree student desires to seek a degree, enroll in more than five credit hours per semester, or has accumulated 28 total hours at Point, the student must complete the standard *Application Procedures* (pp. 11-12).

ACT Compass, CLEP and DSST Testing

Point University provides computer-based testing for the ACT Compass program, the College-Level Examination Program (CLEP) and the DSST (formerly DANTES Subject Standardized Tests, now by Prometrics). Students interested in making an appointment for testing may do so by contacting the testing site administrator at 678-593-3118. If the appointment time for testing cannot be met, the student is requested to call and reschedule so the time slot may be given to another person.

The registration cost for both the CLEP and DSST exams is \$80.00 per exam. A CLEP test must be paid for online at <https://cleportal.collegeboard.org/myaccount> prior to the day of the exam. CLEP students are required to print the registration ticket from the website. They must present a registration ticket and two types of photo ID upon arrival at the testing site. DSST students may pay for the test only by debit/credit card at the testing center on the day of the exam. Two types of photo ID are required. A processing fee of \$20.00 for all non-Point University students is payable only by debit/credit card on the day of the exam. Students with documented disabilities must submit that documentation, along with a request for auxiliary aid or services, to the director of the testing center.

STUDENT FINANCE INFORMATION

DIRECTOR OF STUDENT FINANCE: JOHN LANIER

Educational Expenses

The specific costs of tuition, fees, room and board are published for each academic year on the University's website (www.point.edu) and in a supplement available from the Student Services Office. Tuition and fees are listed separately for the University's traditional program and for the Access program.

For financial information regarding the Access program for working adults and online degree programs, please refer to the *Point University Access Program Catalog* and the *Point University Online Program Catalog*, respectively.

Application for Financial Aid

The Financial Aid Office coordinates the campus-wide administration of all financial aid programs. For up-to-date information, please visit the Point University website.

Many Point students are able to meet the costs of a university education with various types of financial assistance including scholarships, grants, loans and work-study arrangements. New and continuing students may apply for financial aid throughout the year. In order to ensure consideration for all types of aid and the availability of funds at the time of registration, all of the following steps should be completed no later than March 15 for the fall semester and October 1 for the spring semester:

1. Complete the process of application for admission to Point (see *Application Procedures*, pp. 11-12).
2. Complete the Free Application for Federal Student Aid (FAFSA), available online at www.FAFSA.ed.gov.
3. If a resident of the State of Georgia, complete the GSFAPPS application for the Georgia Tuition Equalization Grant Program, Zell Miller Scholarship and HOPE Scholarship for private colleges, available online at www.GAcollege411.org.
4. Submit additional required documents to the Financial Aid Office as requested.

Applications completed and/or submitted after the stated deadlines will be deemed late applications and cannot be given priority consideration. Completing the financial aid application process late may result in reduced assistance and/or the need to use personal funds to pay for tuition and fees at the time of registration. Students should make and retain a copy of each completed form before mailing it.

A student who receives federal or state financial aid must: (1) be a U.S. citizen or permanent resident alien; (2) meet Selective Service registration requirements; (3) not be in default on a prior student loan; (4) not owe a refund on federal or state financial aid; and (5) maintain satisfactory academic progress.

Federal Aid Programs

FEDERAL GRANTS: All qualified students can be considered for both the Federal Pell Grant and the Federal Supplemental Education Opportunity Grant (SEOG) by completing the Free Application for Federal Student Aid (FAFSA), available online at www.FAFSA.ed.gov. These programs are funded by the federal government and are based on financial need.

FEDERAL DIRECT LOAN PROGRAM: Under the Federal Direct Loan Program, the Department of Education makes low-interest loans directly to students through the University. A subsidized student loan is awarded on the basis of financial need, based on the completed FAFSA, and the federal government pays the interest on the loan until the student graduates and/or during authorized periods of deferment. An unsubsidized student loan is not based on need, and the student is charged interest from the time the loan is disbursed until it is paid in full. The Federal Direct PLUS Loan enables a parent with a good credit history to borrow funds in order to pay the educational expenses of a dependent student. The student must have a completed FAFSA on file to participate in this program.

FEDERAL WORK-STUDY: Financial aid may also include a variety of work-study arrangements that enable qualified students to supplement their financial resources through part-time work on campus. Application for Federal Work-Study is made through the Financial Aid Office. Placement in a campus job is made through the Human Resources Office.

Georgia Aid Programs

ZELL MILLER SCHOLARSHIP: The Zell Miller Scholarship program is designed to reward students who achieve and maintain high academic progress. To qualify for this program, a student must meet all of the requirements for HOPE Scholarship (see below) and must, additionally, achieve a high school HOPE (core) GPA of 3.7 or higher and achieve a 1200 or better on the math and reading portion of one SAT administration or a composite score of 26 or better on one administration of the ACT. The student must also maintain a 3.3 GPA while in college. A student who qualifies for the Zell Miller Scholarship is eligible to receive \$4,000 per academic year for full-time study or \$2,000 for half-time study. This amount is subject to change from year to year.

HOPE SCHOLARSHIP: The HOPE Scholarship is Georgia's unique and nationally recognized program for helping its students succeed. Helping Outstanding Pupils Educationally (HOPE) is an educational program to reward students who have earned good grades by helping with the expense of continuing their education after they graduate from high school. If a student has been a Georgia resident for at least two years or graduated from a Georgia-approved high school and has one year of residency prior to enrolling in a degree program, he/she may be eligible for the HOPE Scholarship. A student may be eligible to receive the HOPE Scholarship immediately following high school graduation if the student has achieved a 3.0 HOPE (core) GPA upon graduation. A student may also be eligible to receive the HOPE Scholarship if he or she has achieved a 3.0 college GPA at 30, 60 or 90 attempted hours. Every HOPE eligible student must maintain a GPA of 3.0 to continue receiving the scholarship. HOPE recipients receive \$3,820 per academic year scholarship for full-time study or \$1,910 for half-time study. This amount is subject to change from year to year.

Georgia Tuition Equalization Grant (GTEG): The GTEG is for residents of Georgia

seeking degrees from eligible private colleges and universities located within the State of Georgia to assist with their cost of attendance. GTEG recipients must enroll as full-time students in order to receive this grant. GTEG recipients receive \$700 per year. However, the amount of this grant varies from year to year depending on the State of Georgia budget.

Point University Aid Program

ENDOWED SCHOLARSHIPS: Point University awards endowed scholarships each academic year, which range in amounts from \$200 to full tuition. The Founders Scholarship may be awarded to five outstanding new students each year and includes tuition and fees. All of these scholarships are applied to courses taken at Point University. The following is a list of the endowed scholarships, as of May 2014.

James and Virginia Aldridge Scholarship
 Dr. William Ambrose Preaching Scholarship
 Wendell and Lynda Baggett Preaching Scholarship
 Terrell and Elma Harris and Kelsie and Sara Baldwin Scholarship
 Dorothy A. Bartley Music Scholarship
 J. Marvin Blackwell Preaching Scholarship
 Levi and Betty Bohannon Scholarship
 Dr. James Bowers Music Scholarship
 Larry and Paulette Bradberry Scholarship
 Myrtle Broome Scholarship
 Claudia Burchfield Scholarship
 Paul and Donna Carrier Scholarship
 Regina White Chastain Scholarship
 Christian Youth of Georgia Scholarship
 Melvin Lee Clay Scholarship
 Jim and Mildred Click Scholarship
 Clark and Suzette Cregger Scholarship
 Patsy Crowe Memorial Scholarship
 Keith and Harlene Davenport Scholarship
 Marlin H. and Doris J. Day Scholarship
 Bob Disharoon Scholarship
 Russell and Ellen Doles Scholarship
 Treavor Donaldson Scholarship
 Jim and Robin Donovan Scholarship
 Jim and Dura Dyer Scholarship
 Steve and Sherri Eidson Scholarship
 W. Edward and Billye Joyce Fine Scholarship
 General Scholarship
 Georgia Women's Retreat Scholarship
 Marshall and Margaret Glass Scholarship
 J. T. "Jake" Goen Scholarship
 Melvin and Margaret Greenway Memorial Scholarship
 Melvin and Margaret Greenway Scholarship
 Homer and Ida Brown and Ashley and Addie

Greer Scholarship
 Charles and Ruth Groover Scholarship
 Judy and John Hardman Scholarship
 Dennis and Sara Harris Preaching Scholarship
 Olin W. Hay Preaching Scholarship
 Madeline Hayes Scholarship
 Clay Henry Scholarship
 Charles J. Herndon Ministry of Gospel Scholarship
 Guy and Ann Hill Scholarship
 Hubert and Dorothy Hollums Scholarship
 W. S. Hughes Scholarship
 Jefferson Park Christian Church Scholarship
 Johnson County Scholarship
 John Kennedy Memorial Scholarship
 Hazel Kiger Memorial Scholarship
 Earl and Nita Kindt Scholarship
 Catherine S. Lee Scholarship
 Paul and Mary Leslie Scholarship
 Lilly Family Leaders Scholarship
 James and Caroline Mackey Scholarship
 Robert W. McGuire Preaching Scholarship
 Frank and Jeanette McKinney Scholarship
 Roy McKinney Scholarship
 Roy and Viola Miller Scholarship
 Agnes Howie Morgan and Evelyn Cawthon Morgan Scholarship
 Mount Olive Christian Church Scholarship
 Larry and Peggy Musick Scholarship
 North Druid Hills Christian Church Scholarship
 Northshore Christian Church Scholarship
 Billy W. Pate Scholarship
 A. C. "Al" Peacock Scholarship
 Tom Phelps Preaching Scholarship
 Scott H. Phillips Preaching Scholarship

Lois H. Black and Scott H. Phillips Scholarship
Tom and Carol Plank Scholarship
Point Music Scholarship
Bob and Doreen Puckett Scholarship
Forrest Lee and Helen Ramser Scholarship
Fred and Margaret Ramser Memorial Scholarship
James C. Redmon Scholarship
Bill and Billie Repella Scholarship
Bernard Riley Memorial Missions Scholarship
Jay Romans Scholarship
Lester Shell Preaching Scholarship
Doug Shippy Scholarship
Denver and Helen Sizemore Missions Scholarship
Werner G. Smith Scholarship
James W. Sosebee Scholarship
William M. and Lanette L. Suttles Scholarship
Ralph and Evelyn Swearngin Scholarship

Nancy Taylor Scholarship
Hayward and Vera Thames Music Scholarship
Charles F. and Anne Turner Scholarship
Urban Link Scholarship
James Vaughn Memorial Scholarship
James D. Vernon Memorial Scholarship
John W. and Barbara Wade Scholarship
Rupert and Alene Wallace Preaching Scholarship
Ralph and Helen Warren Scholarship
Robert O. and Mildred Weaver Scholarship
Fred and Linnell Wellborn Scholarship
West Gwinnett Christian Church Memorial Preaching Scholarship
Clyde P. Wheeler Preaching Scholarship
Courtney Griggs and Josh Wilson Scholarship
Clark F. Woods Scholarship
Lois Yarbrough Scholarship
Andrew M. Yarchuk Scholarship
Shelia Zimmermann Scholarship

INSTITUTIONAL AWARDS: In addition to the endowed scholarships, Point makes several institutional scholarships and grants available with a variety of criteria and award amounts.

Point University's institutional awards may be applied only to tuition for courses taken from the University unless specified otherwise. The sum of all tuition specific scholarships and grants, including institutional awards, may not exceed the total amount of tuition. In situations where all tuition specific scholarships and grants do exceed total tuition, institutional awards will be adjusted accordingly. Contact the Financial Aid Office for details, requirements and conditions of renewability/continuation for each of the institutional awards.

Other Sources of Assistance

Certain students are eligible for assistance under programs administered by the Veterans Administration, the Social Security Administration and other organizations and agencies. Additional information may be obtained through the Financial Aid Office.

Satisfactory Academic Progress for Federal Financial Aid

In accordance with the federal regulations under Title IV of the Higher Education Amendments, a student must maintain satisfactory academic progress in order to receive federal financial aid. The requirements for satisfactory academic progress for federal financial aid at Point University are defined as follows:

QUANTITATIVE: A full-time student must take at least 12 credit hours per semester or complete at least 24 credit hours during an academic year. A $\frac{3}{4}$ -time student must take at least nine credit hours per semester or complete at least 18 credit hours during an academic year. A

half-time student must take at least six credit hours per semester or complete at least 12 credit hours during an academic year. A student who changes enrollment status during the year must complete the requirements of the number of hours for each enrollment status. For example, a student who is enrolled full-time one semester and half-time the next must complete at least 18 hours during the academic year (12 + 6).

QUALITATIVE: Any student must successfully complete 67 percent of all credit hours attempted during the term and maintain a cumulative GPA of 2.0. Only grades of A, B, C and D will be considered as credit hours completed.

A student who does not pass at least 67 percent of the credit hours attempted during one academic semester and maintains a 2.0 GPA will be placed on federal financial aid warning for one semester. If a student who is on federal financial aid warning does not pass at least 67 percent of all credit hours taken during the next semester, that student will be placed on federal financial aid suspension. A student on federal financial aid suspension is not eligible to receive federal financial aid for the next semester for which federal financial aid is available.

A student who is not eligible to receive federal financial aid due to lack of satisfactory progress is eligible to apply for federal financial aid after: (1) enrolling in one full-time semester at one's own expense; and (2) meeting the satisfactory academic progress policy.

APPEAL OF SUSPENSION OF FEDERAL FINANCIAL AID: A student placed on federal financial aid suspension can submit an appeal to the Financial Aid Office. The appeal must be in writing with an explanation (including documentation) of the circumstance that negatively impacted the achievement of satisfactory academic progress requirements and what the student plans to do in the future to ensure that he or she will meet satisfactory academic progress. The written appeal should be submitted to the financial aid office within 30 days of receipt of written notification from the financial aid office. The appeal will be presented to the Appeals Committee, which is chaired by the Vice President of Enrollment Management and consists of University faculty and staff. The decision of the Appeals Committee will be final. If the student's appeal is approved by the Committee, the student will be placed on federal financial aid warning for one semester. The student will also be given an academic plan consisting of milestones the student must meet in order to continue receiving federal financial aid. Failure to meet or exceed any of the milestones outlined during any semester will result in the student being placed on federal financial aid suspension until he or she meets the satisfactory academic progress requirements detailed above.

TIME REQUIREMENTS: All Point University students have 150 percent of the required hours in their degree programs to complete the degree. For example, a student who is enrolled in a degree program that requires 120 completed hours may attempt up to 180 hours and continue to be eligible for federal financial aid. Hours used in calculating timeframe include all hours attempted at Point University and any hours the student earned at another college or university that are being accepted for credit toward his or her current degree. A student who fails to complete his or her degree within the specified timeframe will be placed on federal financial aid suspension and will no longer be eligible to receive federal financial aid.

A written institutional policy which explains in detail the procedures to be used by the institution for compliance with the provisions of Title IV of the Higher Education Amendments may be found in the Financial Aid Office. Initial inquiries concerning Title IV should be referred to the Financial Aid Office.

Student Accounts

PAYMENTS: All educational expenses (tuition, fees, room, board, etc.) must be paid in full by the published payment deadline each semester. The specific payment deadline date for each semester is published on the University's website. For this reason, both students and their families should plan well in advance. At Point University, many financial aid programs are offered in cooperation with the federal government, and many institutional scholarships and grants are offered for both first-time students and returning students. These programs are offered to assist those with proven financial need in meeting their educational costs.

A payment plan is available to students who are unable to meet their financial obligations through financial aid and prepayment of their bills. This option is also available for those who prefer to pay through installments. Details on payment plans are available through the Student Services Office. It is important to note that the primary responsibility for paying for one's education lies with the student and the student's family.

NON-PAYMENT: Students who fail to make payment arrangements for their education costs by the published payment deadline will not be eligible to take classes, move in to campus housing, or participate in school sponsored extra-curricular activities. Students with an outstanding balance due to failure to comply with an agreed upon payment plan or additional charges not covered by financial aid or payments will be prohibited from re-enrolling in future semesters and receiving a transcript and/or diploma.

REFUNDS: In cases of a change in enrollment, housing or food service, whether voluntary or involuntary, the following schedule applies:

	<u>Time of Change</u>	<u>Refund</u>
Tuition and Fees:	Before the drop-add period ends (see the <i>Academic Calendars</i> , p. 5)	100%
	After the drop-add period ends	0%
Housing:	Before move-in day	100%
	After move-in day (including early move-in, e.g., fall sports)	70%
	After the drop-add period ends	0%
Food Service:	Before the first meal is served	100%
	After the first meal is served	70%
	After the drop-add period	0%

The date of credit will be based on the date the completed official form to register the change in enrollment, food service and/or housing is submitted to the appropriate University office by the student. Changes in enrollment (drop-add) are submitted to the Registrar's Office. Changes in housing and food service are submitted to the Student Life Office. Residents who are suspended from housing for disciplinary reasons receive no refund.

A student who has received financial aid in excess of allowable charges (e.g., tuition, fees, housing, food service, books) will receive a refund within 14 days of the date the credit balance occurs unless the student gives a written authorization for the University to hold the excess funds on his or her account for use in future semesters.

ACADEMIC POLICIES AND PROCEDURES

CHIEF ACADEMIC OFFICER: W. DARRYL HARRISON, ED.D.

Enrollment

SELECTION OF MAJOR AND ADVISING: Each degree-seeking student chooses a program of study when admitted or as soon as possible thereafter. Those who do not are designated “undecided” until a program is declared. Following the selection of a degree program, the student is assigned an academic advisor in the area of professional preparation. While the student is able to consult with the assigned academic advisor, it will be the responsibility of the student to enroll for required courses at appropriate times in order to meet the academic requirements for graduation. A student may change from one degree program to another by completing a Change of Major form in the Registrar’s office.

REGISTRATION PROCEDURES: A student can attend a course only when he or she has registered and paid for that course. Detailed information and procedures are published by the Registrar prior to each registration period. Current students register online for the next semester during the registration period (normally beginning around the eleventh week of each semester). New students participate in Link registration events on campus before registering for their first semester.

In the first year, most students schedule their courses in keeping with the Core Curriculum (pp. 42-43). Courses during the following years are selected as prescribed by the choice of a degree program. Degree program requirements are outlined under *Academic Departments and Programs* (pp. 42-122). The *Course Descriptions* section of the catalog (pp. 123-168) presents the courses offered in the University’s traditional curriculum.

Students who have not registered previously may do so during the first week of the semester (also known as the “drop/add period”). A late fee will be charged for registration during the drop/add period. A student may not be admitted to any class until he or she has completed registration and payment for the semester. The last day a student may register for classes is the end of the first week of regular classes, as listed in the *Academic Calendars* (p. 5).

SEMESTERS AND CREDIT HOURS: The Point University academic calendar for the traditional curriculum is based on two semesters, each composed of approximately 15 weeks of classes and one week of final exams. Courses are offered on a semester-hour basis. One semester hour (or one credit hour) normally signifies that a course meets for one 50-minute period per week for approximately 15 weeks (750 minutes) with 1500 minutes of outside-of-class student work (or the equivalent) as determined by Point’s credit hour policy and procedures.

COURSE LOAD: The average load per semester for a student is 15-16 hours. A student taking up to 11 hours in one semester is considered a part-time student. A student taking 12 hours or

For academic policies and information regarding Point’s Access degree programs for working adults, Online degree programs, and Graduate degree programs, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

more in one semester is classified as a full-time student. In order to enroll in more than 17 hours, a student must have a 2.50 cumulative GPA and permission from his or her assigned advisor. Enrollment in more than 19 semester hours also requires the approval of the Registrar.

STUDENT CHANGES IN ENROLLMENT: Once registered through normal procedures, a student may enroll in (“add”) or withdraw from (“drop”) a course during the first week of the semester (the drop/add period) by completing the appropriate form in the Registrar’s Office. Courses may not be added after the drop/add period has ended, as listed on the *Academic Calendars* (see p. 5). Classes offered on a special schedule may be added until the end of the equivalent first week of the class.

Any change in academic enrollment or schedule (drop or add) must be initiated in the Registrar’s Office. To add or withdraw from a course, the student obtains a form from the Registrar’s Office. A student should consult his or her academic advisor before deciding on a change. Students receiving financial aid must check with the Financial Aid Office regarding possible consequences before adding or dropping a course. After completion of the appropriate information and signatures, the form is returned by the student to the Registrar’s Office. A student is to continue in class attendance until the withdrawal is approved by the Registrar.

A student’s academic transcript records the courses in which the student is enrolled at the conclusion of the drop/add period. Courses dropped during the drop/add period do not appear on the transcript for that semester. A refund of tuition is possible during this period (see the University’s refund policy, p. 23). *Note:* The student’s enrollment at the end of the drop/add period is counted as that semester’s “attempted hours” in financial aid considerations, especially the HOPE Scholarship, even if a course is later dropped with a “W” or “WP.”

If a student withdraws from a course after the first week and by the end of the fourth week of the semester, as listed on the Academic Calendar, a grade of “W” is recorded for that course on the student’s academic transcript. The grade of “W” is not considered in calculating a student’s grade point average (GPA). If a student drops a course after the fourth week and by the end of the 12th week, as listed in the Academic Calendar, the professor designates a grade of “WP” or “WF,” as appropriate. The grade “WP” is given when a student withdraws from a course in a passing condition and is not considered in calculating the GPA. The grade “WF” is given when a student withdraws from a course while in a failing condition and is treated as an “F” in calculating the GPA. The last opportunity to drop a course is the last day of the 12th week of classes, as listed on the Academic Calendar.

INVOLUNTARY WITHDRAWAL: A student may be involuntarily withdrawn from one or more courses for reasons including but not limited to the violation of University policies governing academics – such as the *Class Attendance, Absences, and Lateness* (p. 26) or *Academic Conduct* (pp. 29-30) policies – or the violation of regulations or policies stated in a course syllabus. The student will be notified of the involuntary withdrawal by the Registrar. If the student is withdrawn after the drop/add period and before the end of the fourth week of classes, a grade of “W” is assigned. If the withdrawal occurs after the fourth week, the professor designates a grade of “WP” or “WF,” as appropriate, with a “WF” treated as an “F” for GPA calculation. Unlike a voluntary withdrawal by the student, an involuntary withdrawal may occur after the 12th week of the semester and until the end of the semester.

A student who believes an error has been made in an involuntary withdrawal may appeal to the Registrar. The appeal must be made in writing within 48 hours of the notification of the involuntary withdrawal, giving evidence for the believed error. The student may and should

continue in class attendance as long as an official appeal is pending. The Registrar will respond with the decision in a timely manner, either to reverse or uphold the involuntary withdrawal. If a student contends that the Registrar's response to the appeal is not correct, that decision may be appealed by the student to the Academic Committee, which must be submitted in writing to the Chief Academic Officer within 24 hours of the Registrar's notification. The decision of the Academic Committee will be final.

In a case involving an involuntary withdrawal from one or more courses for non-academic reasons – such as the violation of the University's Student Life policies, the health or safety of the student or others or the nonpayment of fees – the student may appeal the decision to an appropriate University official according to the procedures governing that area as set forth in other University publications. For example, the appeal of a Student Life decision would follow the procedures presented in *The Point Community Honor Code*.

CLASS ATTENDANCE, ABSENCES AND LATENESS: A student is expected to attend each meeting of the class in which he is enrolled. It is the responsibility of the student to contact the professor to make up the work missed during the time away from class. Students are expected to attend all classes, but may be absent a total of three weeks and still remain enrolled in the class, regardless of the reason for being absent. After three weeks of absences plus one, either consecutive or cumulative days, the student will be withdrawn from the class roll and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer. Individual professors may impose additional penalties for absence or tardiness beyond the general policy stated above. Such penalties will be assessed according to the terms of the class syllabus.

A student is tardy if he arrives after the professor begins to take roll; three tardies count as an absence. The tardy student must notify the professor of his tardiness not later than the beginning of the next regularly scheduled session of that class. A student who comes to class following the first ten minutes of class or leaves prior to the final ten minutes of class may be counted as absent for the entire class period.

Grading

GRADING SYSTEM: The system of grades and point values followed by the University is as follows:

Grade	Meaning	Grade Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failing	0
P	Passing	not calculated in GPA
I-"grade"	Incomplete	determined by "grade"
R	Audit	not calculated in GPA
W	Withdrawal	not calculated in GPA
WP	Withdrawal Passing	not calculated in GPA
WF	Withdrawal Failing	0
NG	No Grade	not calculated in GPA

The number of grade points earned in any course is determined by multiplying the number of semester hours by the number of points given for the grade received for the course. A student's grade point average (GPA) is determined by dividing the total number of points earned by the number of hours taken. Grades of "P," "R," "W," and "WP" are not considered in calculating a student's institutional GPA. The minimum cumulative GPA for all work taken at Point specified in *Student Classifications* (p. 28) must be maintained to remain in good academic standing (see *Academic Probation and Suspension*, pp. 35-36).

PASS/FAIL GRADING: Some courses are designated as having pass/fail grading. The credit hours for a pass/fail course carry full academic credit (e.g., toward the required hours for graduation, the satisfaction of degree requirements, and the calculation of the student's academic load, as appropriate otherwise). In a pass/fail course, the student's grade is registered as "Pass" or "Fail." A grade of "Pass" for a pass/fail course is given in lieu of "A" through "D" grades, appears as a "P" on the student's transcript, and does not affect the student's GPA. A grade of "F" for a pass/fail course is calculated in the student's GPA on the same basis as any other failing grade. Adding or withdrawing from a pass/fail course is conducted on the same basis as other courses.

FINAL EXAMINATIONS: A final exam period is designated at the close of each semester. A student who does not take an examination at the regularly scheduled time will be charged a fee for the privilege of taking each examination at another time. The form to initiate a rescheduling is to be obtained from the Registrar. Approval then is to be received from the professor and the Registrar. Requests should be based on emergencies and other serious scheduling difficulties. Requests will not be granted merely for personal convenience.

INCOMPLETE WORK: If a student is unable to complete work in a course at the end of a semester because of personal illness or sickness or death in the family, the student must contact the professor and may receive a grade of Incomplete ("I"). Incompletes will be granted by the professor only if the extenuating circumstances are sufficient in his or her estimation to have made it impossible for the work to have been done before the end of the semester. Any conditions for receiving an Incomplete and completing the course, such as a shortened time limit, are set by the professor at the time the Incomplete is granted. This work must be completed by the time stipulated by the professor.

To give a student an Incomplete grade in a course, the professor submits a grade of "I-B," "I-C," "I-D" or "I-F." The second letter indicates the grade the student would have received if all incomplete work had been given a score of zero in the normal grading system for that course. For the purpose of calculating a student's GPA, an Incomplete grade will be given the grade point value of the letter after the "I." When the student has completed the work, the professor then submits a final grade. At the end of the next semester, any Incomplete not replaced by a submitted final grade will automatically and permanently convert to the letter grade after the "I" which was initially submitted by the professor. The professor and the Registrar are not responsible for notifying or reminding the student regarding an Incomplete.

RETAKE: A student may retake a course for which the student has received a grade at Point University (a "retake").

- If the course is retaken at Point, the lower grade and credit hours previously received are not calculated and the higher grade and credit hours are used in recalculating the Point GPA.
- If the student takes the course at another institution, receives a higher grade, and transfers that course to Point subject to the normal transfer of credit practices (pp. 30-31), the lower

grade and credit hours previously received at Point are not calculated in the Point GPA. The transfer credits and grades are not used in calculating the Point University GPA.

A student who fails a required course should retake the course the next semester it is offered. Certain courses may be repeated without being identified as retakes, which includes internships, applied music instruction and ensembles, and “490” courses with different topics/content.

CHANGE OF GRADE: The change of an academic letter grade may be made after a final grade has been submitted only when the case involves a professor’s error.

APPEAL OF GRADES: A student who believes an error has been made in the calculating or recording of a grade are encouraged to address the issue with the instructor in order to resolve it appropriately. The student may appeal the grade to the Registrar. The appeal must be made in writing and received within 14 calendar days after the grades were posted, giving evidence for the believed error. A duplicate copy of the appeal letter should be submitted to the course instructor. The Registrar will respond to the appeal with a decision in a timely manner. If a student contends that the Registrar’s response to the appeal is not correct, a second appeal may be made by the student to the Academic Committee, which must be in writing, addressed to the Chief Academic Officer, and within seven days of the notification of the Registrar’s decision. The decision of the Academic Committee will be final.

Student Classifications

Students are classified according to the total number of semester hours completed for credit at Point and transferred from other colleges to fulfill degree requirements. The expected minimum GPA is determined by the student’s class standing. If a student earns enough hours in a given semester to move from one minimum GPA requirement to another, the higher requirement applies. Listed below are the five basic classifications:

<i>Academic Classification</i>	<i>Cumulative Semester Hours</i>	<i>Minimum Cumulative GPA</i>
Freshman	1 - 29	1.8
Sophomore	30 - 59	1.9
Junior	60 - 89	2.0
Senior	90+	2.0

The other recognized classifications are:

- **Transient:** A student enrolled in another accredited college or university temporarily attending Point University. Such enrollment is limited to one semester.
- **Audit:** A student enrolled in a regular credit course, but not receiving University credit or a grade. Such a student may not transfer from audit to credit or vice versa except during the drop/add period and with the permission of the professor and the Registrar.
- **Dual Credit Enrollment (DCE):** Qualified high school students are enrolled as dual credit enrollment students (also known as “joint enrollment”) on the main campus in West Point and at other off-site locations. The student's enrollment at Point must be with the advisement of the student’s high school guidance counselor and is usually coordinated with the prescribed graduation requirements of that high school.
- **Move on When Ready (MOWR):** MOWR students are dual credit enrolled at Point University and a participating eligible high school or home study program in Georgia, to whom Georgia provides MOWR scholarships (see page 14 for eligibility criteria).

Academic Conduct

Students are expected to exercise Christian values in every area of their lives. Truth and honesty, integrity and diligence are encouraged and should characterize the academic conduct of every student at Point University. Each student is encouraged to engage in honest intellectual effort and ethical behavior in order to achieve the full development of the student's potential. Therefore, misbehavior in academic matters is considered a serious problem and an affront to the entire University community.

Whenever a faculty member, student or staff member becomes aware of academic misconduct, that person should report the misbehavior to the course instructor or another appropriate University official. Examples of academic misconduct include, but are not limited to:

- Plagiarism. Essays, term papers, projects, tests, homework and other course requirements must be the work of the student submitting them; when an idea or quotation of another is used, it must be appropriately acknowledged with proper citation.
- Cheating on a test or other assignment.
- Unauthorized collaborating. A student shall not receive assistance not authorized by the instructor in the preparation of any assignment; a student shall not knowingly give unauthorized assistance to another person in such preparation.
- Selling, loaning or sharing a copy of an examination (or information about an examination), whether past or current.
- Providing false or inaccurate information to an instructor or other academic personnel, such as marking an attendance sheet for an absent student.
- Altering an academic transcript, grade report or other University document.
- Disrupting classroom, field trip, advising or other academic activities, either on or off campus.
- Being rude or disrespectful toward an instructor or fellow student.
- Misusing advanced technology in class (e.g., using a laptop computer for non-class-related purposes).
- Using a cell phone, sleeping, inattentiveness, doing non-class-related work or activity, or other such inappropriate classroom behavior.

Academic misconduct is addressed by the instructor of the course in which it occurs. A professor has the prerogative to take a variety of actions, as appropriate, including but not limited to: count a student absent; require work to be redone, in whole or part; require additional work; give a lower or failing grade for an assignment or test; require the student to leave a class session; withdraw the student from the course; and/or give an immediate failing grade for the course.

In all cases of academic misconduct, the faculty member informs the Chief Academic Officer of the case and its resolution in writing. The Chief Academic Officer keeps information documenting instances of academic dishonesty. If a student's academic dishonesty appears to be egregious or repeated, the Chief Academic Officer has the prerogative to pursue disciplinary action beyond that of the instructor(s) in order to deal with the infraction(s), including the adjudication of the case before the Judiciary Board and/or the possibility of suspension of enrollment.

APPEAL OF ACADEMIC MISCONDUCT DECISION: A student who believes an error has been made by an instructor in a case of academic misconduct (e.g., who denies the academic misconduct, disputes the facts of the case, believes the sanction is inappropriate) may appeal the

decision and corrective action of an instructor to the Chief Academic Officer. The appeal must be made in writing and received within one week of the instructor's decision, stating evidence for the believed error. A duplicate copy of the appeal letter should be submitted to the course instructor. The student may and should continue in class attendance and participation as long as an official appeal is pending. The Chief Academic Officer will investigate and respond to the appeal with a decision in a timely manner. A student may appeal a decision by the Chief Academic Officer regarding academic misconduct to the Judiciary Board, which must be in writing, addressed to the Vice President for Spiritual Formation, and within three days of the notification of the Chief Academic Officer's decision. The decision of the Judiciary Board will be final in cases that do not end in suspension. A student may appeal a suspension due to academic misconduct, which must be in writing and within three days of the notification of suspension, to the President of the University whose decision will be final.

Credits from Other Sources

TRANSFER OF CREDITS: Point University accepts credits for equivalent courses bearing "C-" or higher grades to Point from institutions accredited as degree-granting by a recognized accrediting body for higher education at the time the coursework was completed. Credits from colleges that are accredited by other accrediting bodies are considered on a case-by-case basis. Credits from non-accredited colleges are usually not transferable.

Comparable nature, content, and level of credit are considered in determining equivalency and the appropriateness of the transfer. Only those courses which satisfy degree requirements are transferred. A tentative evaluation of credits for transfer may be made as part of the admission process. The Registrar will officially transfer credits after the student has been accepted and has declared a degree program.

Applicants and Point students who have attended foreign schools (secondary) or colleges (post-secondary) are responsible for the submission of certified, translated and evaluated copies of all final academic records (transcripts) for those educational institutions (see pp. 10-11 for specific requirements).

Only credits taken at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. The credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (see *Honors*, p. 36).

CREDIT BY EXAMINATION: Point recognizes the earning of credit by examination from sources with known validities and reliabilities. Official copies of credit by examination scores should be submitted to the Registrar, who determines the applicability of particular external examinations to the requirements for a degree from Point. Point's off-site location in Peachtree City administers the computer-based tests of the College Level Examination Program (CLEP) and DSST (formerly DANTES Subject Standardized Tests, now by Prometrics).

Academic credit toward graduation requirements for a degree will be awarded for the results of credit by examination under the following conditions and limitations:

1. The testing program/examination is recommended as the basis for awarding University academic credit by the American Council on Education (ACE): e.g., Advanced Placement (AP), College Level Examination Program (CLEP), DSST, and military courses. The number of semester hours awarded is normally determined according to the ACE

- recommendation and University requirements for the specific course.
2. The credit awarded by another institution of higher education on the basis of examination is recorded on the student's academic transcript in the same way as that institution's regular course credits, which usually includes a normal catalog course number, the specific number of credit hours awarded, and a letter grade of "C-" or higher or that institution's designated letter or symbol for credit-by-exam or credit earned without a letter grade (such as "CR" or "P"). Generic credit hours awarded by examination or course requirements waived on the basis of examination cannot be accepted.
 3. The International Baccalaureate (IB) examination result for a specific discipline/course is at or above the level (standard or higher level) and score charted by the Registrar for course-and-credit equivalency based on common practices by peer institutions.
 4. Credits earned by external examination are placed on the student's transcript and treated as transfer credits. Credit earned by external testing will be designated on the transcript by a grade of "Pass."
 5. A maximum of 25 percent of the semester hours required for a traditional degree may be satisfied by external examinations.

TRANSIENT STUDENTS FROM POINT AT ANOTHER UNIVERSITY: A transient student is one who, with advance approval of the Registrar, takes one or more courses at another accredited institution of higher education to meet curricular requirements at Point. Such a student is considered a Point student while studying elsewhere. The credits taken as a transient student, including online or correspondence courses, are subject to the normal transfer of credit practices (pp. 30-31). Normally, courses from institutions other than Point are completed and transcripts received prior to the beginning of the last semester before graduation.

Campus Technology

Point University provides modern, well-equipped computer facilities for student use. Computers are available in the Learning Commons, the Computer Lab, the Fine Arts Center and other points on campus in West Point and at off-site locations. The Computer Lab is located in the Learning Commons on the first floor of the Academic Center, and is available to all students. In the Fine Arts Center, students have access to a Mac lab. Additional computer kiosks are available around campus. Computers are connected to the Internet through the University's network, with access to software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

All campus residences are equipped with network access to connect student personal computers to the Internet. Students are given instructions on how to log on to the campus network with their own passwords during orientations. Wireless Internet access is available in the Learning Commons, classrooms and other points on campus. Students can register for classes, check grades or transcripts and update their personal information online.

Learning Assistance

Point is focused on helping students achieve academic success. The University provides a variety of services to assist students in the Education Resource Center (ER), located in the Learning Commons on the first floor of the Academic Center:

- Helping new students adjust to the academic and social demands of University life;
- Cooperating in academic advisement and course selection of at-risk students;
- Directing students to tutoring in various disciplines;
- Coordinating tutoring services by the Writing Lab and the Math Lab;
- Providing Writing Lab support to students at any stage of the writing process;
- Assisting with reasonable accommodations for students eligible for disability services and working with faculty and staff to meet those needs as appropriate; and
- Offering instruction and materials for such topics as effective time management, study and testing skills.

Physical and Learning Disabilities

Point University is committed to a policy of non-discrimination toward persons with disabilities, including the provision of auxiliary aids and services for students with disabilities. The University recognizes that not all hearing-impaired students need sign language interpreters for all classes. Some students can tape-record lectures and have volunteers transcribe the tapes. Some students can have fellow students take notes for them. Furthermore, other auxiliary aids and services, including hearing aids and voice-recognition devices, may provide meaningful access to classroom lectures without the need for a sign-language interpreter. Finally, the University recognizes its obligation to the larger University community to provide auxiliary aids and services in the most cost-effective and least disruptive manner to its academic programs as possible while still providing meaningful access to classroom lectures for students with disabilities.

Any student requesting auxiliary aids from the University, including sign-language interpreters, must comply with the following process:

1. The student must contact the Director of Disability Services as soon as possible after being notified of admission to the University.
2. If the student waits to report the need for disability services or if the contact is within 30 days of the beginning of an academic semester, the student must contact with Director of Disability Services with the understanding that the process will take some time to complete.
3. The Director of Disability Services will engage in an interactive process with the student, which requires completion of an application for disability services and formal requests for documentation. The application must state the specific auxiliary aid or service requested and must provide the University with any evaluations that support the request. The request should discuss what alternative auxiliary aids or services may be available and why these alternatives either are or are not appropriate to provide the student meaningful access to classroom lectures.
4. The process will include consideration of any recommended reasonable modification or adjustment that would enable the student to have an equal opportunity to benefit from the academic program and will take into consideration such factors as: the extent of the student's disability; the student's prior use of auxiliary aids; the nature and complexity of the program content; and the modes through which course content is presented.
5. The process may include consultation with course instructors or specialists familiar with the student's disability, where appropriate. The determination regarding auxiliary aids and academic accommodation is made after a reasoned deliberation by an individual with relevant training, knowledge and experience that includes a review of course or program requirements and available options and alternatives. The person making any decision on whether a student requires auxiliary aids and the auxiliary aids to be

provided will be knowledgeable and informed about (or will make the decision based upon documentation received from a person who is knowledgeable and informed about) the nature of the student's disability, and the effect on the student's performance in all aspects of the program.

6. In making its determination, the University may require the student to submit to an evaluation by an evaluator selected and paid for by the University. In determining whether and what aids and services to provide the student, the University will take into account the cost-effectiveness of the aids and services requested; their suitability to the student; the availability of suitable, less costly, alternatives; and the disruptiveness to the academic program of the University.
7. The Director of Disability Services will provide a Point University Accommodation Plan in writing to the student. After discussion of its contents, the student and the Director will sign the document and the student's instructors will be notified of the provisions of the plan.

SECTION 504 GRIEVANCE PROCEDURE: It is the policy of Point University not to discriminate on the basis of disability. The University has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) ("Section 504"). Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance.

Any person who believes he or she has been subjected to discrimination on the basis of disability by the University may file a grievance under this procedure. It is against the law for the University to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

All such grievances should be addressed to the Director of Disability Services (Kathy David at 404-669-2480 and kathy.david@point.edu), who has been designated as the University's Section 504 Coordinator. If the grievance is against the Director of Disability Services, the grievance should be addressed to the Chief Academic Officer (Dr. Darryl Harrison at 706-385-1098 and darryl.harrison@point.edu). The general grievance procedure for filing a Section 504 grievance is as follows:

1. A grievance should be filed in writing, stating the name and address of the person submitting it and a brief description of the nature of the complaint.
2. A grievance should be filed within 30 days after the person became aware of the alleged violation.
3. The Section 504 Coordinator or someone designated by the Coordinator shall conduct an investigation of the complaint in an impartial manner. The investigation may be informal, but it will be thorough and afford all interested persons the opportunity to submit evidence and present witnesses relevant to the complaint.
4. The Section 504 Coordinator will issue a written decision on the grievance within 30 days of the filing. The University will take steps to prevent recurrence of any discrimination and to correct discriminatory effects if appropriate.
5. The person filing the grievance may appeal the decision of the Coordinator to the Chief Academic Officer within 30 days of the adverse decision. The Chief Academic Officer will make a written decision within 30 days of the appeal.

Significant Cross-Cultural Experience Program

Every student graduating with a baccalaureate degree from the traditional curriculum (this catalog) engages in a significant cross-cultural experience (SCCE) in order to enhance learning in cross-cultural awareness and effectiveness. The mission of the University is “to educate students for Christ-centered service and leadership throughout the world.” One of the University’s institutional goals is to enhance the student’s ability to “respect and influence people of various cultures.” Accordingly, the SCCE is considered an important part of the student’s co-curricular experience at Point University and is included in the Core Curriculum (CCE 300, pp. 42-43) and the *Requirements for Graduation* (point 5, pp. 36-37).

PURPOSE AND GOALS OF THE SCCE: The purpose of the SCCE is to enhance student learning in global awareness and cross-cultural adaptability to the glory of God. The specific goals of the program are to:

1. Enhance the student’s awareness of the variety and diversity of cultures.
2. Foster the student’s respect for the people of another culture.
3. Encourage the student’s development of the personal knowledge and skills associated with functioning in another culture.
4. Encourage the student’s development of the personal knowledge and skills associated with influencing people of another culture.

DESCRIPTION OF THE SCCE: For the purposes of this program, a significant cross-cultural experience is identified as an experience that successfully:

1. Immerses the student in a culture dissimilar to his or her own, either domestic or international, for a minimum of 4 consecutive days or 40 cumulative hours;
2. Engages the student directly with the people of that culture in service-, education-, and/or outreach-oriented (non-vacation) interactions;
3. Induces a manageable level of disequilibrium in the student by taking the student out of his or her “comfort zone”; and
4. Encourages the development of cross-cultural awareness and adaptability.

Students may choose from a variety of types of experiences that satisfy the general description and selection criteria of the SCCE in order to achieve the purpose and goals of the program. Educational tours, short-term mission trips, service projects, sports outreach, language learning and similar experiences could be appropriate experiences. Study abroad could qualify as the SCCE, but only if the experience meets the stated criteria.

The SCCE may include foreign travel (which is encouraged but not required), may be conducted in the United States, or may be achieved in metro Atlanta. Students may participate in Point-based group experiences, such as those led by Point faculty and staff, or in cross-cultural experiences sponsored by other organizations, groups, churches or colleges. Participation in an organized group SCCE is recommended.

In specific cases with approval in advance, a student may be enrolled for CCE 497, Cross Cultural Experience, for an appropriate number of semester hours based on an extended SCCE.

PREPARATION FOR THE SCCE: The student participates in an SCCE Preparation Seminar. Seminars are conducted at various points during the academic year. Each student is encouraged to attend a seminar during the sophomore year and no later than the beginning of the junior year. As part of the seminar, the student learns:

- the purpose and goals of the SCCE;

- keys to cross-cultural awareness and adjustment;
- the requirements for the SCCE and the variety of possible cross-cultural experiences;
- how to develop a budget, raise funds, and acquire a passport and immunizations, as appropriate; and
- how to complete the process for approval of an SCCE.

SCCE SELECTION AND APPROVAL: After participating in an SCCE Preparation Seminar, the student confers with his/her academic advisor, academic program coordinator, and others to select and develop an appropriate SCCE. Using an SCCE approval form, the student submits the required information regarding his/her proposed SCCE to the SCCE program coordinator in order to receive approval prior to beginning the experience. Once approved by the SCCE program coordinator, the student may proceed with the experience.

FUNDING FOR THE SCCE: In all cases, the student will be responsible for funding or raising the funds for his/her own selected and approved SCCE.

DURING THE SCCE: The time frames in which students are normally encouraged to schedule the SCCE are during Christmas break, spring break, summer, and Thanksgiving break (when week-long). Study abroad or a cross-cultural internship could be scheduled during summer or during a regular semester with permission from the student's academic advisor. During the SCCE, the student keeps a journal, attends group meetings as announced, and documents fulfillment of the SCCE expectations.

AFTER THE SCCE IS CONDUCTED:

The student enrolls in CCE 300, Significant Cross-Cultural Experience (not for credit), and participates in four 50-minute sessions during which the student engages in reflection, self-evaluation and evaluation of the experience itself. Each student submits a final written summary of his/her SCCE and its effect on the student relative to the goals of the SCCE program. CCE 300 (no credit, credit/no credit grade) must be completed, as verified by the SCCE program coordinator, prior to graduation with a traditional baccalaureate degree.

Writing Emphasis Courses

Every baccalaureate degree program includes three Writing Emphasis courses in order to improve student learning outcomes in written communication with the contextual support of metacognitive and career-readiness strategies (*Point University Quality Enhancement Plan 2015-2020*). Those courses are designated as "WE courses" and with "(WE)".

Academic Probation and Suspension

ACADEMIC WARNING: A student whose semester grade point average (GPA) falls below 2.00, but whose cumulative GPA is above the standard stated in the *Student Classifications* section (p. 28), receives an academic warning prior to the following semester. A student receiving an academic warning can continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

ACADEMIC PROBATION: If a student's cumulative GPA falls below the academic standard stated in the *Student Classifications* section (p. 28), that student is placed on academic

probation for the following semester. The Registrar will notify students in writing if they have been placed on academic probation. Students on academic probation are not eligible to enroll in overloads. Other conditions may also be imposed when appropriate.

If a student has been placed on academic probation and the student's semester GPA at the end of the semester is at least 2.0, but the student's cumulative GPA is still below the expected minimum GPA, the student is continued on probation for the following semester.

ACADEMIC SUSPENSION: A student may be academically suspended for the following semester under either of the following circumstances: (1) if the cumulative GPA of a student who is on academic probation continues to fall below the academic standard stated in the *Student Classifications* section (p. 28) the semester following being placed on probation and the student's semester average is below 2.00; or (2) if the cumulative GPA of a student falls below 1.00, whether or not that student is on academic probation. Academic suspension is a status that bars a student from continued enrollment at Point University or any other institution for one semester. After the suspension (normally one fall or spring semester), the student is eligible to reapply for admission (p. 13) and, if readmitted, would return on academic probation.

APPEAL OF PROBATION OR SUSPENSION: A student who believes he or she has mistakenly been placed on academic probation or suspension may appeal to the Registrar in writing. The appeal should specify the suspected error or errors. If a student contends that the Registrar's response to the appeal is not correct, that student should appeal in writing to the Academic Committee, which is chaired by the Chief Academic Officer. The decision of the Academic Committee will be final.

Honors

SEMESTER HONORS: Full-time students who have a Point semester grade point average (GPA) of 3.50 or above will be recognized in the Dean's List for that semester. The student must complete at least 12 semester hours at Point University in a given semester to qualify for the Dean's List.

GRADUATION HONORS: A graduating student receives his or her B.A. or B.S. degree *cum laude* if his or her cumulative GPA at Point University is 3.50-3.699, *magna cum laude* if his or her GPA is 3.70-3.899, and *summa cum laude* if his or her GPA is 3.90-4.00. A student with transfer credits may not receive graduation honors greater than the level warranted by the cumulative GPA for all courses used to fulfill degree requirements (i.e., all Point credits and the transferred credits). Determination for honors will be calculated on the next to last semester completed before graduation.

Requirements for Graduation

To qualify for graduation from Point University, a student must fulfill all of the following requirements:

1. Complete the curricular requirements prescribed in the catalog for the degree program that is chosen. The student is subject to the curricular requirements in the catalog in effect at the time of entrance into the University. The student may choose to adopt a newer catalog and its curricular requirements (the requirements of two catalogs cannot

- be combined). A student whose enrollment has been interrupted and who is readmitted is subject to the catalog in effect at the time of readmission. If a degree is not completed within six years, the student may be subject to the requirements in the current catalog.
2. Earn the total number of semester hours required for the degree that is pursued.
 3. For Bachelor of Arts or Bachelor of Science degrees, a student must successfully complete at Point University no less than 25 percent of the semester hours required for the degree. For Associate of Arts degrees, a student must successfully complete at Point no less than 30 of the semester hours required for the degree. Normally, the minimum number of semester hours required at Point are the last hours earned for the degree and include at least 25 percent of the required semester hours in Bible and theology courses and at least 25 percent of the required semester hours in professional studies courses.
 4. Attain a cumulative grade Point average of at least 2.00 for any degree.
 5. Complete CCE 300, Significant Cross-Cultural Experience (no credit hours, no grade).
 6. Maintain academic and disciplinary good standing. A student on any type of institutional probation may not graduate until the probationary status is removed.
 7. Make application for graduation to the Registrar. The completed application must be turned in by the appropriate deadlines as published for each graduation and accompanied by the graduation fee set for that year (graduation fees are non-refundable). If the student does not complete the requirements for graduation within one year of the application date, a new application will be required, plus the amount of any graduation fee increase(s) since the initial application. If the student's enrollment is interrupted after an application for graduation is made, the student is subject to the University's readmission processes and policies and a new application for graduation must be submitted.
 8. Register in GRD 400, Graduation (no credit hours), in the last semester or summer session of enrollment, at the end of which the student intends to graduate. This "course" notifies the Registrar, who verifies that the student will have met the academic requirements for graduation.
 9. Meet all financial obligations or make satisfactory arrangements for payment with the Business Office. Diplomas will not be awarded and transcripts will not be released if a student owes money to the University.
 10. Complete departmental and institutional exit interviews, exams and assessments.
 11. Attend the commencement program unless a written request for non-attendance is approved by the Chief Academic Officer. A student can only attend the commencement program that immediately follows the completion of his or her program. In other words, a student who completes all course work in time for the December graduation ceremony must walk at that ceremony, and is not allowed to wait until the May graduation.

It is the student's responsibility to complete all requirements for graduation.

Release of Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 was designated to protect the privacy of education records, to establish the right of students to inspect and review the education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students at Point University are accorded all of the rights and privileges as provided under the act. Students have the right to file written complaints regarding alleged violations of student privacy and rights associated with FERPA by contacting the Family Policy Compliance Office (FPCO) of the U.S. Department of Education, Washington, DC 20202.

TRANSCRIPT OF CREDITS: The Registrar maintains the student’s educational record, including an academic transcript. An official request by the student, with pertinent information, is required to send a copy of the academic transcript to a third party. A transcript is not released, however, unless all financial accounts are settled. Students may request the release of an academic transcript online at <http://point.edu/transcripts/>.

Inclement Weather Policy

The official canceling of classes or closing of offices because of inclement weather and for other significant reasons will be announced via the University website, social media, and electronic alerts.

SPIRITUAL FORMATION

**VICE PRESIDENT FOR SPIRITUAL FORMATION AND DEAN
OF THE CHAPEL: SAMUEL W. (WYE) HUXFORD**

An important part of what distinguishes Point University is the fact that we are intentional about spiritual formation. As Point’s mission statement indicates, our purpose as a university is wrapped up in the idea of “educating students for *Christ-centered* service and leadership throughout the world.” That’s why we focus on

- integrating faith into every academic discipline;
- providing spiritual formation opportunities; and
- taking faith into the workplace.

Spiritual Formation undergirds every aspect of Point University. Student learning and the learning environment, as well as student life and athletics, are impacted by the role that Spiritual Formation fulfills. The mission of this area includes creating opportunities that are supportive and enjoyable in order to encourage students to grow spiritually as they develop intellectually, socially, and professionally.

The opportunities and services, some of which are provided in partnership with other areas of the University, include and are not limited to:

- Chapel
- Adventure Groups
- The Gathering
- Holy Communion
- Community Ministry
- Sky Pilots
- Devotions
- Special Events
- Emphasis Weeks
- Personal Devotions
- Personal Guidance and Counseling
- Global Mission Conference

This section of the catalog is provided for informational purposes. Refer to the Point website (<http://point.edu/studentlife/spiritualformation/>) and the office of the Vice President for Spiritual Formation for more complete information.

STUDENT LIFE

DEAN OF STUDENTS: LAURA SCHAAF

The Point Community Honor Code is the University's official publication regarding student life at Point University. Please refer to *The Honor Code* (formerly titled *A Covenant for a Christian Community*), which is available online at <http://point.edu/studentlife>, for more complete listings, descriptions, and details regarding the brief summaries presented here.

Resources and Opportunities

Point understands students are holistic beings. The Student Life department supports students spiritually, emotionally, socially, physically, and vocationally, including and not limited to:

RESOURCES

- New student orientation
- Peer mentors
- Campus life ministers (CLMs)
- Professional counseling
- Referral to health services
- Campus safety and security training
- Sexual violence prevention and awareness programs
- Student leadership training
- Crisis intervention and follow-up care
- Calling and career services

OPPORTUNITIES

- Student Government Association
- Campus Activities Board (CAB)
- Mentoring and discipleship
- Athletics (NAIA and NCCAA)
- Intramural sports
- Spring Formal
- Homecoming
- Dorm Wars
- Finals Frenzy
- Student employment
- Emphasis weeks
- Countless campus activities

Housing and Food Service

Campus housing is provided for full-time students under the age of 26 and is required for full-time freshman and sophomore students. Exceptions may be granted to students who are married, have children, or are living at home with parents or legal guardians within 50 miles of the Point campus.

To learn more about campus housing or food service, please contact the Student Life office.

Student Conduct

Members of the Point University community strive to live and interact with others in ways which are informed by our relationship with Jesus Christ. The expectation for all Point students is that they will behave in ways which reflect this standard – moving toward greater levels of

maturity, supporting healthy community, and being open to spiritual formation in Christ. *The Point Community Honor Code* informs this process and addresses all areas of Student Life, including standards of student conduct and disciplinary procedures. *The Honor Code* details expectations related to life on campus, events sponsored by the University, and University-owned vehicles (whether on-campus or elsewhere).

The Dean of Students oversees matters relating to student conduct and decorum. In situations where a student's behavior indicates a struggling adjustment to Point life, the process outlined in *The Honor Code* will apply. When credible evidence exists that a student has violated University policies or has engaged in illegal activity, a disciplinary process is enacted as necessary, which may include a formal hearing process.

This section of the academic catalog is provided for informational purposes. Refer to *The Point Community Honor Code* (<http://point.edu/studentlife>) for complete information regarding standards of conduct, as well as the rights and responsibilities of students.

ACADEMIC DEPARTMENTS AND PROGRAMS

Introduction and General Information

Point University offers Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Science degrees, as well as an Associate of Arts degree. All courses and programs are designed to concur with the *Mission and Goals of the University* as set forth on page 7 of this catalog.

ACADEMIC DEPARTMENTS: Point's educational programs in the University College are organized in seven academic departments:

- Department of Biblical Studies (pp. 48-56);
- Department of Business (pp. 57-69);
- Department of Counseling and Human Services (pp. 70-80);
- Department of Education (pp. 81-96);
- Department of Fine Arts (pp. 97-103);
- Department of Humanities and General Studies (pp. 104-114); and
- Department of Math and Science (pp. 115-122).

DEGREE PROGRAMS: The chart on pages 44-45 presents the University College's degree programs (majors) and the minor and specialization options. Baccalaureate degree programs – the Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.) and the Bachelor of Science (B.S.) degrees – require a minimum of 120 semester hours of credit. The Associate of Arts (A.A.) degree requires 60 semester hours of credit. For the baccalaureate degrees (B.A., B.B.A. and B.S.), 25 percent or more of the required semester hours must be taken at Point, which must include at least 25 percent of the required semester hours in the Biblical Studies courses and at least 25 percent of the required hours in professional studies (major) courses. For the A.A. degree, 30 semester hours or more must be taken at Point.

CHANGES: The requirements and courses of a degree program may be changed through appropriate academic channels at any time.

The Core Curriculum

The Core Curriculum for the University College serves as a broad foundation on which to build degree programs. The Core Curriculum includes a combination of 32 semester hours of general studies courses from a variety of disciplines and the Minor in Biblical Studies for each degree program that does not include a major in Biblical Studies. The design of the Core Curriculum is aligned with the *Mission and Goals of the University* for the student's intellectual, spiritual, social and physical growth (p. 7). Many of the principles, theories, issues, and skills addressed in each degree program's professional studies curriculum are based on what the

For information regarding Point's Access degree programs for working adults, Online degree programs, and Graduate degree programs, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

student learns in core courses. The Core Curriculum can serve as a guide for course registration during the freshman year and into the sophomore year and may assist students in the selection of their majors. A *General Studies Course Selection Guide* is published by the Registrar to inform students in the selection of courses.

GENERAL EDUCATION COMPETENCIES: Building on the expected outcomes stated in the Mission and Goals of the University (p. 7), the general education competencies for all of the University's degree programs are that the student will be able to: (1) Communicate effectively; (2) Operate in the areas of humanities, social science, and natural science; (3) Demonstrate skills in critical thinking and mathematics; and (4) Demonstrate an awareness of the major movements within the Biblical narrative and their implications for the Christian life.

STUDENT LEARNING OUTCOMES: Building on the general education competencies, the student learning outcomes for the Core Curriculum of the University College are that the student will be able to:

1. Communicate effectively orally and in writing.
2. Demonstrate an integrated, Christian worldview.
3. Operate in the areas of humanities, social science and natural science.
4. Demonstrate skills in critical thinking, mathematics and computer literacy.
5. Demonstrate a basic understanding of the content of the Old and New Testaments (all degrees) and of biblical theology and the basic principles of biblical interpretation (baccalaureate degrees).

General Studies

Essential Skills – 10 hours

EFT 101, Effective Thinking	1
ENG 101, Critical Reading & Writing I	3
ENG 102, Critical Reading & Writing II	3
COM 205, Public Speaking	3

Humanities and Fine Arts – 6 hours

2 courses from 2 different areas:

ENG 202, 203, 204, 205, or 207;	
HUM 101; MUS 102; PHL 201 or 225 * . . .	6

Math and Science – 7 hours

Math course: MTH 103, 110, 191, or 211 * . . .	3
Natural Science course: NSC 101, 103,	
106, 110, 215, or 228 *	3
Natural Science Lab course: lab course	
associated with the NSC selection	1

Social Sciences – 9 hours

History course: HIS 102 or 203 *	3
PSY 103, Introduction to Psychology	3
SOC course: SOC 103, 203, or 215 *	3
CCE 300, Signif. Cross-Cultural Experience. . .	0

The Minor in Biblical Studies

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective **	3
THE 405	Christ, Culture, and Career (WE). . .	3

* Some degree programs specify one or more general studies courses; see each degree program for the specific General Studies requirements for that program.

**The Biblical Studies elective may be selected from the BBS, MIN, NTS, OTS, PRM, THE and YTH courses for which the student has satisfied the prerequisite(s).

The Minor in Biblical Studies includes the same 15 semester hours for all four-year degrees offered by the University College. The Associate of Arts degree in Business (pp. 61 and 68), a

two-year program, requires the 6 semester hours of courses of the Biblical Studies minor that are normally taken in the freshman and sophomore years (BBS 102 and 202).

FRESHMAN ENGLISH AND MATHEMATICS POLICIES:

- Freshman English Policy: A full-time student is required to enroll in the appropriate English course every semester until the student has completed ENG 101 and ENG 102 with a grade of “C” or higher.
- Freshman Mathematics Policy: All full-time students are required to enroll in an appropriate math course within the first two semesters of enrollment at Point (and each semester thereafter if necessary to pass the course).

Degree Programs: Majors, Minors, and Specializations in the University College ¹

Field of Study	Degree or Certificate	Minor ²	Specialization	Catalog pages
Accounting	B.B.A.	✓		58; 69
Accounting and Information Systems ³	B.B.A.			58-59
Applied Ministry	A.A.			50
Biblical Studies	B.A., B.S.	✓ ²		48-49; 104-106
Biology	B.S.	✓		116; 122
Business	A.A.			61
Business Administration	B.S.	✓		57-58; 69
Child and Youth Development	B.S.			84
Children’s Ministry		✓	✓	56; 94
Christian Ministry		✓		56
Communications		✓		114
Counseling and Human Services	B.A., B.S.			71
Counseling		✓		80
Criminal Justice	B.S.	✓		71-72; 80
Developmental Psychology		✓		80
Early Childhood Education	B.A., B.S.			81-82
Early Childhood (Child & Youth Dev major)			✓	95
English	B.A.	✓	✓	104-105; 111, 114
Exercise Science	B.S.			116-117
Financial Management ³	B.B.A.			59-60
History	B.A.	✓		105; 114

(continued on next page)

Field of Study	Degree or Certificate	Minor ²	Specialization	Catalog pages
Human Services Skills		✓		80
Humanities	B.A.	✓		106; 114
Intercultural Missions		✓		56
Interdisciplinary Studies (Humanities major)			✓	111
Literature (Humanities major)			✓	111
Management	B.B.A.	✓		60; 69
Marketing	B.B.A.	✓		60-61; 69
Mathematics		✓		122
Middle Grades Education	B.S.			82-83
Music	B.A., B.S.	✓		97-98; 103
Music and Worship Ministry		✓		56
Music Business		✓		69; 103
Music Performance & Pedagogy (Music major)			✓	99, 101
Music Production (Music major)			✓	99, 101
Philosophy (Humanities major)			✓	111
Preaching Ministry	B.A., B.S.	✓		48-49; 56
Pre-Professional Option (Biology, Ex Science)			✓	115
Psychology	B.A., B.S.	✓		72; 80
Secondary Education	B.S.			83-84
Seminary Preparation		✓		56
Social Media Marketing	Certificate			61
Sociology with Social Work Specialization	B.S.			72-73
Sports Management		✓		69
Worship & Music Ministry (Music major)			✓	99, 101
Writing (Humanities major)			✓	111
Youth and Family Ministry		✓		56
Youth Programs Administration (Ch&Yth Dev)			✓	96

¹ For information regarding Point's Access degree programs for working adults, Online degree programs, and Graduate degree programs, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

² Baccalaureate degree programs include a major or minor in Biblical Studies. See the section on *Minors* (p. 46) for a complete explanation of adding an additional minor to a degree program.

³ Pending SACSCOC approval.

SECOND OR DUAL DEGREES: To earn a second baccalaureate degree, the student must complete all the additional requirements of the second degree program. The courses taken for the second degree must constitute 30 or more semester hours that are unique to that second degree (i.e., were not used to fulfill any of the requirements for the first degree program), of which 30 or more semester hours (and no less than 25% of the semester hours normally required for the second degree) must be earned through instruction offered by Point. If the student pursues and/or completes the two degree programs simultaneously, the student must declare both degree programs with the Registrar and designate them as primary and secondary degree programs. The student is responsible to seek advisement from academic advisors in both fields of study. The proper sequencing of courses to pursue and complete two degree programs at the same time is the responsibility of the student. When earned, whether simultaneously or consecutively, both degrees and their majors are listed on the student's academic transcript and two diplomas are awarded. Graduation honors are based on the student's total cumulative academic record with Point and transfer hours for the degree(s) at the time of graduation for each degree, whether simultaneous or subsequent (see *Honors*, p. 36).

MINORS: The following guidelines govern the offering of minors.

- a. The Minor in Biblical Studies is a requirement in all degree programs that do not have a Biblical Studies major. If another minor is selected, it would be completed in addition to the Minor in Biblical Studies.
- b. A minor may be added to any B.A. or B.S. degree program that does not include that specific area of study as its major and/or as noted otherwise. A minor may not be added to the A.A. program.
- c. A minimum of 12 hours required for the minor must be above those which satisfy the Core Curriculum and professional studies (the major) requirements. A maximum of two courses may be used to satisfy both Core Curriculum and minor requirements. A maximum of two courses may be used to satisfy both professional studies (major) and minor requirements. No course may be used to satisfy the requirements of more than one minor.
- d. If a specific course required for the minor is taken instead to satisfy requirements for the major, another course in the same discipline should be substituted to fulfill the required minimum number of semester hours for the minor. Any course used to replace an upper-level course should also be classified as upper-level.
- e. At least six hours of the courses required for a minor must be taken at Point.
- f. A student must declare a minor in the same way one declares a major. If desired, a minor is declared as soon as possible, preferably (but not necessarily) at the same time the major is declared.
- g. A minor may be awarded only at the time the baccalaureate degree is received.
- h. The proper sequencing of courses to include a minor in a degree program is the responsibility of the student.

Notes for All Academic Departments and Programs

Department chairs and degree program coordinators are listed in the following sections. The faculty for all departments are listed in pages 170-178.

The requirements for each degree program are listed and include:

- General Studies – from the Core Curriculum, pp. 42-43, which may have one or more courses specified by the degree program;
- Supporting Courses – as specified for the degree program, usually to support major

coursework;

- Foreign Language – in B.A. degree programs;
- Biblical Studies Minor – in all degree programs that do not have Biblical Studies as a major;
- Major Coursework – sometimes including dual-majors, minors, and/or specializations; and
- General Electives – which the student is free to select and which some programs do not have.

The “suggested sequence of courses” for each degree program is given as an illustration only. Each student works with an academic advisor and a semester’s schedule of courses to develop an appropriate registration for that semester. The listing of courses in the suggested sequence is not a guarantee that courses will be offered in a specific semester.

A full-time load is 12-18 semester hours per semester; an average of 15-17 hours per semester is needed to graduate in 4 years, which may be reduced by Summer Session enrollment.

The internship requirement in many degree programs involves the assignment of upper-class students to selected fields of service under the supervision of an instructor and a field supervisor. From 2 to 30 credit hours may be received in internships, depending on the program of study. The utilization of internships is based on the belief that the higher education learning experience is strengthened by practice. An internship gives the student an opportunity for supervised practical experience.

DEPARTMENT OF BIBLICAL STUDIES

CHAIR: SAMUEL W. (WYE) HUXFORD, M.DIV.

Salaries of faculty members who teach in the Department of Biblical Studies are funded in part by the Mount Olive Christian Church Trust Endowment.

The study of the Bible is a vital component of the total curriculum at Point University. All students who complete a bachelor's degree from Point's University College will either major or minor in Biblical Studies (see the *Mission and Goals of the University*, p. 7).

The degree programs offered by the Department of Biblical Studies:

- Bachelor of Arts (B.A.) in Biblical Studies with a specialized minor in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth and Family Ministry
- Bachelor of Science (B.S.) in Biblical Studies with a specialized minor in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth and Family Ministry
- Bachelor of Arts (B.A.) in Biblical Studies and Preaching Ministry (dual major)
- Bachelor of Science (B.S.) in Biblical Studies and Preaching Ministry (dual major)
- Associate of Arts (A.A.) in Applied Ministry

The major in Biblical Studies is offered as a dual-major in degree programs with English, History, and Humanities in the Department of Humanities and General Studies (pp. 104-106).

The Department offers minors (p. 56) in:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Biblical Studies (see pp. 42-43) • Children's Ministry • Christian Ministry • Intercultural Missions | <ul style="list-style-type: none"> • Music and Worship Ministry • Preaching Ministry (Biblical Studies majors only) • Seminary Preparation (Biblical Studies majors only) • Youth and Family Ministry |
|---|---|

The courses offered by the Department of Biblical Studies are listed in the *Course Descriptions* section under the following curricular areas:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Biblical Studies (BBS, p. 124) • Greek (GRK, pp. 141-142) • Hebrew (HEB, p. 142) • Intercultural Missions (ICM, pp. 145-146) • Ministry (MIN, pp. 148-149) | <ul style="list-style-type: none"> • New Testament Studies (NTS, pp. 157-159) • Old Testament Studies (OTS, pp. 159-160) • Preaching Ministry (PRM, p. 162) • Theology (THE, pp. 167-168) • Youth Ministry (YTH, p. 168) |
|--|---|

For information regarding Point's Access and Online degree programs in Christian Ministries and the Master of Transformative Ministry degree, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

INTERNSHIPS: The internship requirements in Biblical Studies degree programs involve the

assignment of an upper-class student to a selected field of service under the supervision of a Point instructor and a field supervisor. The internship program is based on the belief that the learning experience is strengthened by practice. The number of semester hours of credit received for an internship enrollment depends on the student's hours of engagement in supervised and unsupervised practical experience and other factors as determined by the University's credit hour policy.

Qualified students may be eligible to enroll in an internship for one or two full semesters in an established residency program with a healthy, growing church. Full-semester internships are conducted under the supervision of one or more Point instructors and qualified field supervisors. The student may use internship credit hours to satisfy major and minor course requirements when the student's evaluated and documented attainment of specific student learning outcomes in the internship/residency is comparable to those courses. Students who are interested in full-semester internships must apply for approval by the Biblical Studies department chair and for acceptance by the established residency program/church.

HONORS PROGRAM: The Honors Program of the Department of Biblical Studies is designed to challenge students to attain a higher level of preparation, to provide a vehicle for students to compete for admissions to seminary and graduate schools, and to recognize student productivity and achievement. Students choose and complete the Honors Program through a combination of GPA, study in biblical languages and successful completion of a capstone course in biblical research (NTS 495 or OTS 495 as an elective course selection is required). Notation of the Honors Program appears on the graduate's academic transcript. See an academic advisor for the policies, requirements and procedures of the Honors Program.

**B.A. or B.S. in Biblical Studies
with a dual major in Preaching Ministry
or a minor in a specialized ministry**

Program Coordinator: Samuel W. (Wye) Huxford, M.Div.

For the Bachelor of Arts and Bachelor of Science degrees in Biblical Studies, the major includes textual studies in New Testament and Old Testament, historical-theological studies and professional courses. The Bachelor of Arts degree program requires 14 semester hours of biblical language courses (Greek or a combination of Greek and Hebrew). In both degree programs, the student chooses a dual major in Preaching Ministry or a specialized minor in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth and Family Ministry. The specific degree program requirements are listed on pages 51-54.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Biblical Studies are that the graduate will be able to:

1. Exegete specific texts in the Old and New Testaments.
2. Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.
3. Evaluate the various interpretations that have been assigned to the Old and New Testaments.
4. Communicate the theological themes of the Old and New Testaments.
5. Understand and apply New Testament concepts of church and ministry. (continued)

6. Perform the practical functions of a servant-leader in a specialized area.
7. In the B.A. degree, utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Preaching Ministry are that the graduate will be able to:

1. Apply an exegetical understanding of a scriptural text in writing biblical sermons.
2. Apply doctrinal and theological themes of the Old and New Testaments to current life issues through preaching.
3. Plan, prepare, and deliver biblically and theologically sound sermons of a variety of forms.
4. Understand and apply New Testament concepts of church and ministry in a variety of contexts.
5. Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Graduates with B.A. and B.S. degrees in Biblical Studies typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point are engaged in ministries throughout the country and the world: preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, para-church leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

A.A. in Applied Ministry

Program Coordinator: Samuel W. (Wye) Huxford, M.Div.

Point University offers the Associate of Arts in Applied Ministry degree in cooperation with church partners committed to educating the next generation of Christian leaders. The program equips students with foundational preparation for service in church and ministry environments, with four semesters of practicum under the mentorship of Point instructors and professional staff of partner churches. The specific degree program requirements are listed on page 55.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the concentration in Applied Ministry are that the graduate will be able to:

1. Use tools and processes learned in this program as a student of the Old and New Testaments, including awareness of the meta-narrative of God's redemptive work in the world.
2. Use foundational theological concepts to communicate the primary message of Scripture.
3. Explain and apply the important concepts of church and ministry as taught in the New Testament.
4. Demonstrate growth in the area of spiritual formation that prepares the student for future kingdom work.
5. Serve in the areas of ministry that are embedded in this program.
6. Pursue baccalaureate studies at Point University.

Graduates with the A.A. in Applied Ministry are prepared to pursue a bachelor's degree in Biblical Studies or Christian Ministry and some have gained entry-level employment in church and para-church settings.

B.A. in Biblical Studies with a Minor in Specialized Ministry

GENERAL STUDIES – 32 HOURS

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 HOURS

HIS	Church History course	3
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FOREIGN LANGUAGE – 14 HOURS

GRK 301	Greek I	4
GRK 302	Greek II	4
GRK/HEB	Greek III & IV or Hebrew I & II	6

MAJOR COURSEWORK – 69 HOURS

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul.	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament courses	6
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3
PRM 201	Introduction to Preaching	3
MIN 202	Effective Learning in the Church	3
MIN 313	Practice of Christian Ministry (WE)	3
MIN 340	Christian Spiritual Formation	3
MIN 317	Pastoral Counseling	3
MIN 400	Admin. and Leadership in Ministry	3
MIN 464	Healthy Congregations	3

Specialized Minor (*select one from p. 56*) 12

GENERAL ELECTIVES – 2 HOURS

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		16

Spring Semester

ENG 102	Critical Reading & Writing II	3
HUM 101	Introduction to Humanities	3
NSC	Natural Science course and Lab	4
OTS 210	The Story of Israel	3
SOC 103	Introduction to Sociology	3
		16

SECOND YEAR

Fall Semester

GRK 301	Greek I	4
BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
MIN 202	Effective Learning in the Church	3
NTS 201	The Story of Jesus	3
		16

Spring Semester

GRK 302	Greek II	4
ENG, MUS or PHL course		3
NTS 203	The Acts of the Apostles	3
PRM 201	Introduction to Preaching	3
General elective		2
		15

THIRD YEAR

Fall Semester

GRK 402	Greek III or HEB 411	3
MIN 313	Practice of Christian Ministry (WE)	3
NTS 308	Epistles of Paul.	3
THE 301	Theological Fnd for the Chr Life	3
Course in specialized minor		3
		15

Spring Semester

GRK 402	Greek IV or HEB 412	3
HIS	Church History course	3
NTS	New Testament course	3
OTS	Old Testament course	3
Course in specialized minor		3
		15

FOURTH YEAR

Fall Semester

MIN 317	Pastoral Counseling	3
MIN 340	Christian Spiritual Formation	3
OTS	Old Testament course	3
THE	THE 302, 392, or 401 (WE)	3
Course in specialized minor		3
		15

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
MIN 400	Admin and Leadership in Ministry	3
Course in specialized minor		3
MIN 464	Healthy Congregations	3
		12

B.A. in Biblical Studies and Preaching Ministry (Dual-Major)

GENERAL STUDIES – 32 HOURS

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 HOURS

HIS	Church History course	3
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FOREIGN LANGUAGE – 14 HOURS

GRK 301	Greek I	4
GRK 302	Greek II	4
GRK/HEB	Greek III & IV or Hebrew I & II	6

MAJOR COURSEWORK – 77 HOURS

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul.	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament courses	6
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3
PRM 201	Introduction to Preaching	3
MIN 202	Effective Learning in the Church	3
MIN 313	Practice of Christian Ministry (WE)	3
MIN 340	Christian Spiritual Formation	3
MIN 317	Pastoral Counseling	3
MIN 400	Admin. and Leadership in Ministry	3
MIN 464	Healthy Congregations	3
PRM 320	Advanced Preaching	3
PRM 403	Expository Preaching	3
PRM 475	NT & Preaching Seminar	3
MUS 415	Worship Leadership	2
PRM 490	Studies in Preaching	3
PRM 497	Preaching Ministry Internship(s)	6

TOTAL REQUIRED HOURS = 126

Suggested Sequence of Courses

FIRST YEAR

Fall Semester	
BBS 102	The Drama of Scripture 3
EFT 101	Effective Thinking 1
ENG 101	Critical Reading & Writing I 3
HIS	History course 3
MTH	Math course 3
PSY 103	Introduction to Psychology 3
16	

Spring Semester

ENG 102	Critical Reading & Writing II 3
HUM 101	Introduction to Humanities 3
NSC	Natural Science course and Lab 4
OTS 210	The Story of Israel 3
SOC 103	Introduction to Sociology 3
16	

SECOND YEAR

Fall Semester

GRK 301	Greek I 4
BBS 201	Biblical Interpretation 3
COM 205	Public Speaking 3
MIN 202	Effective Learning in the Church 3
NTS 201	The Story of Jesus 3
16	

Spring Semester

GRK 302	Greek II 4
ENG, MUS or PHL course 3	
HIS	Church History course 3
NTS 203	The Acts of the Apostles 3
PRM 201	Introduction to Preaching 3
16	

THIRD YEAR

Fall Semester

GRK 401	Greek III or HEB 411 3
MIN 313	Practice of Christian Ministry (WE) 3
NTS 308	Epistles of Paul. 3
PRM 320	Advanced Preaching 3
THE 301	Theological Fnd for the Chr Life 3
15	

Spring Semester

GRK 402	Greek IV or HEB 412 3
NTS	New Testament course 3
OTS	Old Testament course 3
PRM 403	Expository Preaching 3
THE	THE 302, 392, or 401 (WE) 3
15	

FOURTH YEAR

Fall Semester

MIN 317	Pastoral Counseling 3
MIN 340	Christian Spiritual Formation 3
MUS 415	Worship Leadership 2
OTS	Old Testament course 3
PRM 475	NT & Preaching Seminar 3
PRM 497	Preaching Ministry Internship 2
16	

Spring Semester

THE 405	Christ, Culture, and Career (WE) 3
MIN 400	Admin and Leadership in Ministry 3
PRM 490	Studies in Preaching 3
PRM 497	Preaching Ministry Internship 4
MIN 464	Healthy Congregations 3
16	

B.S. in Biblical Studies with a Minor in Specialized Ministry

GENERAL STUDIES – 32 HOURS

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 HOURS

HIS	Church History course	3
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MAJOR COURSEWORK – 78 HOURS

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul.	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament courses	6
BBS, NTS, OTS, THE courses.		9
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life.	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3
PRM 201	Introduction to Preaching	3
MIN 202	Effective Learning in the Church	3
MIN 313	Practice of Christian Ministry (WE)	3
MIN 340	Christian Spiritual Formation	3
MIN 317	Pastoral Counseling	3
MIN 400	Admin. and Leadership in Ministry	3
MIN 464	Healthy Congregations.	3
Specialized Minor (<i>select one from p. 56</i>)		12

GENERAL ELECTIVES – 7 HOURS

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester		
BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		16

Spring Semester		
ENG 102	Critical Reading & Writing II	3
NSC	Natural Science course and Lab	4
OTS 210	The Story of Israel	3
SOC 103	Introduction to Sociology	3
General elective		3
		16

SECOND YEAR

Fall Semester		
HUM 101	Introduction to Humanities	3
BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
MIN 202	Effective Learning in the Church	3
NTS 201	The Story of Jesus	3
		15

Spring Semester		
HIS	Church History course	3
ENG, MUS or PHL course		3
NTS 203	The Acts of the Apostles	3
OTS	Old Testament course	3
PRM 201	Introduction to Preaching	3
		15

THIRD YEAR

Fall Semester		
MIN 313	Practice of Christian Ministry (WE)	3
NTS 308	Epistles of Paul.	3
OTS	Old Testament course	3
THE 301	Theological Fnd for the Chr Life.	3
Course in specialized minor		3
		15

Spring Semester		
NTS	New Testament course	3
THE	THE 302, 392, or 401 (WE)	3
BBS, NTS, OTS or THE elective		3
BBS, NTS, OTS or THE elective		3
Course in specialized minor		3
		15

FOURTH YEAR

Fall Semester		
MIN 317	Pastoral Counseling	3
MIN 340	Christian Spiritual Formation	3
BBS, NTS, OTS or THE elective		3
Course in specialized minor		3
General elective		3
		15

Spring Semester		
THE 405	Christ, Culture, and Career (WE)	3
MIN 400	Admin and Leadership in Ministry	3
Course in specialized minor		3
MIN 464	Healthy Congregations.	3
General elective		1
		13

B.S. in Biblical Studies and Preaching Ministry (Dual-Major)

GENERAL STUDIES – 32 HOURS

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 HOURS

HIS	Church History course	3
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MAJOR COURSEWORK – 86 HOURS

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament courses	6
BBS, NTS, OTS, THE courses		9
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3
PRM 201	Introduction to Preaching	3
MIN 202	Effective Learning in the Church	3
MIN 313	Practice of Christian Ministry (WE)	3
MIN 340	Christian Spiritual Formation	3
MIN 317	Pastoral Counseling	3
MIN 400	Admin. and Leadership in Ministry	3
MIN 464	Healthy Congregations	3
PRM 320	Advanced Preaching	3
PRM 403	Expository Preaching	3
PRM 475	NT & Preaching Seminar	3
MUS 415	Worship Leadership	2
PRM 490	Studies in Preaching	3
PRM 497	Preaching Ministry Internship(s)	6

TOTAL REQUIRED HOURS = 121

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HUM 101	Introduction to Humanities	3
NSC	Natural Science course and Lab	4
OTS 210	The Story of Israel	3
SOC 103	Introduction to Sociology	3
		<u>16</u>

SECOND YEAR

Fall Semester

BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
MIN 202	Effective Learning in the Church	3
NTS 201	The Story of Jesus	3
		<u>12</u>

Spring Semester

ENG, MUS or PHL course		3
HIS	Church History course	3
NTS 203	The Acts of the Apostles	3
OTS	Old Testament course	3
PRM 201	Introduction to Preaching	3
		<u>15</u>

THIRD YEAR

Fall Semester

BBS, NTS, OTS, or THE course		3
NTS 308	Epistles of Paul	3
OTS	Old Testament course	3
PRM 320	Advanced Preaching	3
THE 301	Theological Fnd for the Chr Life	3
		<u>15</u>

Spring Semester

NTS	New Testament course	3
PRM 403	Expository Preaching	3
THE	THE 302, 392, or 401 (WE)	3
BBS, NTS, OTS, or THE course		3
		<u>15</u>

FOURTH YEAR

Fall Semester

MIN 313	Practice of Christian Ministry (WE)	3
MIN 317	Pastoral Counseling	3
MIN 340	Christian Spiritual Formation	3
MUS 415	Worship Leadership	2
PRM 475	NT & Preaching Seminar	3
PRM 497	Preaching Ministry Internship	2
		<u>16</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
MIN 400	Admin and Leadership in Ministry	3
MIN 464	Healthy Congregations	3
PRM 490	Studies in Preaching	3
PRM 497	Preaching Ministry Internship	4
		<u>16</u>

A.A. in Applied Ministry

GENERAL STUDIES – 32 HOURS

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3

SUPPORTING COURSE – 3 HOURS

HIS	Church History course	3
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MAJOR COURSEWORK – 27 HOURS

BBS 102	The Drama of Scripture	3
BBS 201	Biblical Interpretation	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
OTS 210	The Story of Israel	3
MIN 101	Practicum I	3
MIN 102	Practicum II	3
MIN 204	Practicum III	3
MIN 205	Practicum IV	3

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	Math course	3
MIN 101	Practicum I	3
SOC 103	Introduction to Sociology	<u>3</u>
		16

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MIN 102	Practicum II	3
OTS 210	The Story of Israel	3
PSY 103	Introduction to Psychology	<u>3</u>
		15

SECOND YEAR

Fall Semester

BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
MIN 204	Practicum III	3
NTS 201	The Story of Jesus	<u>3</u>
		15

Spring Semester

ENG, MUS or PHL course		3
HIS	Church History course	3
MIN 205	Practicum IV	3
NSC	Natural Science course and Lab	4
NTS 203	The Acts of the Apostles	<u>3</u>
		16

TOTAL REQUIRED HOURS = 62

Minors offered by the Department of Biblical Studies

For Biblical Studies majors only:

Preaching Ministry – 18 hours

PRM 201	Introduction to Preaching	3
PRM 320	Advanced Preaching	3
PRM 403	Expository Preaching	3
PRM 475	NT & Preaching Seminar	3
<i>Select 1 course from: MIN 313, 317, 340,</i>		
	400, and 224	3
PRM 497	Preaching Ministry Internship(s)	3

Christian Ministry – 12 hours

	MIN, PRM, and ICM electives	6
MIN 497	Ministry Internship(s)	6

Seminary Preparation – 12 Hours

NTS	New Testament elective	3
OTS	Old Testament elective	3
	THE or Church History elective	3
MIN 497	Christian Ministry Internship	3

For non-Biblical Studies majors only:

Christian Ministry – 18 hours

PRM 201	Introduction to Preaching	3
MIN 202	Effective Learning in the Church	3
MIN 313	Practice of Christian Ministry	3
<i>Select 2 courses from: MIN 317, 340, 400 and 224 .</i>		
	<i>6</i>	
MIN 497	Ministry Internship	3

For all majors:

Children's Ministry – 18 hours

MIN 202	Effective Learning in the Church	3
PSY 204	Developmental Psychology	3
EDU 301	Principles & Methods of Teaching	3
EDU 402	Educational Administration	3
<i>Select 1 course from: MIN 313, 317, 340,</i>		
	400, and 224	3
MIN 497	Children's Ministry Internship	3

Intercultural Missions – 18 hours

SOC 203	Cultural Anthropology	3
ICM 202	Introduction to World Missions	3
PRM 201	Introduction to Preaching	3
PHL 330	World Religions	3
<i>Select 1 course from: MIN 313, 317, 340,</i>		
	400, and 224	3
ICM 497	Intercultural Missions Internship	3

Music and Worship Ministry – 18 hours

MUS 102	Music Appreciation*	3
MUS 104	Music Theory II**	3
MUS 415	Worship Leadership	2
MUS 425	Music Min in the Local Church	2
MUS 497	Music Internship (in Music and Worship Ministry)	3
<i>Select 5 hours from: MUS 104L, MUS 204,</i>		
	<i>MUS 216, MUS 312, MUS</i>	
	<i>322, MAP (1-3), MEN (1-3)</i>	<i>5</i>

* May be taken as a Humanities & Fine Arts course (MUS), General Studies.

**Prerequisite of MUS 103 or satisfactory placement test score is required.

Youth and Family Ministry – 18 hours

MIN 202	Effective Learning in the Church	3
YTH 220	Introduction to Youth Ministry	3
SOC 202	The Family	3
YTH	YTH course	3
<i>Select 1 course from: MIN 313, 317, 340, 400,</i>		
	<i>224, PRM 201, or EDU 301</i>	<i>3</i>
YTH 497	Youth Ministry Internship	3

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

DEPARTMENT OF BUSINESS

CHAIR: S. TODD WEAVER, PH.D.

The degree programs offered by the Department of Business are:

- Bachelor of Business Administration (B.B.A.) in Accounting
- Bachelor of Business Administration (B.B.A.) in Accounting and Information Systems (pending SASCCOC approval)
- Bachelor of Business Administration (B.B.A.) in Financial Management (pending SASCCOC approval)
- Bachelor of Business Administration (B.B.A.) in Management
- Bachelor of Business Administration (B.B.A.) in Marketing
- Bachelor of Science (B.S.) in Business Administration
- Associate of Arts (A.A.) in Business

The baccalaureate degree programs also include the Minor in Biblical Studies.

The Department offers minors (p. 69) in:

- Accounting
- Business Administration
- Management
- Marketing
- Music Business (with the Department of Fine Arts)
- Sports Management

The courses offered by the Department of Business are listed in the *Course Descriptions* section under the following curricular areas:

- Business (BUS, pp. 125-129)
- Sports Management (SPM, pp. 166-167)

For information regarding Point's Access and Online degree programs in Organizational Leadership and the Master of Business Administration degree, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

B.S. in Business Administration with the Minor in Biblical Studies

Program Coordinator: S. Todd Weaver, Ph.D.

The purpose of the degree program in Business Administration is to prepare students to glorify God through Christ-centered leadership and vocational excellence in business professions. It is designed to provide a broad preparation for the Christian to lead and serve effectively in business and society. The degree requires professional studies courses focusing on the business environment, information systems, accounting, economics, management, finance and marketing. The specific degree program requirements are listed on page 62.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Business Administration are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Manage human, financial, and physical resources to achieve stated objectives.
3. Demonstrate knowledge of accounting, finance and marketing principles and their applications.
4. Utilize computer technology and analytical skills to apply mathematical, economic and statistical concepts for problem solving and decision making in business enterprises.
5. Identify and apply ethical considerations, laws and regulations governing business operations.
6. Serve in positions of responsibility in private, public, government, and non-profit organizations, exemplifying Christian character and influence.

B.B.A. in Accounting with the Minor in Biblical Studies

Program Coordinator: Jeffrey A. Haverly, D.Mgt., C.P.A.

The purpose of the degree program in Accounting is to prepare students to glorify God through Christ-centered leadership and vocational excellence in accounting professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.B.A. in Accounting also provides a solid foundation for considering the certified public accountants exam (CPA). The specific degree program requirements are listed on page 63.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes of the major in Accounting are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Demonstrate competence in the business core including management, marketing, business law, and ethics.
3. Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.
4. Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles.
5. Use technology to solve accounting problems and improve decision-making skills.
6. Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

B.B.A. in Accounting & Information Systems (pending SACSCOC approval) **with the Minor in Biblical Studies**

Program Coordinator: Jeffrey A. Haverly, D.Mgt., C.P.A.

The purpose of the degree program in Accounting and Information Systems is to prepare students to glorify God through Christ-centered leadership and vocational excellence in

accounting and information systems professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting and information systems practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.B.A. in Accounting and Information Systems also provides a solid foundation for considering the certified public accountants exam (CPA). The specific degree program requirements are listed on page 64.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes of the major in Accounting and Information Systems are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Demonstrate competence in the business core including management, marketing, business law, and ethics.
3. Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.
4. Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles.
5. Use technology to solve accounting problems and improve decision-making skills.
6. Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.
7. Demonstrate an understanding of general systems theory and the design and management of information systems.

B.B.A. in Financial Management (pending SACSCOC approval) **with the Minor in Biblical Studies**

Program Coordinator: Jeffrey A. Haverly, D.Mgt., C.P.A.

The purpose of the degree program in Financial Management is to prepare students to glorify God through Christ-centered leadership and vocational excellence in financial management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of financial management practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The specific degree program requirements are listed on page 65.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes of the major in Financial Management are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Demonstrate competence in the business core including management, marketing, business law, and ethics.
3. Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.
4. Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles.
5. Use technology to solve accounting problems and improve decision-making skills.
6. Identify the ethical and social responsibilities of accounting professionals and apply

- professional judgment to present financial statements fairly.
7. Demonstrate an understanding of corporate financial management including an emphasis on financial markets, financial institutions, and investing.

**B.B.A. in Management
with the Minor in Biblical Studies**
Program Coordinator: Alan E. Kemper, D.B.A.

The purpose of the degree program in Management is to prepare students to glorify God through Christ-centered leadership and vocational excellence in management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of management practices and concepts. The B.B.A. in Management provides students with the planning, problem-solving, critical thinking, and interpersonal skills necessary for successful Christian managers and leaders in the business world. The specific degree program requirements are listed on page 66.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the objectives of the major in Management are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Demonstrate competence in the business core including management, marketing, business law, and ethics.
3. Formulate managerial and strategic business decisions for a rapidly globalizing business environment.
4. Demonstrate development of personal and team-level decision making.
5. Develop proficiency in the use of computers and software to manage information with statistical analysis, spreadsheet, data base, and other appropriate applications.
6. Demonstrate an understanding of the legal environment and ethical standards of business and an awareness of the implications of their behavior and actions as a business professional.

**B.B.A. in Marketing
with the Minor in Biblical Studies**
Program Coordinator: S. Todd Weaver, Ph.D.

The purpose of the degree program in Marketing is to prepare students to glorify God through Christ-centered leadership and vocational excellence in marketing professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of marketing practices and concepts. Studies include brand equity, customer relations, sales teams, distribution systems and pricing structures. The specific degree program requirements are listed on page 67.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the objectives of the major in Marketing are that the graduate will be able to:

1. Utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.
2. Demonstrate competence in the business core including management, marketing,

- business law, and ethics.
3. Understand the marketing research process; namely, to collect, analyze and evaluate information from and about customers.
 4. Understand marketing strategy, including segmentation, targeting and positioning.
 5. Analyze the marketing environment and buyer behavior relative to a specific marketing opportunity and to formulate a market offering that produces enhanced marketplace success.
 6. Demonstrate an understanding of the ethical obligations of Christians in the workforce.

Graduates with B.B.A. and B.S. degrees from Point are prepared to assume a variety of positions in corporate, private, government and non-profit organizations, and to pursue graduate study in a business discipline.

A.A. in Business

Program Coordinator: S. Todd Weaver, Ph.D.

The Associate of Arts degree in Business provides a first level of preparation for the student to function with effectiveness in a business environment. Graduates with A.A. degrees in Business are engaged in entry-level management positions, office positions and baccalaureate level study. The specific degree program requirements are listed on page 68.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the two-year program in Business are that the graduate will be able to:

1. Utilize both written and oral communication in a business environment.
2. Utilize information systems using current software for word processing, data management and business presentations.
3. Demonstrate knowledge of accounting, management and marketing principles.
4. Demonstrate effective interpersonal skills in relationships in one-on-one and group situations.

Certificate in Social Media Marketing

Program Coordinator: S. Todd Weaver, Ph.D.

The Department of Business offers a Certificate in Social Media Marketing which indicates the student has successfully completed (with a minimum grade of C) a concentration of courses in that specialty area. The certificate is conferred by the department and is available to Business majors and non-majors.

The 21 semester hours required for the Certificate in Social Media Marketing are:

- BUS 247, Principles of Marketing (3)
- BUS 271, Social Media Marketing: Foundations & Strategy (3)
- BUS 272, Social Media Marketing: Twitter (3)
- BUS 273, Social Media Marketing: LinkedIn (3)
- BUS 371, Social Media Marketing: Blogging (3)
- BUS 372, Social Media Marketing: Video (3)
- BUS 373, Social Media Marketing: Pinterest and Mobile (3)

B.S. in Business Administration

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	Math 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 57 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 358	Prod and Oper Management	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 465	Strategic Management & Planning	3
BUS 475	Organizational Leadership	3
	Business or SPM electives	9
	(300 level or higher)	

GENERAL ELECTIVES – 16 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	MTH 110, 191, or 211	3
SOC	SOC course (103, 203, or 215)	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
BUS 209	Computer Information Systems	3
	General elective	1
		<u>14</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
BUS 202	Business Statistics	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
COM 205	Public Speaking	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
	General elective	3
		<u>15</u>

THIRD YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
BBS 302	Scripture: How We Use It	3
BUS 321	Principles of Macroeconomics	3
BUS/SPM	Business or SPM elective	3
	General elective	3
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
BUS 320	Principles of Microeconomics	3
BUS 336	Principles of Finance	3
BUS/SPM	Business or SPM elective	3
	General elective	3
		<u>15</u>

FOURTH YEAR

Fall Semester

BUS 358	Prod and Oper Management	3
BUS 436	Professional Ethics (WE)	3
BUS 475	Organizational Leadership	3
BUS/SPM	Business or SPM elective	3
	General elective	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 446	Strategic Management & Planning	3
	General elective	3
		<u>15</u>

B.B.A. in Accounting

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 69 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 497	Business Internship	3

BUS 311	Intermediate Accounting I	3
BUS 312	Intermediate Accounting II	3
BUS 332	Accounting Information Systems	3
BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 446	Auditing	3
BUS 465	Strategic Management & Planning	3
BUS 475	Organizational Leadership	3
BUS	Business elective (300/400 level)	3

GENERAL ELECTIVES – 4 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	MTH 110, 191, or 211	3
PSY 103	Introduction to Psychology	3
	General elective	3
		16

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
NSC	Natural Science course and Lab	4
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		16

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
BUS 202	Business Statistics	3
COM 205	Public Speaking	3
		15

Spring Semester

	ENG, HUM, MUS or PHL course	3
	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
		15

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
BUS 311	Intermediate Accounting I	3
BUS 321	Principles of Macroeconomics	3
BUS	BUS 300/400 level elective	3
	General elective	1
		13

Spring Semester

BUS 312	Intermediate Accounting II	3
BUS 320	Principles of Microeconomics	3
BUS 336	Principles of Finance	3
BUS 332	Accounting Information Systems	3
	Biblical Studies elective	3
		15

FOURTH YEAR

Fall Semester

BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 436	Professional Ethics (WE)	3
BUS 475	Organizational Leadership	3
BUS 497	Business Internship	3
		15

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 446	Auditing	3
BUS 465	Strategic Management & Planning	3
		15

B.B.A. in Accounting and Information Systems (pending SACSCOC approval)**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 72 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 497	Business Internship	3

BUS 311	Intermediate Accounting I	3
BUS 312	Intermediate Accounting II	3
BUS 332	Accounting Information Systems	3
BUS 351	Computer Programming	3
BUS 354	Database Management	3
BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 417	Systems Analysis and Design	3
BUS 446	Auditing	3
BUS 465	Strategic Management & Planning	3

GENERAL ELECTIVE – 1 hour

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses**FIRST YEAR****Fall Semester**

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
	General elective	1
		<u>15</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	MTH 110, 191, or 211	3
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		<u>15</u>

SECOND YEAR**Fall Semester**

BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
BUS 202	Business Statistics	3
COM 205	Public Speaking	3
		<u>15</u>

Spring Semester

BBS 302	Scripture: How We Use It	3
	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
		<u>15</u>

THIRD YEAR**Fall Semester**

	Biblical Studies elective	3
	ENG, HUM, MUS or PHL course	3
BUS 311	Intermediate Accounting I	3
BUS 321	Principles of Macroeconomics	3
BUS 351	Computer Programming	3
		<u>15</u>

Spring Semester

BUS 312	Intermediate Accounting II	3
BUS 320	Principles of Microeconomics	3
BUS 336	Principles of Finance	3
BUS 332	Accounting Information Systems	3
BUS 354	Database Management	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 436	Professional Ethics (WE)	3
BUS 417	Systems Analysis and Design	3
BUS 497	Business Internship	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 446	Auditing	3
BUS 465	Strategic Management & Planning	3
		<u>15</u>

B.B.A. in Financial Management (pending SACSCOC approval)**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 72 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 497	Business Internship	3

BUS 311	Intermediate Accounting I	3
BUS 312	Intermediate Accounting II	3
BUS 332	Accounting Information Systems	3
BUS 339	Investment Analysis	3
BUS 342	Real Estate Finance	3
BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 446	Auditing	3
BUS 448	Financial Markets	3
BUS 465	Strategic Management & Planning	3

GENERAL ELECTIVES – 1 hour

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses**FIRST YEAR****Fall Semester**

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
	General elective	1
		<u>15</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	MTH 110, 191, or 211	3
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		<u>15</u>

SECOND YEAR**Fall Semester**

BBS 202	Jesus: The Focus of Scripture	3
	ENG, HUM, MUS or PHL course	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
COM 205	Public Speaking	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 336	Principles of Finance	3
		<u>15</u>

THIRD YEAR**Fall Semester**

BBS 302	Scripture: How We Use It	3
BUS 202	Business Statistics	3
BUS 311	Intermediate Accounting I	3
BUS 321	Principles of Macroeconomics	3
BUS 339	Investment Analysis	3
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
BUS 312	Intermediate Accounting II	3
BUS 320	Principles of Microeconomics	3
BUS 332	Accounting Information Systems	3
BUS 342	Real Estate Finance	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS 436	Professional Ethics (WE)	3
BUS 448	Financial Markets	3
BUS 497	Business Internship	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 446	Auditing	3
BUS 465	Strategic Management & Planning	3
		<u>15</u>

B.B.A in Management

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 69 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 497	Business Internship	3
BUS 310	Process Imprv and Org Change	3
BUS 327	Project Management	3
BUS 329	Managerial Economics	3
BUS 358	Prod and Oper Management	3
BUS 450	Human Resources Management	3
BUS 465	Strategic Management & Planning	3
BUS 475	Organizational Leadership	3
BUS	Business electives (300/400 level)	6

GENERAL ELECTIVES – 4 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	MTH 110, 191, or 211	3
PSY 103	Introduction to Psychology	3
	General elective	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
NSC	Natural Science course and Lab	4
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		<u>16</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
BUS 202	Business Statistics	3
BUS 247	Principles of Marketing	3
COM 205	Public Speaking	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
		<u>15</u>

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
BUS 321	Principles of Macroeconomics	3
BUS 358	Prod and Oper Management	3
BUS	BUS 300/400 level elective	3
	General elective	1
		<u>13</u>

Spring Semester

BUS 310	Process Imprv and Org Change	3
BUS 320	Principles of Microeconomics	3
BUS 336	Principles of Finance	3
BUS	BUS 300/400 level elective	3
	Biblical Studies elective	3
		<u>15</u>

FOURTH YEAR

Fall Semester

BUS 327	Project Management	3
BUS 329	Managerial Economics	3
BUS 436	Professional Ethics (WE)	3
BUS 475	Organizational Leadership	3
BUS 497	Business Internship	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 450	Human Resources Management	3
BUS 465	Strategic Management & Planning	3
		<u>15</u>

B.B.A in Marketing

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 69 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3
BUS 336	Principles of Finance	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 436	Professional Ethics (WE)	3
BUS 497	Business Internship	3

BUS 349	Marketing Metrics	3
BUS 370	Marketing Communications	3
BUS 380	Brand Management	3
BUS 421	Consumer Behavior	3
BUS 423	Professional Selling	3
BUS 465	Strategic Management & Planning	3
BUS 475	Organizational Leadership	3

BUS	Business electives (300/400 level)	6
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GENERAL ELECTIVES – 4 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	MTH 110, 191, or 211	3
PSY 103	Introduction to Psychology	3
	General elective	3
		16

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
NSC	Natural Science course and lab	4
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		16

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
BUS 202	Business Statistics	3
COM 205	Public Speaking	3
		15

Spring Semester

	ENG, HUM, MUS or PHL course	3
	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
		15

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
BUS 321	Principles of Macroeconomics	3
BUS 380	Brand Management	3
BUS	BUS 300/400 level elective	3
	General elective	1
		13

Spring Semester

BUS 320	Principles of Microeconomics	3
BUS 336	Principles of Finance	3
BUS 349	Marketing Metrics	3
BUS 421	Consumer Behavior	3
BUS	BUS 300/400 level elective	3
		15

FOURTH YEAR

Fall Semester

	Biblical Studies elective	3
BUS 370	Marketing Communications	3
BUS 436	Professional Ethics (WE)	3
BUS 475	Organizational Leadership	3
BUS 497	Business Internship	3
		15

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
BUS 423	Professional Selling	3
BUS 426	International Business	3
BUS 434	Business Law	3
BUS 465	Strategic Management & Planning	3
		15

A.A. in Business

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	MTH 110, 191, or 211	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES – 6 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3

STUDIES IN BUSINESS – 21 hours

BUS 202	Business Statistics	3
BUS 209	Computer Information Systems	3
BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
BUS 247	Principles of Marketing	3

GENERAL ELECTIVE – 1 Hour

TOTAL REQUIRED HOURS = 60

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and lab	4
PSY 103	Introduction to Psychology	3
	General elective	1
		15

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	MTH 110, 191, or 211	3
SOC	SOC course (103, 203, or 215)	3
BUS 209	Computer Information Systems	3
		15

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
BUS 247	Principles of Marketing	3
BUS 202	Business Statistics	3
COM 205	Public Speaking	3
		15

Spring Semester

	ENG, HUM, MUS or PHL course	3
	ENG, HUM, MUS or PHL course	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
		15

Minors offered by the Department of Business

Accounting – 18 hours

BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 311	Intermediate Accounting	3
BUS 364	Income Tax Accounting	3
BUS 405	Cost Accounting	3
BUS	Accounting course	3

Business Administration – 18 hours

BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 247	Principles of Marketing	3
BUS 320	Principles of Microeconomics	3
BUS 321	Principles of Macroeconomics	3

Management – 18 hours

(for Business majors only)

BUS 310	Process Imprv and Org Change	3
BUS 327	Project Management	3
BUS 329	Managerial Economics	3
BUS 358	Prod & Oper Management	3
BUS 450	Human Resources Management	3
BUS 465	Strategic Management & Planning	3

Marketing – 18 hours

(for Business majors only)

BUS 349	Marketing Metrics	3
BUS 370	Marketing Communications	3
BUS 380	Brand Management	3
BUS 421	Consumer Behavior	3
BUS 423	Professional Selling	3
BUS 465	Strategic Management & Planning	3

Music Business – 18 hours

(offered with the Department of Music)

BUS 225	Principles of Management	3
BUS 247	Principles of Marketing	3
MUS 216	Music Technology	3
MUS 317	Advanced Music Technology	3
M/B 325	Survey of Music Business	3
MUS 410	Music Publ and Copyright Law	3

Sports Management – 15 hours

(for Business majors only)

SPM 423	Sports Facilities Management	3
SPM 425	Team Management	3
SPM 427	Adm. of Fitness/Wellness Programs	3
SPM 429	Issues in Sports Management	3
SPM 497	Sports Management Internship	3

Sports Management – 18 Hours

(for non-Business majors)

BUS 225	Principles of Management	3
SPM 423	Sports Facilities Management	3
SPM 425	Team Management	3
SPM 427	Adm. of Fitness/Wellness Programs	3
SPM 429	Issues in Sports Management	3
SPM 497	Sports Management Internship	3

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

**DEPARTMENT OF
COUNSELING AND
HUMAN SERVICES**

CHAIR: GREGORY K. MOFFATT, PH.D.

The degree programs offered by the Department of Counseling and Human Services are:

- Bachelor of Arts (B.A.) in Counseling and Human Services
- Bachelor of Science (B.S.) in Counseling and Human Services
- Bachelor of Arts (B.A.) in Psychology
- Bachelor of Science (B.S.) in Psychology
- Bachelor of Science (B.S.) in Criminal Justice
- Bachelor of Science (B.S.) in Sociology with Social Work Specialization

The Department offers minors (p. 80) in:

- Counseling and Human Services
- Criminal Justice
- Developmental Psychology
- Human Services Skills
- Psychology

The courses offered by the Department of Counseling and Human Services are listed in the *Course Descriptions* section under the following curricular areas:

- Counseling and Human Services (CHS, pp. 130-132)
- Criminal Justice (CJU, pp. 132-133)
- Psychology (PSY, pp. 162-164)
- Social Sciences (SOC, pp. 164-165)
- Social Work (pp. 165-166)

For information regarding Point's Access and Online degree programs in Human Relations and in Criminal Justice, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

HONORS PROGRAM: The Honors Program of the Department of Counseling and Human Services is designed to challenge students to attain a higher level of preparation, to provide a vehicle for students to compete for admissions to graduate schools, and to recognize student productivity and achievement. Students choose and complete the Honors Program through a combination of GPA, internship(s), senior portfolio, senior interview, comprehensive exam and final essay. The Honors Program is available in the Counseling and Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See an academic advisor for the policies, requirements and procedures of the Honors Program.

B.A. or B.S. in Counseling and Human Services with the Minor in Biblical Studies

Program Coordinator: Gregory K. Moffatt, Ph.D.

The purpose of the degree programs in Counseling and Human Services is to provide skills necessary for careers in the help professions and to prepare students for graduate studies in associated disciplines. They focus on an undergraduate preparation for the field of professional counseling and for other human services, requiring courses in psychology, counseling, and related disciplines. An internship provides an opportunity for the integration of theory and practice. Because a graduate degree is expected in the field of counseling, the program has the preparation of students for graduate school as a primary goal. The specific degree program requirements are listed on pages 74-75.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Counseling and Human Services are that the graduate will be able to:

1. Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.
2. Explain the intricacies of the psychological, physiological, developmental and spiritual make-up of man.
3. Distinguish between healthy and unhealthy patterns in the life, work and ethics of professional helpers.
4. Integrate psychological theory and theology.
5. Demonstrate an integration of personal strengths, the analysis and utilization of current research and the application of good helper principles.
6. Pursue advanced studies in graduate school.

INTERNSHIP: The major in Counseling and Human Services requires the completion of 3 semester hours of internship credit, CHS 497, which provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prior to enrolling in CHS 497, the student must: (a) be a junior or senior; (b) have successfully completed PSY 103 and CHS 211; and (c) have successfully completed at least nine hours in the Counseling and Human Services major, including at least one course from CHS 396, CHS 202, CHS 312 or CHS 317. A student may not do internships in his or her final semester at Point University.

Graduates with degrees in Counseling and Human Services are engaged in graduate study and entry-level counseling positions. For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.S. in Criminal Justice with the Minor in Biblical Studies

Program Coordinator: Forrest B. (Butch) Beach, D.P.A.

The degree program in criminal justice is designed to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system. It focuses on studies in criminal justice, sociology and related fields, the causes and consequences of criminal behavior, the justice system and how it relates to other institutions within society. The specific degree program requirements are listed on page 76.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Criminal Justice are that the graduate will be able to:

1. Develop a foundational knowledge of criminal investigation and law enforcement;
2. Demonstrate knowledge and understanding of criminal law and the legal process;
3. Illustrate knowledge of corrections and its alternatives;
4. Work within the dynamics and culture of the legal system;
5. Explain the rights of individuals and recognize legal limitations;
6. Exhibit professional behavior and meet high ethical standards; and
7. Identify issues that impact impressions of objectivity, impartiality, fairness and justice.

Graduates with degrees in Criminal Justice are engaged in work in government agencies, law enforcement, private security and homeland security. For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.A. or B.S. in Psychology with the Minor in Biblical Studies

Program Coordinator: Gregory K. Moffatt, Ph.D.

The purpose of the degree programs in Psychology is to provide a knowledge base for careers in academia and research and to prepare students for graduate studies in associated fields. They require studies in Psychology and related disciplines. The Bachelor of Arts degree requires 14 hours of foreign language courses. The specific degree program requirements are listed on pages 77-78.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Psychology are that the graduate will be able to:

1. Compare and contrast the varieties of theories, issues, and techniques in psychology;
2. Explain the intricacies of the psychological, physiological, developmental and spiritual make-up of man;
3. Communicate in written and verbal media their knowledge and comprehension of psychology;
4. Integrate psychological theory and theology; and
5. Pursue advanced studies in graduate school.

Graduates with degrees in Psychology are prepared for post-graduate education in Psychology or related fields. For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.S. in Sociology with Social Work Specialization and the Minor in Biblical Studies

Program Coordinator: Andrea V. Pope-Smith, M.S.W.

The purpose of the degree program in Sociology with Social Work Specialization is to equip students with skills for entry-level positions in the helping professions and to prepare students for graduate-level studies. It requires studies in Sociology, Social Work and related fields. The specific degree program requirements are listed on page 79.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes states in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Sociology with Social Work Specialization are that the graduate will be able to:

1. Understand the history and evolution of the discipline of sociology;
2. Demonstrate a knowledge of the core concepts and theories in the field of sociology;
3. Think sociologically, to identify the various social forces or conditions which hinder or help;
4. Analyze the relationships among the various social institutions;
5. Demonstrate the actions of a competent professional who respects and appreciates social and cultural diversity; and
6. Communicate effectively in written and oral presentations in academic and business settings.

Graduates with degrees in Sociology with Social Work Specialization are prepared for post-graduate education in Sociology or related fields. For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.A. in Counseling and Human Services

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

PSY 200	Social Psychology	3
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FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 48 hours

PSY 204	Developmental Psychology	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
PSY 315	Group Dynamics	2
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
PSY 465	Psychology of Religion (WE)	3
CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
CHS 312	Counseling Diverse Populations	2
CHS 392	Careers in Helping Professions	2
CHS 396	Counseling Theory & Procedures	3
CHS 410	Family Counseling	3
CHS 420	Counseling Children I or CHS 417	3
CHS 497	CHS Internship	3
	Counseling and related electives	6

GENERAL ELECTIVES – 8 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
	ENG, HUM, MUS or PHL course	3
	General elective	3
		<u>16</u>

SECOND YEAR

Fall Semester

	Foreign Language I	4
BBS 202	Jesus: The Focus of Scripture	3
CHS 211	Introduction to Counseling	3
PSY 204	Developmental Psychology	3
PSY 200	Social Psychology	3
		<u>16</u>

Spring Semester

	Foreign Language II	4
	ENG, HUM, MUS or PHL course	3
CHS 202	The Family	3
COM 205	Public Speaking	3
		<u>14</u>

THIRD YEAR

Fall Semester

	Foreign Language III	3
BBS 302	Scripture: How We Use It	3
PSY 302	Statistics	3
PSY 315	Group Dynamics	2
	General elective	3
		<u>14</u>

Spring Semester

	Foreign Language IV	3
	Biblical Studies elective	3
PSY 303	Methods in Research (WE)	3
CHS 312	Counseling Diverse Populations	2
	Counseling or related elective	3
	General elective	2
		<u>16</u>

FOURTH YEAR

Fall Semester

CHS 420	Counseling Children I or CHS 417	3
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
	Counseling or related elective	3
CHS 497	CHS Internship	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CHS 392	Careers in Helping Professions	2
CHS 396	Counseling Theory & Procedures	3
CHS 410	Family Counseling	3
PSY 465	Psychology of Religion (WE)	3
		<u>14</u>

B.S. in Counseling and Human Services

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL 6

MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

PSY 200	Social Psychology	3
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BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 48 hours

PSY 204	Developmental Psychology	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
PSY 315	Group Dynamics	2
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
PSY 465	Psychology of Religion (WE)	3
CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
CHS 312	Counseling Diverse Populations	2
CHS 392	Careers in Helping Professions	2
CHS 396	Counseling Theory & Procedures	3
CHS 410	Family Counseling	3
CHS 420	Counseling Children I or CHS 417	3
CHS 497	CHS Internship	3
	Counseling and related electives	6

GENERAL ELECTIVES – 22 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
	ENG, HUM, MUS or PHL course	3
	General elective	3
		<u>16</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
CHS 211	Introduction to Counseling	3
PSY 204	Developmental Psychology	3
PSY 200	Social Psychology	3
	General elective	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
CHS 202	The Family	3
COM 205	Public Speaking	3
	General electives	6
		<u>15</u>

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
PSY 302	Statistics	3
PSY 315	Group Dynamics	2
	General elective	6
		<u>14</u>

Spring Semester

	Biblical Studies elective	3
CHS 312	Counseling Diverse Populations	2
PSY 303	Methods in Research (WE)	3
	Counseling or related elective	3
	General electives	4
		<u>15</u>

FOURTH YEAR

Fall Semester

CHS 420	Counseling Children I or CHS 417	3
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
	Counseling or related elective	3
CHS 497	CHS Internship	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CHS 392	Careers in Helping Professions	2
CHS 396	Counseling Theory & Procedures	3
CHS 410	Family Counseling	3
PSY 465	Psychology of Religion (WE)	3
		<u>14</u>

B.S. in Criminal Justice

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:
 ENG, HUM, MUS, and PHL 6

MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 6 hours

PSY 200	Social Psychology	3
SOC 203	Cultural Anthropology	3

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 51 hours

CJU 300	Introduction to Criminal Justice	3
CJU 310	Criminology	3
CJU 320	Constitutional Law	3
CJU 400	Criminal Law	3
CJU 410	Criminal Procedure	3
CJU 420	Police Administration	3
CJU 430	Professionalism and Ethics in Criminal Justice (WE)	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
PSY 420	Violence and Society	3
SOC 350	Social Problems	3
SOC 355	Hum Behavior and Soc Env	3
SOC 430	Race, Ethnicity & Gender	3
	CJU and related electives	6
CJU 497	Field Work	6

GENERAL ELECTIVES – 18 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	Math course	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
		<u>14</u>

Spring Semester

BBS 102	The Drama of Scripture	3
ENG 102	Critical Reading & Writing II	3
HIS	History course	3
PSY 103	Introduction to Psychology	3
	General elective	3
		<u>15</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
PSY 200	Social Psychology	3
	ENG, HUM, MUS or PHL course	3
	General elective	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
SOC 203	Cultural Anthropology	3
SOC 350	Social Problems	3
	General electives	6
		<u>15</u>

THIRD YEAR

Fall Semester

BBS 302	Scripture: How to Use It	3
CJU 300	Introduction to Criminal Justice	3
PSY 302	Statistics	3
PSY 420	Violence and Society	3
	CJU or related elective	3
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
CJU 310	Criminology	3
CJU 320	Constitutional Law	3
PSY 303	Methods in Research (WE)	3
SOC 355	Hum Behavior and Social Env	3
	General elective	1
		<u>16</u>

FOURTH YEAR

Fall Semester

CJU 410	Criminal Procedure	3
CJU 430	Prof & Ethics in Cr Justice (WE)	3
CJU 497	Field Work	6
SOC 430	Race, Ethnicity & Gender	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CJU 400	Criminal Law	3
CJU 420	Police Administration	3
	CJU or related elective	3
	General elective	3
		<u>15</u>

B.A. in Psychology

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

PSY 200	Social Psychology	3
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FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 44 hours

PSY 204	Developmental Psychology	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
PSY 305	Adolescent Psych or CHS 420	3
PSY 315	Group Dynamics	2
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
PSY 465	Psychology of Religion (WE)	3
CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
CHS 310	Prenatal Development	2
CHS 312	Counseling Diverse Populations	2
CHS 392	Careers in Helping Professions	2
COM 305	Media Effects on Children & Adol.	3
	Psychology and related electives	6

GENERAL ELECTIVES – 12 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

EFT 101	Effective Thinking	1
BBS 102	The Drama of Scripture	3
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		<u>14</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	Math course	3
SOC 103	Introduction to Sociology	3
		<u>15</u>

SECOND YEAR

Fall Semester

	Foreign Language I	4
CHS 211	Introduction to Counseling	3
COM 205	Public Speaking	3
PSY 200	Social Psychology	3
PSY 204	Developmental Psychology	3
		<u>16</u>

Spring Semester

	Foreign Language II	4
	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
CHS 202	The Family	3
	General elective	3
		<u>16</u>

THIRD YEAR

Fall Semester

	Foreign Language III	3
BBS 302	Scripture: How We Use It	3
PSY 302	Statistics	3
PSY 315	Group Dynamics	2
	General electives	4
		<u>15</u>

Spring Semester

	Foreign Language IV	3
CHS 312	Counseling Diverse Populations	2
COM 305	Media Effects on Children & Adol.	3
PSY 305	Adolescent Psych or CHS 420	3
PSY 303	Methods in Research (WE)	3
	General elective	1
		<u>15</u>

FOURTH YEAR

Fall Semester

	Biblical Studies elective	3
CHS 310	Prenatal Development	2
PSY 442	Personality Theory	3
PSY 341	Abnormal Psychology	3
PSY	Psychology or related elective	3
		<u>14</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CHS 392	Careers in Helping Professions	2
PSY	Psychology or related elective	3
PSY 465	Psychology of Religion (WE)	3
	General elective	4
		<u>15</u>

B.S. in Psychology

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

PSY 200	Social Psychology	3
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BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 44 hours

PSY 204	Developmental Psychology	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
PSY 305	Adolescent Psych or CHS 420	3
PSY 315	Group Dynamics	2
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
PSY 465	Psychology of Religion (WE)	3
CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
CHS 310	Prenatal Development	2
CHS 312	Counseling Diverse Populations	2
CHS 392	Careers in Helping Professions	2
COM 305	Media Effects on Children & Adol.	3
	Psychology or related electives	6

GENERAL ELECTIVES – 26 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		14

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	Math course	3
SOC 103	Introduction to Sociology	3
	General elective	3
		15

SECOND YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
CHS 211	Introduction to Counseling	3
COM 205	Public Speaking	3
PSY 200	Social Psychology	3
PSY 204	Developmental Psychology	3
		15

Spring Semester

BBS 202	Jesus: The Focus of Scripture	3
	ENG, HUM, MUS or PHL course	3
CHS 202	The Family	3
	General electives	6
		15

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
PSY 302	Statistics	3
PSY 315	Group Dynamics	2
	General electives	7
		15

Spring Semester

CHS 312	Counseling Diverse Populations	2
COM 305	Media Effects on Children & Adol.	3
PSY 303	Methods in Research (WE)	3
PSY 305	Adolescent Psych or CHS 420	3
	General electives	5
		16

FOURTH YEAR

Fall Semester

	Biblical Studies elective	3
CHS 310	Prenatal Development	2
PSY 341	Abnormal Psychology	3
PSY 442	Personality Theory	3
PSY	Psychology or related elective	3
		14

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CHS 392	Careers in Helping Professions	2
PSY 465	Psychology of Religion (WE)	3
PSY	Psychology or related elective	3
	General electives	5
		16

B.S. in Sociology with Social Work Specialization

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:
 ENG, HUM, MUS, and PHL 6

MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 6 hours

PSY 200	Social Psychology	3
SOC 203	Cultural Anthropology	3

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 53 hours

PSY 204	Developmental Psychology	3
PSY 302	Statistics	3
PSY 303	Methods in Research (WE)	3
SOC 202	The Family	3
SOC 300	Social Theory	3
SOC 355	Hum Behavior and Soc Env	3
SOC 420	Violence in Society	3
CHS 392	Careers in Helping Professions	2
	Sociology and related electives	6

CHS 312	Counseling Diverse Populations	2
CHS 341	Introduction to Social Work	3
CHS 343	Comm Skills for Social Services	2
CHS 345	Case Management	2
SWK 401	Social Work Policy I (WE)	3
SWK 402	Social Work Policy II	3
SWK 410	Social Work Practice	3
SWK 497	Field Work	6

GENERAL ELECTIVES – 14 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
		14

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
	General elective	3
		15

SECOND YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
COM 205	Public Speaking	3
PSY 204	Developmental Psychology	3
SOC 200	Social Psychology	3
	General elective	3
		15

Spring Semester

	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
SOC 202	The Family	3
SOC 203	Cultural Anthropology	3
	General elective	3
		15

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
CHS 341	Introduction to Social Work	3
PSY 302	Statistics	3
SOC 300	Social Theory	3
SOC 355	Hum Behavior and Soc Env	3
		15

Spring Semester

	Biblical Studies elective	3
CHS 312	Counseling Diverse Populations	2
CHS 343	Comm Skills for Social Services	2
CHS 345	Case Management	2
PSY 303	Methods in Research (WE)	3
	Sociology or related elective	3
		15

FOURTH YEAR

Fall Semester

SOC 420	Violence in Society	3
SWK 401	Social Work Policy I (WE)	3
SWK 410	Social Work Practice	3
SWK 497	Field Work	6
		15

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
CHS 392	Careers in Helping Professions	2
SWK402	Social Work Policy II	3
	Sociology or related electives	3
	General electives	5
		16

Minors offered by the Department of Counseling and Human Services for majors of other departments only

Counseling – 17 hours

PSY 204	Developmental Psychology	3
CHS 211	Introduction to Counseling	3
PSY 341	Abnormal Psychology	3
CHS 396	Counseling Theory and Procedures . . .	3
Select 5 hours from: CHS 312, 317, 410, 413, 417, 420 or 421		5

Criminal Justice – 18 hours

CJU 300	Introduction to Criminal Justice	3
CJU 310	Criminology	3
CJU 32	Constitutional Law	3
CJU 400	Criminal Law.	3
CJU 410	Criminal Procedure.	3
CJU ____	CJU course	3

Developmental Psychology – 19 hours

PSY 204	Developmental Psychology	3
PSY 305	Adolescent Psychology	3
CHS 310	Prenatal Development	2
CHS 413	Counseling the Elderly	2
CHS 417	Counseling Adolescents.	3
CHS 420	Counseling Children I.	3
CHS or PSY course		2

Human Services Skills – 17 Hours

PSY 204	Developmental Psychology	3
CHS 211	Introduction to Counseling	3
PSY	PSY 315 or PSY 425	2
Select 1 course from: CHS 202, 396, PSY 200, 305, 341, 442		3
Select 6 hours from: CHS 200, 312, 317, 396,410, 413, 417, 420, 421, PSY 200, 305, 341, 442		6

Psychology – 17 Hours

CHS 202	The Family	3
PSY 204	Developmental Psychology	3
PSY 341	Abnormal Psychology.	3
PSY	PSY 200 or PSY 442	3
CHS and/or PSY courses.		5

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

DEPARTMENT OF EDUCATION

CHAIR: JAMES C. DONOVAN, PH.D.

The degree programs offered by the Department of Education are:

- Bachelor of Science (B.S.) in Child and Youth Development with specializations in Children's Ministry, Early Childhood (Non-Licensure), and Youth Program Administration
- Bachelor of Arts (B.A.) in Early Childhood Education
- Bachelor of Science (B.S.) in Early Childhood Education
- Bachelor of Science (B.S.) in Middle Grades Education
- Bachelor of Science (B.S.) in Secondary Education - Biology
- Bachelor of Science (B.S.) in Secondary Education - English
- Bachelor of Science (B.S.) in Secondary Education - History

The degree programs also include the Minor in Biblical Studies.

The courses offered by the Department of Education are listed in the *Course Descriptions* section under the following curricular areas:

- Early Childhood Instruction (ECI, pp. 133-135)
- Education (EDU, pp. 135-136)
- Effective Thinking (EFT, pp. 136-137)
- English to Speakers of Other Languages (ESL, p. 140)
- Middle Grades Instruction (MGI, pp. 147-148)
- Secondary Education (SED, p. 164)

The Department of Education, the University's professional education unit, is accredited by the National Council for Accreditation of Teacher Education (NCATE) at the initial teacher preparation level, which was continued by the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) in 2014. The Georgia Professional Standards Commission (PSC) has granted accreditation to the Early Childhood Education preparation program (preschool through fifth grade), the Middle Grades Education preparation program (fourth through eighth grade), the Secondary Education program in the areas of Biology, English, and History (sixth through twelfth grade), and the English to Speakers of Other Languages (ESOL) endorsement program.

For information regarding Point's Access and Online degree programs in Child Development, please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

B.A. or B.S. in Early Childhood Education with the Minor in Biblical Studies

Program Coordinator: Lacey Ann Southerland, Ph.D.

The purpose of the degree programs in Early Childhood Education (ECE) is to develop and train early childhood educators equipped to teach Pre-K through 5th Grade who demonstrate

the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. The student progresses from General Studies courses and Foundational Education courses into the Teacher Education Program (TEP, see pp. 85-87), which includes three semesters of teacher education courses with field experiences and one semester of student-teaching experience in a local public elementary school. The specific degree program requirements are listed on pages 88-89.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Early Childhood Education are that the graduate will be able to:

1. Demonstrate knowledge of general content and pedagogy.
2. Design and implement integrated lesson plans that utilize the Georgia Performance Standards (GPS) objectives, the Common Core Curriculum, a variety of instructional strategies, learning resources and formal and informal assessments.
3. Plan and implement an effective classroom management system.
4. Demonstrate proficiency in the use of technology as a teaching and learning tool.
5. Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.
6. Demonstrate classroom instructional strategies that reflect InTASC standards.
7. Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

The degree programs in Early Childhood Education include the courses and field experiences necessary for the successful student to teach children in preschool through grade five. If all criteria are met, the graduate is recommended by the Department of Education to the Georgia PSC for certification. The Early Childhood Education degree program also includes the courses which lead to the endorsement in English to Speakers of Other Languages (ESOL).

B.S. in Middle Grades Education with the Minor in Biblical Studies

Program Coordinator: Tia W. Herrington, Ed.D.

The purpose of the degree program in Middle Grades Education (MGE) is to develop and train middle grades educators equipped to teach 4th through 8th Grade who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. The Middle Grades Education major requires Education and concentration coursework. The student selects two areas of concentration/specialization from the following: Language Arts, Social Studies, Math, and Science. The student progresses from General Studies courses and Foundational Education courses into the Teacher Education Program (TEP, see pp. 85-87), which includes three semesters of teacher education courses with field experiences and one semester of student teaching experience in a local public middle school. The specific degree program requirements are listed on page 90.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Middle Grades Education are that the graduate will be able to:

1. Demonstrate knowledge of general content and pedagogy.
2. Design and implement integrated lesson plans that utilize the Georgia Performance Standards (GPS) objectives, the Common Core Curriculum, a variety of instructional strategies, learning resources and formal and informal assessments. *(continued)*

3. Plan and implement an effective classroom management system.
4. Demonstrate proficiency in the use of technology as a teaching and learning tool.
5. Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.
6. Demonstrate classroom instructional strategies that reflect InTASC standards.
7. Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

The degree in Middle Grades Education includes the courses and field experiences necessary for the successful student to teach children in grades four through eight. If all criteria are met by the teaching candidate, the graduate will be recommended by the Department of Education to the Georgia PSC for certification. The Middle Grades Education degree program also includes the courses which lead to the endorsement in English to Speakers of Other Languages (ESOL).

B.S. in Secondary Education - Biology, English or History with the Minor in Biblical Studies

Program Coordinator: Kimberly C. Macenczak, Ph.D.

The purpose of the degree program in Secondary Education (SED) is to develop and train secondary grades educators equipped to teach 6th through 12th Grade who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. The Secondary Education major requires Education coursework and the equivalent coursework of a major in either Biology, English or History. The student progresses from General Studies courses, Foundational Education courses and courses in the major into the Teacher Education Program (TEP, see pp. 85-87), which includes three semesters of teacher education courses with field experiences and one semester of student teaching experience in a local public middle or high school. The specific degree program requirements are listed on pages 91-93.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the Mission and Goals of the University (p. 7), the student learning outcomes for the major in Secondary Education are that the graduate will be able to:

1. Demonstrate knowledge of general content and pedagogy.
2. Design and implement integrated lesson plans that utilize the Georgia Performance Standards (GPS) objectives, the Common Core Curriculum, a variety of instructional strategies, learning resources and formal and informal assessments.
3. Plan and implement an effective classroom management system.
4. Demonstrate proficiency in the use of technology as a teaching and learning tool.
5. Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.
6. Demonstrate classroom instructional strategies that reflect InTASC standards.
7. Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

The degree in Secondary Education includes the courses and field experiences necessary for the successful student to teach children in grades six through twelve. If all criteria are met by the teaching candidate, the graduate will be recommended by the Department of Education to the Georgia PSC for certification. The Secondary Education degree program also includes the courses which lead to the endorsement in English to Speakers of Other Languages (ESOL).

B.S. in Child and Youth Development with the Minor in Biblical Studies

Program Coordinator: Lacey Ann Southerland, Ph.D.

The purpose of the degree program in Child and Youth Development is to prepare servant leaders of children and youth who demonstrate the knowledge and skills necessary to effectively lead a variety of young learners in a diversity of settings. It is designed to prepare students to enter child and youth care settings, including day care centers, community-based programs such as the YMCA and Boys & Girls Club, youth corrections programs, children's ministry, and nonprofit early childhood programs such as church preschools. Students take foundational course work in human development, education, and sociocultural contexts. The student selects an area of specialization – Children's Ministry, Early Childhood (non-licensure), or Youth Programs Administration – and completes a 12-semester-hour internship in the area of specialization. The specific degree program requirements are listed on pages 94-96.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Child and Youth Development are that the graduate will be able to:

1. Demonstrate an understanding of the theories that underlie the study of child and adolescent growth and development.
2. Explain the developmental changes which take place from conception through puberty, examined through various developmental perspectives.
3. Demonstrate an understanding of the linkages between physical, cognitive, emotional, and social development.
4. Demonstrate an understanding of how the environment (cultural, community, family, physical, etc.) affects and interacts with an individual's growth and development.
5. Utilize the knowledge, skills, attitudes, Christian behaviors, and positive interpersonal relationships associated with a selected specialization within the field of Child and Youth Development (Early Childhood, Children's Ministry, or Youth Program Administration).
6. Pursue further studies in child and youth development, independently or academically.

For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

Teacher Education Program for ECE, MGE, and SED

CONCEPTUAL FRAMEWORK: The purpose of the Education program at Point is to equip each student to be an effective teacher. The characteristics of an effective teacher are defined by the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards, (InTASC). These Standards, published and revised in 2011 by the Council of Chief State School Officers are used in many states to outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practices that cut across all subject areas and grade levels and that are necessary to improve student achievement. The InTASC standards serve as Point University's Education programs conceptual framework and are as follows:

Standard #1 – Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 – Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 – Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4 – Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 – Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 – Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 – Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 – Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9 – Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and

actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 – Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP): A student must make formal application to the Department of Education and meet all requirements as set forth in the following entrance criteria before being admitted to the TEP for Early Childhood Education (ECE), Middle Grades Education (MGE), or for Secondary Education (SED). Formal admission for ECE, MGE, or SED is required before a student can enter junior block courses:

1. Pass the GACE Program Admission examination. Passing scores must be presented by August 1 between the sophomore and junior year.
2. Complete at least 45 semester hours of general education and other degree program requirements with a minimum GPA of 2.80.
3. Complete the following courses, as designated for each program, with a grade of “C” or higher in each:

	ECE	MGE	SED
ENG 101, Critical Reading & Writing I	x	x	x
ENG 102, Critical Reading & Writing II	x	x	x
COM 205, Public Speaking	x	x	x
MTH ____, Math course	x	x	x
NSC 103 and 103L, Biology I and Lab	x	x	
NSC ____, Approved Science course	x	x	
NSC __ and __L, Science course and Lab			x
SOC 215, Geography	x	x	x
EDU 102, Educational Foundations	x	x	x
EDU 204, Developmental Psychology	x	x	x
EDU 300, Educational Psychology	x	x	x
ECI 232, Math and Science for Teachers	x		

4. Meet with the Department of Education chair concerning requirements.
5. Complete the GAPSC Pre-Certification application.
6. Hold active membership in SGAE or PAGE (required prior to beginning EDU 204, which is the first course with a laboratory experience).

Any transfer students are required to have completed the equivalent courses or receive permission from the department for an alternative schedule.

PROGRESSION IN THE TEP: To remain and continue in the Teacher Education Program, a student must meet the following conditions:

1. Maintain a minimum cumulative GPA of 2.80. If a student’s cumulative GPA drops below 2.80 after admission to the TEP, that student may not take additional education

courses until the GPA is raised to 2.80 or higher. Students may apply for readmission no more than twice.

2. Complete all laboratory experiences with a grade of “C” or higher.
3. Exhibit responsible professional and ethical behavior at all times.
4. Maintain active membership in SGAE or PAGE.

ADMISSION TO STUDENT TEACHING: Before a student in the TEP can be granted permission to begin the Teaching Practicum (ECI 497, MGI 497, or SED 497, also known as student teaching), the student must:

1. Complete all degree program requirements other than the Teaching Practicum with a grade of “C” or higher in each Professional Studies course.
2. Have a cumulative GPA of at least 2.80.
3. Submit a formal application for student teaching to the supervisor of student teaching during the semester prior to beginning the experience.
4. Complete the Beginning School Experience during the Fall semester of the senior year.
5. Pass at least one part of the GACE ECE, MGE, or SED Content Test. If only one part is passed, the second part must be passed before a grade will be given for student teaching. The student would receive an Incomplete. The Incomplete cannot convert into a grade until the student passes the remaining section of GACE.
6. The student will not be able to graduate until a grade is awarded for student teaching. The student will have one year from the conclusion of student teaching to pass the second section of GACE.
7. Any student who chooses to pursue and complete an alternate degree will forfeit the opportunity to receive an ECE, MGE, or SED degree and would not be recommended for certification.

Note: Students cannot enroll in any other course, including a correspondence or online course, while student teaching.

CERTIFICATION CANDIDATE: Prior to graduation, the student must complete the following requirements:

1. Submit and pass the edTPA assessment as required by the Georgia PSC;
2. Meet all GACE requirements;
3. Complete Ethics Assessment, Program Exit (360); and
4. Complete an exit interview.

INDUCTION TEACHER: The graduate receives a Georgia teaching certificate at the Induction level or higher.

For information on additional procedures and guidelines for the Teacher Education Program, see an academic advisor in the department and the Teacher Education Handbook.

B.S. in Early Childhood Education

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH	Math course	3
NSC 103	Biology I and NSC 103L	4
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

NSC	Approved Science course	3
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BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 73 hours

EDU102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
ECI 232	Math & Science for Teachers	3

Teacher Education Program – Block 1

ECI 300	Children's Literature	3
ECI 302	Reading Skills	3
ECI 303	Health & PE for EC	2
ECI 310	Language Arts for EC	2
ESL 442	Culture and Education (WE)	3
ECI 391	Block 1 Lab Experience	1

Teacher Education Program – Block 2

ESL 240	Linguistic Theory	3
ECI 301	Social Studies for EC	3
ECI 305	Mathematics for EC	3
EDU 350	Curriculum and Assessment	2
ECI 401	Science for EC	3
EDU 405	Integration of Technology	3
ECI 392	Block 2 Lab Experience	1

Teacher Education Program – Block 3

ECI 314	Creative Arts for EC	3
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
EDU 410	Reading Diagnosis & Remediation	2
EDU 433	Differentiated Instruction	2
ESL 441	Methods for ESOL	3
ECI 493	Block 3 Lab Experience	1

Teacher Education Program – Block 4

ECI 497	Teaching Practicum	12
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TOTAL REQUIRED HOURS = 123

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	Math course	3
NSC 103	Biology I and NSC 103L	4
PSY 103	Introduction to Psychology	3
		<u>14</u>

Spring Semester

BBS 102	The Drama of Scripture	3
EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
HIS 203	United States History	3
HUM 101	Introduction to Humanities	3
		<u>15</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
ECI 232	Math and Science for Teachers	3
EDU 204	Developmental Psychology	3
NSC	Approved Science course	3
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
BBS 302	Scripture: How We Use It	3
EDU 300	Educational Psychology (WE)	3
ENG 207	World Literature	3
SOC 215	Geography	3
		<u>15</u>

THIRD YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE)	3
ECI 300	Children's Literature	3
ECI 302	Reading Skills	3
ECI 303	Health and PE for EC	2
ECI 310	Language Arts for EC	2
ESL 442	Culture and Education (WE)	3
ECI 391	Block 1 Lab Experience	1
		<u>17</u>

Spring Semester

ECI 301	Social Studies for EC	3
ECI 305	Mathematics for EC	3
ECI 401	Science for EC	3
EDU 350	Curriculum and Assessment	2
EDU 405	Integration of Technology	3
ESL 240	Linguistic Theory	3
ECI 392	Block 2 Lab Experience	1
		<u>18</u>

FOURTH YEAR

Fall Semester

ECI 314	Creative Arts for EC	3
ECI 407	Classroom Management	3
ECI 410	Reading Diagnosis & Remediation	2
EDU 401	The Exceptional Child	3
EDU 433	Differentiated Instruction	2
ESL 441	Methods for ESOL	3
ECI 493	Block 3 Lab Experience	1
		<u>17</u>

Spring Semester

ECI 497	Teaching Practicum	12
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B.A. in Early Childhood Education

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH	Math course	3
NSC 103	Biology I and NSC 103L	4
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

NSC	Approved Science course	3
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FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 73 hours

EDU102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
ECI 232	Math & Science for Teachers	3
Teacher Education Program – Block 1		
ECI 300	Children's Literature	3
ECI 302	Reading Skills	3
ECI 303	Health & PE for EC	2
ECI 310	Language Arts for EC	2
ESL 442	Culture and Education (WE)	3
ECI 391	Block 1 Lab Experience	1
Teacher Education Program – Block 2		
ESL 240	Linguistic Theory	3
ECI 301	Social Studies for EC	3
ECI 305	Mathematics for EC	3
EDU 350	Curriculum and Assessment	2
ECI 401	Science for EC	3
EDU 405	Integration of Technology	3
ECI 392	Block 2 Lab Experience	1
Teacher Education Program – Block 3		
ECI 314	Creative Arts for EC	3
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
EDU 410	Reading Diagnosis & Remediation	2
EDU 433	Differentiated Instruction	2
ESL 441	Methods for ESOL	3
ECI 493	Block 3 Lab Experience	1
Teacher Education Program – Block 4		
ECI 497	Teaching Practicum	12

TOTAL REQUIRED HOURS = 137

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
	Foreign Language I	4
MTH	Math course	3
NSC 103	Biology I and NSC 103L	4
PSY 103	Introduction to Psychology	3
		18

Spring Semester

	Foreign Language II	4
BBS 102	The Drama of Scripture	3
EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
HIS 203	United States History	3
HUM 101	Introduction to Humanities	3
		19

SECOND YEAR

Fall Semester

	Foreign Language II	3
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
ECI 232	Math and Science for Teachers	3
EDU 204	Developmental Psychology	3
NSC	Approved Science course	3
		18

Spring Semester

	Foreign Language IV	3
	Biblical Studies elective	3
BBS 302	Scripture: How We Use It	3
EDU 300	Educational Psychology (WE)	3
ENG 207	World Literature	3
SOC 215	Geography	3
		18

THIRD YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE)	3
ECI 300	Children's Literature	3
ECI 302	Reading Skills	3
ECI 303	Health and PE for EC	2
ECI 310	Language Arts for EC	2
ESL 442	Culture and Education (WE)	3
ECI 391	Block 1 Lab Experience	1
		17

Spring Semester

ECI 301	Social Studies for EC	3
ECI 305	Mathematics for EC	3
ECI 401	Science for EC	3
EDU 350	Curriculum and Assessment	2
EDU 405	Integration of Technology	3
ESL 240	Linguistic Theory	3
ECI 392	Block 2 Lab Experience	1
		18

FOURTH YEAR

Fall Semester

ECI 314	Creative Arts for EC	3
ECI 407	Classroom Management	3
ECI 410	Reading Diagnosis & Remediation	2
EDU 401	The Exceptional Child	3
EDU 433	Differentiated Instruction	2
ESL 441	Methods for ESOL	3
ECI 493	Block 3 Lab Experience	1
		17

Spring Semester

ECI 497	Teaching Practicum	12
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B.S. in Middle Grades Education

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH	Math course	3
NSC 103	Biology I and NSC 103L	4
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSE – 3 hours

NCS	Approved Science course	3
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BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 76 hours

EDU 102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
	Concentration courses	12

Teacher Education Program – Block 1

ESL 442	Culture and Education (WE)	3
MGI 302	Reading Skills	3
MGI 305	Math for MG or concentration	3
MGI 300	Adolescent Literature	3
MGI 330	Lang Arts for MG or concentration	3
MGI 391	Block 1 Lab Experience	1

Teacher Education Program – Block 2

EDU 405	Integration of Technology	3
ESL 240	Linguistic Theory	3
MGI 321	Social St for MG or concentration	3
MGI 421	Science for MG or concentration	3
EDU 433	Differentiated Instruction	2
MGI 392	Block 2 Lab Experience	1

Teacher Education Program – Block 3

EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
MGI 493	Block 3 Lab Experience	1

Teacher Education Program – Block 4

MGI 497	Teaching Practicum	12
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TOTAL REQUIRED HOURS = 126

* For Math/LA or Science/SS concentrations, the first 2 lab experiences would occur in the same semester.

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH	Math course	3
NCS	Approved Science course	3
PSY 103	Introduction to Psychology	3
		16

Spring Semester

EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
HUM 101	Introduction to Humanities	3
NSC 103	Biology I and NSC 103L	4
	Concentration elective	3
		16

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
	Concentration electives	6
		15

Spring Semester

EDU 300	Educational Psychology (WE)	3
ENG 207	World Literature	3
HIS 203	United States History	3
SOC 215	Geography	3
	Concentration elective	3
		15

THIRD YEAR

Fall Semester

ESL 442	Culture and Education (WE)	3
MGI 300	Adolescent Literature	3
MGI 302	Reading Skills	3
MGI 305	Math for MG or concentration	3
MGI 330	Lang Arts for MG or concentration	3
MGI 391	Block 1 Lab Experience	1*
		16

Spring Semester

BBS 302	Scripture: How We Use It	3
EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
MGI 321	Social St for MG or concentration	3
MGI 421	Science for MG or concentration	3
MGI 392	Block 2 Lab Experience	1*
		18

FOURTH YEAR

Fall Semester

	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3
EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
MGI 493	Block 3 Lab Experience	1
		18

Spring Semester

MGI 497	Teaching Practicum	12
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B.S. in Secondary Education (Biology)

GENERAL STUDIES - 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH ____	Math course	3
NSC 103	Biology I and NSC 103L	4
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR - 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Bibl Studies elective (NSC 401)	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK - 73 hours

EDU102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
Concentration courses (35 hours)		
NSC 104	Biology II and NSC 104L	4
NSC 228	Chemistry I and NSC 228L	4
NSC 106	Environmental Sci and NSC 106L	4
NSC 229	Chemistry II and NSC 229L	4
NSC 110	Physical Science and NSC 110L	4
NSC 302	Statistics	3
NSC 421	Genetics and NSC 421L	4
NSC 250	Botany and NSC 250L	4
NSC 307	Microbiology and NSC 307L	4

Teacher Education Program - Block 1

ESL 442	Culture & Education (WE)	3
SED 331	Secondary Methods	3
SED 391	Block 1 Lab Experience (HS)	1

Teacher Education Program - Block 2

EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
SED 392	Block 2 Lab Experience (MS)	1

Teacher Education Program - Block 3

EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
SED 493	Block 3 Lab Experience (ESOL)	1

Teacher Education Program - Block 4

SED 497	Teaching Practicum	12
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TOTAL REQUIRED HOURS = 131

Suggested Sequence of Courses

FIRST YEAR

Fall Semester	
BBS 102	The Drama of Scripture 3
EFT 101	Effective Thinking 1
ENG 101	Critical Reading & Writing I 3
MTH 110	College Algebra 3
NSC 103	Biology I and NSC 103L 4
PSY 103	Introduction to Psychology 3
	<u>17</u>

Spring Semester

EDU 102	Educational Foundations 3
ENG 102	Critical Reading & Writing II 3
HIS 203	United States History 3
HUM 101	Introduction to Humanities 3
NSC 104	Biology II and NSC 104L 4
	<u>16</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture 3
COM 205	Public Speaking 3
EDU 204	Developmental Psychology 3
NSC 106	Environmental Sci and NSC 106L 4
NSC 228	Chemistry I and NSC 228L 4
	<u>17</u>

Spring Semester

EDU 300	Educational Psychology (WE) 3
ENG 207	World Literature 3
NSC 110	Physical Science and NSC 110L 4
NSC 229	Chemistry II and NSC 229L 4
SOC 215	Geography 3
	<u>17</u>

THIRD YEAR

Fall Semester

ESL 442	Culture and Education (WE) 3
NSC 250	Botany and NSC 250L 4
NSC 302	Statistics 3
NSC 421	Genetics & NSC 421L 4
SED 331	Secondary Methods 3
SED 391	Block 1 Lab Experience (HS) 1
	<u>18</u>

Spring Semester

BBS 302	Scripture: How We Use It 3
EDU 405	Integration of Technology 3
EDU 433	Differentiated Instruction 2
ESL 240	Linguistic Theory 3
NSC 307	Microbiology and NSC 307L 4
SED 392	Block 2 Lab Experience (MS) 1
	<u>16</u>

FOURTH YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE) 3
EDU 350	Curriculum and Assessment 2
EDU 401	The Exceptional Child 3
EDU 407	Classroom Management 3
ESL 441	Methods for ESOL 3
NSC 401	Ethics of Science 3
SED 493	Block 3 Lab Experience (ESOL) 1
	<u>18</u>

Spring Semester

SED 497	Teaching Practicum 12
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B.S. in Secondary Education (English)

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH ____	Math course	3
NSC ____	Natural Science course	3
NSC ____L	Natural Science Lab course	1
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Bibl Studies elective (ENG 350)	3
THE 405	Christ, Culture and Career (WE)	3

MAJOR COURSEWORK – 73 hours

EDU102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3

Concentration courses (24 hours)

ENG 202*	American Literature to 1860	3
ENG 203*	American Literature since 1860	3
ENG 204*	British Literature to 1800	3
ENG 205*	British Literature since 1800	3
ENG 262	Advanced Writing: Non-fiction	3
ENG 330	Adolescent Literature	3
ENG 373	Modern Grammar	3
ENG 375	Literary Theory	3

Teacher Education Program – Block 1

ESL 442	Culture & Education (WE)	3
SED 331	Secondary Methods	3
SED 391	Block 1 Lab Experience (HS)	1

Teacher Education Program – Block 2

EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
SED 392	Block 2 Lab Experience (MS)	1

Teacher Education Program – Block 3

EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
SED 493	Block 3 Lab Experience	1

Teacher Education Program – Block 4

SED 497	Teaching Practicum	12
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TOTAL REQUIRED HOURS = 120

* These courses are offered in a two-year cycle.

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH ____	Math course	3
NSC ____	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		17

Spring Semester

EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
HIS 203	United States History	3
HUM 101	Introduction to Humanities	3
ENG 203*	American Literature since 1860	3
		15

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
ENG 202*	American Literature to 1860	3
ENG 330	Adolescent Literature	3
		15

Spring Semester

EDU 300	Educational Psychology (WE)	3
ENG 207	World Literature	3
SOC 215	Geography	3
ENG 205*	British Literature since 1800	3
ENG 262	Advanced Writing: Non-fiction	3
		15

THIRD YEAR

Fall Semester

ENG 350	Christian Literature	3
ESL 442	Culture and Education (WE)	3
SED 331	Secondary Methods	3
SED 391	Block 1 Lab Experience (HS)	1
ENG 204*	British Literature to 1800	3
ENG 375	Literary Theory	3
		16

Spring Semester

BBS 302	Scripture: How We Use It	3
EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
SED 392	Block 2 Lab Experience (MS)	1
ENG 373	Modern Grammar	3
		15

FOURTH YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE)	3
EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
SED 493	Block 3 Lab Experience (ESOL)	1
		15

Spring Semester

SED 497	Teaching Practicum	12
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B.S. in Secondary Education (History)

GENERAL STUDIES - 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
ENG 207	World Literature	3
MTH ____	Math course	3
NSC ____	Natural Science course	3
NSC ____L	Natural Science Lab course	1
HIS 203	United States History	3
PSY 103	Introduction to Psychology	3
SOC 215	Geography	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR - 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Bibl Studies elective (HIS 201 or 204)	3
THE 405	Christ, Culture and Career (WE)	3

MAJOR COURSEWORK - 73 hours

EDU102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3

Concentration courses (24 hours)

HIS 102	Western Civilization	3
HIS 103	U.S. Government	3
HIS 334	Twentieth Century World	3
HIS 430	Historiography with GA History	3
BUS 320	Microeconomics	3
HIS ____	American History elective	3
HIS ____	Non-European elective	3
HIS ____	European History elective	3

Teacher Education Program - Block 1

ESL 442	Culture & Education (WE)	3
SED 331	Secondary Methods	3
SED 391	Block 1 Lab Experience (HS)	1

Teacher Education Program - Block 2

EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
SED 392	Block 2 Lab Experience (MS)	1

Teacher Education Program - Block 3

EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
SED 493	Block 3 Lab Experience (ESOL)	1

Teacher Education Program - Block 4

SED 497	Teaching Practicum	12
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TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
MTH ____	Math course	3
NSC ____	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		<u>17</u>

Spring Semester

EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
HIS 103	U.S. Government	3
HIS 203	United States History	3
HUM 101	Introduction to Humanities	3
		<u>15</u>

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
HIS 102	Western Civilization	3
HIS 334	20th Century World	3
		<u>15</u>

Spring Semester

EDU 300	Educational Psychology (WE)	3
ENG 207	World Literature	3
HIS ____	American History elective	3
HIS 430	Historiography with GA History	3
SOC 215	Geography	3
		<u>15</u>

THIRD YEAR

Fall Semester

HIS ____	HIS 201 or HIS 204	3
ESL 442	Culture and Education (WE)	3
HIS ____	Non-European History elective	3
HIS ____	European History elective	3
SED 331	Secondary Methods	3
SED 391	Block 1 Lab Experience (HS)	1
		<u>16</u>

Spring Semester

BBS 302	Scripture: How We Use It	3
BUS 320	Microeconomics	3
EDU 405	Integration of Technology	3
EDU 433	Differentiated Instruction	2
ESL 240	Linguistic Theory	3
SED 392	Block 2 Lab Experience (MS)	1
		<u>15</u>

FOURTH YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE)	3
EDU 350	Curriculum and Assessment	2
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
ESL 441	Methods for ESOL	3
SED 493	Block 3 Lab Experience (ESOL)	1
		<u>15</u>

Spring Semester

SED 497	Teaching Practicum	12
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B.S. in Child and Youth Development with Specialization in Children's Ministry**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6	
MTH ___	Math course	3
NSC ___	Natural Science course	3
NSC ___L	Natural Science Lab course	1
HIS ___	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 61 hours

CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
COM 305	Media Effects on Children and Adol	3
EDU 102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
PHE 201	First Aid and CPR	1
PSY 305	Adolescent Psychology	3

Children's Ministry Specialization

CHS 420	Counseling Children I	3
ECI 314	Creative Arts for Children	3
EDU 301	Prin and Methods of Teaching	3
EDU 405	Integration of Technology	3
EDU 407	Classroom Management	3
ESL 442	Culture and Education (WE)	3
MIN 202	Effective Learning in the Church	3
MIN 400	Admin and Leadership in Ministry	3
	Ministry and/or Education elective	3
EDU 497	Child and Youth Internship	12

GENERAL ELECTIVES – 12 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses**FIRST YEAR****Fall Semester**

BBS 201	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		16

Spring Semester

ENG 102	Critical Reading & Writing II	3
EDU 102	Educational Foundations	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
	General elective	3
		16

SECOND YEAR**Fall Semester**

	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
PHE 201	First Aid and CPR	1
	General elective	3
		16

Spring Semester

	ENG, HUM, MUS or PHL course	3
CHS 202	The Family	3
EDU 300	Educational Psychology (WE)	3
MIN 202	Effective Learning in the Church	3
	General elective	3
		15

THIRD YEAR**Fall Semester**

BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
CHS 211	Introduction to Counseling	3
ESL 442	Culture and Education (WE)	3
	General elective	3
		15

Spring Semester

COM 305	Media Effects on Children and Adol	3
EDU 301	Prin and Methods of Teaching	3
EDU 405	Integration of Technology	3
MIN 400	Admin and Leadership in Ministry	3
PSY 305	Adolescent Psychology	3
		15

FOURTH YEAR**Fall Semester**

THE 405	Christ, Culture, and Career (WE)	3
CHS 420	Counseling Children I	3
ECI 314	Creative Arts for Children	3
EDU 407	Classroom Management	3
	Ministry or Education elective	3
		15

Spring Semester

EDU 497	Child and Youth Internship	12
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B.S. in Child and Youth Development with Specialization in Early Childhood**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6	
MTH ___	Math course	3
NSC ___	Natural Science course	3
NSC ___L	Natural Science Lab course	1
HIS ___	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 61 hours

CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
COM 305	Media Effects on Children and Adol	3
EDU 102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
PHE 201	First Aid and CPR	1
PSY 305	Adolescent Psychology	3

Early Childhood (Non-Licensure) Specialization

ECI 300	Children's Literature	3
ECI 314	Creative Arts	3
EDU 301	Prin and Methods of Teaching	3
EDU 401	The Exceptional Child	3
EDU 405	Integration of Technology	3
EDU 407	Classroom Management	3
ESL 442	Culture and Education (WE)	3
EDU/ECI	EDU or ECI electives	6
EDU 497	Child and Youth Internship	12

GENERAL ELECTIVES – 12 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses**FIRST YEAR****Fall Semester**

BBS 201	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

EDU 102	Educational Foundations	3
ENG 102	Critical Reading & Writing II	3
NSC	Natural Science course and Lab	4
SOC 103	Introduction to Sociology	3
	General elective	3
		<u>16</u>

SECOND YEAR**Fall Semester**

	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
	General elective	3
		<u>15</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
CHS 202	The Family	3
EDU 300	Educational Psychology (WE)	3
PHE 201	First Aid and CPR	1
	General electives	6
		<u>16</u>

THIRD YEAR**Fall Semester**

BBS 302	Scripture: How We Use It	3
CHS 211	Introduction to Counseling	3
ECI 300	Children's Literature	3
ESL 442	Culture and Education (WE)	3
EDU/ECI	EDU or ECI elective	3
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
COM 305	Media Effects on Children and Adol	3
EDU 301	Prin and Methods of Teaching	3
EDU 405	Integration of Technology	3
PSY 305	Adolescent Psychology	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

THE 405	Christ, Culture, and Career (WE)	3
ECI 314	Creative Arts	3
EDU 401	The Exceptional Child	3
EDU 407	Classroom Management	3
EDU/ECI	EDU or ECI elective	3
		<u>15</u>

Spring Semester

EDU 497	Child and Youth Internship	12
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B.S. in Child and Youth Development with Specialization in Youth Programs Administration

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:
 ENG, HUM, MUS, and PHL 6

MTH ___	Math course	3
NSC ___	Natural Science course	3
NSC ___L	Natural Science Lab course	1
HIS ___	History course	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 61 hours

CHS 202	The Family	3
CHS 211	Introduction to Counseling	3
COM 305	Media Effects on Children and Adol	3
EDU 102	Educational Foundations	3
EDU 204	Developmental Psychology	3
EDU 300	Educational Psychology (WE)	3
PHE 201	First Aid and CPR	1
PSY 305	Adolescent Psychology	3

Youth Programs Admin Specialization

BUS 211	Financial Accounting	3
BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
YTH 360	Recreational Leadership	3
PSY 421	Sports Psychology	3
	Education and/or SPM electives	9
EDU 497	Child and Youth Internship	12

GENERAL ELECTIVES – 12 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 201	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
EDU 102	Educational Foundations	3
NSC	Natural Science course and Lab	4
	ENG, HUM, MUS or PHL course	3
SOC 103	Introduction to Sociology	3
		<u>16</u>

SECOND YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
BUS 211	Financial Accounting	3
COM 205	Public Speaking	3
EDU 204	Developmental Psychology	3
PHE 201	First Aid and CPR	1
		<u>16</u>

Spring Semester

BUS 212	Managerial Accounting	3
BUS 225	Principles of Management	3
BUS 238	Business Communications (WE)	3
CHS 202	The Family	3
EDU 300	Educational Psychology (WE)	3
		<u>15</u>

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
CHS 211	Introduction to Counseling	3
EDU/SPM	Education or SPM elective	3
	General electives	6
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
COM 305	Media Effects on Children and Adol	3
PSY 305	Adolescent Psychology	3
PSY 421	Sports Psychology	3
YTH 360	Recreational Leadership	3
		<u>15</u>

FOURTH YEAR

Fall Semester

THE 405	Christ, Culture, and Career (WE)	3
EDU/SPM	Education or SPM elective	3
EDU/SPM	Education or SPM elective	3
	General elective	6
		<u>15</u>

Spring Semester

EDU 497	Child and Youth Internship	12
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DEPARTMENT OF FINE ARTS

CHAIR: BYRON J. CARTWRIGHT, D.M.A.

The degree programs offered by the Department of Fine Arts are:

- Bachelor of Arts (B.A.) in Music with specializations in Worship and Music Ministry, Music Performance and Pedagogy, and Music Production
- Bachelor of Science (B.S.) in Music with specializations in Worship and Music Ministry, Music Performance and Pedagogy, and Music Production

The degree programs also include the Minor in Biblical Studies.

The Department offers minors (p. 103) in:

- Music
- Music Business (with the Department of Business)

The courses offered by the Department of Fine Arts are listed in the *Course Descriptions* section under the following curricular areas:

- Music, Applied (MAP, pp. 149-150)
- Music, Ensembles (MEN, pp. 150-151)
- Music, Lecture (MUS, pp. 151-153)
- Fine Arts (FIN, p. 141)

B.A. and B.S. in Music with the Minor in Biblical Studies

Program Coordinator: Byron J. Cartwright, D.M.A.

The purpose of the degree programs in Music is to provide a foundational music education to equip students for music/worship ministry, teaching, performing, or graduate school. They are designed to give students a foundation in the competencies expected of a musician. The student completes a professional core of Music courses and selects 12 semester hours for a specialization in Music Performance and Pedagogy, Music Production, or Worship and Music Ministry. The specific degree program requirements are listed on pages 99-102.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Music are that the graduate will be able to:

1. Demonstrate competence in sight singing and ear training, music theory, and music history and literature.
2. Conduct and lead in worship.
3. Perform solo with appropriate techniques in the student's applied major (a junior recital) and with basic skills in an applied minor. *(continued)*

4. Perform in an ensemble with appropriate musical and social skills.
5. In the Worship and Music Ministry specialization, organize and lead the music program of a local church.
6. In the Music Performance and Pedagogy specialization, demonstrate advanced performance and teaching skills in the applied major.
7. In the Music Production specialization, support the requirements of programming for sound reinforcement and recording.

GUIDELINES AND STIPULATIONS:

- The student majoring in Music declares a primary area and a secondary area of applied music instruction. Piano is the secondary area of applied instruction for students who do not have piano as the primary area unless piano proficiency can be demonstrated.
- All Music majors are expected to pass a piano proficiency before graduation. The proficiency may be satisfied by the successful completion of four semesters of class piano as the secondary area of applied instruction.
- All Music majors perform a junior recital or the equivalent in the applied major; those with the Music Performance and Pedagogy specialization perform a senior recital.
- Each Music major enrolls in and participates as a member of an approved Point ensemble each semester, as appropriate to the student's area(s) of applied music instruction.
- Students who wish to be considered for advanced standing in music theory or applied instruction may take a placement test and perform a seven-minute audition.

Certain music courses are provided without audition for non-majors, such as Music Appreciation and class instruction in applied music. All Point students are eligible to audition for the Point University Concert Choir and other ensembles. Private applied instruction is offered to non-Music majors if prerequisites are met and permission is secured from the department chair. Other courses in Music may be taken by non-majors (as electives) with the approval of the department chair.

Graduates with degrees in Music are prepared to engage in music ministry, private music instruction, advanced specialized study and graduate school.

For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.A. in Music

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
MUS 102	Music Appreciation	3
<i>Select 1 course from: ENG, HUM, or PHL</i>		3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS 102	Western Civilization	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 64 hours

MUS 103	Music Theory I	3
MUS 103L	Functional Theory Skills I	1
MUS 104	Music Theory II	3
MUS 104L	Functional Theory Skills II	1
MUS 205	Music Theory III	3
MUS 205L	Functional Theory Skills III	1
MUS 206	Music Theory IV	3
MUS 206L	Functional Theory Skills IV	1
MUS 216	Music Technology	3
MUS 301	Music History I	3
MUS 302	Music History II	3
MUS 312	Beginning Conducting	2
MUS 412	Philosophy of Music (WE)	3
MUS 415	Worship Leadership	2
MAP	Applied Instruction/Primary	8
MAP	Applied Instruction/Secondary*	4
MEN	Performance Ensemble	8

Specialization (*select one*) 12

TOTAL REQUIRED HOURS = 125

Specializations:

Music Performance and Pedagogy

MAP 39_	Junior Recital	1
MUS 446	Music Pedagogy	3
MAP 46_	Advanced Private Instruction	4
MAP 49_	Senior Recital (WE)	2
MAP	Other approved course	2

Music Production

MUS 317	Advanced Music Technology	3
MUS 325	Music Business	3
MAP 369	Applied Music Technology	3
MUS 497	Music Internship	3

Worship and Music Ministry

MUS 425	Music Ministry in Local Church	2
MUS 497	Music Internship	2
MAP	Applied Instruction/Tertiary	2
MAP	Junior Recital	1
MAP 470	Worship/Concert Project (WE)	2
MAP	Other approved courses	3

Suggested Sequence of Courses, next page

* Piano classes unless Piano is the primary area of applied instruction or piano proficiency is demonstrated.

B.A. in Music**Suggested Sequence of Courses****FIRST YEAR****Fall Semester**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS 102	Western Civilization	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MTH	Math course	3
MUS 103	Music Theory I and MUS 103L	4
		<u>17</u>

Spring Semester

BBS 102	The Drama of Scripture	3
ENG 102	Critical Reading & Writing II	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 104	Music Theory II and MUS 104L	4
MUS 102	Music Appreciation	3
		<u>16</u>

SECOND YEAR**Fall Semester**

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 205	Music Theory III and MUS 205L	4
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 216	Music Technology	3
MUS 206	Music Theory IV and MUS 206L	4
NSC	Natural Science course and Lab	4
SOC	SOC course (103, 203, or 215)	3
		<u>17</u>

THIRD YEAR**Fall Semester**

	Foreign Language I	4
	ENG, HUM, or PHL course	3
BBS 302	Scripture: How We Use It	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 301	Music History I	3
		<u>15</u>

Spring Semester

	Foreign Language II	4
	Biblical Studies elective	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 302	Music History II	3
	Specialization course(s)	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

	Foreign Language III	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 312	Beginning Conducting	2
MUS 412	Philosophy of Music (WE)	3
	Specialization courses	6
		<u>16</u>

Spring Semester

	Foreign Language IV	3
THE 405	Christ, Culture, and Career (WE)	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 415	Worship Leadership	2
	Specialization course(s)	3
		<u>13</u>

B.S. in Music

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
MUS 102	Music Appreciation	3
<i>Select 1 course from: ENG, HUM, or PHL</i>		3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS 102	Western Civilization	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 64 hours

MUS 103	Music Theory I	3
MUS 103L	Functional Theory Skills I	1
MUS 104	Music Theory II	3
MUS 104L	Functional Theory Skills II	1
MUS 205	Music Theory III	3
MUS 205L	Functional Theory Skills III	1
MUS 206	Music Theory IV	3
MUS 206L	Functional Theory Skills IV	1
MUS 216	Music Technology	3
MUS 301	Music History I	3
MUS 302	Music History II	3
MUS 312	Beginning Conducting	2
MUS 412	Philosophy of Music (WE)	3
MUS 415	Worship Leadership	2
MAP	Applied Instruction/Primary	8
MAP	Applied Instruction/Secondary *	4
MEN	Performance Ensemble	8

Specialization (*select one*) 12

GENERAL ELECTIVES – 9 hours

TOTAL REQUIRED HOURS = 120

Specializations:

Music Performance and Pedagogy

MUS 446	Music Pedagogy	3
MAP 39_	Junior Recital	1
MAP 46_	Advanced Private Instruction	4
MAP 49_	Senior Recital (WE)	2
MAP	Other approved course	2

Music Production

MUS 317	Advanced Music Technology	3
MUS 325	Music Business	3
MAP 369	Applied Music Technology	3
MUS 497	Music Internship	3

Worship and Music Ministry

MUS 425	Music Ministry in Local Church	2
MUS 497	Music Internship	2
MAP	Applied Instruction/Tertiary	2
MAP	Junior Recital	1
MAP 470	Worship/Concert Project (WE)	2
MAP	Other approved courses	3

Suggested Sequence of Courses, next page

* Piano classes unless Piano is the primary area of applied instruction or piano proficiency is demonstrated.

B.S. in Music**Suggested Sequence of Courses****FIRST YEAR****Fall Semester**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS 102	Western Civilization	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MTH	Math course	3
MUS 103	Music Theory I and MUS 103L	4
		<u>17</u>

Spring Semester

BBS 102	The Drama of Scripture	3
ENG 102	Critical Reading & Writing II	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 102	Music Appreciation	3
MUS 104	Music Theory II and MUS 104L	4
		<u>16</u>

SECOND YEAR**Fall Semester**

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 205	Music Theory III and MUS 205L	4
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

MAP	Applied Instruction/ Primary	1
MAP	Applied Instruction/ Secondary	1
MEN	Approved ensemble	1
MUS 206	Music Theory IV and MUS 206L	4
MUS 216	Music Technology	3
NSC	Natural Science course and Lab	4
SOC	SOC course (103, 203, or 215)	3
		<u>17</u>

THIRD YEAR**Fall Semester**

BBS 302	Scripture: How We Use It	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 301	Music History I	3
MUS 412	Philosophy of Music (WE)	3
	Specialization course(s)	3
		<u>14</u>

Spring Semester

	ENG, HUM or PHL course	3
	Biblical Studies elective	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 302	Music History II	3
	Specialization course(s)	3
		<u>14</u>

FOURTH YEAR**Fall Semester**

MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 312	Beginning Conducting	2
	Specialization course(s)	3
	General electives	6
		<u>13</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
MAP	Applied Instruction/ Primary	1
MEN	Approved ensemble	1
MUS 415	Worship Leadership	2
	Specialization course(s)	3
	General elective	3
		<u>13</u>

Minors offered by the Department of Fine Arts

Music – 22 hours (for non-Music majors)

MUS 102	Music Appreciation	3
MUS 103	Music Theory I	3
MUS 103L	Functional Theory Skills I	1
MUS 104	Music Theory II	3
MUS 104L	Functional Theory Skills II	1
MAP	Applied Instruction/one area	4
MEN	Performance Ensemble	4
	One MUS or MAP course	3

Music Business – 18 Hours (offered with the Department of Business)

BUS 225	Principles of Management	3
BUS 247	Principles of Marketing	3
MUS 216	Music Technology	3
MUS 317	Advanced Music Technology	3
M/B 325	Survey of Music Business	3
MUS 410	Music Publ and Copyright Law	3

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

**DEPARTMENT OF
HUMANITIES AND
GENERAL STUDIES**

CHAIR: KIMBERLY P. MACENCZAK, PH.D.

The degree programs offered by the Department of Humanities and General Studies are:

- Bachelor of Arts (B.A.) in English
- Bachelor of Arts (B.A.) in English and Biblical Studies (dual major)
- Bachelor of Arts (B.A.) in History
- Bachelor of Arts (B.A.) in Humanities, with specializations in English, Literature, Philosophy, Writing or Interdisciplinary Studies
- Bachelor of Arts (B.A.) in Humanities and Biblical Studies (dual major)

The degree programs that do not have a dual major in Biblical Studies include the Minor in Biblical Studies.

The Department offers minors (p. 114) in:

- Communications
- English
- History
- Humanities

The courses offered by the Department of Humanities and General Studies are listed in the *Course Descriptions* section under the following curricular areas:

- Communication (COM, p. 130)
- Cross-Cultural Experience (CCE, p. 133)
- English (ENG, pp. 137-140)
- History (HIS, pp. 142-144)
- Humanities (HUM, pp. 144-145)
- Philosophy (PHL, pp. 160-161)
- Physical Education (PHE, pp. 161-162)
- Social Sciences (SOC, pp. 164-165)
- Spanish (SPA, p. 166)

For information regarding Point's Access and Online degree programs in General Studies (A.A.), please refer to the *College of Graduate and Professional Studies Academic Catalog*, available online at point.edu/catalogs.

**B.A. in English
with a dual major in Biblical Studies
or the Minor in Biblical Studies**

Program Coordinator: Susan S. Ryan, Ed.D.

The purpose of the degree programs in English is to prepare students with an understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview. It focuses on the study of English language and literature, writing and literary analysis. The degree program can include either the Minor in Biblical Studies or a dual major in Biblical Studies. The specific degree program requirements are listed

on pages 107-108.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in English are that the graduate will be able to:

1. Read and write with an advanced level of reflective, critical and original thinking.
2. Demonstrate knowledge of a broad range of literature.
3. Demonstrate an understanding of the grammatical, literary, and linguistic foundations of English.
4. Demonstrate an advanced development in writing and literary analysis.
5. Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.
6. Pursue advanced studies in English or interdisciplinary programs within the humanities, independently or academically.

Graduates with degrees in English are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer and editorial assistant.

B.A. in History
with a dual major in Biblical Studies
or the Minor in Biblical Studies
Program Coordinator: Kimberly P. Macenczak, Ph.D.

The purpose of the degree program in History is to create an important framework for understanding the present and influencing the future. Students begin with foundational courses in American and world history. A variety of in-depth upper-level courses are available for students in three major fields in historical studies: U.S. history, European history and world history. Research and writing are emphasized in the program, as well as hands-on experiences through internships and study abroad. The specific degree program requirements are listed on pages 109-110.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in History are that the graduate will be able to

1. Demonstrate an advanced level of reflective, critical and original thinking.
2. Develop an appreciation for history and the craft of the historian.
3. Describe the important institutional and cultural developments in world history.
4. Demonstrate an understanding of a comprehensive Christian worldview.
5. Identify the events and people that have shaped history.
6. Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.
7. Pursue advanced studies in individual or interdisciplinary programs within history.

For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

B.A. in Humanities
with a dual major in Biblical Studies
or the Minor in Biblical Studies

Program Coordinator: D. J. Dycus, Ph.D.

The purpose of the degree programs in Humanities is to educate students in an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ. They are offered for those who wish to investigate the development of culture, values and worldviews through an interdisciplinary study of history, literature, philosophy, religion and arts. The degree program can include either: the Minor in Biblical Studies and a specialization in English, Literature, Philosophy, Writing or Interdisciplinary Studies; or a dual major in Biblical Studies. The specific degree program requirements are listed on pages 111-113.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Humanities are that the graduate will be able to:

1. Demonstrate an advanced level of reflective, critical and original thinking.
2. Demonstrate an understanding of the different elements within culture, such as literature, philosophy, arts, religion and history.
3. Demonstrate an understanding of the major trends in the history of ideas in the Western tradition and their role in the making of the modern world.
4. Demonstrate an understanding of a comprehensive Christian worldview.
5. Demonstrate an understanding of the dynamics of influencing culture as ambassadors for Christ.
6. Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.
7. Pursue advanced studies in individual or interdisciplinary programs within the humanities, independently or academically.

Graduates with degrees in Humanities are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer, editorial assistant, historian and archivist.

B.A. in English

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
ENG 202	American Literature to 1860	3
<i>Select 1 course from: HUM, MUS, and PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 9 hours

ENG 203	American Literature since 1860	3
ENG 204	British Literature to 1800	3
ENG 205	British Literature since 1800	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 39 hours

ENG 240	Linguistic Theory	3
ENG 375	Literary Theory	3
ENG 262	Advanced Writing: Non-fiction (WE)	3
ENG	Writing courses (3)	9
	<i>Select from: ENG 264, 362, 364, 365, 373, 413, 415, and 417</i>	
ENG	Literature courses (3)	9
	<i>Select from: 207, 300, 330, 332, 350, and 425</i>	
ENG	English course (300/400 level)	3
	ENG, related electives or Internship	6
ENG 495	Senior Thesis: English (WE)	3

GENERAL ELECTIVES – 11 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	<u>3</u>
		14

Spring Semester

	HUM, MUS or PHL course	3
ENG 102	Critical Reading & Writing II	3
HIS	HIS course	3
MTH	Math course	3
SOC	SOC course (103, 203, or 215)	<u>3</u>
		15

SECOND YEAR

Fall Semester

	Foreign Language I	4
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
ENG 202	American Literature to 1860	3
	General elective	<u>3</u>
		16

Spring Semester

	Foreign Language II	4
ENG 203	American Literature since 1860	3
ENG 240	Linguistic Theory	3
ENG	Literature elective	3
	General elective	<u>3</u>
		16

THIRD YEAR

Fall Semester

	Foreign Language III	3
ENG 204	British Literature to 1800	3
ENG 375	Literary Theory	3
ENG	Writing course	<u>3</u>
	General elective	<u>2</u>
		14

Spring Semester

	Foreign Language IV	3
BBS 302	Scripture: How We Use It	3
ENG 205	British Literature since 1800	3
ENG	Literature course	3
ENG 262	Advanced Writing: Non-fiction (WE)	<u>3</u>
		15

FOURTH YEAR

Fall Semester

	Biblical Studies elective	3
ENG	Literature course	3
ENG	Writing course	3
ENG	English course (300/400 level)	3
ENG 495	Senior Thesis: English (WE)	<u>3</u>
		15

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
ENG	Writing course	3
	ENG, related electives or Internship	6
	General elective	<u>3</u>
		15

B.A. in English and Biblical Studies (Dual Major)

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
ENG 202	American Literature to 1860	3
<i>Select 1 course from: HUM, MUS, and PHL</i>		3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 12 hours

ENG 203	American Literature since 1860	3
ENG 204	British Literature to 1800	3
ENG 205	British Literature since 1800	3
HIS	Church History course	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MAJOR – 33 hours

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament course	3
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3

ENGLISH MAJOR – 30 hours

ENG 240	Linguistic Theory	3
ENG 375	Literary Theory	3
ENG 262	Advanced Writing: Non-fiction (WE)	3
ENG	Writing courses (2)	6
<i>Select from: ENG 264, 362, 364, 365, 373, 413, 415, and 417</i>		
ENG	Literature courses (2)	6
ENG	English courses (300/400 level)	6
ENG 495	Senior Thesis: English (WE)	3

TOTAL REQUIRED HOURS = 121

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NCS	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		<u>14</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
MTH	Math course	3
OTS 210	The Story of Israel	3
SOC	SOC course (103, 203, or 215)	3
		<u>15</u>

SECOND YEAR

Fall Semester

	Foreign Language I	4
BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
ENG 202	American Literature to 1860	3
NTS 201	The Story of Jesus	3
		<u>16</u>

Spring Semester

	Foreign Language II	4
	HUM, MUS or PHL course	3
ENG 240	Linguistic Theory	3
ENG 203	American Literature since 1860	3
NTS 203	The Acts of the Apostles	3
		<u>16</u>

THIRD YEAR

Fall Semester

	Foreign Language III	3
ENG 204	British Literature to 1800	3
ENG 375	Literary Theory	3
NTS 308	Epistles of Paul	3
THE 301	Theological Fnd for the Chr Life	3
		<u>15</u>

Spring Semester

	Foreign Language IV	3
ENG 205	British Literature since 1800	3
ENG	Literature course	3
ENG 262	Advanced Writing: Non-fiction (WE)	3
NTS	New Testament course	3
		<u>15</u>

FOURTH YEAR

Fall Semester

ENG	Writing course	3
ENG	Literature course	3
ENG	English course (300/400 level)	3
HIS	Church History course	3
THE	THE 302, 392, or 401 (WE)	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
ENG 495	Senior Thesis: English (WE)	3
ENG	Writing course	3
ENG	English course (300/400 level)	3
OTS	Old Testament course	3
		<u>15</u>

B.A. in History

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS 102	Western Civilization	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 9 hours

HIS 203	United States History	3
SOC 203	Cultural Anthropology	3
SOC 215	Geography	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 36 hours

HIS 334	The Twentieth Century World (WE)	3
HIS	U.S. History courses	6
	<i>Select from: HIS 204, 215, 332, 490</i>	
HIS	European History courses	6
	<i>Select from: HIS 202, 490, HUM 311, 315, 321, 325, MUS 301, or PHL 225</i>	
HIS	Non-European History courses	6
	<i>Select from: HIS 201, 320, 408, 490 or ICM 330</i>	
	History and related electives	6
HIS 495	Senior Thesis: History (WE)	3
HIS 497	History Internship or Study Abroad	6

GENERAL ELECTIVES – 14 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS 102	Western Civilization	3
MTH	Math course	3
SOC 103	Introduction to Sociology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS 203	United States History	3
HUM 101	Introduction to Humanities	3
NSC	Natural Science course and Lab	4
PSY 103	Introduction to Psychology	3
		<u>16</u>

SECOND YEAR

Fall Semester

	Foreign Language I	4
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
	ENG, MUS or PHL course	3
	General elective	2
		<u>15</u>

Spring Semester

	Foreign Language II	4
HIS	Non-European History course	3
SOC 203	Cultural Anthropology	3
SOC 215	Geography	3
	General elective	1
		<u>14</u>

THIRD YEAR

Fall Semester

	Foreign Language III	3
BBS 302	Scripture: How We Use It	3
HIS 334	The Twentieth Century World (WE)	3
	General elective(s)	5
		<u>14</u>

Spring Semester

	Foreign Language IV	3
	Biblical Studies elective	3
HIS	U.S. History course	3
HIS	European History course	3
	General elective	3
		<u>15</u>

FOURTH YEAR

Fall Semester

HIS	Non-European History course	3
	History or related elective	3
HIS 495	Senior Thesis: History (WE)	3
HIS 497	Internship or Study Abroad	6
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
HIS	European History course	3
HIS	U.S. History course	3
	History or related elective	3
	General elective	3
		<u>15</u>

B.A. in History and Biblical Studies (Dual Major)

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
<i>Select 1 course from: ENG, MUS or PHL</i>		<i>3</i>
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS 102	Western Civilization	3
PSY 103	Introduction to Psychology	3
SOC 103	Introduction to Sociology	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 12 hours

HIS 203	United States History	3
HIS	Church History course	3
SOC 203	Cultural Anthropology	3
SOC 215	Geography	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MAJOR – 33 hours

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul.	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament course	3
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3

HISTORY MAJOR – 30 hours

HIS 334	The Twentieth Century World (WE)	3
HIS	U.S. History courses (2)	6
HIS	European History course	3
HIS	Non-European History course	3
	History and related electives	6
HIS 495	Senior Thesis: History (WE)	3
HIS 497	History Internship or Study Abroad.	6

Total Required Hours = 121

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS 102	Western Civilization	3
MTH	Math course	3
SOC 103	Introduction to Sociology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS 203	U.S. History	3
NCS	Natural Science course and Lab	4
OTS 210	The Story of Israel	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

SECOND YEAR

Fall Semester

	Foreign Language I	4
BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
HUM 101	Introduction to Humanities	3
NTS 201	The Story of Jesus	3
		<u>16</u>

Spring Semester

	Foreign Language II	4
	ENG, MUS or PHL course	3
NTS 203	The Acts of the Apostles	3
SOC 203	Cultural Anthropology	3
SOC 215	Geography	3
		<u>16</u>

THIRD YEAR

Fall Semester

	Foreign Language III	3
HIS 334	The Twentieth Century World (WE)	3
HIS	Non-European History course	3
NTS 308	Epistles of Paul.	3
THE 301	Theological Fnd for the Chr Life	3
		<u>15</u>

Spring Semester

	Foreign Language IV	3
HIS	U.S. History course	3
HIS	European History course	3
HIS	Church History course	3
NTS	New Testament course	3
		<u>15</u>

FOURTH YEAR

Fall Semester

	Old Testament course	3
	THE 302, 392, or 401 (WE)	3
HIS 495	Senior Thesis: History (WE)	3
HIS 497	Internship or Study Abroad.	6
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
HIS	U.S. History course	3
	History or related electives	6
		<u>12</u>

B.A. in Humanities

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
ENG	Literature course	3
HUM 101	Introduction to Humanities	3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 6 hours

MUS 102	Music Appreciation (or MUS 301).	3
PHL 201	Introduction to Philosophy	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
SPA	SPA 101, 102, 201, 202
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It.	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 45 hours

HUM 311	Humanities: Greek & Roman	3
HUM 315	Humanities: Medieval/Renaissance	3
HUM 321	Humanities: Baroque thr Romantic.	3
HUM 325	Humanities: Modern World (WE)	3
ENG 425	Seminar in Literature	3
PHL 216	Philosophy of Religion	3
PHL 425	Major Worldviews.	3
THE 302	Apologetics.	3
	Humanities and related electives	6
HUM 495	Senior Thesis: Humanities (WE)	3

Specialization (*select one*). 12

GENERAL ELECTIVES – 8 hours

TOTAL REQUIRED HOURS = 120

Specializations:

English

ENG	World, Amer, or British Lit course.	3
ENG	World, Amer, or British Lit course.	3
ENG	Writing course	3
ENG	ENG 240, 373, or 375	3

Literature

ENG	World, Amer, or British Lit course.	3
ENG	World, Amer, or British Lit course.	3
ENG	Literature course (300 or 400 level)	3
ENG 375	Literary Theory	3

Philosophy

PHL 201	Introduction to Philosophy	3
PHL	Philosophy course	3
PHL	Philosophy course	3
PHL	Philosophy course	3

Writing

ENG	Writing course	3
ENG	Writing course	3
ENG	Writing course	3
ENG	Advanced Writing course	3

Interdisciplinary

Select 4 courses from: ENG, HIS, MUS, PHL
and THE 12

Suggested Sequence of Courses, next page

B.A. in Humanities with the Minor in Biblical Studies**Suggested Sequence of Courses****FIRST YEAR****Fall Semester**

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HIS	History course	3
HUM 101	Introduction to Humanities	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
MTH	Math course	3
MUS	Music course (MUS 102 or 301)	3
NSC	Natural Science course and Lab	4
SOC	SOC course (103, 203, or 215)	3
		<u>16</u>

SECOND YEAR**Fall Semester**

	Foreign Language I	4
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
HUM 311	Hum: Greek & Roman	3
		<u>13</u>

Spring Semester

	Foreign Language II	4
ENG	Literature course	3
HUM 315	Hum: Medieval & Renaissance	3
PHL 201	Introduction to Philosophy	3
	General elective	2
		<u>15</u>

THIRD YEAR**Fall Semester**

	Foreign Language III	3
BBS 302	Scripture: How We Use It	3
HUM 321	Hum: Baroque thr Romanticism	3
	Specialization course	3
	General elective	3
		<u>15</u>

Spring Semester

	Foreign Language IV	3
	Biblical Studies elective	3
HUM 325	Hum: Modern World (WE)	3
PHL 216	Philosophy of Religion	3
	Specialization course	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

	Humanities or related elective	3
ENG 425	Seminar in Literature	3
HUM 495	Senior Thesis: Humanities (WE)	3
	Specialization course	3
	General elective	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
	Humanities or related elective	3
PHL 425	Major Worldviews	3
THE 302	Apologetics	3
	Specialization course	3
		<u>15</u>

B.A. in Humanities and Biblical Studies (Dual Major)**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3
ENG	Literature course	3
HUM 101	Introduction to Humanities	3
MTH	Math course	3
NSC	Natural Science course	3
NSC L	Natural Science Lab course	1
HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 6 hours

MUS 102	Music Appreciation (or MUS 301)	3
HIS	Church History course	3

FOREIGN LANGUAGE – 14 hours

Select one sequence:

GRK	GRK 301, 302, 401, 402
GRK/HEB	GRK 301 and 302, HEB 411 and 412

BIBLICAL STUDIES MAJOR – 33 hours

BBS 102	The Drama of Scripture	3
NTS 201	The Story of Jesus	3
NTS 203	The Acts of the Apostles	3
NTS 308	Epistles of Paul.	3
NTS	New Testament course	3
OTS 210	The Story of Israel	3
OTS	Old Testament course	3
BBS 201	Biblical Interpretation	3
THE 301	Theological Fnd for the Chr Life	3
THE	THE 302, 392, or 401 (WE)	3
THE 405	Christ, Culture, and Career (WE)	3

HUMANITIES MAJOR – 36 hours

HUM 311	Humanities: Greek & Roman	3
HUM 315	Humanities: Medieval/Renaissance	3
HUM 321	Humanities: Baroque thr Romantic.	3
HUM 325	Humanities: Modern World (WE)	3
ENG 425	Seminar in Literature	3
HIS	History course (300/400 level)	3
PHL 216	Philosophy of Religion	3
PHL 425	Major Worldviews	3
THE 302	Apologetics	3
	Humanities and related electives	6
HUM 495	Senior Thesis: Humanities (WE)	3

TOTAL REQUIRED HOURS = 121**Suggested Sequence of Courses****FIRST YEAR****Fall Semester**

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
HUM 101	Introduction to Humanities	3
MTH	Math course	3
PSY 103	Introduction to Psychology	3
		<u>16</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
HIS	History course	3
NCS	Natural Science course and Lab	4
OTS 210	The Story of Israel	3
SOC	SOC course (103, 203, or 215)	3
		<u>16</u>

SECOND YEAR**Fall Semester**

	Foreign Language I	4
BBS 201	Biblical Interpretation	3
COM 205	Public Speaking	3
HUM 311	Hum: Greek & Roman	3
NTS 201	The Story of Jesus	3
		<u>16</u>

Spring Semester

	Foreign Language II	4
ENG	Literature course	3
HUM 315	Hum: Medieval & Renaissance	3
MUS	Music course (102 or 301)	3
NTS 203	The Acts of the Apostles	3
		<u>16</u>

THIRD YEAR**Fall Semester**

	Foreign Language III	3
HIS	Church History course	3
HUM 321	Hum: Baroque thr Romanticism	3
NTS 308	Epistles of Paul.	3
THE 301	Theological Fnd for the Chr Life	3
		<u>15</u>

Spring Semester

	Foreign Language IV	3
HIS	History course (300/400 level)	3
HUM 325	Hum: Modern World (WE)	3
OTS	Old Testament course	3
PHL 216	Philosophy of Religion	3
		<u>15</u>

FOURTH YEAR**Fall Semester**

	Humanities or related elective	3
ENG 425	Seminar in Literature	3
NTS	New Testament course	3
THE	THE 302, 392, or 401 (WE)	3
HUM 495	Senior Thesis: Humanities (WE)	3
		<u>15</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
	Humanities or related elective	3
PHL 425	Major Worldviews	3
THE 302	Apologetics	3
		<u>12</u>

Minors offered by the Department of Humanities and General Studies

Communications – 17 Hours (for non-English majors)

COM 361	Intro to Mass Communication	3
COM 305	Media Effects on Children and Adol . . .	3
COM 365	Writing for Publication	3
PSY 425	Interpersonal Effectiveness	2
COM 461	Public Relations	3
COM	COM elective or ENG 415	3

English – 18 Hours

ENG	Amer Lit course (202 or 203)	3
ENG	British Lit course (204 or 205)	3
ENG 207	World Literature	3
ENG	Writing course	3
ENG	Writing course	3
ENG	ENG 240, 373 or 375	3

History – 18 Hours

HUM 101	Introduction to Humanities	3
HIS	HIS 102 or HIS 203	3
SOC 203	Cultural Anthropology	3
SOC 215	Geography	3
HIS 334	The Twentieth Century World (WE) . . .	3
HIS	HIS elective (300/400 level)	3

Humanities – 21 Hours

HUM 101	Introduction to Humanities	3
HUM 311	Humanities: Greek & Roman	3
HUM 315	Humanities: Medieval/Renaissance . . .	3
HUM 321	Humanities: Baroque thr Romantic . . .	3
HUM 325	Humanities: Modern World (WE)	3
THE 405	Christ, Culture, and Career (WE)	3
Select 1 course from: HUM 425, ENG 381 or 425, or PHL 425		3

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

DEPARTMENT OF MATH AND SCIENCE

CHAIR: DEDRA R. WOOLFOLK, PH.D.

The degree programs offered by the Department of Math and Science are:

- Bachelor of Science (B.S.) in Biology
- Bachelor of Science (B.S.) in Biology with the Pre-Professional Option
- Bachelor of Science (B.S.) in Exercise Science
- Bachelor of Science (B.S.) in Exercise Science with the Pre-Professional Option

The degree programs also include the Minor in Biblical Studies.

The Department offers minors (p. 122) in:

- Biology
- Mathematics

The courses offered by the Department of Math and Science are listed in the *Course Descriptions* section under the following curricular areas:

- Exercise Science (ESC, pp. 140-141)
- Mathematics (MTH, p. 146)
- Natural Science (NSC, pp. 153-157)

PRE-PROFESSIONAL OPTION: Pre-medical, pre-dental, pre-veterinary and pre-physical therapy are not offered as majors by Point University (or most higher education institutions). Students interested in pursuing careers as physicians, dentists, veterinarians or physical therapists may choose any number of majors. However, it is critical that a student choose appropriate science courses in order to meet the course prerequisites for admission to medical, dental, veterinary or physical therapy schools and to achieve higher scores on standardized admission tests for those professional graduate programs.

The pre-professional options offered in the degree programs in Biology (p. 119) and Exercise Science (p. 121) take these considerations into account. While a student could major in any subject and gain admission to a graduate professional program, the pre-professional options in Biology and Exercise Science have been planned to assist a student in preparing for that graduate study. Admission to most professional programs of study after the completion of a bachelor's degree is a highly competitive process. In addition to the selected program and courses at Point, the successful applicant would need to be competitive in overall GPA, science GPA, MCAT/DAT score, number of hours worked in a medical setting and types of experiences, strength of recommendation letters, and interview quality. See an academic advisor for assistance if interested in that process.

B.S. in Biology
with the Minor in Biblical Studies
Program Coordinator: Dedra R. Woolfolk, Ph.D.

The purpose of the degree programs in Biology is to provide a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian worldview, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences. They introduce majors to the concepts and role of biology as an integrative science, helping them to discover and interpret the characteristics of nature as part of God's creation. Students who take courses in the Biology curriculum are expected to understand the concepts and processes of biology as a scientific discipline. Students are provided a depth of classroom instruction and laboratory and field work in a breadth of science courses. The Pre-Professional Option is encouraged for students who intend to pursue admission to a graduate professional program. The specific degree program requirements are listed on pages 118-119.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the student learning outcomes for the major in Biology are that the graduate will be able to:

1. Demonstrate a knowledge base within the study of biology.
2. Understand the process by which biological data is gathered, analyzed and interpreted.
3. Develop a foundation for understanding humans in relation to the living environment.
4. Demonstrate personal integrity and an awareness of the ethical issues in the life sciences.
5. Develop an internally consistent philosophy of life that integrates science and Scripture.
6. Outline a basic foundation for employment in biology-related vocations.

B.S. in Exercise Science
with the Minor in Biblical Studies
Program Coordinator: Allison M. Kemper, D.P.T.

The purpose of the degree programs in Exercise Science is to provide a foundational, scientifically-based preparation for entry-level careers in healthcare or related fitness industries, successful completion of national certifications, and/or the pursuit of advanced or professional degrees in related fields of study. They provide a broad-based approach to the science of exercise and fitness, including strategies used to design and implement comprehensive health programs for the public and private sectors. The Pre-Professional Option is encouraged for students who intend to pursue admission to a graduate professional program. The specific degree program requirements are listed on pages 120-121.

STUDENT LEARNING OUTCOMES: Building on the expected outcomes stated in the *Mission and Goals of the University* (p. 7), the objectives of the major in Exercise Science are that the graduate will be able to:

1. Read and write with an advanced level of reflective, critical and original thinking.
2. Demonstrate a knowledge base within the study of exercise science.
3. Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.
4. Describe physiological concepts related to exercise testing (e.g., maximal aerobic testing, anaerobic testing, and body composition analysis).
5. Demonstrate the ability to develop safe and effective exercise programs for normal and special populations.

(continued)

6. Demonstrate a basic understanding of sound nutritional concept sand safe weight management techniques.
7. Understand and debate current exercise physiology principles based on historical and technological changes.

B.S. in Biology

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH 110	College Algebra	3
NSC 103	Biology I and NSC 103L	4

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 8 hours

NSC 104	Biology II and NSC 104L	4
NSC 106	Environ Science and NSC 106L	4

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 45 hours

NSC 215	Hum Anat & Phys I and NSC 215L	4
NSC 216	Hum Anat & Phys II and NSC 216L	4
NSC 228	Gen Chemistry I and NSC 228L	4
NSC 229	Gen Chemistry II and NSC 229L	4
NSC 302	Statistics	3
NSC 303	Methods in Research (WE)	3
NSC 307	Microbiology (WE) and NSC 307L	4
NSC 310	Cell Biology	3
NSC 401	Ethics in Science	3
NSC 421	Genetics and NSC 421 Lab	4
PHE 201	First Aid and CPR	1
	Science and related electives	8

GENERAL ELECTIVES – 20 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC 103	Biology I and NSC 103L	4
NSC 228	Gen Chemistry I and NSC 128L	4
		<u>15</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
MTH 110	College Algebra	3
NSC 104	Biology II and NSC 104L	4
NSC 229	Gen Chemistry II and NSC 229L	4
PSY 103	Introduction to Psychology	3
		<u>17</u>

SECOND YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
NSC 215	Hum Anat & Phys I and NSC 215L	4
SOC	SOC course (103, 203, or 215)	3
		<u>16</u>

Spring Semester

	ENG, HUM, MUS or PHL course	3
NSC 106	Environ Science and NSC 106L	4
NSC 216	Hum Anat & Phys II and NSC 216L	4
PHE 201	First Aid and CPR	1
	General elective	3
		<u>15</u>

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
HIS	History course	3
NSC 302	Statistics	3
	General electives	6
		<u>15</u>

Spring Semester

	Biblical Studies elective	3
NSC 303	Methods in Research (WE)	3
NSC 307	Microbiology (WE) and NSC 307L	4
	General electives	5
		<u>15</u>

FOURTH YEAR

Fall Semester

NSC 310	Cell Biology	3
NSC 401	Ethics in Science	3
NSC 421	Genetics and NSC 421L	4
	Science or related elective	4
		<u>14</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
	Science or related elective	4
	General electives	6
		<u>13</u>

B.S. in Biology with Pre-Professional Option

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH 211	Calculus	3
NSC 103	Biology I and NSC 103L	4

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 4 hours

NSC 104	Biology II and NSC 104 Lab	4
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BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 54 hours

NSC 215	Hum Anat & Phys I and NSC 215L	4
NSC 216	Hum Anat & Phys II and NSC 216L	4
NSC 228	Gen Chemistry I and NSC 228L	4
NSC 229	Gen Chemistry II and NSC 229L	4
NSC 302	Statistics	3
NSC 303	Methods in Research (WE)	3
NSC 307	Microbiology (WE) and NSC 307L	4
NSC 401	Ethics in Science	3
NSC 421	Genetics and NSC 421 Lab	4
PHE 201	First Aid and CPR	1

Pre-Professional Option

NSC 210	Medical Terminology	1
NSC 320	Physics I and NSC 320L	4
NSC 321	Physics II and NSC 321L	4
NSC 330	Org Chemistry I and NSC 330L	4
NSC 331	Org Chemistry II and NSC 331L	4
NSC 440	Biochemistry	3
	Entrance Exam Prep Review	0

GENERAL ELECTIVES – 15 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC 103	Biology I and NSC 103L	4
NSC 228	Gen Chemistry I and NSC 228L	4
		15

Spring Semester

ENG 102	Critical Reading & Writing II	3
MTH 211	Calculus	3
NSC 104	Biology II and NSC 104L	4
NSC 229	Gen Chemistry II and NSC 229L	4
PSY 103	Introduction to Psychology	3
		17

SECOND YEAR

Fall Semester

BBS 202	Jesus: The Focus of Scripture	3
COM 205	Public Speaking	3
NSC 215	Hum Anat & Phys I and NSC 215L	4
NSC 320	Physics I and NSC 320L	4
PHE 201	First Aid and CPR	1
		15

Spring Semester

	ENG, HUM, MUS or PHL course	3
NSC 210	Medical Terminology	1
NSC 216	Hum Anat & Phys II and NSC 216L	4
SOC	SOC course (103, 203, or 215)	3
NSC 320	Physics II and NSC 320L	4
		15

THIRD YEAR

Fall Semester

BBS 302	Scripture: How We Use It	3
	ENG, HUM, MUS or PHL course	3
HIS	HIS course	3
NSC 330	Org Chemistry I and NSC 330L	4
	General elective	3
		16

Spring Semester

	Biblical Studies elective	3
NSC 307	Microbiology (WE) and NSC 307L	4
NSC 331	Org Chemistry II and NSC 331L	4
	General elective	3
	Entrance Exam Prep Review	0
		14

FOURTH YEAR

Fall Semester

NSC 302	Statistics	3
NSC 401	Ethics in Science	3
NSC 421	Genetics and NSC 421L	4
	General electives	4
		14

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
NSC 303	Methods in Research (WE)	3
NSC 440	Biochemistry	3
	General electives	5
		14

B.S. in Exercise Science

GENERAL STUDIES – 32 hours

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH 110	College Algebra	3
NSC 103	Biology I and NSC 103L	4

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 8 hours

NSC 104	Biology II and NSC 104 Lab	4
PHE 115	Cardiovascular Conditioning	1
PHE 130	Weight Training	1
PHE 201	First Aid and CPR	1
PHE 220	Exercise and Weight Control	1

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 45 hours

NSC 210	Medical Terminology	1
NSC 215	Hum Anat & Phys I and NSC 215L	4
NSC 216	Hum Anat & Phys II and NSC 216L	4
NSC 302	Statistics	3
NSC 303	Methods in Research (WE)	3
NSC 401	Ethics in Science	3
ESC 230	Foundations of Health & Wellness	3
ESC 240	Human Nutrition	3
ESC 340	Kinesiology and Biomechanics	3
ESC 350	Exercise Physiology	3
ESC 430	Exercise Phys for Spec Pop (WE)	3
ESC 420	Exercise Testing and Prescription	3
SPM 427	Adm of Fitness & Wellness Prog	3
	NSC, ESC and related electives	6

GENERAL ELECTIVES – 20 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses

FIRST YEAR

Fall Semester

BBS 102	The Drama of Scripture	3
EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC 103	Biology I and NSC 103L	4
PSY 103	Introduction to Psychology	3
		<u>14</u>

Spring Semester

ENG 102	Critical Reading & Writing II	3
MTH 110	College Algebra	3
NSC 104	Biology II and NSC 104L	4
SOC	SOC course (103, 203, or 215)	3
	General Elective	3
		<u>16</u>

SECOND YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
COM 205	Public Speaking	3
ESC 230	Foundations of Health & Wellness	3
NSC 215	Hum Anat & Phys I and NSC 215L	4
PHE 201	First Aid and CPR	1
	General elective	3
		<u>17</u>

Spring Semester

BBS 202	Jesus: The Focus of Scripture	3
ESC 240	Human Nutrition	3
HIS	History course	3
NSC 210	Medical Terminology	1
NSC 216	Hum Anat & Phys II and NSC 216L	4
PHE 220	Exercise and Weight Control	1
		<u>15</u>

THIRD YEAR

Fall Semester

	ENG, HUM, MUS or PHL course	3
BBS 302	Scripture: How We Use It	3
ESC 340	Kinesiology and Biomechanics	3
NSC 302	Statistics	3
ESC 350	Exercise Physiology	3
PHE 115	Cardiovascular Conditioning	1
		<u>16</u>

Spring Semester

	Biblical Studies elective	3
NSC 303	Methods in Research (WE)	3
PHE 130	Weight Training	1
ESC 430	Exercise Phys for Spec Pop (WE)	3
	General electives	6
		<u>16</u>

FOURTH YEAR

Fall Semester

NSC 401	Ethics in Science	3
	NSC, ESC or related electives	6
	General electives	5
		<u>14</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
ESC 420	Exercise Testing and Prescription	3
SPM 427	Admin of Fitness & Wellness Prog	3
	General elective	3
		<u>12</u>

B.S. in Exercise Science with Pre-Professional Option**GENERAL STUDIES – 32 hours**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
ENG 102	Critical Reading & Writing II	3
COM 205	Public Speaking	3

Select 2 courses from 2 different areas:

ENG, HUM, MUS, and PHL	6
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MTH 211	Calculus	3
NSC 103	Biology I and NSC 103L	4

HIS	History course	3
PSY 103	Introduction to Psychology	3
SOC	SOC course (103, 203, or 215)	3
CCE 300	Significant Cross-Cultural Exp	0

SUPPORTING COURSES – 8 hours

NSC 104	Biology II and NSC 104 Lab	4
PHE 115	Cardiovascular Conditioning	1
PHE 130	Weight Training	1
PHE 201	First Aid and CPR	1
PHE 220	Exercise and Weight Control	1

BIBLICAL STUDIES MINOR – 15 hours

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 302	Scripture: How We Use It	3
	Biblical Studies elective	3
THE 405	Christ, Culture, and Career (WE)	3

MAJOR COURSEWORK – 52 hours

NSC 210	Medical Terminology	1
NSC 215	Hum Anat & Phys I and NSC 215L	4
NSC 216	Hum Anat & Phys II and NSC 216L	4
NSC 302	Statistics	3
NSC 303	Methods in Research (WE)	3
NSC 401	Ethics in Science	3
ESC 230	Foundations of Health & Wellness	3
ESC 240	Human Nutrition	3
ESC 340	Kinesiology and Biomechanics	3
ESC 350	Exercise Physiology	3
ESC 430	Exercise Phys for Spec Pop (WE)	3
ESC 420	Exercise Testing and Prescription	3

Pre-Professional Option

NSC 228	Gen Chemistry I and NSC 228L	4
NSC 229	Gen Chemistry II and NSC 229L	4
NSC 320	Physics I and NSC 320L	4
NSC 321	Physics II and NSC 321L	4

GENERAL ELECTIVES – 13 hours

TOTAL REQUIRED HOURS = 120

Suggested Sequence of Courses**FIRST YEAR****Fall Semester**

EFT 101	Effective Thinking	1
ENG 101	Critical Reading & Writing I	3
NSC 103	Biology I and NSC 103L	4
NSC 228	Gen Chemistry I and NSC 228L	4
PSY 103	Introduction to Psychology	3
		<u>15</u>

Spring Semester

BBS 102	The Drama of Scripture	3
ENG 102	Critical Reading & Writing II	3
MTH 211	Calculus	3
NSC 104	Biology II and NSC 104L	4
NSC 229	Gen Chemistry II and NSC 229L	4
		<u>17</u>

SECOND YEAR**Fall Semester**

	ENG, HUM, MUS or PHL course	3
COM 205	Public Speaking	3
ESC 230	Foundations of Health & Wellness	3
NSC 215	Hum Anat & Phys I and NSC 215L	4
PHE 201	First Aid and CPR	1
SOC	SOC course (103, 203, or 215)	3
		<u>17</u>

Spring Semester

BBS 202	Jesus: The Focus of Scripture	3
ESC 240	Human Nutrition	3
HIS	History course	3
NSC 216	Hum Anat & Phys II and NSC 216L	4
NSC 210	Medical Terminology	1
PHE 220	Exercise and Weight Control	1
		<u>15</u>

THIRD YEAR**Fall Semester**

BBS 302	Scripture: How We Use It	3
ESC 340	Kinesiology and Biomechanics	3
ESC 350	Exercise Physiology	3
NSC 320	Physics I and NSC 320L	4
PHE 115	Cardiovascular Conditioning	1
		<u>14</u>

Spring Semester

	Biblical Studies elective	3
NSC 321	Physics II and NSC 321L	4
ESC 430	Exercise Phys for Spec Pop (WE)	3
PHE 130	Weight Training	1
	General elective(s)	4
		<u>15</u>

FOURTH YEAR**Fall Semester**

	ENG, HUM, MUS or PHL course	3
NSC 302	Statistics	3
NSC 401	Ethics in Science	3
	General elective(s)	4
		<u>13</u>

Spring Semester

THE 405	Christ, Culture, and Career (WE)	3
ESC 420	Exercise Testing and Prescription	3
NCS 303	Methods in Research (WE)	3
	General electives	5
		<u>14</u>

Minors offered by the Department of Math and Science

Biology – 18 Hours
(for non-science majors)

NSC 103	Biology I	3
NSC 103L	Biology I Lab.	1
NSC 215	Hum Anatomy & Physiology I	3
NSC 215L	Hum Anatomy & Physiology Lab	1
NSC 216	Hum Anatomy & Physiology II	3
NSC 216L	Hum Anatomy & Physiology II Lab	1
NSC 401	Ethics in Science	3
NSC	NSC course at the 300 or 400 level . . .	3

Mathematics – 18 Hours

MTH 107	Geometry	3
MTH 211	Calculus 1	3
MTH 212	Calculus 2	3
MTH 202	Statistics.	3
<i>Select 2 courses from: MTH 213, 301, 302</i>		6

A minor may be added to any B.A. or B.S. degree that does not include that specific area of study as its major, except as noted.

See the section on *Minors* (p. 46) for a complete explanation of adding a minor to a degree program.

COURSE DESCRIPTIONS

The courses taught by the academic departments of the University College are listed. Each course description includes a course number, name, the number of semester hours, and a short explanation of course content. The course number identifies the area of the curriculum by a three-letter prefix and a general sequence by three numbers. In general, 100-level courses are taken by freshmen, 200-level courses by sophomores, and 300- and 400-level courses by juniors and seniors. The number of semester credit hours granted for each course is specified in parentheses after the course name. The semester during which a course is usually offered is indicated for some courses as fall, spring, summer and/or alternate year and is subject to change.

Courses and their descriptions may change, be added, or be deleted without notice through normal academic processes. The University reserves the right to withdraw any scheduled course for which there is insufficient registration. Not all courses described in the following pages are offered each year.

CURRICULAR AREAS AND PREFIXES:

Biblical Studies (BBS)	124	Mathematics (MTH)	146
Business (BUS)	125	Middle Grades Instruction (MGI)	147
Communication (COM)	130	Ministry (MIN)	148
Counseling and Human Services (CHS)	130	Music, Applied (MAP)	149
Criminal Justice (CJU)	132	Music, Ensembles (MEN)	150
Cross-Cultural Experience (CCE)	133	Music, Lecture (MUS)	151
Early Childhood Instruction (ECI)	133	Natural Science (NSC)	153
Education (EDU)	135	New Testament Studies (NTS)	157
Effective Thinking (EFT)	136	Old Testament Studies (OTS)	159
English (ENG)	137	Philosophy (PHL)	160
English to Speakers of Other Languages (ESL)	140	Physical Education (PHE)	161
Exercise Science (ESC)	140	Preaching Ministry (PRM)	162
Fine Arts (FIN)	141	Psychology (PSY)	162
Graduation (GRD)	141	Secondary Education (SED)	164
Greek (GRK)	141	Social Sciences (SOC)	164
Hebrew (HEB)	142	Social Work (SWK)	165
History (HIS)	142	Spanish (SPA)	166
Humanities (HUM)	144	Sports Management (SPM)	166
Intercultural Missions (ICM)	145	Theology (THE)	167
		Youth Ministry (YTH)	168

TERMINOLOGY:

- *Prerequisite* – A student must have completed the prerequisite course(s) or have attained a designated status before enrolling in the course; abbreviated as “Pre.”
- *Co-requisite* – A student must be enrolled in the listed co-requisite course at the same time (concurrent enrollment) in order to enroll in the course; abbreviated as “Co-req.”
- *Prerequisite or co-requisite* – A student must have previously completed or be

- concurrently enrolled in the pre- or co-requisite course(s) to enroll in the course.
- *Junior or Senior Standing* – A student must have completed 60 or more hours for junior standing and 92 or more hours for senior standing to enroll in the course.
- *Permission* – A student must have an approval from an instructor, academic advisor or other designated academic official to enroll in the course.
- *Audition* – A student must participate in an audition conducted by the professor to determine enrollment in the course.
- *Admission to ...* – A student must have been admitted to the specified program to enroll in the course.
- *Graded Pass/Fail* – See page 27 for an explanation of pass/fail grading.
- *Writing Emphasis Courses* – Every baccalaureate degree program includes three Writing Emphasis courses in order to improve student learning outcomes in written communication with the contextual support of metacognitive and career-readiness strategies (Point University Quality Enhancement Plan 2015-2020), which are designated as "WE courses" and with "(WE)".

BIBLICAL STUDIES (BBS)

BBS 102 The Drama of Scripture (3)

This course will serve as an introduction to the Bible. It will focus on the major stories of Scripture, e.g., creation, fall, Israel, Jesus and the early church. A student successfully completing this course should be able to understand and share the “major plot line” of biblical revelation. (Fall and Spring)

BBS 201 Biblical Interpretation (3)

This course will review basic principles of how language works, the historical stages during which Scripture was written, and practical approaches of getting from text to teaching in a way that respects the nature of the Bible. It will prepare students to faithfully interpret the Bible for ethics, spirituality, public discourse and congregational development. Pre: BBS 102. (Fall, Spring, Summer)

BBS 202 Jesus: The Focus of Scripture (3)

This course will focus on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is. Credit will not be given for BBS 202 if NTS 201 has been completed. Pre: BBS 102. (Fall and Spring)

BBS 302 Scripture: How We Use It (3)

The course is to help students become more competent in using Scripture in a way that would enhance their ability to engage the life of the local church, be spiritual leaders in their families, and engage their work place as a person of faith. Credit will not be given for BBS 302 if BBS 201 or THE 301 has been completed. Pre: BBS 102. (Fall, Spring and Summer)

BBS 350 Women in the Bible (3)

A study of the place of women in biblical and inter-testamental literature and in the socio-cultural context of antiquity. Special attention to the ongoing influence of biblical texts on the lives of women in the church and world. Pre: Pre: BBS 201.

BBS 425 Readings in the Hebrew Bible and the Septuagint (3)

Comparative readings in the Hebrew Bible and Septuagint with emphasis on textual variants, translation techniques and history of interpretation. Pre: GRK 402 and HEB 412.

BUSINESS (BUS)

BUS 202 Business Statistics (3)

A course designed to teach research methodologies, statistical analyses and the appropriate usage of statistical methods, with primary emphasis on the ability to use statistical methods to measure and improve business performance. Pre: BUS 209 and MTH 110 or 191 or 211. (Fall)

BUS 209 Computer Information Systems (3)

This course is designed to acquaint a student with the organizational use of computers so that he/she may function better as a managerial or professional user of computer resources and/or as a participant in the systems-building process. (Spring)

BUS 211 Financial Accounting (3)

An introductory study of accounting with emphasis on accounting cycle, accounting terminology, collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements. Pre: MTH course. (Fall)

BUS 212 Managerial Accounting (3)

Building on BUS 211, an introductory study of accounting concepts which furnish management with the necessary “tools” to plan and control activities. Pre: BUS 211. (Spring)

BUS 225 Principles of Management (3)

A study of management functions and processes as applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change. (Spring)

BUS 238 Business Communication (3, Writing Emphasis course)

A study of the communication processes within organizations with an emphasis on skills in oral and written communication. Pre: ENG 102 and COM 205. (Fall and Spring)

BUS 247 Principles of Marketing (3)

A survey of marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising and marketing strategy. (Fall)

BUS 271 Social Media Marketing: Foundations & Strategy (3)

An introduction to the basic principles of social media marketing, including an understanding of the major steps to social media success and the development of a business plan, key phrase analysis, and content plan to create, implement, and maintain a social media marketing campaign. Pre-req: BUS 247.

BUS 272 Social Media Marketing: Twitter (3)

A study of the principles and methods of utilizing Twitter as part of a marketing strategy, including setting up a business presence on Twitter, optimizing and managing an account, finding and following influences and leads, and engaging with prospects. Pre-req: BUS 271.

BUS 273 Social Media Marketing: LinkedIn (3)

A study of the principles and methods of optimizing and managing a LinkedIn account as part of a marketing strategy, including leveraging LinkedIn Groups, using LinkedIn advance search, advertising on LinkedIn, and building a personal reputation as an industry authority. Pre-req: BUS 271.

BUS 310 Process Improvement and Organizational Change(3)

The scientific study of behavioral processes that occur in work settings. Pre: BUS 225 (Spring)

BUS 311 Intermediate Accounting I (3)

A study of accounting theory and the application of underlying accounting concepts of financial accounting. The income statement, statement of changes in financial position and portions of the balance sheet will be studied in depth. Pre: BUS 212. (Fall)

BUS 312 Intermediate Accounting II (3)

Students will learn how to account for the economic resources and liabilities of an enterprise. Preparation, utilization and analysis of cash flow and fund statements are also discussed. Pre: BUS 311. (Spring)

BUS 320 Principles of Microeconomics (3)

Introduction to consumer behavior and demand, organization of production, market structures, factor markets and the world economy in relation to microeconomics. Pre: MTH 110 or 191 or 211. (Spring)

BUS 321 Principles of Macroeconomics (3)

Introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment and the world economy in relation to macroeconomics. Pre: MTH 110 or 191 or 211. (Fall)

BUS 325 Survey of Music Business (3)

An overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities. Same as MUS 325. (Spring)

BUS 327 Project Management (3)

This course introduces project management for the standpoint of a manager who must organize, plan, implement, and control tasks to achieve an organizations schedule, budget, and performance objectives. Pre: BUS 225. (Fall)

BUS 329 Managerial Economics (3)

The course applies economic analysis to business decision-making. Economic theory and quantitative methods are applied to managerial decisions involving prices, production, and the maximization of stakeholder and shareholder value. Additionally the course will address some of the ethical considerations of managerial decision making. Pre: BUS 321. (Fall)

BUS 332 Accounting Information Systems (3)

An introduction to accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. Pre: BUS 209 BUS 212. (Spring, even years)

BUS 336 Principles of Finance (3)

A survey of financial management and decision making, with an emphasis on financial analysis, budgeting and capital management. Pre: BUS 202, BUS 209 and BUS 212. (Spring)

BUS 339 Investment Analysis (3)

An in-depth introduction to investment analysis and portfolio management. The major topics include portfolio theory, CAPM, equity valuation, and derivatives. Pre: BUS 202, BUS 209, and

BUS 336. (alternate year, Fall)

BUS 342 Real Estate Finance (3)

This course surveys the concepts, methods, and techniques of financing real estate transactions. The major topics include real estate markets, valuing properties, mortgage analysis, and securitization. Pre: BUS 209 and BUS 336. (alternate year, Spring)

BUS 349 Marketing Metrics (3)

A study of the contribution of marketing to overall firm strategy and performance. Statistical and analytical techniques for evaluating marketing effectiveness are introduced and applied. Pre: BUS 202, BUS 209 and BUS 247. (Spring)

BUS 351 Computer Programming (3)

A study of programming terminology and the basic mechanics of programming. The major topics include programming terminology, Java code, identifying and fixing errors. Pre: BUS 209. (alternate year, Fall)

BUS 354 Database Management (3)

To enable students to understand the fundamentals of database systems, database design, and database administration. The major topics relational, object-oriented, and distributed database systems; building databases using enterprise DBMS products; and managing databases. Pre: BUS 209. (alternate year, Spring)

BUS 358 Production and Operations Management (3)

A study of the issues, processes, and decision making of management for the production of goods and services and the operations activities within an organization. Pre: BUS 225. (Fall)

BUS 364 Income Tax Accounting (3)

A study of the principles of federal income taxation with an emphasis on the taxation of individuals, including tax rules, dangers that arise in particular tax situations and guidelines for keeping taxes at a legal minimum. Pre: BUS 212. (Fall)

BUS 370 Marketing Communication (3)

A study of the various means used by marketers to effectively communicate with customers, including traditional means such as advertising and personal selling as well as newer means such as shopper marketing and social media. Pre: BUS 247. (Fall)

BUS 371 Social Media Marketing: Blogging (3)

A study of the principles and methods of creating and executing an effective content marketing campaign as part of a marketing strategy, including the selection of the best platform, the development of a key phrase strategy, the creation of compelling blog content, the promotion of the blog within social media, and online reputation management. Pre-req: BUS 271.

BUS 372 Social Media Marketing: Video (3)

A study of the principles and methods of using YouTube as part of a marketing strategy, including how to set up a business channel, customize the environment, generate views, build community, share video across other social channels, and utilize advertising on YouTube. Pre-req: BUS 271.

BUS 373 Social Media Marketing: Pinterest and Mobile (3)

A study of the principles and methods of using Pinterest as part of a marketing strategy,

including optimizing a business page, organizing pins and boards for the best customer experience, and integration with other social media platforms to create a seamless social marketing campaign. Mobile marketing is introduced and related to social media marketing. Pre-req: BUS 271.

BUS 380 Brand Management (3)

This course is designed to develop students' understanding of the importance of brand equity as well as how to build, measure and manage brand equity. Pre: BUS 247. (Fall)

BUS 405 Cost Accounting (3)

The study of cost determination as applied to a variety of business operations. An emphasis is placed on job order, process and standard cost accounting systems. Pre: BUS 212. (Fall)

BUS 408 Forensic Accounting (3)

This course will explore fraud detection and investigation techniques. In addition, methods of analysis will be employed to determine the economic damages in fraud cases. The major topics include legal environment, fraud investigation process, fraud evidence, fraud reports, and fraud loss analysis. Pre: Financial Accounting, BUS 211 and BUS 332. (alternate year)

BUS 412 International Economic Development (3)

This course provides a detailed analysis of global poverty and poverty alleviation. Topics include the cause and pervasiveness of poverty throughout the world including historical and current underlying economic, political and sociological causes. The course will also examine the solution of microfinance and microenterprise practices, theoretical and practical application within organizations created for this purpose, and the church's response to poverty including a field study of current practices. Pre: BUS 320 and BUS 321.

BUS 414 Management Information Systems (3)

A study of the role of information technology in solving business problems at operational, tactical and strategic levels of the organization. Topics include information systems analysis and design, database creation and management, and the strategic use of management information, with emphasis on the exploration of real-life business scenarios involving MIS. Pre: BUS 209.

BUS 417 Systems Analysis and Design (3)

This course explores the design, implementation, documentation, and maintenance of logical and physical information systems. Major topics include project management, process modeling, and design and prototyping. Pre: BUS 209. (alternate year, Spring)

BUS 421 Consumer Behavior (3)

A study of the decision process of buyers, the factors affecting purchasing decisions, customer satisfaction, and the resulting implications for marketing strategies and tactics. Pre: BUS 320 and BUS 247. (alternate year, Spring)

BUS 423 Professional Selling (3)

A survey of personal sales, including types of selling, sales training, communications and the psychology of selling. Pre: BUS 247. (alternate year, Spring)

BUS 426 International Business (3)

A study of the international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. Pre: BUS 320, BUS 321, BUS 247 and senior standing. (Spring)

BUS 434 Business Law (3)

A study of the legal environment of business, the development and change of laws relating to business, substantive law relating to liability, employment, contracts, property and government regulation. Pre: BUS 225. (Spring)

BUS 436 Professional Ethics (3, Writing Emphasis course)

A study of ethical theories, principles, problems and considerations, including specific applications to business administration and other professions. Pre: senior standing. (Fall)

BUS 442 Small Business Management (3)

An examination of the aspects of management unique to small and entrepreneurial firms. Pre: BUS 225. (alternate Fall)

BUS 446 Auditing (3)

A study of the standards and procedures used in examining financial statements and supporting records. Emphasis is placed on the evaluation of internal control, the auditor's responsibilities to clients and third parties, and the ethical framework in which one operates. Pre: BUS 212. (alternate Spring)

BUS 448 Financial Markets (3)

This course explores the role of financial institutions and markets in the business environment. The major topics include bank and non-bank financing, options and futures, Federal Reserve, and the international financial system. Pre: BUS 336. (alternate year, Fall)

BUS 450 Human Resources Management (3)

An overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline and termination. Pre: BUS 225. (Spring)

BUS 461 Public Relations (3)

An introduction to the theory and practice of public relations, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. Pre: junior or senior standing. Same as COM 461. (alternate year)

BUS 465 Strategic Management and Planning (3)

The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making and ethical considerations. Pre: BUS 225 and senior standing. (Spring)

BUS 475 Organizational Leadership (3)

The assessing of organizations in light of strategic objectives and how to make recommendations for improvement. Pre: senior standing. (Fall)

BUS 490 Studies in Business (varies)

A course flexible in procedure and content focused on a selected study in the field of business. Pre: as announced.

BUS 497 Business Internship (varies)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail. (Both)

COMMUNICATION (COM)

COM 205 Public Speaking (3)

The study of communication and rhetorical theory with emphasis on preparation and presentation of both informative and persuasive speeches; students will learn to be critical consumers of public speaking by studying effective listening, basic argument construction and basic criticism. Pre: ENG 102. (Fall, Spring, Summer)

COM 238 Professional Writing (3)

A study of writing for the workplace, including business writing and e-writing. Pre: ENG 102. Same as ENG 364 (Fall)

COM 305 Media Effects on Children and Adolescents (3)

A study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents. (Spring)

COM 361 Introduction to Mass Communications (3)

An introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. Pre: ENG 102. Same as ENG 361. (alternate year)

COM 461 Public Relations (3)

An introduction to the theory and practice of public relations, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. Same as BUS 461. Pre: junior or senior standing. (alternate year)

COUNSELING AND HUMAN SERVICES (CHS)

CHS 202 The Family (3)

The study of courtship, marriage, and family relationships from both a biblical and cultural perspective. Same as SOC 202. Pre: PSY 103 or SOC 103. (Fall, Spring)

CHS 211 Introduction to Counseling (3)

An overview of the practices and skills which facilitate personal growth in others, for counselors, teachers, administrators, ministers and others who deal with people in helping relationships. This course serves as a prerequisite for other courses in counseling. Pre: PSY 103. (Fall)

CHS 310 Prenatal Development (2)

A study of human growth and development from conception through the first two years of life with an emphasis on prenatal development, labor and delivery. Pre: PSY 103. (alternate Fall)

CHS 312 Counseling Diverse Populations (2)

A course designed to broaden the counselor's understanding and skills when counseling people of various backgrounds. Different approaches to counseling will be considered with regard to ethnic groups, women, the elderly, homosexuals and people with various handicaps. Pre: SOC 103 and CHS 211. (Spring)

CHS 341 Introduction to Social Work (3)

An introductory course in which students learn about the profession of social work as well as the populations and issues that concern social workers. Students will examine the characteristics, function and requirements of social work as a profession. Pre: PSY 103 or SOC 103. (Fall)

CHS 343 Communication Skills for Social Services (2)

This course focuses on the usual communication patterns between the social work generalist and client systems, emphasizing the true meaning of good communication in the process of problem solving through both written and oral communication. The role of technology in facilitating and managing communication is examined for its application to social work. Pre: CHS 211 or CHS 341. (Spring)

CHS 345 Case Management (2)

A study of the practice of case management, describing how service providers assess needs of the client and family as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs. Pre: CHS 341 or permission. (alternate year)

CHS 392 Careers in Helping Professions (2)

A course which exposes a student to career opportunities in various fields of counseling and human services. Pre: CHS 211. (Spring)

CHS 396 Counseling Theory and Procedures (3)

A survey of various counseling theories and an evaluation of these theories from a Christian perspective. Pre: PSY 204 and CHS 211. (Spring)

CHS 410 Family Counseling (3)

A course to consider the family as a system in which each member influences and is influenced by other members. Healthy and unhealthy relationships will be explored with some understandings of how each develops. Pre: SOC 103, PSY 204 and CHS 211. (Spring)

CHS 413 Counseling the Elderly (2)

A course designed to explore the unique stresses of dealing with aging parents, retirement, lower incomes, long term illness and ways of offering help in these tough times. Pre: CHS 211. (alternate year)

CHS415 Pastoral Counseling (3)

A study of counseling principles and techniques within the context of the ministerial functions. Same as MIN 317. Pre: CHS 211 or MIN 313. (Fall)

CHS 417 Counseling Adolescents (3)

A study of the significant clinical issues facing adolescents in the areas of physical, emotional, social and cognitive development. Same as YTH 417. Pre: CHS 211 or MIN 313. (Spring)

CHS 420 Counseling Children (3)

An overview of counseling methods and theories, practice in counseling children through role play sessions, and discussion of practical applications of counseling methods with children. Pre: SOC 103, PSY 204 and CHS 211. (Fall)

CHS 437 Conflict Management (3)

A study of skills and strategies for the effective intervention and resolution of conflict, with

applications in a variety of personal, interpersonal, group and organizational contexts. Pre: PSY 103 or SOC 103. (Spring)

CHS 490 Studies in Counseling and Human Services (varies)

A course flexible in procedure and content focused on a selected study in the field of counseling and human services. Pre: as announced.

CHS 497 Counseling and Human Services Internship (varies)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: (a) junior or senior standing; (b) successful completion of PSY 103 and CHS 211; and (c) successful completion of at least nine hours in the counseling and human services major, including at least one course from CHS 396, CHS 202, CHS 312 or CHS 317. Graded Pass/Fail.

CRIMINAL JUSTICE (CJU)

CJU 300 Introduction to Criminal Justice (3)

This course is an introduction to the basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police. Pre-requisite: SOC 103, SOC 200. (Fall)

CJU 310 Criminology (3)

A study of the theories and practices surrounding crime, its nature and causes, and the nature and causes of the crimes and offenders. This course examines how law enforcement works to curtail these crimes. Pre-requisite: CJU 300. (Spring)

CJU 320 Constitutional Law (3)

A study of the powers and civil rights granted by the United States Constitution to both government entities afforded by the Bill of Rights. Pre-requisite: CJU 300. (Fall)

CJU 330 Introduction to Corrections (3)

This course examines the historical development of correctional policies and strategies to achieve the five goals of correction, retribution, deterrence, incapacitation, and rehabilitation. The examination is accomplished through discussion of the primary institutions of the American correctional system: jail, prison, probation, and parole.

CJU 340 Criminal Investigation (3)

A study of the nature and complexities of criminal investigations. Discussions will include such topics as: the fundamentals of investigation, interviews and interrogations, and crime scene processing, to include the gathering and processing of forensic evidence. Pre-requisite: CJU 300. (alternate fall)

CJU 400 Criminal Law (3)

A study of the necessary elements of crime in modern society. Actus reus, mens rea, intent, causation, concurrence and other principles are examined in addition to various criminal defenses used in courts of law. Pre-requisite: CJU 320. (Spring)

CJU 410 Criminal Procedure (3)

A study of rules and regulations surrounding the criminal justice system. Topics include arrest,

interrogation, search and seizure, arrest and search warrants and the various rights of a suspected offender. Pre-requisite: CJU 310. (Fall)

CJU 420 Police Administration (3)

Examines theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources process, resource management, and other critical administrative issues are addressed. Seniors only. (Spring)

CJU 430 Professionalism and Ethics in Criminal Justice (3, WE course)

Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This is a study of theories and practices of legality, morality, values, and ethics as they pertain and are applied in criminal justice. Included are such topics as police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. Pre: Senior standing.

CJU 490 Studies in Criminal Justice (varies)

A course flexible in procedure and content focused on a selected field of study in the field of Criminal Justice. Available as announced. Pre: Senior standing

CJU 497 Criminal Justice Internship (6)

Field education providing an opportunity to learn through observation and participation for Criminal Justice majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail. (Fall, Spring, Summer)

CROSS-CULTURAL EXPERIENCE (CCE)

CCE 300 Significant Cross-Cultural Experience (no credit hours, no grade)

The student who enters Point during Fall 2014 or thereafter enrolls in CCE 300 after participation in a significant cross-cultural experience (SCCE) in order to debrief, self-assess, evaluate, and summarize what has been achieved relative to the goals of the SCCE program (pp. 34-35). Successful completion of CCE 300 is a co-curricular requirement for graduation with a baccalaureate degree (pp. 36-37, point 5). (Fall, Spring)

CCE 301 Significant Cross-Cultural Experience (1)

Same as CCE 300, for all students who entered Point prior to Fall 2014. (Fall, Spring)

CCE 497 Cross-Cultural Studies (varies)

This learning experience engages students to gain practical wisdom and to approach issues of global concern with cultural relevance. It enhances Point's vision to stimulate service within a cross-cultural setting by integrating faith, practice and experiential learning. Credit requires department chair approval. (Fall, Spring, Summer)

EARLY CHILDHOOD INSTRUCTION (ECI)

ECI 232 Math and Science for Teachers (3)

A course designed to give students an understanding of the content, concepts and processes of mathematics and science needed for teaching P-5, focusing on problem solving, reasoning and

methods of inquiry. Pre or Co-req: one science course and one math course. (Fall, Pre-TEP)

ECI 300 Children’s Literature (3)

A study of literature appropriate for children in preschool through fifth grade, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. Pre: admission to the Teacher Education Program or permission. Pre or Co-req: other TEP Block 1 courses or CYD major in junior or senior year (or permission). (Fall)

ECI 301 Social Studies for Early Childhood (3)

A study of the concepts and skills taught and developed in the social studies curriculum in the early childhood grades, with emphasis on integrating social studies units with other subject-matter areas. Pre: admission to the Teacher Education Program or CYD major in junior or senior year. Pre or Co-req: other TEP Block 2 courses. (Spring)

ECI 302 Reading Skills (3)

A study of the dynamics of the reading process and major issues in reading instruction for early childhood classrooms. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses. (Fall)

ECI 303 Health and PE for Early Childhood (2)

A course designed to expose the student to health education and physical education activities in the early childhood grades, with emphasis on giving the student experience in actually teaching physical education activities. All students will become infant and child CPR certified by the Heart Association as partial fulfillment of course requirements. Pre or Co-req: other TEP Block 1 courses or CYD major in junior or senior year. (Fall)

ECI 305 Mathematics for Early Childhood (3)

A course dealing with the concepts and materials which are appropriate for the cognitive development of the young child, with a portion of the class devoted to mathematics principles. Pre: TEP Block 1 courses. Pre or Co-req: other TEP Block 2 courses. (Spring)

ECI 310 Language Arts Skills for Early Childhood (2)

This course focuses on the early childhood classroom and the nature of language and how it is acquired. Students will demonstrate knowledge of content and competence in materials selection and teaching methodology. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses. (Fall)

ECI 314 Creative Arts for Early Childhood (3)

An overview of the principles of creativity in art, music and drama, the techniques utilized in integrating creative arts in the general curriculum areas of early childhood, the facilitation of the development of sensitivity and perception and the communication of ideas and feelings. Pre: TEP Block 2 courses or CYD major in junior or senior year (or permission). Pre or Co-req: other TEP Block 3 courses. (Fall)

ECI 391 Block 1 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses. (Fall)

ECI 392 Block 2 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses. (Spring)

ECI 401 Science for Early Childhood (3)

The selection and organization of content and materials for instruction, the application of scientific principles and laws of learning to science instruction, and the identification of goals in science instruction in the early childhood grades, with an emphasis on a discovery approach to learning. Pre: TEP Block 1 courses or permission. Pre or Co-req: other TEP Block 2 courses. (Spring)

ECI 490 Studies in Early Childhood Education (varies)

A course flexible in procedure and content focused on a selected study in the field of ECE. Pre: as announced.

ECI 493 Block 3 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses. (Fall)

ECI 497 Teaching Practicum–Student Teaching (12)

Observation, participation and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising early childhood teacher and University personnel. A seminar with the University supervisor is scheduled throughout the semester of the student teaching experience. Assessment will focus on preparation and teaching procedures. Pre: Completion of all other courses and passing score on the GACE test.

EDUCATION (EDU)

EDU 102 Educational Foundations (3)

An introductory study of the foundations of American education that covers issues related to the areas of pedagogy, historical and philosophical movements in education, and social factors that influence classroom interactions. (Spring)

EDU 204 Developmental Psychology (3)

A study of human growth and development from conception and the prenatal period through adolescence. Special emphasis is given to applications in the school setting. Pre: PSY 103. (Fall)

EDU 300 Educational Psychology (3, Writing Emphasis course)

A study of learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. Emphasis is given to factors which facilitate and/or interfere with the learning process. Pre: EDU 204. (Spring)

EDU 301 Principles and Methods of Teaching (3)

A course emphasizing the principles of teaching, learning, and providing insight into various methods of teaching and their effective use. Pre: PSY 204 or EDU 204 or MIN 202. (Spring)

EDU 306 Characteristics of Learning Disabilities (3)

A student will gain knowledge, insight and understanding of children with learning disabilities in the areas of cognition, perceptual impairment, hyperactivity, attention disorders, tension, language coordination, academics and socio-familial problems with appropriate field work. Pre: admission to the Teacher Education Program and permission.

EDU 350 Curriculum and Assessment (2)

A comprehensive introduction to assessment in education, including standardized tests and informal strategies, selection and administration, classroom assessment of academic achievement, and the appropriate interpretation and use of findings. A study of the history and theory of curriculum and modern trends in curriculum. Pre: TEP Block 1 courses. Pre or Co-req: other TEP Block 2 courses. (Spring)

EDU 401 The Exceptional Child (3)

A study of the characteristics by which exceptional children are identified in the school setting and the special needs of children with learning disabilities. Students will also survey learning disorders, assessment techniques and the use of appropriate instructional strategies and materials. Pre: TEP Block 2 courses or CYD major in junior or senior year. Pre or Co-req: other TEP Block 3 courses. (Fall)

EDU 402 Educational Administration (3)

A study of the theories and practices of leadership and administration with relevant application to school and ministry settings.

EDU 405 Integration of Technology (3)

Practical training in the usage of technology for the classroom. Pre: TEP Block 1 courses or CYD major in junior or senior year. Pre or Co-req: other TEP Block 2 courses or CYD major in junior or senior year. (Spring)

EDU 407 Classroom Management (3)

A study of the interaction process and patterns of communication in the classroom, designed to increase student and teacher effectiveness as an influence on the learning process. Attention will be given to both preventive and remedial techniques for handling discipline problems in the classroom. Pre: TEP Block 2 courses or CYD major in junior or senior year. Pre or Co-req: other TEP Block 3 courses. (Fall)

EDU 410 Reading Diagnosis and Remediation (2)

This course focuses on the nature and diagnosis of reading problems and the techniques, methods and materials involved in remediation. Pre: TEP Block 2 courses. Pre or Co-req: other TEP Block 3 courses. (Fall)

EDU 433 Differentiated Instruction (2)

An exploration of the many different teaching methods that adapt curriculum and instructional approaches to the specific and individual learning needs of each student in the diverse classroom. Pre or Co-req: other TEP Block 3 courses. (Fall)

EDU 497 Child and Youth Internship (varies)

This course provides students an opportunity to work in an early childhood or youth setting, practicing the skills and professionalism associated with supervising and leading children and youth.

EFFECTIVE THINKING (EFT)**EFT 101 Effective Thinking (1)**

An introduction to college-level learning, effective academic habits and behaviors, metacognitive strategies, and the roles of responsibility, thinking, writing, and career-readiness in learning and

academic performance. Required during the first semester of Point enrollment unless waived based on 60+ earned semester credit hours.

ENGLISH (ENG)

Freshman English Policy: *A full-time student is required to enroll in the appropriate English course every semester until the student has completed ENG 101 and ENG 102 with a grade of “C” or higher.*

ENG 101 Critical Reading and Writing I (3)

An introduction to college reading and writing. A minimum grade of “C” is required to satisfy degree requirements. (Fall, Spring)

ENG 101H Critical Reading and Writing I, Honors (3)

An introduction to college reading and writing for those who place high on the SAT/ACT. A minimum grade of “C” is required to satisfy degree requirements. Pre: permission. (Fall)

ENG 102 Critical Reading and Writing II (3)

A continuation of college reading and writing with emphasis on principles of argumentation and research skills. A minimum grade of “C” is required to satisfy degree requirements. Pre: ENG 101. (Fall, Spring)

ENG 102H Critical Reading and Writing II, Honors (3)

A continuation of college reading and writing with emphasis on principles of argumentation and research skills for those who perform at a superior level in ENG 101. A minimum grade of “C” is required to satisfy degree requirements. Pre: ENG 101 and permission. (Spring)

ENG 202 American Literature to 1860 (3)

A survey of the life and literature of the American people covering the period of literature beginning with the settlement of the American colonies and ending with the start of the Civil War. Pre: ENG 102. (alternate Spring)

ENG 203 American Literature since 1860 (3)

A survey of the life and literature of the American people covering the period of literature beginning with the Civil War and ending with a study of modern American authors and their works. Pre: ENG 102. (alternate Fall)

ENG 204 British Literature to 1800 (3)

A study of the major British writers from the Middle Age through the 18th century. Pre: ENG 102. (alternate Spring)

ENG 205 British Literature since 1800 (3)

A study of the major British writers from 1800 through the present. Pre: ENG 102. (alternate Fall)

ENG 207 World Literature (3)

Reading and discussion of important works of world literature from the beginning of the Middle Ages to the present, with emphasis on the philosophical, political and religious thought of the writers. Pre: ENG 102. (alternate Spring)

ENG 240 Linguistic Theory (3)

A study of the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. Same as ESL 240. Pre: ENG 102. (Spring)

ENG 250 Modern Short Stories (3)

This course examines the development of the short story during the nineteenth and twentieth centuries. (alternate Summer)

ENG 262 Advanced Writing: Non-Fiction (3, Writing Emphasis course)

Intensive practice in writing non-fiction expository prose with emphasis on rhetorical principles and style. Pre: ENG 102. (alternate Fall)

ENG 264 Advanced Writing: Poetry and Drama (3)

An introduction to creative writing in the genres of poetry and drama in which students explore the work of a number of writers as models while creating a portfolio of their own original works. Taught in a combined lecture/workshop atmosphere in which students share their own work with others. Pre: ENG 102. (alternate Spring)

ENG 300 Shakespeare (3)

A study of representative tragedies, comedies, romances, history plays, and selected poetry of Shakespeare. Emphasis is given to critical problems and the value and importance of his works. Pre: ENG 102. (Fall and alternate Summer online)

ENG 330 Adolescent Literature (3)

A study of literature appropriate for adolescents, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. Pre: ENG 102. (Fall)

ENG 332 Literature of Women in America (3)

This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. Same as HIS 332. (alternate Spring)

ENG 340 African American Studies (3)

This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as HIS/HUM 340. (alternate Fall)

ENG 350 Christian Literature (3)

A study of John Milton and other selected works of literature written to serve the needs of Christians, works that have shaped or influenced Christian ideas and narratives and works that interact with Christian ideas. Pre: ENG 102. (alternate Fall)

ENG 361 Introduction to Mass Communications (3)

An introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. Pre: ENG 102. Same as COM 361. (alternate year)

ENG 362 Journalistic Writing (3)

A study of writing intended primarily for newspapers, including magazines or professional publications. Pre: ENG 102.

ENG 364 Professional Writing (3)

A study of writing for the workplace, including business writing and e-writing. Same as COM 238. Pre: ENG 102. (alternate Spring)

ENG 365 Writing for Publication (3)

A study of writing for magazines, both secular and Christian, with emphasis on analyzing published articles and markets with the goal of getting the student's original work published. Taught in a combined lecture/workshop atmosphere. Pre: ENG 102. (alternate Fall)

ENG 373 Modern Grammar (3)

A thorough analysis of sentence-level grammar of English with emphasis on structure and function for rhetorical purposes. Pre: ENG 102. (alternate Fall)

ENG 375 Literary Theory (3)

A study of literary terminology and practice in reading and analysis of a variety of literary genres in multiple historical periods and analytical methods. Pre: ENG 102. (alternate Fall)

ENG 413 Editing for Publication (3)

Hands-on editing and publication of student-centered writing. May include campus newsletters and announcements, a student magazine or material for the University website. May be repeated once with a different emphasis for a total of six hours of credit. Pre: ENG 102 and permission. (alternate Fall)

ENG 415 Student Publication Practicum (2)

Advanced hands-on editing and publication of the student publications, including the training and mentoring of newer staff members. May be repeated for credit with permission. Does not satisfy a requirement in Writing, Literature, Humanities or English. Pre: ENG 413 and permission. Graded Pass/Fail.

ENG 417 Rhetoric for Writing (3)

A study of the principles and practices of classical and modern rhetoric, including logic and argumentation, through advanced practice in reading and writing expository prose. Pre: ENG 102. (alternate Spring)

ENG 420 History and Literature of Latin America (3)

This interdisciplinary course explores the rich diversity of peoples, histories and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers, and discussing the events and personages depicted therein. Same as HIS 420. Pre-requisite: ENG 102. (alternate Fall)

ENG 425 Seminar in Literature (3)

An integrated examination of a specific topic in Literature. May be repeated for different topics. Pre: Literature course and as announced.

ENG 490 Studies in English/Literature (varies)

A course flexible in procedure and content focused on a selected study in the field of literature. Pre: as announced.

ENG 495 Senior Thesis: English (3-6)

The senior thesis provides an opportunity for a senior majoring in English to complete an extended independent study project in preparation for graduate school. The project includes a

rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. Pre: permission, based on a senior thesis proposal.

ENG 497 English Internship (varies)

Field education providing an opportunity to learn through observation and participation for English majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. May serve as a substitution for major coursework. Pre: permission. Graded Pass/Fail. (Fall, Spring, Summer)

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESL)

ESL 240 Linguistic Theory (3)

A study of the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. Same as ENG 240. Pre: ENG 102. Prerequisite for Education Majors: Admission to TEP. (Spring)

ESL 441 Methods for ESOL (3)

An examination of past and current approaches, methods, and techniques for teaching English as a second language. Pre: TEP Block 2 courses. Pre or Co-req: other TEP Block 3 courses. (Fall).

ESL 442 Culture and Education (3, Writing Emphasis course)

This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. Pre: Admission to TEP. Pre or Co-req: other TEP Block 1 courses or CYD major in junior or senior year. (Fall)

EXERCISE SCIENCE (ESC)

ESC 230 Foundations of Health and Wellness (3)

This course is an overview of personal health and wellness issues. Emphasis will be placed on lifestyle changes that promote long-term wellbeing. (Fall)

ESC 240 Human Nutrition (3)

This course explores the basic scientific principles as they apply to human nutrition. Pre: NSC 103 and NSC 104. (Fall)

ESC 340 Kinesiology and Biomechanics (3)

This course involves a study of joint structure, joint function, and the biomechanical principles underlying the kinetics and kinematics of human motion. Pre: NSC 215. (Fall)

ESC 350 Exercise Physiology (3)

This course is an application of human physiology principles to sport, exercise, and training with regard to body systems and performance. Pre: NSC 216. (Fall)

ESC 420 Exercise Testing and Prescription (3)

This course examines fitness testing and exercise prescription concepts with attention to developing and conducting sports specific exercise testing, proper exercise technique, designing and implementing safe and effective training and conditioning programs that include guidance on nutrition and performance enhancing substances. This class will also complete the student's preparation to sit for the Certified Strength and Conditioning Specialist Exam. Pre: ESC 230, ESC 240, ESC 350, ESC 430, PHE 115, and PHE 130. (Spring)

ESC 430 Exercise Physiology for Special Populations (3, WE course)

This course provides a framework for developing exercise programs for special populations including hot and cold environments, altitude, various age groups, gender specific considerations, and individuals with various diseases and/or limitations. Pre: ESC 350. (Spring)

FINE ARTS (FIN)

FIN 203 Acting I (3)

This course is designed to develop basic skills and techniques of acting, including increased sensory awareness, ensemble and solo performing, character analysis, script analysis, stage presence and improvisation skills. Pre: ENG 101.

FIN 204 Acting II (3)

This course builds upon the fundamentals of FIN 203. Pre: FIN 203.

GRADUATION (GRD)

GRD 400 Graduation (no credit, no grade)

The student registers in GRD 400 in the last semester or summer session of enrollment, at the end of which the student intends to graduate.

GREEK (GRK)

GRK 301 Greek I (4)

A thorough study of Koine Greek involving the acquisition of a basic vocabulary and extensive drill in grammar and syntax, with a gradually increasing emphasis on translation from the Greek New Testament. (Fall)

GRK 302 Greek II (4)

A continuation of GRK 301. Pre: GRK 301. (Spring)

GRK 401 Greek III (3)

A review of the basic principles of Koine Greek, with advanced study of Greek grammar and syntax and vocabulary building. Emphasis is placed on the translation and exegesis of the Greek New Testament. Pre: GRK 302. (Fall)

GRK 402 Greek IV (3)

A continuation of GRK 401. Pre: GRK 401. (Spring)

GRK 422 Advanced Greek Readings (3)

A course flexible in content emphasizing advanced acquisition of Koine Greek. Pre: GRK 402.

HEBREW (HEB)

HEB 411 Hebrew I (3)

A study of biblical Hebrew covering grammar, the verb system and vocabulary, leading to readings in the Hebrew Scriptures. (alternate Fall)

HEB 412 Hebrew II (3)

A continuation of HEB 411. Pre: HEB 411. (alternate Spring)

HISTORY (HIS)

HIS 102 Western Civilization (3)

A general survey of the history of Western culture from its beginning in the ancient Near East to the present time. Major religious, political, economic, social and global events will be emphasized within a chronological context. (Fall)

HIS 103 U.S. Government (3)

This course will first explore the philosophical foundations of the United States government. Students will additionally examine the structure and operation of the United States federal government and the state government of Georgia. Emphasis will be given to the relationship between the United States government and the states and citizens.

HIS 201 Church History I (3)

A study of the development of the church from AD 30 through Thomas Aquinas. The establishment, spread and development of the Christianity is studied paying particular attention to major trends, personalities, and events influencing the life of the church as it took shape in the Jewish culture and the Greco-Roman world. (Fall)

HIS 202 Church History II (3)

A continuation of Church History I where study of the development of the Christian church begins with the scholastics through the 20th century. (Spring)

HIS 203 United States History (3)

A general survey course of the history of the United States from the era of exploration through the 20th century. Special emphasis is placed on the religious, political, economic, and social development of the American nation. (Spring)

HIS 204 History of Religion in America (3)

This course examines the significance of religion in American society from European colonization to the present. Topics will include, but are not limited to, Puritanism, revivalism, women, slavery, ethnicity and immigration, and pluralism. (alternate Fall)

HIS 215 Native American Studies (3)

This course provides an overview of Native American history from pre-colonial times until the present. Emphasis is placed on cultural interaction, U.S. policy development, and the roles

played by Native American peoples to ensure their survival and on-going cultural integrity into the 21st century. (alternate Spring)

HIS 225 History of Philosophy (3)

This course will provide an initial encounter with the great philosophers and their ideas in an historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics and logic. Same as PHL 225. (alternate Spring)

HIS 301 Restoration History (2)

A study of the emergence and development of the 19th-century Restoration Movement in America. This course highlights the history of the Christian churches and Churches of Christ. (Alternate Fall)

HIS 320 Art History (3)

This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background. Same as HUM 320. (alternate Spring)

HIS 332 History of Women in America (3)

This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. It will be surveying the field of American women's history in order to understand how specific political, social and religious and economic transformation in the nation's past have affected the female half of the population. Same as ENG 332. (alternate Spring)

HIS 334 The Twentieth Century World (3, Writing Emphasis course)

An introduction to the major individuals and political, economic, social and cultural events of the world during the twentieth century. Emphasis will be placed on global relationships, conflict, and changing patterns of interaction among cultures and peoples in an era of near-constant change. (Fall)

HIS 340 African American Studies (3)

This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as ENG/HUM 340 (alternate Fall)

HIS 408 Ancient Near Eastern History (3)

The purpose of this course is to explore systematically the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt and Syria-Palestine ca. 3000-323 B.C.E. Pre: HIS 102. Same as OTS 408. (alternate Fall)

HIS 420 History and Literature of Latin America (3)

This interdisciplinary course explores the rich diversity of peoples, histories and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers, and discussing the events and personages depicted therein. Pre-requisite: ENG 102. Same as ENG 420. (alternate Fall)

HIS 490 Studies in History (varies)

A course flexible in procedure and content focused on a selected study in the field of history. Pre: as announced.

HIS 495 Senior Thesis: History (3, Writing Emphasis course)

The senior thesis provides an opportunity for a senior majoring in history to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. Pre: permission, based on a senior thesis proposal.

HIS 497 History Internship (6)

Field education providing an opportunity to learn through observation and participation for history majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. May be a substitute for CCE 497 for History majors. Pre: permission. Graded Pass/Fail. (Fall, Spring, Summer)

HUMANITIES (HUM)**HUM 101 Introduction to Humanities (3)**

A general introduction to the humanities, with attention given to the nature of philosophy, art, architecture, music and literature, with concepts from these disciplines applied to key cultural artifacts of the Western world. (Fall, Spring, Summer)

HUM 311 Humanities: Greek and Roman (3)

An integrated examination of Western culture from the Minoan-Mycenaean roots to the fall of the Roman empire as expressed in art, literature, music, philosophy, religion and architecture, emphasizing the development and influence of classical ideas and values. Pre: HUM 101. (alternate fall)

HUM 315 Humanities: Medieval and Renaissance (3)

An integrated examination of the dominant ideas and values of Western culture from the fall of the Roman empire through the 17th century as expressed in art, literature, music, philosophy, religion and architecture. Pre: HUM 101. (alternate Spring)

HUM 320 Art History (3)

This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background. Same as HIS 320. (alternate Spring)

HUM 321 Humanities: Baroque through Romanticism (3)

An integrated examination of the dominant ideas and values of Western culture during the 18th and 19th centuries as expressed in art, literature, music, philosophy, religion and architecture. Pre: HUM 101. (alternate Fall)

HUM 325 Humanities: The Modern World (3, Writing Emphasis course)

An integrated examination of the dominant ideas and values of Western culture during the 20th century as expressed in art, literature, music, philosophy, religion and architecture. Pre: HUM 101. (alternate Spring)

HUM 340 African American Studies (3)

This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as ENG/HIS 340. (alternate Fall)

HUM 392 Theology and the Arts (3)

This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology *of* the arts, while also investigating how theology is done *through* the arts. Pre: HUM 101 and either THE 301 or BBS 302. (alternate Spring)

HUM 425 Seminar in Humanities (3)

An integrated examination of a specified topic in the humanities. May be repeated for different topics. Pre: HUM 101 and one HUM 300-level course. (occasional)

HUM 490 Studies in Humanities (varies)

A course flexible in procedure and content focused on a selected study from the humanities. Pre: HUM 101 and as announced.

HUM 495 Senior Thesis: Humanities (3, Writing Emphasis course)

The senior thesis provides an opportunity for a senior majoring in humanities to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. Pre: permission, based on a senior thesis proposal.

HUM 497 Humanities Internship (varies)

Field education providing an opportunity to learn through observation and participation for Humanities majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail.

INTERCULTURAL MISSIONS (ICM)**ICM 202 Introduction to World Missions (3)**

The nature of Christian outreach; a study of principles, history and methodology of worldwide missions. (Spring)

ICM 310 Theology of Missions (3)

An examination of the theological foundations of mission derived from a study of the history of salvation. This course will encompass a study of the mission given to Israel and to the Church, including some interaction with contemporary theologies of mission. Pre: ICM 202 and either THE 301 or BBS 302.

ICM 330 World Religions (3)

A survey of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism and the prospects for fruitful interreligious dialogue. (alternate Spring)

ICM 342 Urban Cross-Cultural Evangelism (3)

A study of both cultural and communication processes that enable persons from differing backgrounds to interact effectively. Skills and insights learned will be applied to evangelism. Pre: ICM 202.

ICM 406 Contemporary World Issues (3)

A study of the basic theological, anthropological, secular, and practical issues encountered by the

mission of the Church in the contemporary setting. Pre: ICM 202 and junior standing.

ICM 490 Issues and Trends in Missions (3)

Current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism and their significance to the worldwide mission of the Church. Opportunity for individual student research in a particular area of interest is provided. Pre: ICM 202 and as announced.

ICM 497 Missions Internship (varies)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: junior standing and permission. Graded Pass/Fail.

MATHEMATICS (MTH)

***Freshman Mathematics Policy:** A full-time student is required to enroll in an appropriate math course within the first two semesters of enrollment at Point (and each semester thereafter if necessary to pass the course).*

MTH 103 College Mathematics (3)

This course presents a comprehensive survey of college-level mathematics and emphasizes practical applications and problem-solving strategies. Not open to students who have previously taken a higher-numbered MTH course. Pre: satisfactory math placement assessment. (Fall, Spring)

MTH 110 College Algebra (3)

A college-level algebra course that includes these topics: equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences. Pre: MTH 103 course or satisfactory math placement assessment. (Fall and Spring)

MTH 191 Pre-Calculus (3)

Covers polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and theory of equations. Pre: MTH 110 or satisfactory math placement assessment. (Fall, Spring)

MTH 211 Calculus 1 (3)

A study of limits and derivatives, differentiation rules, applications of differentiation, integrals and the Fundamental Theorem of Calculus. Pre: MTH 191 or satisfactory math placement assessment. (Spring)

MTH 212 Calculus 2 (3)

This course is a continuation of MTH 211, Calculus 1, covering applications of integration, differential equations and infinite sequences and series. Pre: MTH 211.

MIDDLE GRADES INSTRUCTION (MGI)

MGI 300 Adolescent Literature (3)

A study of literature appropriate for adolescents, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses or permission. (Fall)

MGI 302 Reading Skills (3)

A study of the dynamics of the reading process and major issues in reading instruction for secondary classrooms. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses. (Fall)

MGI 305 Mathematics for Middle Grades (3)

A course dealing with the concepts and materials which are appropriate for the cognitive development of the middle grades learner, with a portion of the class devoted to mathematics principles. Pre: admission to the TEP. Pre or Co-req: other TEP Block 1 courses. (Fall)

MGI 321 Social Studies for Middle Grades (3)

A study of the concepts and skills taught and developed in the social studies curriculum in the middle grades, with emphasis on integrating social studies units with other subject-matter areas. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 2 courses. (Spring)

MGI 330 Language Arts for Middle Grades (3)

This course focuses on curriculum and methods for developing linguistic and communicative competence in language arts classes in the middle school. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses. (Fall)

MGI 391 Block 1 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses or one area of concentration. (Fall)

MGI 392 Block 2 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses or one area of concentration. (Spring)

MGI 421 Science for Middle Grades Childhood (3)

The selection and organization of content and materials for instruction, the application of scientific principles and laws of learning to science instruction, and the identification of goals in science instruction in the middle grades, with an emphasis on a discovery approach to learning. Pre: TEP Block 1 courses. Pre or Co-req: other TEP Block 2 courses. (Spring)

MGI 493 Block 3 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses. (Fall)

MGI 497 Teaching Practicum–Student Teaching (12)

Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising middle grades teacher and University personnel. A seminar with the University supervisor is scheduled throughout the semester. Assessment will focus on preparation and teaching procedures. Pre: Completion of all courses

and passing scores in two of the five GACE tests for Middle Grades.

MINISTRY (MIN)

MIN 202 Effective Learning in the Church (3)

A survey course including the history of Christian education and its purposes, principles, and practice in the local church. Pre: BBS 102. (Fall)

MIN 313 Practice of Christian Ministry (3, Writing Emphasis course)

An introduction to the theological and theoretical foundations of ministry from historical and practical perspectives. Pre: BBS 102 and sophomore standing. (Fall)

MIN 323 Small Group Ministry (3)

A survey of biblical foundations, theory, and practice for small groups in congregations. The course will introduce the design, structure, administration, and ongoing evaluation of a healthy small group system. Pre: MIN 202.

MIN 340 Christian Spiritual Formation (3)

This course explores the process of being formed through historic Christian practices by identifying how God uses Scripture, people, contexts, literature, disciplines and events to transform believers through the work of the Holy Spirit. The course will also introduce principles of congregational formation. Pre: MIN 313 or permission. (Spring)

MIN 342 Introduction to Urban Ministry (3)

This course explores the history of the church's relationship to the city, the role of reflection in urban mission, the importance of narrative in evangelism, relations with the poor and community-based approaches to ministry. Pre: MIN 313 or permission

MIN 400 Administration and Leadership in Ministry (3)

A study of the functioning church and church leadership, examining organization and administration, planning, programming and ministry in the local congregation. Pre: MIN 101 and junior standing. Pre: MIN 313 or permission. (Spring)

MIN 415 Pastoral Counseling (3)

A study of counseling principles and techniques within the context of the ministerial functions. Same as CHS 415. Pre: MIN 313 or CHS 211. (Fall)

MIN 464 Healthy Congregations (3)

An introduction to the theory and practice of healthy congregational life with a focus on characteristics of healthy, growing churches, cultural contexts of American culture and leadership processes. The course will introduce congregational and personal evangelism, developing congregational identity, congregational size, systems theory, team-building and strategic planning within the frameworks of church growth and missional models. Pre: MIN 313 and senior standing. (Fall)

MIN 495 Leadership Colloquium (2)

An overview of the art of leadership, including management skills and facilitative helping skills adapted to a Christian context. Such issues as leadership styles, staffing, supervision and personnel will be discussed, with attention given to application of concepts. Pre: MIN 400.

MIN 497 Christian Ministry Internship (varies)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: Junior/senior standing and permission. Graded Pass/Fail.

MUSIC, APPLIED (MAP)**MAP 112 Beginning Voice Class (1)****MAP 113 Beginning Piano Class: Level 1 (1)****MAP 123 Beginning Piano Class: Level 2 (1)****MAP 114 Beginning Percussion Class (1)****MAP 117 Beginning Guitar Class (1)****MAP 118 Beginning Class: specified instrument (1)**

Group instruction in the basics of the chosen instrument. No experience required.

MAP 232 Intermediate Voice Class (1)**MAP 233 Intermediate Piano Class (1)****MAP 234 Intermediate Percussion Class (1)****MAP 237 Intermediate Guitar Class (1)****MAP 238 Intermediate Class: specified instrument (1)**

Group instruction in techniques.

MAP 242 Voice Class for Worship Leaders (1)

Group instruction in the techniques required to lead worship with emphases on developing good habits for tone production, adapting contemporary techniques without harming the voice, and using microphones and monitors properly. Pre: MAP 112 and permission.

MAP 252 Advanced Voice Class (1)**MAP 253 Advanced Piano Class (1)****MAP 254 Advanced Percussion Class (1)****MAP 257 Advanced Guitar Class (1)****MAP 258 Advanced Class: specified instrument (1)**

Group instruction in techniques.

MAP 362-1 Private Instruction: Voice (1)**MAP 362-2 Private Instruction: Voice (2)****MAP 363-1 Private Instruction: Piano (1)****MAP 363-2 Private Instruction: Piano (2)****MAP 364-1 Private Instruction: Percussion (1)****MAP 364-2 Private Instruction: Percussion (2)****MAP 367-1 Private Instruction: Guitar (1)****MAP 367-2 Private Instruction: Guitar (2)****MAP 368-1 Private Instruction: specified instrument (1)****MAP 368-2 Private Instruction: specified instrument (2)**

Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

MAP 369-1 Applied Music Technology (1)**MAP 369-2 Applied Music Technology (2)**

Private instruction in specific applications of music technology leading to a worship/concert project,

publication of a CD, printed format or a recital performance. Pre: MUS 317 and permission.

MAP 382 Junior Recital: Voice (1)

MAP 383 Junior Recital: Piano (1)

MAP 384 Junior Recital: Percussion (1)

MAP 387 Junior Recital: Guitar (1)

MAP 388 Junior Recital: specified instrument (1)

Guided preparation for the presentation of a 30-minute public solo recital. Pre: Permission and eight semester hours in the applied area (two of these eight hours may be concurrent with the semester of the recital).

MAP 436 Private Conducting Instruction (varies)

Advanced private instruction in conducting techniques. Pre: MUS 312 and permission.

MAP 462 Advanced Private Instruction: Voice (2)

MAP 463 Advanced Private Instruction: Piano (2)

MAP 464 Advanced Private Instruction: Percussion (2)

MAP 467 Advanced Private Instruction: Guitar (2)

MAP 468 Advanced Private Instruction: specified instrument (2)

Senior-level private instruction in techniques and repertoire for the Performance and Pedagogy specialization. Student must perform 12-15 minutes of music from memory on a jury exam at the end of the semester. Pre: senior standing and permission.

MAP 470 Worship/Concert Project (2, Writing Emphasis course)

This course will cover the aspects of planning and implementation for a worship service or concert. Attention will be given to selection of a unifying theme/idea, enlisting and rehearsing participants, choice of music/materials to be presented, coordination of technical aspects, and logistical considerations. Public presentation of the worship service or concert will represent completion of course requirements. (The course may be taken one semester before the actual worship service or concert is presented. A grade will be assigned following the public presentation.) Pre: senior standing and permission.

MAP 482 Senior Recital: Voice (2, Writing Emphasis course)

MAP 483 Senior Recital: Piano (2, Writing Emphasis course)

MAP 484 Senior Recital: Percussion (2, Writing Emphasis course)

MAP 487 Senior Recital: Guitar (2, Writing Emphasis course)

MAP 488 Senior Recital: specified instrument (2, Writing Emphasis course)

Guided preparation for the presentation of a one-hour public solo recital. Pre: permission, a successfully completed Junior Recital, and four semester hours in Advanced Private Instruction (two of those four hours may be concurrent with the semester of the recital).

MUSIC, ENSEMBLES (MEN)

MEN 201 Concert Choir (1)

A touring mixed choir demonstrating advanced choral tone and interpretation of repertoire. Pre: audition. (Both)

MEN 202 Community Concert Band (1)

A wind ensemble including members of the greater Valley community and students from Point University playing a variety of music.

MEN 203 Honors Ensemble (1)

Specific ensemble chosen on basis of talent and service to community and institution.

MEN 207 Guitar Ensemble (1)

An auditioned ensemble for 5-10 guitarists open to all Point students. A variety of repertoire will be performed.

MUSIC, LECTURE (MUS)

MUS 102 Music Appreciation (3)

A survey of various styles and forms of music, including non-western, popular and art music. Emphasis is placed on the coordinated training of the ear, eye, memory and mind for participatory listening. (Fall, Spring)

MUS 103 Music Theory I (3)

The study of contemporary and traditional theory applicable to the 21st century musician including diatonic triads, added 2nds, sus chords, phrase structure and melodic analysis. Pre: MUS 101 or satisfactory placement test score. Co-req: MUS 103L. (Fall)

MUS 103L Functional Theory Skills I (1)

Practical application of concepts studied in MUS 101, including ear training, sight singing, improvisation and guitar/keyboard harmony. Co-req: MUS 103.

MUS 104 Music Theory II (3)

The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on the use of substitute chords, non-harmonic tones, 4-part chord progressions and modulations. Pre: MUS 103 or satisfactory placement test score. Co-req: MUS 104L. (Spring)

MUS 104L Functional Theory Skills II (1)

Practical application of concepts studied in MUS 104. Pre-requisite: MUS 103L. Co-req: MUS 104.

MUS 204 Hymnology (2)

A survey of the development of congregational song and the use of various styles of congregational music in the worship and evangelism of a congregation. Pre: MUS 102.

MUS 205 Music Theory III (3)

The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on upper triad structures, pentatonic scale, blues scales and harmonies. Pre: MUS 104 or satisfactory placement test score. Co-req: MUS 205L. (Fall)

MUS 205L Functional Theory Skills III (1)

Practical application of concepts studied in MUS 205. Pre-requisite: MUS 104L. Co-req: MUS 205.

MUS 206 Music Theory IV (3)

The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on modes and the application of the Nashville Numbering System. Final projects will include a synthesis of all four courses in the music theory sequence. Pre: MUS 205 or satisfactory placement test score. Co-req: MUS 206L. (Spring)

MUS 206L Functional Theory Skills IV (1)

Practical application of concepts studied in MUS 206. Pre-requisite: MUS 205L. Co-req: MUS 206.

MUS 216 Music Technology (3)

This course covers basic instruction in music technology applications. Specific attention will be given to sound re-enforcement.

MUS 295 Christian Songwriting (2)

This course will cover the essential elements of song writing, publishing and basic business principles which accompany performance ministry. Special attention will be given to crafting lyrics and appropriate melodies. Copyright considerations will be included. Pre: permission.

MUS 301 Music History I (3)

A study of the history of Western art music from the time of the Greeks to the early Classical period with an emphasis on the cultivation of listening skills. Pre: MUS 102. (Fall)

MUS 302 Music History II (3)

A study of the history of Western art music from the Classical period through the present day with an emphasis on listening to representative repertoire. Pre: MUS 301. (Spring)

MUS 317 Advanced Music Technology (3)

A continuation of the Music Technology course covering advanced applications of music sequencing, Finale and Sibelius notation systems, digital voice recording and additional applications of computers and digital keyboards. Pre: MUS 216.

MUS 312 Beginning Conducting (2)

An introduction to basic patterns, use of baton, score preparation, and rehearsal procedures. Pre: MUS 101 and 102. (Fall)

MUS 322 Music Methods for Children (3)

A survey of the materials and techniques for using music to teach children.

MUS 325 Survey of Music Business (3)

An overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities. Same as BUS 325. (Spring)

MUS 341 Keyboard Skills (2)

Practical aspects of keyboard music for accompanying solos and choirs, and playing for services.

MUS 412 Philosophy of Music (3, Writing Emphasis course)

This course surveys the place and function of music in culture. Attention will be given to music as communication, art, entertainment and worship. Students explore theological and functional aspects of music in western and non-western cultures. Pre-requisite or Co-req: MUS 302. (Fall)

MUS 415 Worship Leadership (2)

A coverage of the principles of worship from Scripture and their application in current worship styles.

MUS 425 Music Ministry in the Local Church (2)

A study of the philosophy and programming of the music program of a congregation. Pre: MUS 102. (alternate Fall)

MUS 431 Advanced Conducting (2)

A coverage of advanced techniques of instrumental and choral conducting. Pre: MUS 312.

MUS 432 Choral Techniques (2)

A study of the techniques for rehearsing a choir and developing a unified, expressive choral tone. Pre: MUS 312.

MUS 434 Survey of Choral Literature (2)

A study of the music literature for choral groups. Pre: MUS 302.

MUS 441 Piano Literature (2)

A survey of the music literature for piano. Pre: MUS 302.

MUS 443 Vocal Literature (2)

A survey of the music literature for voice. Pre: MUS 302.

MUS 446 Music Pedagogy (3)

A study of the methods and materials for teaching applied music. A special project is required for students who are declared applied majors. Pre: Junior standing in applied study.

MUS 448 Vocal Pedagogy (2)

A study of the methods and materials for teaching voice. Pre: advanced private voice lessons.

MUS 451 Arranging (2)

An advanced theory course emphasizing techniques of vocal, choral, and instrumental arranging. Pre: MUS 206.

MUS 453 Orchestration (2)

An advanced theory course emphasizing techniques of orchestration. Pre: MUS 206.

MUS 490 Studies in Music (varies)

A study in an advanced topic of music. Pre: as announced.

MUS 497 Music Internship (varies)

Practical application of principles and techniques learned in the classroom in a supervised church, school, or other approved situation. Pre: permission. Graded Pass/Fail. (Fall, Spring)

NATURAL SCIENCE (NSC)

NSC 101 Survey of Biology (3)

This course focuses on fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life, then to tissues and an overview of human organ systems. DNA replication, protein synthesis, and Mendelian genetics are covered in the study of heredity. This course will not satisfy the Natural Science course requirement in the Core Curriculum for Biology, Exercise Science, Early Childhood Education, Middle Grades Education, and Secondary Education (Biology) majors, which is specified as NSC 103.

NSC 101L Survey of Biology Lab (1)

This laboratory course will complement the Survey of Biology lecture course and provide an opportunity to reinforce concepts learned in class through observation and experimentation. See the course description for NSC 101 regarding majors which cannot use this course to satisfy the Natural Science Lab course requirement in the Core Curriculum. Co-req or Pre: NSC 101.

NSC 103 Biology I (3)

This course presents the essential concepts and principles of modern biology. Topics include the basic chemistry of life, the cell as the basic unit of life (cell structure, function, metabolism, and cell division), and the fundamentals of molecular biology, genetics, and biotechnology. (Fall, Summer-online)

NSC 103L Biology I Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of the biology in NSC 103. Co-req or Pre: NSC 103. (Fall)

NSC 104 Biology II (3)

A continuation of the study of the essential concepts and fundamental principles of modern biology with a focus on the animal kingdom, comparative animal biology, the plant kingdom and topics in ecology. (Spring)

NSC 104L Biology II Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of biology in NSC 104. Co-req or Pre: NSC 104. (Spring)

NSC 106 Environmental Science (3)

An introduction to the study of the human environment. Topics include general ecology, resources, pollution, aspects of health, economics, and law as related to environmental science. (Fall, Spring and Summer)

NSC 106L Environmental Science Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of environmental science in NSC 106. Co-req or Pre: NSC 106. (Fall, Spring and Summer)

NSC 110 Physical Science (3)

This course is a study for non-science majors of selected topics from general physics and general chemistry. A knowledge of the physical sciences can help one become more informed in an increasingly science and technology based society. The course will focus on everyday phenomena in this area.

NSC 110L Physical Science Lab (1)

This course covers basic techniques in chemistry and physics, such as measurement, data collection, graphing, and observing chemical properties and chemical reactions. Pre or Co-req: NSC 110.

NSC 210 Medical Terminology (1)

This course will introduce medical terminology through a unique memorization strategy that focuses on common medical prefixes and suffixes to enable students to have a greater

understanding of complex medical terminology. (Fall and Spring)

NSC 215 Human Anatomy and Physiology I (3)

An introduction to the structure and function of the human body, including a general orientation, the integument, support and movement, and the nervous, sensory and endocrine systems. (Fall)

NSC 215L Human Anatomy and Physiology I Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of human anatomy and physiology in NSC 115. Co-req or Pre: NSC 215. (Fall)

NSC 216 Human Anatomy and Physiology II (3)

A continuation of the study of the structure and function of the human body, including the circulatory, excretory, immune, respiratory, digestive and reproductive systems. Pre: NSC 215. (Spring)

NSC 216L Human Anatomy and Physiology II Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of the human anatomy and physiology in NSC 215. (Spring)

NSC 228 General Chemistry I (3)

The first of two courses emphasizing the fundamental principles of chemistry including the laws of chemical combinations, gas laws, simpler structure of atoms, periodic system, states of matter, chemistry of the non-metals and their important compounds, chemistry of metallic elements and their compounds and thermochemistry. Topics include: chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties and gas laws. (Fall)

NSC 228L General Chemistry I Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 228. Co-req: NSC 228. (Fall)

NSC 229 General Chemistry II (3)

A continuation of the study of the principles of chemistry and their applications. The topics include solution properties, acids and bases, ionic equations, oxidation-reduction, equilibrium, kinetics, chemical thermodynamics, electrochemistry, nuclear chemistry and an introduction to organic chemistry. (Spring) Pre: NSC 228. (Spring)

NSC 229L General Chemistry II Lab (1)

This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 228. Co-req: NSC 229. (Spring)

NSC 302 Statistics (3)

A course designed to teach the student research methodologies, statistical analyses and the appropriate usage of statistical methods, with primary emphasis on the ability to read and understand research. Same as PSY 302. Pre: MTH course. (Fall, Spring)

NSC 303 Methods in Research (3, Writing Emphasis course)

A continuation of NSC 302, with primary emphasis on applications. Same as PSY 303. Pre: NSC/PSY 302. (Fall, Spring)

NSC 307 Microbiology (3, Writing Emphasis course)

A study of the characteristics of bacteria, viruses, protozoa and fungi, including the diseases they cause, the control of these microorganisms and their beneficial uses and the basics of immunology. Pre: NSC 103. (Spring)

NSC 307L Microbiology Lab (1)

This laboratory course emphasizes proper handling techniques, identification methods, and properties of microorganisms. Co-req: NSC 307. (Spring)

NSC 310 Cell Biology (3)

An in-depth study of cell structure and function, including molecular components of the membrane, organelles, bioenergetics, metabolism and enzymes. Lectures will expound upon topics such as membrane transport, the endomembrane system, protein targeting and sorting, endocytosis/exocytosis, cell shape, motility, cell-to-cell interaction and signal transduction processes. Pre: NSC 103. (Fall)

NSC 320 Physics I (3)

This is a non-calculus based course covering the essentials of mechanics, including kinematics, vector analysis, forces, impulse and momentum, rotational forces and motion, angular momentum, torque and fluids. Waves, including sound, will also be covered. Both a conceptual foundation and problem solving abilities are emphasized. Pre: MTH course. (Fall)

NSC 320L Physics I Lab (1)

This laboratory course emphasizes experiments in mechanics, wave motion and should be taken concurrently with NSC 320. (Fall)

NSC 321 Physics II (3)

This course is a continuation of Physics I, completing the one year of physics. Included is an introduction to the concepts and problems of electricity and magnetism, light and modern physics. Topics include: electrical forces and fields, electrical potential, current and resistance, circuits, capacitors and capacitance, magnetic forces and fields, force on a moving charge, Maxwell's Equation, electromagnetic waves, geometrical and physical optics, interference and diffraction, and special relativity. Pre: NSC 320. (Spring)

NSC 321L Physics II Lab (1)

This laboratory course is a continuation of NSC 320L and emphasizes experiments in mechanics and wave motion and should be taken concurrently with NSC 321.

NSC 330 Organic Chemistry I (3)

As an introduction to the chemistry of carbon compounds, this course presents an integration of aromatic and aliphatic compounds treating the principal classes of each with an emphasis on molecular structure theory, stereochemistry, structure and reactivity, and reaction mechanisms. Pre: NSC 228 and 229. (Fall)

NSC 330L Organic Chemistry I Lab (1)

A study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. Pre or Co-req: NSC 330. (Fall)

NSC 331 Organic Chemistry II (3)

This course is designed to explore in more detail the specifics of the reactivity of various functional groups. Topics will include the study of aromatic compounds, including phenols and aryl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones, amines, carboxylic acids and their derivatives; lipids such as fatty acids and triglycerides; and carbohydrates. Pre: NSC 330. (Spring)

NSC 331L Organic Chemistry II Lab (1)

A continuation of the study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. Pre or Co-req: NSC 331. (Spring)

NSC 401 Ethics in Science (3)

This course provides a springboard from which students can develop a reasoned ethical approach to dilemmas faced in the sciences.

NSC 421 Genetics (3)

A study of the essential concepts and underlying principles of transmission genetics (patterns of inheritance), molecular genetics (biochemical understanding of hereditary material), and population genetics. Pre: NSC 103. (Fall)

NSC 421L Genetics Lab (1)

The Genetics Lab will introduce students to experimental approaches in both classical and molecular genetics. Pre or Co-req: NSC 421. (Fall)

NSC 432 Introduction to Pharmacology (3)

This course will introduce students to the study of drugs (natural and synthetic chemical agents), their interactions with drug receptors and chemical-signaling pathways, and how these interactions produce effects in biological systems. Students will also learn about common drugs used to treat various diseases and conditions and will be introduced to the industry of drug development and discovery. Pre: NSC 103, NSC 215, NSC 216 and Junior standing. (Spring)

NSC 440 Biochemistry (3)

A multidisciplinary science course that encompasses the study of biological molecules and biochemical pathways. The interrelationship of the structure and function of organic biomolecules, the behavior of enzymes, intermediary metabolism, and the integration of metabolism via cellular signaling are presented. Pre: NSC 330. (Spring)

NEW TESTAMENT STUDIES (NTS)**NTS 201 The Story of Jesus (3)**

A study of what the four gospels reveal about the life, ministry, and message of Jesus, with particular attention given to Jesus' redemptive purposes in God's narrative. Pre: BBS 102. (Fall)

NTS 203 The Acts of the Apostles (3)

An historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church. Credit will not be given for NTS 203 if NTS 204 has been completed. Pre: NTS 201 or BBS 202. (Spring).

NTS 204 The Story of Jesus' Followers (3)

A study of the early church from Jesus' ascension to the end of the New Testament period in

order to understand the faith and practices of God's people in light of Jesus Christ. Credit will not be given for NTS 204 if NTS 203 or NTS 308 has been completed. Pre: BBS 102 or NTS 201. (Spring)

NTS 308 Epistles of Paul (3)

A survey of Paul's writings, including their basic contents and theological themes. Credit will not be given for NTS 308 if NTS 204 has been completed. Pre: either NTS 203 or BBS 202/BBS 302. (Fall)

NTS 320 Romans (3)

An in-depth exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 321 I Corinthians (3)

An in-depth exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 323 Ephesians and Colossians (3)

An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 324 Philippians and Philemon (3)

An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 326 I and II Timothy, Titus (3)

An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 330 Hebrews (3)

An in-depth exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 332 James, I, II, III John, Jude (3)

An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Pre: either NTS 308/BBS 201 or BBS 202/BBS 302.

NTS 334 Gospel of Mark (3)

A study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. Pre: either NTS 201/BBS 201 or BBS 202/BBS 302.

NTS 401 The Revelation of John (3)

A study of the final book of the Bible, giving special attention to its historical setting, Christology, and various interpretations. Pre: either BBS 102/BBS 201 or BBS 202/BBS 302.

NTS 402 Gospel of John (3)

An in-depth exegetical study of the fourth Gospel, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the Gospel of John. Pre: either NTS 201/BBS 201 or BBS 202/BBS 302.

NTS 425 Scripture Within Scripture (3)

A study of the use of the Old Testament by the New Testament writers, particularly as it related to their portrayal of the work of Jesus Christ. Pre: either BBS 201 or BBS 202/BBS 302.

NTS 430 The Passion and Resurrection Narratives of the Gospels

A historical, literary, and theological study of the passion and resurrection narratives of the four canonical gospels, beginning with Matthew 26:1-5 and parallels and moving to the terminus of all the gospels. Pre: either NTS 201/BBS 201 or BBS 202/BBS 302.

NTS 490 Studies in New Testament (varies)

A course flexible in procedure and content emphasizing independent research and formal classroom presentation. Such areas as backgrounds, history, text and canon, or exegetical principles may be covered. Pre: BBS 201 and as announced.

NTS 495 Research Methods in Biblical Studies (3)

An advanced course which explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process – from delineating a thesis to the presentation of research – will be discussed, modeled, and practiced. NTS 495 or OTS 495 is required for all Biblical Studies students enrolled in the Honors Program. Same as OTS 495 with alternating focus each year. Pre: Senior standing and permission.

OLD TESTAMENT STUDIES (OTS)

OTS 210 The Story of Israel (3)

A study of God working out his purposes through the ancient people of Israel as disclosed in the Old Testament. Pre: BBS 102. (Fall, Spring)

OTS 240 Old Testament Prophecy (3)

A survey of the prophetic literature of the Old Testament analyzing the origin, purpose and basic contents of each book. Pre: either OTS 210 or BBS 202/BBS 302. (Spring)

OTS 270 Old Testament Poetry (3)

A survey of the poetic literature of the Old Testament analyzing the origin, purpose and basic contents of each book. Pre: either OTS 210 or BBS 202/BBS 302. (Fall)

OTS 301 Genesis (3)

An exegesis of the biblical book of Genesis with emphasis given to the origin, purpose and major theological themes of the text. Pre: either OTS 210/BBS 201 or BBS 202/BBS 302.

OTS 305 Isaiah (3)

An exegesis of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text. Pre: either OTS 210/BBS 201 or BBS 202/BBS 302.

OTS 307 Laws of Israel (3)

A study of the legal literature of the Pentateuch analyzing the moral, social and religious legislation of ancient Israel. Pre: either OTS 210/BBS 201 or BBS 202/BBS 302.

OTS 313 Psalms (3)

A systematic survey of ancient Hebrew Hymnody including an exegesis of several selected Psalms. Pre: either OTS 210/BBS 201 or BBS 202/BBS 302.

OTS 408 Ancient Near Eastern History (3)

The purpose of this course is to explore systematically the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt and Syria-Palestine ca. 3000-323 B.C.E. Pre: OTS 210 and HIS 102. (alternate Fall)

OTS 490 Studies in Old Testament (varies)

A course flexible in procedure and content focused on a selected study from the Old Testament. Pre: BBS 201 and as announced.

OTS 495 Research Methods in Biblical Studies (3)

An advanced course which explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process – from delineating a thesis to the presentation of research – will be discussed, modeled, and practiced. NTS 495 or OTS 495 is required for all Biblical Studies students enrolled in the Honors Program. Same as NTS 495 with alternating focus each year. Pre: Senior standing and permission.

PHILOSOPHY (PHL)

PHL 201 Introduction to Philosophy (3)

An examination of key philosophical themes and ideas, such as the nature of the universe, the nature of knowing, human nature and ethics, through the writings of significant philosophers. (alternate Fall)

PHL 216 Philosophy of Religion (3)

An examination of classical and contemporary arguments for the existence of God and a philosophical inquiry into the coherence of Christian theism. Topics include a variety of theistic proofs, the problem of faith and reason, divine foreknowledge and human free will, the problem of evil, God's eternity, the trinity, the incarnation and others. (alternate Spring)

PHL 225 History of Philosophy (3)

This course will provide an initial encounter with the great philosophers and their ideas in a historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics and logic. Same as HIS 225. (alternate Fall)

PHL 302 Apologetics (3)

A study of the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. Pre: THE 301 or BBS 302.

PHL 325 Ethics (3)

An examination of influential theories regarding the nature of morality and the human good life. Readings in Plato, Aristotle, Hobbes, Hume, Kant, Mill and others. Includes a focus on the

relationship between religion and morality. Pre: one PHL course.

PHL 330 World Religions (3)

A survey of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism, and the prospects for fruitful interreligious dialogue. (Spring)

PHL 425 Major Worldviews (3)

An examination of the different worldviews that have developed in or been introduced into the Western world and how they influence the modern mind and society. Pre: one PHL course. (alternate Spring)

PHL 490 Studies in Philosophy (varies)

A course flexible in procedure and content focused on a selected study in the field of philosophy. Pre: as announced.

PHYSICAL EDUCATION (PHE)

PHE 105 Physical Fitness and Wellness (1)

A total fitness program designed to acquaint the student with the theory and practice of good physical fitness and wellness. (Fall and Spring)

PHE 110 Leisure Life Skills I (1)

Co-ed instruction and activity in volleyball and/or badminton. (Fall)

PHE 115 Cardiovascular Conditioning (1)

Instruction and activity in principles and procedures of cardiovascular conditioning.

PHE 120 Leisure Life Skills II (1)

Co-ed instruction and activity in racquetball and/or tennis. (Spring)

PHE 125 Recreational Games (1)

Instruction in rules and skills of individual and team games and sports for use in school, church or playground programs. (Spring)

PHE 130 Weight Training (1)

Instruction and activity in principles and procedures of weight training that contribute to physical fitness. (Fall, Spring)

PHE 201 First Aid and CPR (1)

Accident scene management, victim assessment and basic life support, injury management and victim care knowledge and practice are emphasized. Certification can be earned. (Fall and Spring)

PHE 220 Exercise and Weight Control (1)

A nutrition, exercise and weight management course emphasizing the basics of proper nutrition and exercise. Emphasis on lifestyle changes and their relationship to appropriate weight management. (Fall)

PHE 300 Internship in Sports and Recreational Management (1)

This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. Same as SPM 300. Pre: Permission (Fall, Spring)

PREACHING MINISTRY (PRM)

PRM 201 Introduction to Preaching (3)

A study of the fundamentals of constructing and delivering sermons that are based on the Word of God. Pre: COM 205. (Spring)

PRM 320 Advanced Preaching (3)

A continuing study of the principles and skills of sermon preparation and delivery. Pre: PRM 201. (Fall)

PRM 403 Expository Preaching (3)

An advanced study in the art and science of preparing and delivering expository sermons. Pre: BBS 201 and PRM320. (Spring)

PRM 405 History of Christian Preaching (3)

The history of Christian preaching from the first century C.E. to the present. Pre: PRM 320.

PRM 430 Preaching and Story (3)

An advanced study of the preparation and delivery of various forms of contemporary narrative preaching. Pre: PRM 320.

PRM 475 New Testament and Preaching Seminar (3)

In-depth exegetical studies of designated New Testament literature including careful analysis of the text and thoughtful application to preaching. Pre: PRM 320 and BBS 201.

PRM 490 Studies in Preaching (varies)

A course flexible in procedure and content focused on a selected study in the field of preaching ministry. Pre: PRM 320 and as announced.

PRM 497 Preaching Ministry Internship (varies)

Field education providing an opportunity to learn through observation and participation. The specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: PRM 320, junior standing and permission. Graded Pass/Fail. (Fall, Spring, Summer)

PSYCHOLOGY (PSY)

PSY 103 Introduction to Psychology (3)

A study of psychological structures and functions, designed to help students better understand themselves and others. This course is a prerequisite for all other courses in psychology. (Fall, Spring, Summer)

PSY 200 Social Psychology (3)

A course designed to integrate issues in psychology and sociology as they relate to human interaction. Same as SOC 200. Pre: PSY 103 and SOC 103. (Fall and Spring)

PSY 204 Developmental Psychology (3)

A study of human growth and development from conception and the prenatal period through adulthood and death. Pre: PSY 103. (Fall)

PSY 302 Statistics (3)

A course designed to teach the student research methodologies, statistical analyses and the appropriate usage of statistical methods, with primary emphasis on the ability to read and understand research. Pre: MTH course. (Fall)

PSY 303 Methods in Research (3, Writing Emphasis course)

A continuation of PSY 302, with primary emphasis on applications. Previously listed as HRL 303. Pre: PSY 302. (Spring)

PSY 305 Adolescent Psychology (3)

A study of human growth and development from late childhood to early adulthood. Pre: PSY 204. (Spring and Summer)

PSY 315 Group Dynamics (2)

The analysis of how groups work and how to improve relationships in order to function effectively with all groups. Pre: PSY 103 or SOC 103. (Fall)

PSY 341 Abnormal Psychology (3)

This introductory abnormal psychology course is designed to help students understand the physiological, social, psychological nature of abnormal behavior as well as an understanding of the diagnosis and treatment of mental disorder. Pre: PSY 204. (Fall)

PSY 414 Human Sexuality (3)

A course designed to explore male, female differences in regard to emotions, perceptions, attitudes of relationships, and power of sexuality. It focuses on psychological and socio-cultural influences on human sexuality and incorporates a life span perspective. Pre: PSY 204. (alternate Spring)

PSY 420 Violence in Society (3)

A study of the nature of violence and violent crimes in contemporary society. Examines how the American criminal justice system attempts to prevent violent acts, and examines the nature and treatment of the offenders. Same as SOC 420. Pre: junior or senior standing.

PSY 421 Sports Psychology (3)

An overview of the psychological factors affecting behavior in exercise and sports settings. (Spring)

PSY 425 Interpersonal Effectiveness (2)

A course designed to enhance the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, conflict resolution and dealing with difficult people. Pre: PSY 103 or SOC 103.

PSY 442 Personality Theory (3)

A survey of major theories of personality from Freud to the present, including psychodynamic theory, influences of genetic and biochemical factors on behavior, social learning and environmental influences, and internal versus external locus of control. Pre: PSY 204. (Fall)

PSY 465 Psychology of Religion (3, Writing Emphasis course)

A course designed to develop an understanding of the development of religion from historical, cultural, developmental, and psychological perspectives. Pre: senior standing or permission. (Spring)

PSY 490 Studies in Psychology (varies)

A course flexible in procedure and content focused on a selected study in the field of psychology. Pre: as announced.

PSY 497 Field Work in Psychology

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer.

SECONDARY EDUCATION (SED)**SED 331 Secondary Methods (3)**

This course focuses on the examination and application of methods and materials for teaching secondary subjects. Course projects are adapted to each student's chosen field of teaching. (Fall)

SED 391 Block 1 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses. (Fall)

SED 392 Block 2 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses. (Spring)

SED 493 Block 3 Lab Experience (1)

Observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses. (Fall)

SED 497 Teaching Practicum–Student Teaching (12)

Observation, participation and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising secondary education teacher and University personnel. A seminar with the University supervisor is scheduled throughout the semester of the student teaching experience. Assessment will focus on preparation and teaching procedures. Pre: Completion of all other courses and passing score on the GACE test.

SOCIAL SCIENCES (SOC)**SOC 103 Introduction to Sociology (3)**

A study of the effects of group relations on human behavior with special emphasis on developing a Christian world view. (Fall, Spring, Summer)

SOC 200 Social Psychology (3)

A course designed to integrate issues in psychology and sociology as they relate to human interaction. Same as PSY 200. Pre: PSY 103 and SOC 103. (Fall and Spring)

SOC 202 The Family (3)

Dating, courtship, marriage, and family relationships from both a biblical and cultural perspective. Same as CHS 202. Pre: PSY 103 or SOC 103. (Fall and Spring)

SOC 203 Cultural Anthropology (3)

A study of the nature, functions, and manifestations of culture in diverse human societies. (Fall)

SOC 215 Geography (3)

Introductory world regional geography focusing on the ways in which cultural groups around the world utilize and modify their landscapes and environments. (Fall and Spring)

SOC 300 Social Theory (3)

An introduction to the major theories and theorists in sociology. Includes an examination of the development of sociological theory and the influences of those theories on contemporary society. Pre: SOC 103. (Fall)

SOC 350 Social Problems (3)

Overview of contemporary problems in society including addiction, race relations, prejudice, overpopulation, mental health and ageism. Examines how sociological methods and analysis are applied to social problems in an effort to create solutions to the problems. Pre: SOC 103. (Spring)

SOC 355 Human Behavior and the Social Environment (3)

Overview of the theories on various aspects of human behavior and their effects on cognitive development. Examines how various social influences - economics, religion, politics and other demographics – cause deviations from supposed human norms. Pre: SOC 103. (Spring)

SOC 420 Violence and Society (3)

A study of the nature of violence and violent crimes in contemporary society. Examines how the American criminal justice system attempts to prevent violent acts, and examines the nature and treatment of the offenders. Same as PSY 420. Pre: junior or senior standing. (alternate Fall)

SOC 430 Race, Ethnicity and Gender (3)

A survey of the sociological theories and problems surrounding race, ethnicity and gender in contemporary society, including stereotypes of each classification. Pre: SOC 103.

SOCIAL WORK (SWK)

SWK 401 Social Work Policy I (3, Writing Emphasis course)

This course is an introduction to the history, structure and theories of social work, and the various policies of social welfare. The first course examines the theories and theorists of social work and the nature of society's need for social workers. Pre: SOC 300. (Fall)

SWK 402 Social Work Policy II (3)

This course is an introduction to the history, structure and theories of social work, and the various policies of social welfare. The second course examines the processes and analytic

models used in social work, and how social workers can affect political processes for social justice. Pre: SWK 401. (Spring)

SWK 410 Social Work Practice (3)

This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. Pre: SOC 300. (Fall)

SWK 497 Field Work in Social Work (6)

This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. Pre: SWK 410 (Spring)

SPANISH (SPA)

SPA 101 Spanish I (4)

Introduction to the four basic skills of listening, speaking, reading, and writing in Spanish with emphasis on speaking in everyday situations, an introduction to Hispanic culture(s), and a required lab component. Designed for students with little or no previous language training. (Fall)

SPA 102 Spanish II (4)

Continued development of listening, speaking, reading, and writing skills within a cultural context, with a required lab component. Pre: SPA 101 or permission. (Spring)

SPA 201 Intermediate Spanish I (3)

Continued development of listening, speaking, reading, and writing skills in Spanish with a review of language fundamentals, practice in conversation, a study of Hispanic civilization, and a required lab component. Pre: SPA 102 or permission. (Fall)

SPA 202 Intermediate Spanish II (3)

Extensive oral and written work in Spanish, including an expansion of Spanish vocabulary and syntactical structures, an introduction to Spanish prose, poetry, drama and essays of moderate difficulty, and a required lab component. Pre: SPA 201 or permission. (Spring)

SPA 303 Spanish Conversation (3)

Practice in conversation skills integrated with listening comprehension, reading, and writing skills. Pre: SPA 202 or permission.

SPA 401 Spanish Literature (3)

Critical reading and interpretation of literature written in Spain through the study of representative texts in various genres. Includes practice in listening, speaking and writing skills. Taught in Spanish. Pre: SPA 202 or permission.

SPORTS MANAGEMENT (SPM)

SPM 300 Internship in Sports and Recreational Management (1)

This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. Same as PHE 300. Pre: permission. (Fall, Spring)

SPM 423 Sports Facilities Management (3)

The principles and procedures involved in the design and management of sports facilities as well as programming and events management. Pre: BUS 225 and junior standing. (alternate Fall)

SPM 425 Team Management (3)

An overview of the motivational, psychological and organizational considerations involved in the coaching of teams and individual athletes. Pre: BUS 225 and junior standing. (alternate Spring)

SPM 427 Administration of Fitness and Wellness Programs (3)

Designed to examine all phases of fitness and wellness programs including the administration of fitness tests, program planning and evaluation. Pre: BUS 225 and junior standing. (alternate Spring)

SPM 429 Issues in Sports Management (3)

An examination of finance, marketing and promotion, selected legal problems, and human relations in the field of sports management. Pre: BUS 225 and junior standing. (alternate Fall)

SPM 497 Sports Management Internship (3)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: two SPM courses and permission.

THEOLOGY (THE)**THE 301 Theological Foundations for the Christian Life (3)**

This course is a review of major theological ideas found in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business and church community. Pre: BBS 102 and BBS 201. (Fall, Spring, Summer)

THE 302 Apologetics (3, Writing Emphasis course)

A study of the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. Pre: THE 301 or BBS 302.

THE 392 Theology and the Arts (3, Writing Emphasis course)

This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology *of* the arts, while also investigating how theology is done *through* the arts. Pre: HUM 101 and either THE 301 or BBS 302. (alternate Spring)

THE 401 Systematic Theology (3, Writing Emphasis course)

This course will consist of an overview of the enterprise called systematic theology, followed by a systematic theological treatment of the sacraments of baptism and the Eucharist. Pre: THE 301 or BBS 302.

THE 405 Christ, Culture, and Career (3, Writing Emphasis course)

An integrated course that brings together knowledge gained from previous courses in Biblical Studies, Theology, and Humanities. This capstone course focuses on the integration of culture and the Christian worldview. The final section of the course involves discussion of one tangible outcome of the Christian worldview in contemporary culture, namely, the integration of

students' faith and calling in their projected career field and place of work. Pre: Senior standing and either BBS 302 or THE 301. (Fall, Spring, Summer)

THE 490 Studies in Religion and Theology (varies)

A course flexible in procedure and content focused on a selected study from the fields of Christian theology or contemporary religions. Pre: as announced.

YOUTH MINISTRY (YTH)

YTH 220 Introduction to Youth Ministry (3)

An overview of the field of youth ministry that covers the philosophy of youth work as well as practical methods and programming. Pre: MIN 202 or MIN 313. (Spring)

YTH 323 Programs in Youth Ministry (2)

A study of the various programs in youth work occurring in the week-to-week operations of the local church. Pre: YTH 220. (alternate Spring)

YTH 324 Youth Leadership (2)

A study of the recruitment, training, and nurturing of adults who work with the youth program of the local church. Pre: YTH 220. (alternate Spring)

YTH 360 Recreational Leadership (3)

A course designed to assist in the planning, promoting, and conducting of church-related recreation programs, stressing the needs of all ages and the variety of forms. (Spring)

YTH 417 Counseling Adolescents (3)

A study of the significant clinical issues facing adolescents in the areas of physical, emotional, social and cognitive development. Same as CHS 417. Pre: CHS 211 or MIN 313. (Spring)

YTH 426 Youth Ministry Seminar (varies)

An in-depth study of the youth ministry ministerial objective, adult relationships in the church and youth program development. Pre: YTH 323.

YTH 490 Studies in Youth Ministry (varies)

A course flexible in procedure and content focused on a selected study in the field of youth ministry. Pre: YTH 220 and as announced.

YTH 497 Youth Ministry Internship (varies)

Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail. (Spring, Fall)

UNIVERSITY LEADERSHIP

Senior Leadership Team

Dean C. Collins	President
Stacy A. Bartlett, Ph.D.	Vice President for Enrollment Management
Christopher A. Davis, Ph.D.	Vice President for Graduate and Professional Studies
Lance H. Francis	Chief Operating Officer
Daniel R. Frazier	Vice President for Finance
Dennis E. Glenn, Ph.D.	Vice President for Institutional Effectiveness & Dean of Accreditation
Joshua Harrelson	Vice President for Advancement
W. Darryl Harrison, Ed.D.	Chief Academic Officer
Margaret Hodge	Director of Human Resources
Samuel W. (Wye) Huxford	Vice President for Spiritual Formation & Dean of the Chapel

Administrative Staff (partial listing for University College)

Michael L. Bain	Director of Learning Resources
Hannah Blount	Assistant Director of Admission, University College
Kasey Bodine	First-Year Experience Coordinator
Nneka Carter-Young	Assistant Dean of Students
Felicia Demps	Director of Dual Credit Enrollment
Caleb Dorsey	Assistant Community Coordinator/Intramurals
Paige Fowler	Assistant Registrar
Rusty Hassell	Executive Director of Admission
John Lanier	Director of Student Finances
Illya Lawrence	Assistant Dean of Students
Katie Masters	Assistant Community Coordinator/Housing
Jessica M. Mazaheri	Director of the Educational Resource Center, West Point
Janifer Morgan	Director of Financial Aid
Caley D. Motes	Registrar
Kimberly Okojie	Student Activities Coordinator
Laura Schaaf	Dean of Students
Yolanda Steele	Director of Student Accounts
Harani Tes	Assistant Community Coordinator/Career Services
Alan S. Wilson	Athletic Director
Tiffany Schoenhoff Wood	Assistant Vice President for Enrollment Management

Full-time Faculty

Adams, David P.: Instructor of General Studies (2015).

B.A. in History, Emory University; M.A. in History, Washington University in St. Louis;
Ph.D. in History, University of Florida; M.P.H. in Preventive Medicine, Ohio State
University; M.Sc. in Infectious Diseases, University of London.

Adeogun, Joann W.: Professor of Organizational Leadership (2016).

B.S. in Management, Shorter University; M.S. in Human Resource Management, Troy
University; Doctor of Business Administration, Nova Southeastern University.

Aquino, Rebecca L.: Instructor of Natural Science (2015).

BS in Medical Technology, University of the Sciences in Philadelphia; Doctor of Osteopathic
Medicine, Rowan University.

Beach, Forrest B. (Butch): Professor of Criminal Justice (2012).

B.S. in Criminal Justice, Troy State University; M.S. in Criminal Justice, Troy State
University; M.P.A. in Justice Administration, Columbus State University; D.P.A. in Public
Sector Leadership, Valdosta State University.

Berry, Kristen J. R.: Instructor of Communication (2006).

B.A. in Communications, Johnson C. Smith University; M.A. in Human Communication
Studies, Howard University.

Carey, Holly J.: Professor of Biblical Studies (2007).

B.A. in Biblical Studies, Point University; M.A. in Biblical Studies, Asbury Theological
Seminary; Ph.D. in New Testament and Christian Origins, University of Edinburgh.

Cartwright, Byron J.: Professor of Music (1993).

B.S.M. in Music, Cincinnati Bible University; M.S.M. in Music, Cincinnati Bible Seminary;
M.M. in Vocal Performance, University of Cincinnati; D.M.A. in Voice, Southern Baptist
Theological Seminary.

Cartwright, Katie L.: Professor of Music (1993).

B.S. in Music Education, Eastern Illinois University; M.A. in Piano Performance, Eastern
Illinois University; Ph.D. in Music, Emphasis in Music Theory Pedagogy, Union Institute &
University.

Cook, Donald B. (Donnie), Jr.: Assistant Professor of Natural Science (2011).

B.S. in Psychology, Mississippi State University; M.Ed. in Sciences, Mississippi College.

Cox, Simone S.: Assistant Professor of Counseling and Human Services (2011).

B.A. in Organizational Studies, Bethel College; M.B.A., National University; M.A. in
Marriage and Family Therapy, Richmond Graduate University.

Craft, Jennifer A.: Assistant Professor of Humanities and Theology (2010)

B.A. in Biblical Studies and Humanities, Point University; M.Litt. Theology, Imagination and
the Arts, University of St. Andrews; Ph.D. in Theology and the Arts, University of St. Andrews.

Davis, Bethany Huxford: Instructor of Business and Organizational Leadership (2014).

B.A. in Sociology, Georgia State University; M.S. in Organizational and Human Resource

Development, with Certificate in Conflict Resolution, Abilene Christian University; Doctoral candidate (PhD program) in Organizational Leadership, Eastern University.

Donovan, James C.: Professor of Education (1984).

B.A., B.Th., Point University; M.Ed., Georgia State University; Ph.D. in Education, Georgia State University.

Dycus, D. J.: Professor of English and Humanities (1998).

B.A. in English, Milligan College; M.A. in English, East Tennessee State University; Ph.D. in English, Georgia State University.

Dycus, Tammy J.: Instructor of Mathematics (2013)

B.S. in Mathematics, B.S. Computer Science, Milligan College; M.S. Mathematics, Nicholls State University.

Haverly, Jeffrey A.: Professor of Business (1997).

B.S. in Accounting, Missouri Baptist University; M.B.A. with MIS emphasis, Southern Illinois University; D.Mgt. in Management, Webster University. Certified Public Accountant, Certified Management Accountant.

Herrington, Tia W.: Associate Professor of Education (2013)

B.S. in Natural Science, Spelman College; M.S. in Science Education, Georgia State University; Ed.D in Teacher Leadership, Walden University.

Hodge, Maurita M.: Assistant Professor of Human Relations (2012).

B.A. in Human Relations, Trinity College; M.A. in School Counseling, Clark Atlanta University; Ed.D. in Counseling Psychology, Argosy University, 2008.

Hooks, Stephen M.: Professor of Biblical Studies (1988).

B.A. in Christian Ministry, Point University; M.Div. in Bible, Emmanuel School of Religion; Ph.D. in Hebrew Bible, Hebrew Union University.

Huxford, Samuel W. (Wye): Professor of Biblical Studies, V.P. for Spiritual Formation & Dean of the Chapel (1976).

B.A. in Christian Ministry, Point University; M.Div. in New Testament, Cincinnati Bible University and Seminary.

Huxford, Sarah G.: Assistant Professor of Communications (2009).

B.A. in English and German, Wofford College; Master of Mass Communications, University of South Carolina.

Javarinis, Thomas George: Professor of Business, MBA Program Coordinator (2016).

Master of Business Administration, Concentration in Strategic Management, Davenport University; M.B.A. Post-Graduate Certificate in Accounting, Davenport University; M.B.A. Post-Graduate Certificate in Healthcare Management, Davenport University; Ph.D. in Organization and Management, Capella University.

Kemper, Alan E.: Assistant Professor of Business (2010).

B.S. in Management, Georgia Institute of Technology; Master of Business Administration, Auburn University; Doctor of Business Administration, George Fox University.

- Kemper, Allison M.: Associate Professor of Exercise Science (2012)
B.S. in Biology, Shorter College; Doctor of Physical Therapy, Belmont University.
- Macenczak, Kimberly P.: Professor of History and Education (1994).
B.A. in History, Milligan University; M.A.T. in History, Georgia State University; Ph.D. in Social Foundations of Education, Georgia State University.
- Mazaheri, Jessica M.: Instructor of English; Director of the Educational Resource Center, West Point (2013).
B.S. in Equine Facilitated Therapeutics and English, Wilson College; M.A. in English Literature, Auburn University.
- McCurdy, LaTia D.: Instructor of Natural Science Labs (2013).
B.S. in Biology, Tuskegee University, 2005; M.A. in Education, University of Phoenix, 2011.
- Moffatt, Gregory K.: Professor of Counseling and Human Services (1985).
B.A. in Human Relations, Milligan College; M.S. in Community Counseling, Georgia State University; B.Th. in New Testament, Point University; Ph.D. in Educational Psychology, Georgia State University.
- Morris, John H.: Assistant Professor of Biblical Studies (2010).
B.A. in Biology, Emory University; Master of Divinity, New Orleans Baptist Theological Seminary; Master of Theology, New Orleans Baptist Theological Seminary; Ph.D. in New Testament, New Orleans Baptist Theological Seminary.
- Newhouse, Leslie Ann: Instructor of Mathematics (2015).
B.S. in Mathematics, Marshall University; Masters of Applied and Industrial Mathematics, Towson University.
- Pope-Smith, Andrea: Instructor of Sociology and Social Work (2010).
B.A. in Sociology, University of Virginia; Master of Social Work, University of Georgia.
- Ryan, Susan S.: Professor of English and Education (2010).
B.S. in English, University of Southern Mississippi; M.A. in English, University of Mississippi; Ed.D in Curriculum Studies, Georgia Southern University.
- Schock, Carlye: Instructor of English (2012).
B.A. in Comparative Humanities, Bucknell University; M.A. in English, National University.
- Scott, Matthew D., Sr.: Instructor of Christian Ministry (2015).
B.S. in Elementary Education, Jacksonville State University; Master of Divinity, Southern Baptist Theological Seminary; Doctor of Ministry, Southern Baptist Theological Seminary.
- Southerland, Lacey Ann: Professor of Education (1998).
B.S. in Elementary Education/TYC, Stephen F. Austin State University; M.Ed. in Early Childhood Education, Stephen F. Austin State University; Ph.D. in Early Childhood Education, Georgia State University.
- Stuart, Trishawna N.: Instructor of Sociology and Social Work (2015)
B.S. in Psychology, Alabama State University; Master of Social Work, University of Southern California.

Thompson-Lewis, Shirley A.: Instructor of Human Relations (2012).
B.S. in Social Work, Loyola University of Chicago; M.A. in Christian Studies, Grand Canyon University; Master of Social Work, University of Illinois at Chicago.

Vickery, William Grant: Instructor of English (2012).
B.S in English, Abilene Christian University; M.A. in Composition and Rhetoric, Abilene Christian University.

Weaver, S. Todd: Professor of Business (2010).
B.B.A., University of Georgia; M.B.A., University of North Carolina; Ph.D. in Business, Georgia State University.

Winters, Edward J., Jr. (Chip): Instructor of English (2013).
B.A. in English and Education, St. Vincent's College; M.A. in English, Carnegie-Mellon University.

Woolfolk, Dedra R.: Professor of Natural Science (2004).
B.S. in Biology, Morris Brown University; M.S. in Biological and Biomedical Science, Emory University School of Medicine; Ph.D. in Pharmacology, Emory University School of Medicine.

Administrative Faculty

(full-time administration and staff who teach one or more courses; partial listing, University College)

Beirne, Christopher: Instructor of Biblical Studies, Director of University Relations (2012).
B.S. in Civil Engineering, Georgia Institute of Technology; Master of Arts in Religion, Emmanuel Christian Seminary.

Boyd, Joshua R.: Instructor of Education and Ensembles, Director of Athletic Bands (2015).
B.A. in Music Education, Jacksonville State University; M.Ed. in Administration and Supervision, University of West Georgia; Ed.D. in Teaching and Learning, Liberty University.

Douglas, Randy: Instructor of Sports Management, Coach (2000).
B.S. in Business Administration, Tennessee Temple University; Master of Sports Science, U.S. Sports Academy.

Flowers, Charles L.: Instructor of Physical Education and Education, Associate Athletic Director (2014).
B.S. in Health and Physical Education, Fort Valley State College; M.S. in Education - Social Science Education, Troy University; Ed.S. in Educational Administration and Supervision, Albany State University; Ed.D. in Educational Leadership (K-12 Education), Argosy University.

Glenn, Dennis E.: Professor of Christian Ministries and Education, V.P. for Institutional Effectiveness & Dean of Accreditation (1994).
A.B. in Bible-Ministries, Manhattan Christian University; M.S. in Education, Kansas State University; Ed.S. in Educational Supervision, Eastern New Mexico University; Ph.D. in Education, Kansas State University.

Harrison, W. Darryl: Professor, Chief Academic Officer (2010).
B.A. in Religion and Philosophy, Samford University; M.A. in Christian Education, Southern Baptist Theological Seminary; Ed.D. in Instructional Leadership, University of Alabama.

Motes, Lanier M.: Instructor of Music, Director of Signature Voices & Sound (2006).
B.S. in Music, Point University; M.M. in Music Technology, University of Valley Forge.

Reese, Leon M. (Lee), Jr.: Instructor of Bible and Ministry, Assistant V.P. for Professional Studies (2009).
B.A. in Psychology, Piedmont College; Master of Divinity, Assemblies of God Theological Seminary; Doctor of Ministry, McAfee School of Theology, Mercer University.

Tyler, Jennifer Perkins: Instructor of Physical Education, Coach (2011).
B.S. in Biology, Trevecca Nazarene University; M.A. in Teaching, Lee University.

Wilson, Alan S.: Instructor of Physical Education, Athletic Director (1996).
B.A. in Communications, Shorter University.

Wiseley, Lynn H.: Instructor of Education, Director of Educational Research and the Teacher Media Center (2008).
B.S. in Early Childhood Education, Point University; M.Ed. in Early Childhood Education, University of West Georgia.

Wood, Tiffany Schoenhoff: Instructor of Business, Assistant V.P. for Enrollment Management (2008).
B.S. in Global Economics and Modern Languages, Georgia Institute of Technology; M.S. in International Affairs, Georgia Institute of Technology.

Part-Time Faculty (partial listing, University College)

Brezina, Ann Marie: Adjunct Instructor of Science (2016).
B.S. in Environmental Science, Wheaton College; M.S. in Science Education, University of Tennessee, Knoxville.

Beale, Roger D.: Adjunct Instructor of Music (1999).
B.Mu.Ed., Southern Illinois University; M.C.M., Southern Baptist Theological Seminary.

Blackburn, Barry L.: Adjunct Professor of New Testament (1986).
B.A. in Bible, Harding University; M.Th. in Bible, Harding Graduate School of Religion; M.A. in New Testament, Harding Graduate School of Religion; Ph.D. in New Testament Exegesis, University of Aberdeen.

Bradford, Paula: Adjunct Instructor of Mathematics (2016).
B.A. in Secondary Education-Mathematics, LaGrange College; M.Ed. in Secondary Education -Mathematics, Columbus College; Ed.S. in Secondary Education, Columbus State University.

Brown, Caryn L.: Adjunct Instructor of English (2015).
B.A. in Communications and Art, Oglethorpe University; M.Ed. in Literacy Education, Cambridge College.

- Bush, Bobbi R.: Adjunct Instructor of English (2015).
B.S. in English, Texas A&M University-Texarkana; M.A. in English, Texas A&M University-Texarkana.
- Carpenter, Alice: Adjunct Instructor of Spanish (2015).
B.A. in English, Houghton College; M.Ed. in Bilingual Education, State University of New York at Buffalo.
- Clark, Edward W. (Eddie): Adjunct Instructor of Education (2014).
B.S. in Elementary Education K-9, Auburn University; M.Ed. in Specific Learning Disabilities K-12, Auburn University; M.Ed. in Administration, Auburn University.
- Collins, Penny L.: Adjunct Instructor of Business (2015).
B.B.A. in Management Information Systems, University of Georgia; Master of Business Administration, Auburn University.
- Cook, Emma A.: Adjunct Instructor of Nutrition (2014).
B.A. in Psychology, Auburn University; M.S. in Nutrition, Auburn University.
- Cook, Jennifer M.: Adjunct Instructor of Counseling and Human Services (2011).
B.A. in Psychology, Georgetown College; M.S. in Education - Educational and Counseling Psychology, University of Kentucky.
- Daniell, Michael: Adjunct Instructor of Music (2010).
Master of Church Music, Southern Baptist Theological Seminary.
- Earle, Jeffery A.: Adjunct Instructor of Applied Music Technology (2007).
B.S. in Psychology, Kennesaw State University.
- Eubanks, W. Cory: Adjunct Instructor of Mathematics (2010).
B.S. in Applied Mathematics, Auburn University; Master of Applied Mathematics, Auburn University.
- Fletcher, Kelly M.: Adjunct Instructor of English (2016).
B.S. in Education (English Education), Georgia State University; M.Ed. in English Education, Georgia State University.
- Fortune, Marjory P.: Adjunct Instructor of Psychology (2016).
B.S. in Psychology, York College, CUNY; M.S. in School Psychology, Florida A&M University.
- Gadson, Monique S.: Adjunct Instructor of Psychology and Counseling (2015).
B.S. in Commerce Business Administration, University of Alabama; M.S. in Counseling - Psychology, Troy University; Ph.D. in Marriage and Family Therapy, Amridge University.
- Gamboa de Arce, Ingrid: Adjunct Instructor of Spanish and ESOL. (2012).
B.B.A. Business, Universidad Rafael Landivar, Guatemala; M.A in Spanish, Auburn University.
- Garibaldi, Peter M.: Adjunct Instructor of Business (2015).
B.S. in Psychology, San Francisco State University; M.S. in Systems Management, University of Southern California; Master of Strategic Studies, United States Army War College.

- Garing, Deron: Adjunct Instructor of Music (2009).
Bachelor of Music in Instrumental Music Education, Middle Tennessee State University.
- Gilbert, Tiffani K. (Katie): Adjunct Instructor of Mathematics (2016).
B.A. in Mathematics, Emory University; M.Ed. in Mathematics Education, University of Georgia.
- Green, La'Cresha U.: Adjunct Instructor of English (2016).
B.S. in Business, Southern University and A&M College; M.A. in English, Northern Arizona University.
- Hale, Anna L. W.: Adjunct Instructor of History (2016).
B.A. in History, Georgia State University; M.A.T. in Social Sciences Education, Georgia State University.
- Hampton, Martha: Adjunct Instructor of English (2016).
B.A. in English, Vanderbilt University; M.Ed. in Secondary Education, Georgia State University; Ed.S. in Administration and Supervision, West Georgia College; Ph.D. in Education, Capella University.
- Harn, Steven R.: Adjunct Instructor of History (2016).
B.A. in History, Otterbein College; M.A. in History, American Military University.
- Holliman, Latasha R.: Adjunct Instructor of English (2016).
B.A. in English Language and Literature, Savannah State University; Master of Fine Arts in Writing, Savannah College of Art and Design.
- Hunt, Catherine W.: Adjunct Instructor of English (2015).
B.A. in English, LaGrange College; M.Ed. in Secondary Education - English, Columbus State University.
- Jenks, Cari O.: Adjunct Instructor of Mathematics (2016).
B.A. in Middle Grades Education, Clayton College & State University; M.Ed. in Post-Secondary Education, Troy University; Ed.S. in Mathematics Education, University of Georgia.
- Johnson, Susan A.: Adjunct Instructor of Mathematics (2016).
B.A. in Math/Education, CUNY York College; M.Ed. in Math Education, Cambridge College.
- Jury, Joanna. Adjunct Instructor of Humanities and History (2011).
B.A. in History, LaGrange College; M.A. in Classics, University of Durham.
- Kerce, Kimbrell, T.: Adjunct Instructor of History (2016).
B.S. in Secondary Education - History, Toccoa Falls College; M.S. in Social Science Education, Florida State University; Ed.D. in General Education, California Coast University; M.Ed. in School Counseling, University of West Alabama.
- Kixmiller, Carolyn J.: Adjunct Instructor of Sociology (2014).
B.A. in Social Work, Asbury University; Master of Social Work (Macro), Boston College.

- Lott, Mark R.: Adjunct Instructor of Criminal Justice (2016).
B.S. in Criminal Justice, Columbus State University; Master of Public Administration in Justice Administration, Columbus State University.
- McDowell, Tyrus D.: Adjunct Instructor of English (2016).
B.A. in English, Albany State University; M.A. in English Education, Clark Atlanta University.
- Noland, Joshua A.: Adjunct Instructor of Education (2012).
B.S. in Early Childhood Education, Atlanta Christian College; M.S. in Elementary Reading Literacy Instruction, Walden University.
- Peprah, Stephen B.: Adjunct Instructor of Mathematics (2016).
B.S. in Mathematics, University of Cape Coast, Ghana; M.S. in Mathematics for Educators, National University.
- Plank, Emily K.: Adjunct Instructor of Counseling and Human Services (2012).
B.S. in Human Relations-Counseling, Atlanta Christian College; M.S. in Professional Counseling, Georgia State University.
- Portwood, Seth A.: Adjunct Instructor of Counseling and Human Services (2009).
B.A. in Psychology, Mercer University; Master of Social Work, University of Georgia.
- Powers, Charles C.: Adjunct Instructor of History (2012).
B.S. in History and Political Science, Shorter College; M.A. in History, University of West Georgia.
- Reed, Morton W.: Adjunct Instructor of Science (2012).
B.S. in Chemical Engineering, Tennessee Technological University; Ph.D. in Chemical Engineering, Vanderbilt University.
- Reed, Nia M.: Adjunct Instructor of Sociology (2016).
B.A. in Psychology, Clark Atlanta University; M.A. in Gerontology, Georgia State University; Doctoral candidate in Sociology (PhD program), Georgia State University.
- Rigney, Robert M.: Adjunct Instructor of History (2016).
B.A. in History, California State University-Fullerton; M.A. in Political Science, University of Nevada-Reno.
- Rinkenberger, Jennifer M.: Adjunct Instructor of Mathematics (2014).
B.A. in Mathematics, Bethel College; M.Ed. in Mathematics Education, Georgia State University.
- Rubin, Perry D.: Adjunct Instructor of Intercultural Missions (2015).
Bachelor of Arts, University of West Georgia; Master of Arts in Religion, Emmanuel School of Religion; M.A. in Cross-Cultural Studies, Fuller Theological Seminary;
- Schuler, Amy L.: Adjunct Instructor of Science (2016).
B.S. in Environmental Studies, Youngstown State University; M.S. in Biology, Youngstown State University.

Smith, Brian: Adjunct Instructor of Music (2007).

Bachelor of Music in Guitar Performance, University of Georgia.

Stinson, Melissa: Adjunct Instructor of Education (2010).

B.S. in Early Childhood Education, Atlanta Christian College; M.Ed. in Early Childhood Education, University of West Georgia.

Syphertt, Malaika: Adjunct Instructor of Anthropology and Education (2015).

B.S. in American Studies and Cultural Anthropology, Wesleyan University; M.S. for Teachers (Secondary), Pace University; Ed.D. in Leadership and Learning, Aspen University.

Tigchelaar, Adrienne J.: Adjunct Instructor of English (2016).

B.A. in Communications, Trinity Western University; M.A. in English, National University.

Whittle, Kayla R.: Adjunct Instructor of Psychology (2013).

B.A. in Psychology, University of West Georgia; M.Ed. in Professional Counseling, University of West Georgia.

Weaver, Donna M.: Adjunct Instructor of Music (2016).

B.A. in Music Education, University of Georgia; M.M. in Vocal Performance, University of Georgia.

Wollenhaupt, Kimberly Ann Royse: Adjunct Instructor of Science (2014).

B.A. in Chemistry, Warren Wilson College; Doctor of Medicine, University of Maryland Baltimore.

Wood, Murphy M.: Adjunct Instructor of History (2015).

B.A. in History, Auburn University; M.A. in History, James Madison University.

Yonce, Angela F.: Adjunct Instructor of English (2016).

B.S. in Psychology, Georgia College and State University; M.Ed. in Secondary English Education, Georgia College and State University.