Point University

College of Graduate & Professional Studies

ACADEMIC CATALOG 2016-2017

Effective May 9, 2016 – June 30, 2017

NOTE: In Fall 2016, Point University plans to launch its first graduate degree programs, the M.B.A. in Business Transformation and the Master of Transformative Ministry degree. This catalog includes information and policies pertaining to those programs. To secure approval for these programs, Point has submitted a level change application to its regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges. SACSCOC will respond to Point's application in June 2016. The new master's programs will launch only with SACSCOC approval.

Education Sites

WEST POINT
Main Campus
507 W. 10th Street
West Point, GA 31833
706-385-1000

www.point.edu

BIRMINGHAM
Church of the Highlands—
Greystone Campus
1710 Lee Branch Lane
Birmingham, AL 35242
404-670-8383

PEACHTREE CITY
800 Commerce Drive
Peachtree City, GA 30269
678-593-3100

ATLANTA
Lindbergh Center
2450 Piedmont Road NE,
Suite 200
Atlanta, GA 30324
404-761-8861

McDONOUGH
McDonough Christian Church
2000 Jonesboro Road
McDonough, GA 30253
404-852-4056

SAVANNAH
Savannah Christian Church
Adult Ministry Center
55 Al Henderson Blvd.
Savannah, GA 31419
912-629-3855

Point University Academic Catalogs. This *Academic Catalog* presents the educational programs and policies of Point University's College of Graduate & Professional Studies (CGPS). This College oversees Point's non-traditional programs, including fully-online undergraduate programs, *Access* undergraduate programs for working adults, and graduate programs. For information on Point's traditional residential undergraduate programs, see the academic catalog for Point's University College.

How to Interpret and Use These Catalogs. The academic catalogs serve as reference guides. Information contained in the catalogs is accurate as of the date of publication. As part of its quality control systems, Point University constantly reviews, assesses, and revises its educational programs and policies to meet changing world needs. Accordingly, the statements set forth in the catalogs 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 graduation requirement at any time 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.

While the University fully intends to offer all the programs and courses described in this catalog, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Candidates enrolling in a degree program enter under the catalog requirements in effect at the time they begin the program. The University permits students to complete their degrees *under the original catalog requirements* as long as they maintain continuous enrollment and finish the degree within a reasonable timeframe. For details, see "Time Limits for Completing Degrees" in the section of this catalog devoted to "Academic Policies & Procedures."

Students are responsible for knowing and following the policies, procedures, and regulations presented in the *Academic Catalog* and *A Covenant for a Christian Community* (Point's student handbook). It is also the student's responsibility to stay informed about program revisions and to be aware of the University calendar, critical deadlines, and all University mail delivered to the student's Point mailbox and/or email account.

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GENERAL INFORMATION POINT UNIVERSITY

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 an 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, Georgia, 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, now the Association for Biblical Higher Education or ABHE). In 1990, in conjunction with a broadening of the curriculum, the University was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and voluntarily withdrew from AABC membership.

In recent years, the University has experienced rapid programmatic, geographic, and enrollment expansion. On July 1, 2011, the institution was renamed Point University, and in summer 2012 it relocated its traditional main campus to West Point, Georgia. Point has developed additional education sites in Peachtree City (2009), Savannah (2012), Atlanta (2015), and McDonough (2015), Georgia, as well as in Birmingham, Alabama (2012). The University added *Access* programs for working adult students in 2008 and fully-online undergraduate programs in 2014. Point is preparing to launch its first graduate programs in 2016-2017.

To accommodate this growth, Point organized the College of Graduate & Professional Studies (CGPS) in 2015 to oversee its non-traditional (*Access* and online) and graduate programs. Traditional programs remain under the oversight of the University College.

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

Mission Statement

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, professional studies—and the learning environment are designed to encourage students to grow spiritually, intellectually, socially, physically and professionally.

- *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.

- *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.

- *Socially*—Point University seeks to encourage students to respect and influence people of various cultures and live harmoniously in community.

- *Physically*—Point University seeks to encourage students to develop lifestyles advantageous to good health.

- *Professionally*—Point University seeks to encourage students to equip themselves with the knowledge and skills necessary to pursue a chosen vocation.

Vision

Point University will be the college of choice for students seeking a Christian learning community that is academically challenging, spiritually vibrant and globally engaged.

Church Identification

Point University is a private university with support from congregations and individuals of the Christian Churches and Churches of Christ. The educational program of the University is in harmony with the faith and practice of these churches. While a significant number of students come from this fellowship, the student body includes people from a variety of 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 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.

Spiritual Formation at Point University

Spiritual Formation Goals. In accordance with its mission and goals, Point University promotes spiritual formation in its students, faculty, and staff. Spiritual formation includes being with Christ, becoming like Christ, and participating in the redemptive work of Christ. Point encourages all to confess "Jesus is Lord" and to live out that confession by growing in biblical knowledge, developing a Christian worldview, embracing Christian values, showing compassion, serving others, and applying their education in ways that impact the culture for Christ.

Point is focused on three important spiritual formation goals for students:

(1) Every student will see community ministry as an essential part of what it means to say, "Jesus is Lord." This will be seen in areas such as:

- Concern for the poor

- Concern for social justice

- Seeing themselves first as citizens of God's Kingdom;

- Racial reconciliation

- Concern for peacemaking, from personal disputes to world war

- Concern for victims of economic disparity

- Concern for educational issues such as literacy, high school dropout rates, and basic moral values

- Concern for health issues such as unwed pregnancies, abortion rates, and AIDS

(2) Every student at Point University will see the importance of integrating faith and vocation. This means that they strive to:

- Practice the idea of the priesthood of all believers

- See vocation, regardless of what it is, as mission

- Learn how to effectively bear witness to their faith in any setting, without being overbearing

- Learn in every course the relationship of the subject at hand to Christian faith

- Ensure that no student graduates without having been exposed to the ideal of integration of faith and vocation

(3) Some students at Point University will sense that they are called to ordained ministry. Thus, some will find themselves in:

- Church settings as preachers, worship leaders, educational leaders, spiritual formation facilitators, student and children's ministers, administrators, and in other roles;

- Global settings as missionaries, campus ministers, church planters, relief workers, educators, health workers, and in other roles; and

- Parachurch settings such as colleges, seminaries, camps, convalescent centers, orphanages, relief agencies, urban ministries, campus ministries, and other Kingdom endeavors.

Every baccalaureate student at Point completes a 15-credit Biblical Studies Minor (or Biblical Studies Major) that lays a foundation for spiritual formation. Point promotes faith integration throughout the curriculum.

A Covenant for Christian Community. *A Covenant for a Christian Community* is the University's official publication regarding student life and spiritual formation. This document is available for download in the Spiritual Formation section of the university website (http://point.edu/studentlife/spiritualformation).

One University, One Mission, Two Colleges

The academic division of Point University is organized into two colleges, which work together to advance the mission and goals of the institution:

- *The University College* advances Point's mission by overseeing its traditional residential programs, which are primarily based at the main campus in West Point, Georgia.

- *The College of Graduate & Professional Studies (CGPS)* advances Point's mission by overseeing non-traditional programs, including fully-online undergraduate programs, *Access* undergraduate programs for working adults, and graduate

programs. CGPS operates these programs at the main campus and at Point's other education sites.

This *Academic Catalog* presents the educational programs and policies of CGPS. For information on Point's traditional programs, see the catalog for the University College.

One University, Many Sites

Point University currently operates academic programs at six locations in Georgia and Alabama. Point also offers online programs through which it extends its educational mission around the world.

MAIN CAMPUS: West Point, Georgia (507 W. 10th Street, West Point, GA 31833; Telephone: 706-385-1000). In fall 2012, Point University relocated from its old campus in East Point, Georgia, to a new main campus in West Point. The site hosts traditional residential programs and adult *Access* programs.

Founded in 1832, the idyllic town of West Point is home to 3,500 residents along a scenic stretch of the Chattahoochee River on the I-85 corridor, just an hour's drive from the capital cities of Atlanta and Montgomery, Alabama, and four hours from the Gulf Coast beaches and Georgia mountains. Part of the Greater Valley Area, West Point straddles Troup and Harris Counties in Georgia and sits just minutes from the Alabama cities of LaFayette, Lanett, and Valley.

Formerly a commercial hub for textile production, today's West Point has a thriving economy as home to KIA Motors' first U.S. automotive plant, which opened in 2010. West Point has a walkable, historic downtown with an eclectic assortment of shops— from antiques and unique home furnishings to quaint apparel and accessories boutiques —and eateries including Asian, Southern and pub-style cuisine. Cultural opportunities in the area include a community theater, a 600-seat town auditorium, and a local outdoor amphitheater. The town sits just downstream from the 26,000-acre West Point Lake offering 500 miles of shoreline for fishing, camping, and water sports. The nearby Valley Community Center and Sportsplex offers tennis courts, baseball fields, soccer fields and a 64,000-square-foot aquatic Olympic center with a walking track, basketball, racquetball, and football facilities.

Atlanta, Georgia (Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324; Telephone: 404-761-8861). Point's Atlanta campus is strategically located at the Lindbergh Center in the heart of Buckhead. This state of the art location is conveniently situated one block from the Lindbergh Marta metro train station for easy access. It hosts *Access* adult studies programs while also providing support to students studying online.

McDonough, Georgia (McDonough Christian Church, 2000 Jonesboro Road, McDonough, GA 30253; Telephone: 404-852-4056). Point University chose this city as home to its third metro-Atlanta location in 2015. Housed in the McDonough Christian Church, this southeast Atlanta facility is convenient for busy adults looking to start or finish a college degree and high school students wishing to complete their high school diploma while earning credits toward a college degree.

Peachtree City, Georgia (800 Commerce Drive, Peachtree City, GA 30269; Telephone: 678-593-3100). Point's 13,500 square foot facility in Peachtree City is located 10 miles south of I-85 at the intersection of GA-54 and GA-74, directly adjacent

to The Avenue, a large outdoor mall area featuring numerous shopping and dining options. The site hosts *Access* adult studies programs while also providing support to online students.

Savannah, Georgia (Savannah Christian Church, Adult Ministry Center, 55 Al Henderson Blvd., Savannah, GA 31419; *Telephone:* 912-629-3855). Housed in the Savannah Christian Church, this site offers Access programs for adult learners, core curriculum for traditional students, and dual credit enrollment courses for high school students.

Birmingham, Alabama (Church of the Highlands—Greystone Campus, 1710 Lee Branch Lane, Birmingham, AL 35242; *Telephone:* 404-670-8383). Point University offers *Access* programs in Birmingham at the Church of the Highlands' Greystone Campus. This location provides day and evening options for students in a nontraditional format. Christian Ministries programs include valuable practicum opportunities under the mentorship of Point instructors and Highlands staff.

Accreditation and Authorizations

SACSCOC Regional Accreditation. Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate 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.

NOTE*:* At this writing, Point has applied for SACSCOC accreditation of graduate programs it intends to launch in 2016 and 2017. Contact Point's Vice President for Institutional Effectiveness and Accreditation regarding the status of this application.

SACSCOC is recognized by the United States Department of Education and the Council of Higher Education Accreditation (CHEA).

NCATE, CAEP, and PSC Teacher Education Accreditation. 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. This accreditation 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), Middle Grades Education preparation program (fourth through eighth grade), and the English to Speakers of Other Languages (ESOL) endorsement program.

State Authorizations and Student Complaint Process. As an institution that participates in the Federal student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, Point University is authorized to operate by the State of Georgia and in the State of Alabama.

- Point is authorized by name to operate educational programs beyond secondary education in Georgia by the Governor's executive order of June 28, 2013.

- Point is authorized to operate in Alabama by the Alabama Commission on Higher Education (Non Resident Institution Certificate of Approval, dated November 4, 2014) and by the Department of Postsecondary Education (Private School License, dated October 15, 2014).

In Georgia, the Georgia Non-Public Post-Secondary Education Commission (GNPEC) conducts the process to review and appropriately act on complaints arising under State laws, including damage or loss as a result of any act or practice by a nonpublic postsecondary educational institution. A student who has an unresolved complaint may initiate the GNPEC's Authorized School Complaint Procedure by:

- Submitting an Authorized School Complaint Form found on the GNPEC website (http://gnpec.org;);

- Calling the GNPEC at (770) 414-3300; or

- Visiting the GNPEC at the following address during normal office hours with a scheduled appointment:

> Georgia Nonpublic Postsecondary Education Commission
> 2082 East Exchange Place, Suite 220
> Tucker, Georgia 30084-5305

In Alabama, the Private School Licensure Division of the Alabama Department of Postsecondary Education conducts the process to review and appropriately act on complaints arising under State laws, including laws related to fraud or false advertising. A student who has reason to suspect fraud, waste, abuse, and/or corruption should contact the Private School Licensure Division and file a complaint by:

1. Submitting an online complaint form found on the website (www.accs.cc/index.cfm/school-licensure);

2. Calling the Division at 334-293-4651;

3. Visiting the Division at the address below to fill out a complaint form;

4. Emailing the Division's compliance monitor at mitchell@dpe.edu;

5. Faxing a complaint letter to 334-293-4663; or

6. Mailing a complaint letter to;

> Private School Licensure Division
> Alabama Center for Postsecondary Education
> 135 South Union Street (36104)
> Post Office Box 302130
> Montgomery, AL 36130-2130

State Authorization for Online Learning. Point University complies with all applicable state regulations governing online programs offered across state lines. Point may not be able to offer online programs in a given state, as enrollment depends on state laws where the student resides. For the most current information, contact the Admission Office.

Federal Authorizations. Point is recognized by the U.S. Department of Education and 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 international 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.

Memberships

Point University is a member of the Council for Christian Colleges & Universities (CCCU, www.ccu.org) and the LAMP Consortium (the Learning Asset Management Project, http://lampschools.org).

Consumer Information

Published Information. The primary sources of information about Point University are the institutional website (www.point.edu) and the academic catalogs, which are posted on the website.

Title IX. The Point website includes a section on "Title IX" (http://point.edu/titleix), which articulates the University's commitment to be "a learning community that is free from discrimination regarding sex, age, disability, nationality, race, ethnicity, and other protected classifications." This includes a commitment to reporting and preventing campus sexual violence and other crimes in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Consumer Information. The "Consumer Information" section of the website (http://point.edu/disclosures) includes important data and policies, such as those related to:

- Student demographics

- Student achievement

- Tuition and fees

- Accreditation

- Federal and state authorizations

- Student privacy rights under the Family Educational Rights and Privacy Act (FERPA)

- Campus health, safety, and security policies

- Drug and alcohol abuse prevention and intervention policies related to the 1989 amendments to the federal Drug-Free Schools and Communities Act (DFSCA)

- Disability services related to Title IX (http://point.edu/titleix) of the Educational Amendments of 1972 and subsequent re-authorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act

Institutional Policies. Other policies are published in the "Institutional Policies" section of *MyPoint* (http://intranet.point.edu), the private intranet site accessible to all Point University students, faculty, and staff. Examples include policies related to:

- Security, confidentiality, and release of student information (FERPA)

- Title IX (http://point.edu/titleix)

- The Campus Sexual Violence Elimination (SaVE) Act of 2013

- The Violence Against Women Reauthorization Act of 2013 (VAWA)

- Written Complaints

Certain key policies are summarized below. For the full policies, see the internet and intranet sites referenced above.

Nondiscrimination Policy

Point University does not discriminate on the basis of age, gender, color, race, nationality, national or ethnic origin, or disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the administration educational policies, financial aid, and any other University program or activity, as specified by federal law and regulations. Point admits qualified students whose openness to spiritual formation is compatible with the purpose of the University. It hires qualified faculty and staff who support the mission and goals of the University.

Disability Support Services

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (http://point.edu/titleix) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (http://point.edu/disclosures) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, Ms. Kathy David, by telephone at 404-460-2480 or by email at Kathy.David@Point.edu.

Policy on Student Privacy and Release of Information

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Point University is committed to protecting the confidentiality of student records and the rights of students to (a) inspect and review their education records, (b) seek correction of inaccurate or misleading data through informal and formal hearings, (c) consent to disclosure of their educational records, and (d) file a formal complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the Act. For the full policy, see the "Consumer Information" section of the University website (http://point.edu/disclosures).

Student Grievance Policies

A student who believes s/he has been unjustly treated may seek resolution of the issue through policies and procedures established by Point University for that purpose. The University has adopted a number of policies which address specific types of unjust treatment. These policies may be found in the academic catalogs posted on the Point University website. They include, for example, policies for academic appeals, Americans with Disabilities Act Section 504 appeals, and financial aid/satisfactory academic progress appeals. Appeals related to sexual harassment appear in *A Covenant for Christian Community* and also in the "Institutional Policies" section of the *MyPoint* intranet (http://intranet.point.edu). Point University's full policy regarding "Written Complaints" likewise appears in the "Institutional Policies" section of *MyPoint*.

For other complaints or those relating to issues with the university or its employees (including faculty), the student may file a general grievance. Students are urged first to address the issue with the employee on an informal basis as many if not most issues may be resolved by this approach. However, if the issue is not resolved by this approach, or the student believes a hostile relationship with the employee makes this approach not feasible, the student may file a formal grievance using the following procedure:

1. The student must file a written grievance appeal with the immediate supervisor of the employee with whom the grievance is held using the *General Grievance Appeal Form*. This form is available through the Academic Office, may be downloaded from the university website, and/or may be emailed to a student upon request. (*NOTE:* A general grievance MUST be received within 10 business days from the date the grievance occurred regardless of whether the student attempted an informal resolution or not). The university will not consider appeals filed after that date.

2. Upon receipt of the appeal, the immediate supervisor may speak to the employee, the student, or both in an effort to resolve the issue. After investigating the appeal, the immediate supervisor will make a written response to the student (either by letter or email) within 7 days of receipt of the written *General Grievance Appeal Form*.

3. If the immediate supervisor is not able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Vice President for Graduate & Professional Studies.

4. Upon receipt of the request, the Vice President will forward the written *General Grievance Appeal Form* to the Grievance Appeals Committee for consideration. The committee may convene a hearing in which the student may present his/her case for the appeal. Students are allowed to bring any documentation, witnesses, or other materials that support their case. The Committee may also speak to the employee with whom the grievance is held.

5. After hearing and considering all the information presented, the Grievance Appeals Committee will render a decision and respond to the student in writing concerning the disposition of the appeal within 10 days of the hearing date. The decision of the Grievance Appeals Committee is final.

INTRODUCTION TO ACADEMICS
POINT UNIVERSITY'S COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

Academic Organization

Senior Academic Administrators. The Chief Academic Officer (CAO) leads the academic division of Point University. He reports to the President and directly administers the University College, which oversees the traditional residential programs based primarily on the main campus in West Point, Georgia. The Vice President for Graduate & Professional Studies reports to the CAO and serves alongside him on the President's Senior Leadership Team. The Vice President directly administers the College of Graduate & Professional Studies (CGPS), which oversees non-traditional programs at Point's six education sites. These non-traditional programs include fully-online undergraduate programs, *Access* undergraduate programs for working adults, and graduate programs. The Vice President's primary responsibility is to align every aspect of CGPS academic operations with the university mission, including programs, personnel, policies, facilities, and finances.

CGPS Academic Departments. The College of Graduate & Professional Studies (CGPS) has organized its faculty into five departments focusing on various professional fields and academic disciplines. They include the (1) Arts & Sciences Department; (2) Bible & Ministry Department; (3) Business & Leadership Department; (4) Education Department; and (5) Social & Behavioral Sciences Department. Each department is led by a faculty department chair who reports to the Vice President for Graduate & Professional Studies. The departments concentrate faculty subject matter experts within the disciplines, giving them direct oversight of *all* programs related to their fields— undergraduate and graduate, on-ground and online, main campus and other education sites.

The CGPS administrators and faculty department chairs work closely with their counterparts in the University College to promote coordination and "cross pollination" between the traditional and non-traditional branches of the university. To illustrate: They often involve faculty from both colleges in assessing faculty candidates, developing new academic programs, and reviewing existing academic programs. In this way, they maintain Point as one university consisting of two complementary colleges that together pursue one mission.

Academic Support Services. A professional staff works alongside the faculty to provide various types of academic support services for faculty and students. Examples include registrar, library, technical, instructional design, enrollment, advising, tutoring, counseling, disability, financial, and administrative services.

CGPS Academic Council. Decisions that affect only students within a given department or program are generally made at the department level (e.g. course curricula, practicum requirements). Decisions that require a broader "college" or "university perspective" are made by the CGPS Academic Council (e.g. admission standards, academic calendar, General Education Core requirements, new program development). Chaired by the Vice President for Graduate & Professional Studies, the Academic Council focuses primarily on issues related to CGPS educational programs, policies, assessment, quality control, and accreditation. It evaluates proposals not only from the perspective of student learning, but also with regard to their implications for strategic planning, marketing, recruiting, financial aid, library resources, support services, and other aspects of university operations. The Academic Council consists of the Vice President for Graduate & Professional Studies (chair); the Assistant Vice President for Professional Studies, who manages much of the daily operation of CGPS; the faculty department chairs; and key directors and administrators of the various support departments. Current members include:

Vice President for Graduate & Professional Studies—Christopher A. Davis, D.Min., Ph.D.
Assistant Vice President for Professional Studies—Leon M. Reese, Jr., D.Min.

Interim Chair, Arts & Sciences Department—Valarie Price Williams, M.S.
Chair, Bible & Ministry Department—Samuel W. ("Wye") Huxford, M.Div.
Chair, Business & Leadership Department—Joann Adeogun, D.B.A.
Chair, Education Department—Lacey Ann Southerland, Ph.D.
Chair, Social & Behavioral Sciences Department—Maurita M. Hodge, Ed.D.

Director of Online Learning & Instructional Design—Valarie Price Williams, M.S.
Director of Educational Resource Centers & Disability Services—Kathleen D. David, M.L.M.
Assistant Vice President of Enrollment Management—Tiffany Schoenhoff Wood, M.S.

Types of Degree Programs

The American education system consists of "preschool" and "kindergarten" (typically ages 2-5), "elementary education" (grades 1-6, ages 6-12), "secondary education" (grades 7-12, ages 13-18), and "higher education" (college and university programs, ages 18+).

The higher education system awards "degrees"—that is, diplomas signifying that a student has successfully demonstrated the competencies associated with a prescribed course of study. There are four basic types of degrees—namely, associate's, bachelor's, master's, and doctor's degrees. Each degree lays a foundation for the next degree level above it (see diagram below). Point University defines these degree levels as follows:

Graduate Degrees
- **Doctor's Degree**
- **Master's Degree**

Undergraduate Degrees
- **Bachelor's Degree** — Upper Division
- **Associate's** — Lower Division
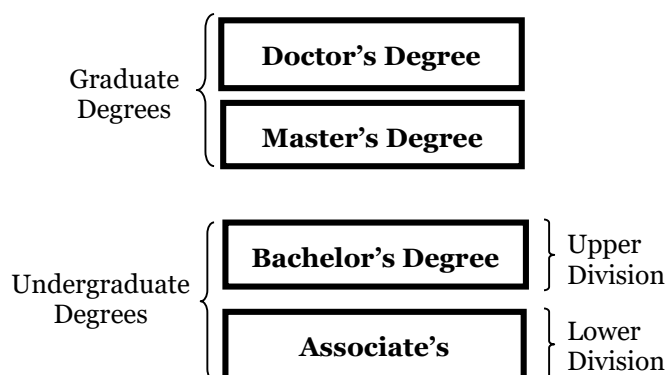
Associate's Degrees. The first degree beyond secondary education is the associate's degree, which includes a minimum of 60 credit hours. Some associate's degrees provide a broad foundation without specialization, while other "professional" associate's degrees include specific competencies for particular vocations. CGPS associate's degrees typically include four major components: (1) a 30-credit General Education Core that lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 9-credit Biblical Studies Component that grounds students in the Christian Scriptures and promotes spiritual formation; (3) a 15-credit Professional Component that develops foundational competencies related to the student's chosen vocation or discipline; and (4) 6 credits of General Electives, which enable students to explore additional areas of interest.

At the associate's level, Point seeks to equip students with:

- Essential habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; work well with others; and maintain a healthy lifestyle

- Basic content and methodologies of the principal areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics

- Biblical and theological foundations for a Christian worldview and faith integration

- Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ's redemptive work

- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures

- Where applicable, foundational professional knowledge and skills (professional associate's degree programs)

- Knowledge, skills, and competencies needed to pursue a bachelor's degree

Bachelor's Degrees. The bachelor's or "baccalaureate" degree includes a minimum of 120 credit hours (60 hours beyond the associate's degree). CGPS baccalaureate degrees typically include four major components: (1) a 30-credit General Education Core that lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 15-credit Biblical Studies Minor that grounds students in the Christian Scriptures, promotes spiritual formation, and integrates faith and vocation; (3) a 45-credit Professional Major consisting of focused studies in a given academic discipline or professional field; and (4) 30 credits of General Electives, which enable students to explore additional areas of interest.

At the bachelor's level, Point seeks to develop in students:

- Highly developed habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; work well with others; and maintain a healthy lifestyle

- Basic content and methodologies of the principal areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics

- Biblical and theological foundations for a Christian worldview and faith integration

- Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ's redemptive work

- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures

- A theological foundation, theoretical framework, and practical skills for Christian leadership

- A philosophical and theoretical framework for practicing one's chosen discipline or profession

- An ethical and theological framework for exercising one's discipline or profession as a servant of Christ (integration of faith and vocation)

- General acquaintance with professional tools and literature, along with basic research skills

- Entry- and intermediate-level knowledge, skills, and competencies for one's chosen discipline or profession

- Practical experience in one's chosen discipline or profession

- Knowledge, skills, and competencies needed to pursue a master's degree

Master's Degrees. A master's degree includes no fewer than 30 credit hours beyond the bachelor's degree. Graduates demonstrate further mastery of a specialized discipline resulting in high-level professional practice. At the master's level, Point seeks to develop in students:

- Advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to mentor others in that profession

- A highly developed philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways

- A highly developed ethical and theological framework for exercising one's profession as a servant of Christ (integration of faith and vocation)

- Active involvement with professional tools and literature, along with advanced research skills

- Advanced practical experience in one's chosen discipline or profession

- Advanced expertise in a specialized discipline, which enables them to conduct research in the field

- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations

- Knowledge, skills, and competencies needed to pursue a doctor's degree, a professional credential, and/or licensure

Doctor's Degrees. Point currently offers no doctoral degrees. However, a doctor's degree or "doctoral degree" or "doctorate" typically includes no fewer than 60 credit hours beyond the bachelor's degree (including the prerequisite master's degree). At the doctoral level, Point would seek to develop in students:

- Highly advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to teach others in that profession

- A highly advanced philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways

- A highly advanced ethical and theological framework for exercising one's profession as a servant of Christ (integration of faith and vocation)

- Advanced expertise in a specialized discipline, which enables them to conduct research and make original contributions to the theory and/or practice of that field

- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations

Undergraduate versus Graduate Degrees. Traditionally, the first degree earned at a college or university was the bachelor's degree. Accordingly, students who have *not yet graduated* with a bachelor's degree are referred to as "under-graduate students," and associate's and bachelor's degrees are called "undergraduate degrees." Students who graduate with a bachelor's degree and then continue with more advanced studies are "graduate students," and master's and doctoral degrees are called "graduate degrees."

First-, second-, third-, and fourth-year undergraduate students are called "freshmen, sophomores, juniors, and seniors."

Lower versus Upper Division Courses. In many cases, an associate's degree represents essentially the first half of a bachelor's degree. Thus, Point sometimes uses the term "Lower Division" to refer to undergraduate courses taken at the associate's level (i.e. freshman or sophomore courses numbered 100-299). More advanced undergraduate studies (i.e. junior or senior courses numbered 300-499) are called "Upper Division" courses. *All Point University courses at the level of 100 or above meet transfer level quality accreditation standards.*

As they progress through the Lower Division into the Upper Division, Point University intentionally moves students toward higher levels of intellectual activity and professional skill. Accordingly, Lower Division courses generally exhibit the following characteristics:

- *Breadth*—understanding the extent of a discipline and how it relates to other fields of study

- *Foundations*—principles, terms, methods, literature, and perspectives of a discipline as a basis for more specialized study; basic analytical thinking and theoretical application

- *General Competencies*—essential skills, attitudes, and practices (such as reading, writing, speaking, critical thinking, and problem solving) as preparation for more advanced studies and lifelong learning

- *Knowledge, Comprehension, Interpretation, and Application*—a focus on acquiring and remembering basic facts and concepts related to a discipline, understanding those facts in context and relating them to other fields and processes, and applying this knowledge to new situations

- *Academic Rigor and Dependence*—rigor appropriate for foundational courses with students dependent on instructors as subject matter experts

- *Preparation*—courses typically require few college-level prerequisites

Upper Division courses generally display the following characteristics:

- *Depth*—in-depth study of a discipline's theories and methods, including understanding of the applications and limitations of those theories and methods; awareness and use of scholarly literature in the field

- *Specialization*—intellectual and professional abilities necessary for success and progress in a given field; intellectual and professional skills necessary for graduate studies

- *Refinement of Competencies*—applying general competencies and skills more discerningly and in more challenging contexts

- *Analysis, Evaluation, Synthesis, and Creation*—a focus on advanced analytical and evaluative skills, integrating and synthesizing knowledge and insights from a variety of sources, and solving problems creatively

- *Increased Rigor and Independence*—greater responsibility and independent learning on the part of the student

- *Preparation*—courses often require Lower Division prerequisites

LOWER DIVISION	UPPER DIVISION
Breadth	Depth
Foundations	Specialization
General Competencies	Refinement of Competencies
Knowledge, Comprehension, Interpretation, and Application	Analysis, Evaluation, Synthesis, and Creation
Introductory Rigor and Dependent Learning	Increased Rigor and Independent Learning
Few or No Prerequisites	Often Require Prerequisites

Arts versus Sciences. The most common types of undergraduate degrees are the Associate of Arts or Associate of Science, and the Bachelor of Arts or Bachelor of Science.

The term "science" refers to any branch of knowledge concerned with establishing and systematizing facts, principles, and methods. Examples include biology and geology (examples of "natural sciences" aimed at understanding the physical world), psychology and economics (examples of "social sciences" or "behavioral sciences" aimed at understanding people in groups), and mathematics.

The term "art" refers to any branch of creative work and its principles, especially making or doing things that display special form, beauty, or insight. Examples include painting, sculpture, and architecture (sometimes called "visual arts" or "fine arts"); music, drama, and the dance (sometimes called "performing arts"); and poetry and prose (sometimes called "literary arts").

Undergraduate programs are called "arts" degrees or "science" degrees depending on their major focus. At Point, Bachelor of Arts degrees usually include 14+ credits of foreign language study, whereas Bachelor of Science degrees typically include additional Natural Science and/or Social and Behavioral Science courses.

Majors and Minors. A bachelor's degree must, by definition, include a "major"—that is, an integrated series of courses focusing on a particular field or discipline. At Point, a "major" must include a minimum of 30 credits. In the College of Graduate & Professional Studies, majors typically include 45+ credits, with at least 30 credits in the Upper Division.

A bachelor's degree may also include a "minor"—a shorter series of courses focusing on a particular field or discipline. At Point, a "minor" includes 15+ credits, with at least 9 credits in the Upper Division. At least 6 credits within the minor must be completed at Point University.

Concentrations. Some undergraduate majors and graduate programs include a "concentration," which consists of 12+ credits focusing on a particular field, discipline, or specialty.

Certificates. Point occasionally forms groups of courses into certificate programs. A "certificate" consists of 12-30 credit hours in a focused area of study. Guidelines for certificates appear below under "Academic Regulations."

Academic versus Professional Degrees. "Academic" degrees (e.g. M.Phil. and Ph.D., Th.M. and Th.D.) advance the *theory* of a given field typically through original research, while "professional" degrees (e.g. M.Min. and D.Min., M.Ed. and Ed.D.) advance the *practice* of a given profession through applied research and field investigations.

Terminal Degrees. Doctorates are also called "terminal degrees" because, as the highest level degree, they typically represent the end point or "termination" of one's formal education. In some fields, such as Social Work, the highest degree typically offered is the master's. Thus, for example, the Master of Social Work (M.S.W.) degree is called a "terminal master's degree."

Traditional versus Non-Traditional. In "traditional" academic programs, students typically complete several courses at one time, on-campus, in sessions lasting 10 weeks (quarter system) or 15-16 weeks (semester system). Traditional programs were originally designed with the expectation that students would live on campus

("residential programs") or commute from nearby, devoting most or all of their time to their studies. In contrast, "non-traditional" programs are typically designed for working adults. The academic year often consists of a series of shorter sessions in which students typically take only one or two courses at a time. Students study online or attend classes only once or twice per week. Point University offers both "traditional" and "non-traditional" academic programs.

On-Ground, Online, and *Access*/Hybrid Course Modalities. Point University offers coursework in three primary modalities:

- *On-Ground*—Point's undergraduate University College offers most of its courses in traditional on-ground formats in which students typically meet face-to-face with instructors in classroom settings for about 3 hours each week.

- *Online*—Point's College of Graduate & Professional Studies (CGPS) offers many undergraduate and graduate courses in fully-online formats. Online students engage in asynchronous learning through a *Sakai* course website (otherwise known as "Point Online") that facilitates interaction between students, their instructor, and classmates.

- *Hybrid*—CGPS also offers many undergraduate and graduate courses in hybrid formats through which students combine online studies with live class sessions. Students enrolled in Point's *Access* undergraduate programs for working adults typically meet one evening per week from 6:00 to 8:00 or 8:00 to 10:00 p.m. at one of Point's six education sites. Graduate students in hybrid programs meet on a similar schedule or during intensive weekend sessions.

Which modality is best for a given student depends partly on that student's personal maturity, motivation, and learning style. Numerous research studies show that, in terms of educational effectiveness (i.e. meeting student learning objectives), on-ground and online modalities are nearly equal. Some studies rate online a bit higher than on-ground because, in an online course, students cannot "hide in the back of the classroom" but must actively engage in course learning activities. Nearly all studies give the highest rating to hybrid courses, which combine the best features of on-ground and online learning.

CGPS courses are intentionally designed to incorporate educational "best practices" and accommodate a variety of learning styles. For more information, see below under "Instructional Design."

Credits. Studies required for a degree program are measured in "credit hours." In accordance with traditional U.S. higher education standards (the "Carnegie Unit") and regulations issued by the U.S. Department of Education, Point defines an undergraduate "credit hour" as representing a minimum of 37.5 clock hours of active engagement in learning activities inside and/or outside the classroom. A graduate "credit hour" includes a minimum 50 clock hours of study.

For more information, see the discussion of the "Academic Calendar" in the "General Information" section of this catalog (above). See also the discussion of "Credit Hour Definition" under "Academic Policies & Procedures" (below).

Prerequisites and Corequisites. Some courses carry "prerequisites"—that is, courses students are required to complete *before* they enroll in the course in questions. (For example, students must complete ENGL 101 Critical Reading & Writing I, or its equivalent, prior to enrolling in ENGL 102 Critical Reading & Writing II.) Some courses carry "corequisites"—that is, courses students must complete either *before or during* their enrollment in the course in question. When applicable, prerequisites and corequisites are listed at the end of each course description later in this catalog.

Overview of Baccalaureate Degree Structure in the College of Graduate & Professional Studies

A bachelor's degree from Point University's College of Graduate & Professional Studies (CGPS) typically includes four primary elements, as shown in the diagram below:

**General Electives
(30 credits)**

**Professional Major
(45 credits)**

**Biblical Studies Minor
(15 credits)**

**General Education Core
(30 credits)**

Essential Skills Foundation (12 credits)
Humanities & Fine Arts Foundation (3 credits)
Natural Sciences & Mathematics Foundation (9 credits)
Social & Behavioral Sciences Foundation (6 credits)
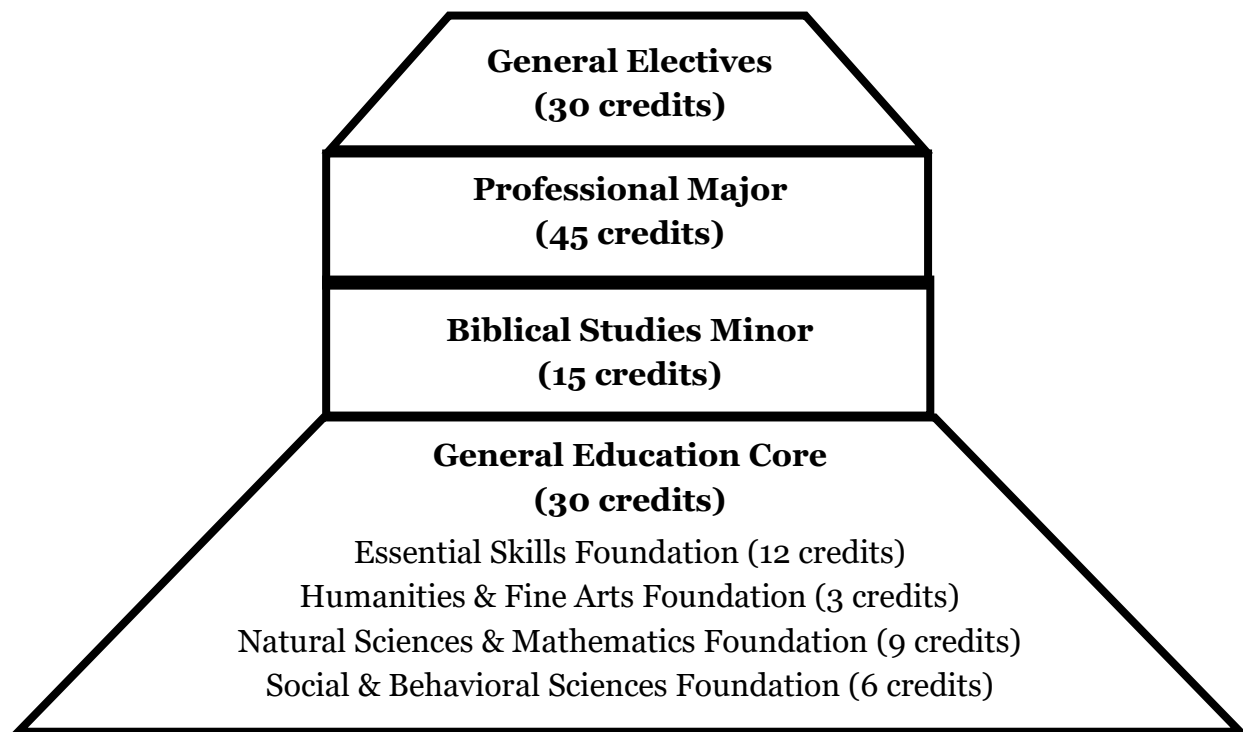
TOTAL CREDITS FOR BACHELOR'S DEGREE: 120+

General Education Core. The General Education Core aligns with Point University's mission and goals for promoting students' spiritual, intellectual, emotional, physical, and professional growth. Many of the principles, theories, issues, and skills addressed in Point's professional programs build on what students learn in core courses. For a detailed description of the General Education Core, see below under "Department of Arts & Sciences."

Biblical Studies Minor. The Biblical Studies Minor grounds students in the Christian Scriptures as a foundation for spiritual formation, faith integration, and a Christian worldview. For a detailed description of the Biblical Studies Minor, see below under "Department of Bible & Ministry."

Professional Majors. In addition to the General Studies Core and Biblical Studies Minor, all CGPS baccalaureate students complete a 45-credit professional major. Point offers majors in a variety of fields, such as business, leadership, ministry, child development, psychology, and human relations. For a complete list, see below under "Academic Programs." Detailed descriptions of professional programs appear in the sections of this catalog devoted to each CGPS academic department.

General Electives. General Electives consist of university-level courses that do not duplicate other courses within a student's degree program. Students may fulfil General Elective requirements through either Lower Division courses (100- or 200-level) or Upper Division courses (300- or 400-level). However, Upper Division courses offer advantages to students planning to enter graduate school because they represent more advanced levels of study.

Total Credits. Students must complete a minimum of 120 credit hours to earn a bachelor's degree from Point University. If the General Education Core, Biblical Studies Minor, and the student's chosen Professional Major total fewer than 120 credits, the student must complete enough General Electives to meet the minimum requirement. Some bachelor's degree programs, such as teacher education degrees, include more than 120 credits.

Characteristics of CGPS Professional Majors & Graduate Programs

In accordance with Point University's mission and educational goals (described above), every CGPS professional major and graduate program gives attention to:

- Specialized knowledge, skills, and attitudes pertinent to a given field or discipline

- Philosophical approaches and theoretical models for engaging in that field or discipline

- Significant practical experiences in that field or discipline

- Legal and ethical issues related to that professional field or discipline

- Worldview issues raised by that professional field or discipline

- Integration of faith and learning—that is, the ongoing quest to understand the discipline in all of its complexity from within the framework of a Christian worldview, and then to live out its moral and spiritual implications at the levels of intellectual assumptions, motivations, and applications

- Biblical principles, theoretical bases, and practical skills for Christ-like servant leadership in that field or discipline

- Contemporary models and case studies of how Christians have used that discipline or profession to promote the Kingship of God and carry out His redemptive work in the world

- Development of the student's personal philosophy for practicing that discipline or profession as a Christian ambassador for the Lord

In short, Point University professional majors and graduate programs equip students to think and act theoretically, practically, theologically, and redemptively in their chosen disciplines and professions.

Instructional Design and Delivery

Technology-Mediated Learning. As noted above, Point's College of Graduate & Professional Studies (CGPS) offers academic programs in fully-online and hybrid modalities, using the *Sakai* Learning Management and Collaboration System (described below). Each 7-week course has its own customized and branded online website through which students interact with their instructor and classmates, access course materials, explore digital library resources, engage in a variety of interactive learning activities, submit assignments, receive feedback and grades, and access various student support services.

- *CGPS fully-online courses* are designed for *asynchronous* learning to accommodate students in different time zones who must navigate a variety of work schedules and family responsibilities. All weekly learning activities (readings, lectures, multimedia presentations, discussions, projects, examinations, etc.) are embedded in the *Sakai* course site (otherwise known as "Point Online"), where students may access them at the times most convenient for the student. Online courses also support accessibility and diversity by making Point courses available over a wider geographic range.

- *CGPS hybrid courses* are identical to online courses with one exception—they include a weekly 2-hour *synchronous* face-to-face class session in which all students and their instructor gather at one of Point's education sites. In developing hybrid courses, CGPS course writers first develop a fully-online version. They then decide which interactive learning activities would be most appropriate for the on-ground session and remove them from the online site, resulting in a hybrid version of the course. Thus, *hybrid courses are conducted primarily online, but include a weekly 2-hour on-ground component*.

Sakai Online Learning Management System (LMS). CGPS offers online and hybrid courses through *Sakai*, an open source Learning Management and Collaboration system (LMS) authored and supported by a large number of major research universities (http://sakaiproject.org). Point sometimes refers to its *Sakai* course sites as "Point Online."

LAMP Consortium. Point is a member of the Learning Asset Management Project (LAMP), a consortium of small private colleges and universities spread across the eastern half of the United States. Member schools share a single instance of *Sakai*, through which they serve over 20,000 active student and faculty users. *Sakai* is a robust and flexible framework containing numerous learning tools and integrated video conferencing. LAMP provides opportunities for collaborative course development, consortial training endeavors, technical support, consensus decision-making, and policy development. A winner of the Mellon Award for Technology Collaboration in 2008, LAMP has proven a strong force for advancing higher education.

LAMP's *Sakai* instance is hosted by the Longsight Group (www.longsight.com), a professional hosting service dedicated to supporting higher education open source tools.

Overall project management and leadership of the LAMP endeavor, first-tier support, and training are provided by the CEATH Company (http://ceath.com), a consulting firm with strong ties to higher education. Through the collective bargaining power of LAMP, Point University is able to provide all these powerful services at a very low price funded through technology fees.

***Sakai* Course Sites.** Point Online's *Sakai* course sites facilitate online presentations, the sharing of educational resources, communications with instructors and other students, course assignments, and assessments of student learning. Each online course site also features direct links to most student service departments (e.g. academic advising, career services, counseling services, disability services, educational resource center, financial aid, library services, registrar, and textbook services).

Students enter online and hybrid courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course. They may also go to the LAMP Consortium website (https://sakai.lampschools.org), enter their Point user ID (in this case their full Point email address) and password, and click on the link to the desired course.

Instructional Design. CGPS has developed an online/hybrid course design model based on "best practices" in adult and online andragogy. Contemporary, tech-enhanced education has shifted away from a teacher-centered model focused on content delivery to a student-centered model focused on student learning. CGPS department chairs and a professional instructional designer work closely with faculty subject matter experts (SMEs) to ensure every course meets CGPS standards and accomplishes program goals. The design model requires SMEs to give attention to important issues, such as student learning objectives, academic rigor, the variety of learning styles, faith integration, and intentionally moving students from lower order thinking skills (e.g. understanding and recalling information) to higher order thinking skills (e.g. evaluating and applying information in creative ways). The *CGPS Course Design Guide* and accompanying tools provide a detailed description of the instructional design process and rationale.

Online and Hybrid Andragogy. To deliver such courses, CGPS has adopted a "flipped classroom" or "high tech, high touch" model. In this model, faculty members move away from the traditional role of the "the sage on the stage," who spends class time delivering information through lectures ("chalk and talk"). Instead, most course-related information appears on the course website, where students can access it at will in the form of readings or audio-visual presentations ("high tech"). This frees faculty to spend their time acting as educational "guides" and "facilitators" and "mentors" by engaging with students, discussing concepts, answering questions, offering timely feedback on assignments, and otherwise facilitating student learning ("high touch"). Thus, *the CGPS model emphasizes "faculty presence," which studies show is a key to educational effectiveness, student satisfaction, and student retention.* This "high tech, high touch" model supports human connection, communication, reflection, and engagement. Content interaction, faculty interaction, and student interaction help to build a strong learning communities, which strengthen motivation and retention.

Accordingly, CGPS discourages course designers from using on-ground hybrid class sessions for lectures or mere delivery of information—which can just as well be

communicated online ("high tech") and tend to place students in the *passive* role of "listener." Instead, CGPS directs course designers to take advantage of the times when students are physically present with one other to engage them in more *active and interactive* learning experiences.

Academic Calendar

Calendar Structure. Point University operates year-round on an academic calendar organized as follows:

FALL TERM (16 weeks)		SPRING TERM (16 weeks)		SUMMER TERM (16 weeks)	
Fall 1 (8 weeks)	Fall 2 (8 weeks)	Spring 1 (8 weeks)	Spring 2 (8 weeks)	Summer 1 (8 weeks)	Summer 2 (8 weeks)

Traditional Academic Year

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December.

- Each 16-week term includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2."

- Within this common University framework, Point offers courses of varying lengths according to the needs of a given academic program. To illustrate:

  ➤ Traditional undergraduate students typically enroll in several courses during Fall 1-2 and Spring 1-2 (the traditional academic year), with optional "summer school" courses during the Summer Term. Traditional courses are 15 weeks in length, allowing for holidays within the 16-week term.

  ➤ Non-traditional students enrolled in undergraduate *Access* or online programs— or graduate-level master's programs—typically complete one or two courses each session year-round. Non-traditional and graduate courses are 7 weeks in length. Thus, an 8-week session typically includes 7 weeks of coursework followed by a 1-week break prior to the next course. Course "weeks" begin on Monday and end on Sunday.

- For purposes of state and federal financial aid, students are considered to be on a "standard term semester system."

- For undergraduate students, 12 credits per term constitute "full-time" status. For master's students, 6 credits per term constitute "full-time" status.

2016-2017 Academic Calendar. The 2016-2017 academic calendar for CGPS non-traditional programs appears below:

ACADEMIC CALENDAR
College of Graduate & Professional Studies
Point University

7-Week *Access*, Online, and Graduate Programs

Summer Term 2016 (May 9 - August 26)

Summer Session 1 (May 9 – June 26)

Courses Begin	May 9
Last Day to Add/Drop Course without Notation	May 16
Memorial Day Holiday	May 30
Last Day to Withdraw from Course	June 10
Courses End	June 26
Independence Day Break	Jun 27 – July 4
Final Grades Due	July 1, 12:00 p.m.

Summer Session 2 (July 5 – August 21)

Courses Begin	July 5
Last Day to Add/Drop Course without Notation	July 11
Last Day to Withdraw from Course	Aug. 5
Courses End	Aug. 21
Final Grades Due	Aug. 26, 12:00 p.m.

Fall Term 2016 (August 22 – December 18)

Fall Session 1 (August 22 – October 16)

Courses Begin	Aug. 29
Labor Day Holiday	Sept. 5
Last Day to Add/Drop Course without Notation	Sept. 6
Last Day to Withdraw from Course	Sept. 30
Courses End	Oct. 16
Final Grades Due	Oct. 21, 12:00 p.m.

Fall Session 2 (October 24 – December 18)

Courses Begin	Oct. 24
Last Day to Add/Drop Course without Notation	Oct. 31

Thanksgiving Break	Nov. 21 - 27
Last Day to Withdraw from Course	Dec. 2
Courses End	Dec. 18
Final Grades Due	Dec. 23, 12:00 p.m.

Spring Term 2017 (January 9 – April 23)	
Spring Session 1 (January 9 – March 5)	
Courses Begin	Jan. 9
Dr. Martin Luther King, Jr. Holiday	Jan. 16
Last Day to Add/Drop Course without Notation	Jan. 17
Last Day to Withdraw from Course	Feb. 10
Courses End	Feb. 26
Final Grades Due	Mar. 3, 12:00 p.m.
Spring Session 2 (March 6 – April 30)	
Courses Begin	Mar. 6
Last Day to Add/Drop Course without Notation	Mar. 13
Last Day to Withdraw from Course	April 7
Courses End	April 23
Final Grades Due	April 28, 12:00 p.m.

Summer Term 2017 (May 8 – August 20)	
Summer Session 1 (May 8 – June 25)	
Courses Begin	May 8
Last Day to Add/Drop Course without Notation	May 15
Memorial Day Holiday	May 29
Last Day to Withdraw from Course	June 8
Courses End	June 25
Final Grades Due	June 30, 12:00 p.m.
Summer Session 2 (June 26 – August 20)	
Courses Begin	June 26
Independence Day Break	July 3 - 9
Last Day to Add/Drop Course without Notation	July 10

Last Day to Withdraw from Course	Aug. 4
Courses End	Aug. 20
Final Grades Due	Aug. 25, 12:00 p.m.

Course Delivery System

Course Carousels. One perennial challenge of adult education is: How does the university provide the courses students need to complete their programs in a timely manner when each student needs a different combination of courses, depending on their program, start date, transfer credits, location, and other factors? The College of Graduate & Professional Studies (CGPS) meets this challenge by offering most of its courses in carousel format. *A "carousel" consists of a series of 7-week courses offered continuously on a rotating basis.* CGPS' master course schedule includes multiple carousels running parallel to one another. There are five basic types of carousels:

- *Introduction to Adult Learning Carousels,* which offer the undergraduate orientation course (APSP 105) every session throughout the year, so that new students may begin every 8 weeks.

- *General Education Carousels,* which include online courses required to meet undergraduate General Education Core requirements.

- *Professional Carousels,* which include professional coursework required for professional associate's degrees and baccalaureate majors. (See below for a more detailed description of Professional Carousels.)

- *Elective Carousels,* which include courses students may use to fulfil General Elective requirements or requirements for the A.A. in General Studies.

- *Graduate Carousels,* which include courses required for CGPS master's degrees.

These five basic types of carousels operate in different sites or modalities, depending on program needs. To illustrate:

- *Online Carousels—*There are fully-online Adult Learning, General Education, Professional, Elective, and Graduate Carousels that serve students in online programs—or students who want to incorporate online courses into their on-ground programs.

- *Site Carousels—*There are Adult Learning, General Education, Professional, and Graduate Carousels offering hybrid courses (partly online and partly on-ground courses) at one of the Point education sites.

- *Distance Learning Carousels—*For newer sites or smaller enrollment programs, there are hybrid carousels featuring live interactive class sessions in which students at multiple sites are linked together through distance learning technology.

Again, the many course carousels run parallel to one another on a continuous rotation. This system offers maximum flexibility for course scheduling. To illustrate: On-ground students may hop onto a General Education Carousel for several sessions to complete core courses at their home site, step over to an Online Carousel for one session to

complete an Elective of interest to them, move into a Professional Carousel for several sessions to complete their undergraduate major, and then shift to an Elective Carousel to complete their degree requirements. When new students enter Point, academic advisors listen to their educational goals and then guide them through the carousel system, creating a clear "roadmap" from start to graduation. The system operates as a "continuous enrollment model" (rather than a cohort model) in that new students may enter the system at the beginning of any 8-week session throughout the year.

Most undergraduate students complete two courses per session in hybrid (*Access*) and/or fully-online formats. Most graduate students complete one course per session in online or hybrid format.

Undergraduate hybrid courses include one 2-hour live session per week, typically scheduled for 6:00-8:00 p.m. or 8:00-10:00 p.m. in the evening. With careful planning a student could, for example, complete (1) two courses between 6:00 and 10:00 p.m. one evening per week, (2) or one course at 8:00-10:00 p.m. on one evening and a second course at 8:00-10:00 p.m. on another evening, (3) or one course at 6:00-8:00 p.m. in the evening and a second course online, (4) or two courses online. Using the flexibility of the carousel system, academic advisors help build a schedule that enables students to work their jobs, meet their family responsibilities, and reach their educational goals.

Professional Carousels. All bachelor's degrees offered by the College of Graduate & Professional Studies (CGPS) include a fifteen course (45-credit) professional major. Most associate's degrees include a five course (15-credit) professional component. The professional component for an associate's degrees usually consists of the first five courses in the corresponding baccalaureate major. To illustrate: The professional component of the A.A. in Business Administration consists of the first five courses of the professional major for the B.S. in Business Administration. Accordingly, students who complete the A.A. degree and then decide to continue into the B.S. program have already completed one-third of their baccalaureate major.

The CGPS master course schedule includes two types of Professional Carousels:

- *Introductory Carousels* include the professional courses required for associate's degrees—that is, the first five courses in the baccalaureate major. Thus, associate's and bachelor's students often study together in the Introductory Carousels.

- *Advanced Carousels* include the remaining professional courses required for a baccalaureate major. Thus, Advanced Carousels include only Upper Division bachelor's students—with an occasional associate student completing an advanced course as a General Elective.

Once students enter a Professional Carousel, they typically remain in it for several months until they complete their professional coursework or major. Thus, Professional Carousels take on a "cohort feel" as students with similar career goals learn together over an extended period of time.

In order to be successful, students must complete certain requirements *prior to* entering professional carousels:

- *Introductory Carousels*—Before enrolling in Introductory Carousel courses students must complete the following courses or their equivalents: (1) APSP 105 Introduction

to Adult Learning, (2) ENGL 101 Critical Reading & Writing I, (3) ENGL 102 Critical Reading & Writing II, and (4) MATH 103 College Mathematics or MATH 110 College Algebra.

- *Advanced Carousels*—Before enrolling in Advanced Carousel courses, students must complete a minimum of 45 university credits, including the following courses or their equivalents: (1) APSP 105 Introduction to Adult Learning, (2) ENGL 101 Critical Reading & Writing I, (3) ENGL 102 Critical Reading & Writing II, and (4) MATH 103 College Mathematics or MATH 110 College Algebra.

Course Weeks. All CGPS courses are offered either fully-online or in hybrid format (i.e. primarily online but with weekly face-to-face class sessions). All CGPS courses are 7 weeks in length and scheduled during an 8-week session. Thus, an 8-week session typically includes 7 weeks of coursework followed by a 1-week break prior to the next course.

Course "weeks" begin on Monday and end on Sunday. Please note:

- Online course sites open one week prior to the course start date, giving students the opportunity to review the course syllabus, introduce themselves to their fellow learners, and otherwise prepare for the course start.

- Online course sites close 8 weeks after the course ends, allowing time for students to review course materials and final grades as desired.

- The first day of a course or session does not necessarily coincide with the first on-ground meeting of a hybrid course. To illustrate: The first live class session may not take place until Thursday evening, but the course still starts on Monday morning. Accordingly, students should log into the course website and begin working on Monday because some course assignments may be due prior to Thursday.

- Unless stated otherwise in the syllabus, all weekly assignments are due by midnight on Sunday (Eastern Standard Time).

Academic Programs

Point University's College of Graduate & Professional Studies (CGPS) currently offers the following educational programs:

Point University
ACADEMIC PROGRAMS
COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

KEY:	ACC = *Access* adult undergraduate studies format, which typically includes a 2-hour live class session one evening per week supplemented by online studies
ATL = Atlanta, Lindbergh Center Education Site	
BHM = Birmingham Education Site	**AC-DL =** *Access* format in which live classes may include students at multiple sites linked through Distance Learning technology (typically used for new or smaller enrollment sites and programs)
MCD = McDonough Education Site	
PTC = Peachtree City Education Site	
SAV = Savannah Education Site	**ACC+ONL** = primarily *Access* format, but with some courses offered online
WPT = West Point Main Campus	
ONL = Fully-online format	**HYB** = hybrid format, which consists of online courses supplemented by occasional live sessions one evening per week or on weekends (typically used for graduate programs)
* = pending SACSCOC approval	

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Arts & Sciences Department	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• General Education Core *(all baccalaureate programs)*	ACC	ACC	AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in General Studies	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ONL
Bible & Ministry Department	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• Biblical Studies Minor *(all baccalaureate programs)*	ACC	ACC	AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in Applied Ministry: CGPS Version							ONL
• A.A. in Christian Ministries	ACC	ACC		ACC			ONL
• A.A. in Christian Ministries: BHM COTH Version		ACC					
• B.S. in Applied Ministry: CGPS Version							ONL
• B.S. in Christian Ministries	ACC	ACC		ACC			ONL
• B.S. in Christian Ministries: BHM COTH Version		ACC					
• Master of Transformative Ministry*	HYB						OL
Business & Leadership Dept.	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• Social Media Marketing Certificate	ACC			ACC Jan '17			ONL
• A.A. in Accounting	ACC			ACC			ONL

	ATL	BHM	MCD	PTC	SAV	WPT	ONL
• A.A. in Business Administration	ACC +ONL			ACC +ONL		ACC +ONL	ONL
• A.A. in Organizational Leadership	ACC			AC-DL	AC-DL	AC-DL	ONL
• A.A. in Social Media Marketing	ACC			ACC Jan '17			ONL
• B.S. in Business Administration	ACC +ONL			ACC +ONL		ACC +ONL	ONL
• B.S. in Organizational Leadership	ACC			AC-DL	AC-DL	AC-DL	ONL
• B.S. in Social Media Marketing	ACC			ACC Jan '17			ONL
• M.B.A. in Business Transformation*	HYB						ONL
Education Department	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• A.A. in Child Development	AC-DL				AC-DL		
• B.S. in Child Development	AC-DL				AC-DL		
Social & Behavioral Sciences Dept.	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• A.A. in Criminal Justice							ONL
• A.A. in Human Relations	ACC		AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in Psychology							ONL
• B.S. in Criminal Justice							ONL
• B.S. in Human Relations	ACC		AC-DL	ACC	AC-DL	AC-DL	ONL
• B.S. in Psychology							ONL

ARTS & SCIENCES DEPARTMENT

Personnel

Interim Chair of the CGPS Department of Arts & Sciences
   Valarie Price Williams, M.S. in Instructional Technology (CGPS)

Point University Full-Time Faculty, Department of Arts & Sciences
   Kristen J. R. Berry, M.A. in Human Communication Studies—Instructor in
       Communication (UC)
   Byron J. Cartwright, D.M.A. in Voice—Professor of Music (UC)
   Katie L. Cartwright, Ph.D. in Music—Professor of Music (UC)
   Donald B. Cook, Jr., M.Ed. in Science Education, Ed.D. candidate in Teaching and
       Curriculum—Assistant Professor of Natural (UC)
   Dallas J. ("D.J.") Dycus, Ph.D. in English—Professor of English and Humanities (UC)
   Tammy J. Dycus, M.S. in Mathematics—Instructor in Mathematics (UC)
   Sarah G. Huxford, Master of Mass Communications—Assistant Professor of
       Communications (UC)
   Allison M. Kemper, D.P.T. in Physical Therapy—Associate Professor of Exercise
       Science (UC)
   Kimberly P. Macenczak, Ph.D. in Social Foundations of Education—Professor of
       History and Education (UC)
   Jessica M. Mazaheri, M.A. in English Literature—Instructor in English (UC)
   Carlye Anne Schock, M.A. in English—Instructor in English (UC)
   William Grant Vickery, M.A. in English—Instructor in English (UC)
   Dedra R. Woolfolk, Ph.D. in Biological and Biomedical Science (Pharmacology)—
       Professor of Natural Science (UC)

CGPS Part-Time Faculty, Department of Arts & Sciences
   Wayne Ackerson, Ph.D. in History—Instructor in History
   David P. Adams, Ph.D. in History and Sociology of Medicine—Instructor in History
   Rebecca L. Aquino, D.O. in Osteopathy—Instructor in Science
   Carol Ashburner, M.A. in Speech Communication—Instructor in Communication
   Ann Marie Brezina, M.S. in Science Education—Instructor in Science
   Caryn L. Brown, M.Ed. in Literacy Education, Ed.D. candidate in College Teaching and
       Learning—Instructor in Education
   Bobbi R. Bush, M.A. in English—Instructor in English
   Michael Daniell, M.C.M. in Church Music—Instructor in Music
   W. Corey Eubanks, Master of Applied Mathematics—Instructor in Mathematics
   Toni A. Ford, M.A. in Health, Physical Education, and Recreation; M.Ed. in
       Counseling and Guidance—Instructor in Arts and Sciences

Connie Fragoso, M.A.T. in Mathematics—Instructor in Mathematics

Ingrid Gamboa de Arce, M.A. in Spanish—Instructor in Spanish and TESOL (UC)

Luann Mullins Gladden, M.A. in Secondary English Education—Instructor in English

Terry Grissom, M.A. in History—Instructor in History

Jamie Anderson Holley, M.S. in Post-Secondary Education Mathematics—Instructor in Mathematics

Joanna Jury, M.A. in Classics, Ph.D. candidate in History—Instructor Humanities and History

Kristen Parsons Lushington, M.A. in English Literature—Instructor in English Literature

Madison Marchant, M.A. in Philosophy—Instructor in Humanities

Shelley McNeight, M.A. in English Education—Instructor in English

Traci Garrett McPherson, M.Ed. in Adolescent Education with Concentration in English and Language Arts—Instructor in English

Leslie Ann Newhouse, B.S. in Mathematics; M.M. candidate in Applied and Industrial Mathematics—Instructor in Mathematics

Charles C. Powers, M.A. in History—Instructor in History

Kenda L. Rigdon, Ph.D. in Microbiology—Instructor in Biology

Jennifer Rinkenberger, M.Ed. in Mathematics Education—Instructor in Mathematics

Margaret ("Meg") M. Rodgers, Master of Social Science (History and Political Science)—Instructor in History

Patricia Schernekau, M.A. in English, Ed.S. in Educational Leadership—Instructor in English

Pamela Jones Snow, (2013), M.A. in Education—Instructor in English Literature

Sandra Swindall, Ed.S. in Science Education—Instructor in Biology

Jennifer Perkins Tyler, M.A. in Teaching—Instructor in Physical Education

Edward ("Chip") Winters, M.A. in English—Instructor in English

Diane Hendon Withers, M.A. in History—Instructor in History

Murphy M. Wood, MA. in History—Instructor in History

Angela Yonce, M.Ed. in Secondary English Education—Instructor in English

CGPS Interdisciplinary Faculty

Carole Embden-Peterson, M.A. in Communication Studies, Ph.D. candidate in Organization and Management—Instructor in Business and Communication

David Mark Miller, M.S.M. in Sacred Music—Instructor in Worship Music and Theology

Kacey L. Moore, M.A. in Counseling—Instructor in Adult Learning and Human Relations

Point University Administrative Faculty

Michael L. Bain, M.L.S. in Library and Information Studies, M.Div. in Theology—Professor of Biblical Studies, Director of Library Resources

Blair G. Walker, M.P.H. in Public Health—Instructor in Physical Fitness, West Point Site Director (CGPS)

Kathleen D. David, M.L.M. in Library Media—Instructor in Adult Education, Director of Disability Services and Educational Resource Centers (CGPS)

Dennis E. Glenn, Ph.D. in Educational Administration—Professor of Christian Ministries and Education, Vice President for Institutional Effectiveness and Dean of Accreditation

Obie Killcreas, M.S. in Post-Secondary Education with Concentration in History—Instructor in History

Kyle Malmberg, M.S. in Curriculum and Instruction with Specialization in Education Technology—Instructor in Adult Education, Educational Technology Coordinator

Lanier M. Motes, M.Mus. in Music Technology—Instructor in Music, Director of the Fine Arts Center (UC)

Melissa C. Roberts, M.S. in Studies in Human Behavior—Instructor in Adult Learning, McDonough and Online Site Director

> *NOTE:* [1] This list of personnel is intended to show Point University's strength in the area of Arts & Sciences. For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." [2] The parenthetical references indicate whether a full-time faculty member's primary responsibilities lie with the College of Graduate & Professional Studies (CGPS) or the traditional, residential, undergraduate programs offered by the University College (UC). Traditional faculty members often help shape CGPS academic programs through participation in course and program design and review processes, and many teach in those programs. [3] Interdisciplinary faculty members are assigned to another CGPS department, but teach courses in the Department of Arts & Sciences. [4] Administrative faculty members are full-time administrators who hold academic credentials in a field related to Arts & Sciences. They influence academic programs, but may or may not teach on a regular basis.

Academic Programs

The Arts & Sciences Department oversees the following academic programs:

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Arts & Sciences Department	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• General Education Core *(all baccalaureate programs)*	ACC	ACC	AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in General Studies	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ACC +ONL	ONL

General Education Core

Overview. All Point University associate's and bachelor's degree programs are based on a General Education Core, which includes foundational coursework in the Liberal Arts and Biblical Studies.

Modality. Point University offers the General Studies Core in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that typically meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the General Education Core at the following education sites: Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, along with Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The General Education Core equips students with a grounding in the Liberal Arts as a foundation for life and learning.

The General Education Core builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

> *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
>
> *Objective 1.2:* Graduates employ effective study habits and time management skills.
>
> *Objective 1.3:* Graduates locate and use information resources.
>
> *Objective 1.4:* Graduates demonstrate basic computer literacy.
>
> *Objective 1.5:* Graduates read with understanding, think critically, and develop reasoned arguments.
>
> *Objective 1.6:* Graduates communicate effectively orally and in writing.
>
> *Objective 1.7:* Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
>
> *Objective 1.8:* Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics

> *Objective 2.1:* Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.
>
> *Objective 2.2:* Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.
>
> *Objective 2.3:* Graduates articulate and apply scientific concepts, principles, and methods.
>
> *Objective 2.4:* Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Required Courses. The General Education Core consists of the following courses:

> *Essential Skills*
> APSP 105 Introduction to Adult Learning   3
> APSP 110 Effective Thinking   3
> ENGL 101 Critical Reading & Writing I   3
> ENGL 102 Critical Reading & Writing II   3

COMM 205 Public Speaking	3
Humanities & Fine Arts	
Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
Natural Sciences	
NSCI ??? Natural Science Course with Lab	3
Mathematics	
Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3)	
Social & Behavioral Sciences	
HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
TOTAL GENERAL EDUCATION CORE CREDITS:	*30*

Undergraduate Mathematics Policy and Placement Test. Full-time students must enroll in an appropriate mathematics course every term it is offered until they have successfully completed MATH 103 College Mathematics or MATH 110 College Algebra with a grade of "C" or higher. Some professional majors (e.g. Business Administration) require the higher level skills developed in MATH 110. Students who need a review of basic skills prior to enrolling in MATH 103 are required to enroll in MATH 100 Foundations of Mathematics as a General Elective. However, this remedial course does not fulfil the Mathematics requirement for the General Education Core, an associate's degree, or a bachelor's degree.

During APSP 105 Introduction to Adult Learning, all undergraduate students complete a math placement test called ALEKS (**A**ssessment and **LE**arning in **K**nowledge **S**paces) that determines which course they enter initially. As part of the placement process, students gain six months' access to the ALEKS Prep and Learning Module through which they may refresh and improve their skills. Those who do not earn adequate scores for entry into MATH 103 (College Mathematics) or MATH 110 (College Algebra) may work through the module tutorials and then repeat the exam. Otherwise, they begin with MATH 100 Foundations of Mathematics. Students may repeat the ALEKS assessment up to four times at no extra cost beyond tuition.

NOTE: Federal regulations governing the Pell Grant Program state that non-credit remedial courses cannot be covered by the Grant unless the student is enrolled in an eligible program at the school and the remedial coursework is required by the school. Based on placement testing, some students may be required to complete MATH 100 before enrolling in MATH 103 College Mathematics, which is the lowest level course that fulfils General Education Core requirements. In such case, Pell funds may be used to pay for MATH 100.

Undergraduate English Policy. Full-time students must enroll in the appropriate English course every term it is offered until they have completed ENGL 101 and ENGL 102 with a grade of "C" or higher.

Writing Emphasis Courses. In the Lower Division, undergraduate students gain university-level writing skills through ENGL 101-102 Critical Reading & Writing I-II, supported by APSP 110 Effective Thinking. Point further develops those skills in the Upper Division through "Writing Emphasis" (WE) courses included in the Biblical Studies Minor and each professional major. In the WE courses, students complete formal writing projects appropriate to their chosen career or discipline, which are evaluated using a university rubric. The Writing Emphasis courses are part of Point University's current Quality Enhancement Plan (QEP) aimed at improving student learning.

Style Guides for Written Assignments. CGPS requires students to follow certain style guides when preparing formal written assignments. Style guides provide a consistent system for documenting sources and formatting scholarly writing.

- CGPS introduces the latest edition of the *MLA Handbook* in its Introduction to Adult Learning and Critical Reading & Writing courses. This widely-used guide is produced by the Modern Language Association (https://www.mla.org/MLA-Style). Students continue to use MLA style in certain Arts & Sciences courses, as well as in CGPS Bible & Ministry programs.

- Students are also introduced to the latest edition of the *Publication Manual of the American Psychological Association* (http://www.apastyle.org). Students follow APA guidelines in courses related to Business & Leadership, Education, and Social & Behavioral Sciences.

Relationship of the Core to Point's General Education Competencies.
Building on the expected outcomes stated in the Mission and Goals of the University, Point has identified General Education Competencies for all associate's and baccalaureate degree programs, regardless of program, location, or modality. The following table lists those competencies, along with the instruments used to assess the extent to which students have attained them:

The student will be able to:	Assessment measure(s)
1. Communicate effectively.	ETS *Proficiency Profile*, subscores in Writing and Reading
2. Operate in the areas of humanities, social science, and natural science.	ETS *Proficiency Profile*, subscores in Humanities, Social Science, and Natural Science
3. Demonstrate skills in critical thinking and mathematics.	ETS *Proficiency Profile*, subscores in Critical Thinking and Mathematics

4. Demonstrate an awareness of the major movements within the biblical narrative and their implications for the Christian life.	Point's *Bible Content Test*

The student learning objectives for the Access program's General Education Core build on Point's General Education Competencies and directly contribute to students' ability to achieve those competencies.

Transfer Guidelines for the CGPS General Education Core and Biblical Studies Minor. The faculty of Point University's College of Graduate & Professional Studies (CGPS) has specifically designed each course in the General Education Core, Biblical Studies Minor, and professional programs to serve the university mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, CGPS has established transfer guidelines. The Registrar applies these guidelines in consultation with the Arts & Sciences Department Chair and Vice President for Graduate & Professional Studies. For the guidelines and the full policy on course transfers, see "Credit for Prior Learning" under "Academic Regulations."

Associate of Arts in General Studies

Overview. The Associate of Arts in General Studies equips students with a broad grounding in the Liberal Arts and the Christian Scriptures as a foundation for life and learning.

Modality. Point University offers the A.A. in General Studies in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Some courses are also available in *Access* (hybrid) format at Point's education sites in Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, as well as Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in General Studies equips students with a broad grounding in the Liberal Arts and the Christian Scriptures as a foundation for life and for further studies at the baccalaureate level.

The A.A. in General Studies builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

> *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
>
> *Objective 1.2:* Graduates employ effective study habits and time management skills.

Objective 1.3:　Graduates locate and use information resources

Objective 1.4:　Graduates demonstrate basic computer literacy.

Objective 1.5:　Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6:　Graduates communicate effectively orally and in writing.

Objective 1.7:　Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8:　Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2:　Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics, with readiness to pursue upper division baccalaureate studies.

Objective 2.1:　Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2:　Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3:　Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4:　Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1:　Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2:　Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Required Courses. The A.A. in General Studies consists of the following courses:

General Education Component (42 credits)

Essential Skills
APSP 105 Introduction to Adult Learning　　　　3
APSP 110 Effective Thinking　　　　3
ENGL 101 Critical Reading & Writing I　　　　3
ENGL 102 Critical Reading & Writing II　　　　3
COMM 205 Public Speaking　　　　3

Humanities & Fine Arts
HUMA 101 Introduction to Humanities　　　　3
ENGL 250 Modern Short Stories　　　　3
MUSI 102 Music Appreciation　　　　3

Natural Sciences
NSCI ??? Natural Science Course with Lab   3
PHED 105 Fitness & Wellness   3

Mathematics
  Choose one: 3
     MATH 103 College Mathematics (3)
     MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History   3
PSYC 103 Introduction to Psychology   3
SOCI 103 Introduction to Sociology   3

Biblical Studies Component (9 credits)
BIBL 103   Drama of Scripture   3
BIBL 202   Jesus: The Focus of Scripture   3
THEO 310 Spiritual Formation: Kingdom Living   3

General Elective Component (9 credits)
Elective Courses   9

TOTAL DEGREE CREDITS: *60*

BIBLE & MINISTRY DEPARTMENT

Personnel

Chair of the CGPS Department of Bible & Ministry

Samuel W. ("Wye") Huxford, M.Div. in New Testament and Theology—Vice President for Spiritual Formation and Dean of the Chapel, Professor of Biblical Studies (CGPS/UC)

Point University Full-Time Faculty, Department of Bible & Ministry

Barry Lee Blackburn, Sr., Ph.D. in New Testament Exegesis—Professor Emeritus of New Testament (UC)

Holly J. Carey, Ph.D. in New Testament and Christian Origins—Professor of Biblical Studies (UC)

Jennifer Allen Craft, M.Litt. in Theology, Imagination and the Arts, Ph.D. in Divinity—Assistant Professor of Humanities and Theology (UC)

Stephen M. Hooks, Ph.D. in Hebrew Bible and Ancient Near Eastern Languages and Literature—Professor of Biblical Studies (UC)

John H. Morris, Ph.D. in New Testament—Assistant Professor of Biblical Studies (CGPS)

Joshua F. Rice, Ph.D. in New Testament Studies—Instructor in Biblical Studies (CGPS)

Matthew D. Scott, Sr., D.Min. in Evangelism and Church Growth—Instructor in Christian Ministry (CGPS)

CGPS Part-Time Faculty, Department of Bible & Ministry

David Allgire, M.Div. in Urban Ministry; M.A.R. in Old Testament—Instructor in Bible and Ministry

Steven Angel, M.A. in Theology, M.Div. in Theology, M.A. in Psychology—Instructor in Bible and Ministry

Jeremiah Bartlett, M.A. in Religion with Specialization in Worship Studies—Instructor in Worship Ministry

Matthew Benson, M.Div. in Ministry, M.B.A. in Business, D.Min. candidate in Ministry—Instructor in Bible, Ministry, and Business

Kevin Scott Bussey, M.Div. in Ministry, M.A. in Education—Instructor in Bible and Ministry

Jubilee Criswell, M.A. in Biblical Studies, M.Div. in Theological Studies—Instructor in Bible and Ministry

Jeffrey A. Easley, M.Th. in Theology, D.Min. candidate in Ministry—Instructor in Bible and Ministry

Michael L. Gregg, D.Min. in Contextualized Ministry—Instructor in Bible and Ministry

Gordon Griffin, D.Min. in Ministry—Instructor in Bible and Ministry

Darryl Randall ("Randy") Hemphill, D.Min. in Ministry—Instructor in Bible and Ministry

Terry W. Hill, M.Div. in Ministry—Instructor in Bible and Ministry

Jeffrey M. Horner, M.A. in Theological Studies, M.Litt. in Religious History, Ed.D. in Education and Leadership—Instructor in Bible and Ministry

Ernest Bailey ("Jay") Jones, M.A. in Ministry—Instructor in Bible and Ministry

Mike Kofahl, M.A. in Ministerial Leadership—Instructor in Ministry

Sherrill Ann Larson, M.Div. in Biblical Studies, D.Min. candidate in Ministry—Instructor in Bible and Ministry

Mark D. Lundgren, M.Mus. in Choral Conducting—Instructor in Music and Worship

Immanuel P. Marsh, M.Div. in Ministry, M.A. in Counseling—Instructor in Bible and Ministry

David Mark Miller, M.S.M. in Sacred Music—Instructor in Worship Music and Theology

Phillip Clayton Murphy, M.Div. in Ministry—Instructor in Bible and Ministry

James Grady E. Shelton, M.A. in New Testament Exposition and Preaching, M.Div. in Ministry, D.Min. candidate in Christian Spirituality—Instructor in Bible and Ministry

John T. ("Tim") Spurlock, (2012); M.Ed. in Education Administration—Instructor in Christian Ministries

Jason Tatlock, Ph.D. in Near Eastern Studies—Instructor in Bible

Betty W. Williams, D.Min. in Spirituality—Instructor in Ministry

Timothy R. Woodruff, M.A. in Religion, M.S. in Human Resource Development, Ed.D. in Leadership—Instructor in Christian Ministries

Andrea Rachel Wozniak, M.A. in Biblical Studies—Instructor in Biblical Studies

CGPS Interdisciplinary Faculty

Daniel J. Roberts, M.Div. in Ministry, Ed.D. in Organizational Leadership—Assistant Professor of Organizational Leadership

Shirley Thompson-Lewis, M.A. in Christian Studies, M.S.W in Social Work, Ed.D. candidate in Pastoral Community Counseling, LISW-S—Instructor in Human Relations (CGPS)

Point University Administrative Faculty

Michael L. Bain, M.Div. in Theology, M.L.S. in Library and Information Studies—Professor of Biblical Studies, Director of Library Resources

Mark Boyd, M.A. in Theological Studies; D.Min. candidate in Ministry—Instructor in Christian Ministries, Financial Aid Specialist

Richard, Bumpers, Jr., D.Min. in Ministry, M.S. in Counseling Studies—Instructor in Human Relations and Christian Ministries, Director of Development

Christopher A. Davis, Ph.D. in Biblical Studies, D.Min. in Ministry—Professor of Biblical Theology and Ministry, Vice President for Graduate & Professional Studies (CGPS)

W. Darryl Harrison, M.A. in Christian Education, Ed.D. in Instructional Leadership—Professor of Ministry and Leadership, Chief Academic Officer

Leon M. Reese, Jr., D.Min. in Contextualized Ministry—Instructor in Bible and Ministry, Assistant Vice President for Professional Studies (CGPS)

NOTE: [1] This list of personnel is intended to show Point University's strength in the area of Bible & Ministry. For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." [2] The parenthetical references indicate whether a full-time faculty member's primary responsibilities lie with the College of Graduate & Professional Studies (CGPS) or the traditional, residential, undergraduate programs offered by the University College (UC). Traditional faculty members often help shape CGPS academic programs through participation in course and program design and review processes, and many teach in those programs. [3] Interdisciplinary faculty members are assigned to another CGPS department, but teach courses in the Department of Bible & Ministry. [4] Administrative faculty members are full-time administrators who hold academic credentials in a field related to Bible & Ministry. They influence academic programs, but may or may not teach on a regular basis.

Academic Programs

The Bible & Ministry Department oversees the following academic programs:

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Bible & Ministry Department	ATL	BHM	MCD	PTC	SAV	WPT	ONL
• Biblical Studies Minor *(all baccalaureate programs)*	ACC	ACC	AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in Applied Ministry: CGPS Version							ONL
• A.A. in Christian Ministries	ACC	ACC		ACC			ONL
• A.A. in Christian Ministries: BHM COTH Version		ACC					
• B.S. in Applied Ministry: CGPS Version				ACC			ONL
• B.S. in Christian Ministries	ACC	ACC		ACC			ONL
• B.S. in Christian Ministries: BHM COTH Version		ACC					
• Master of Transformative Ministry*	HYB						OL

Biblical Studies Minor

Overview. All Point University bachelor's degree programs include a Biblical Studies Minor designed to ground students in the Christian Scriptures as a foundation for spiritual formation, faith integration, and a Christian worldview. Together, Point's Christ-centered General Studies Core, professional majors, and Biblical Studies Minor equip students to practice their chosen professions as ambassadors for the Lord.

Modality. Point University offers the Biblical Studies Minor in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that typically meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Biblical Studies Minor at the following education sites: Atlanta,

McDonough, Peachtree City, Savannah, and West Point, Georgia, along with Birmingham, Alabama.

Purpose, Goals, and Student Learning Objectives

Purpose. The Biblical Studies Minor equips students with biblical and theological foundations for spiritual formation, a Christian worldview, and faith integration in their chosen vocation.

The Biblical Studies Minor builds on the mission and goals of Point University in order to accomplish the following program goals and student learning objectives:

Goal 1: Help students develop a foundational working knowledge of God's redemptive activity in history as reflected in the biblical metanarrative.

> *Objective 1.1:* Students demonstrate familiarity with key actors in the story of scripture (e.g. God, Abraham, Moses, David, Jesus, Paul, and Holy Spirit).

> *Objective 1.2:* Students demonstrate familiarity with key events and their chronological relationship to one another (e.g. Creation, Fall, Exodus, Babylonian Exile, Maccabean Revolt, Christ's death and resurrection, Paul's missionary journeys).

> *Objective 1.3:* Students demonstrate familiarity with significant cultural and theological developments (e.g. Abrahamic promises, Mosaic Law, messianic hope, synagogue, New Covenant, the Church), with a special emphasis on the coming of the Messiah and the emerging Kingship of God.

> *Objective 1.4:* Students demonstrate a basic working knowledge of biblical Christology, with an emphasis on Davidic Christology.

> *Objective 1.5:* Students demonstrate a working knowledge of the primary features of early Jewish and Christian apocalyptic literature and theology.

> *Objective 1.6:* Students demonstrate a basic working knowledge of biblical geography.

> *Objective 1.7:* Students reflect on worldview issues raised by Scripture and various cultures (e.g. supernaturalism vs. materialism, the nature of God and human beings).

Goal 2: Equip students to interpret and apply the Christian Scriptures in ways that promote the redemptive Kingship of God over the church, the community, and their own lives.

> *Objective 2.1:* Students demonstrate basic awareness of the nature of the Christian Scriptures, including the Bible's structure, contents, authors, genres, chronology, languages, transmission, and purpose.

> *Objective 2.2:* Students utilize sound principles of interpretation to uncover the biblical authors' intent.

Objective 2.3: Students "think biblically" by identifying theological claims in biblical texts, discerning their contemporary relevance, and making meaningful applications that enrich their own lives and the life of the church and community.

Goal 3: Lay a theological and philosophical foundation for studies at Point University.

Objective 3.1: Students articulate Point's mission and aims as a Christian University.

Objective 3.2: Students consider how a Point University education can equip them to embrace the Kingship of God over their lives and promote His redemptive purposes through their chosen disciplines and professions.

Goal 4: Challenge students to pursue and experience spiritual formation—that is, being with Christ, becoming like Christ, and participating in the redemptive work of Christ.

Objective 4.1: Students discuss purposes and historical processes of spiritual formation.

Objective 4.2: Students experiment with spiritual disciplines that deepen their relationship with God and promote spiritual formation.

Objective 4.3: Students articulate the role of believers in the Body of Christ and principles of congregational formation.

Objective 4.4: Students address worldview issues from a Christian perspective.

Objective 4.5: Students articulate their personal philosophy for practicing their chosen discipline or profession in ways that promote the Kingship of God and advance His redemptive work in the world.

Required Courses. The Biblical Studies Minor consists of the following courses:

BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3
BIBL 304	Scripture: How We Use It	3
THEO 405	Christ, Culture & Career	3
TOTAL CREDITS IN MINOR:		*15*

Transfer Guidelines for the Biblical Studies Minor. The faculty of Point University's College of Graduate & Professional Studies (CGPS) has specifically designed each course in the General Education Core, Biblical Studies Minor, and professional programs to serve the university mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, CGPS has established transfer guidelines. The Registrar applies these guidelines in consultation with the Arts & Sciences Department Chair and Vice

President for Graduate & Professional Studies. For the guidelines and the full policy on course transfers, see "Credit for Prior Learning" under "Academic Policies & Procedures."

Associate of Arts in Applied Ministry
CGPS Version

Overview. Point University offers the Associate of Arts in Applied Ministry in cooperation with church partners committed to educating the next generation of Christian leaders. The program equips students with a broad grounding in the arts and sciences, along with foundational preparation for effective service in church and ministry environments. It includes an extended ministry practicum under the mentorship of Point instructors and professional staff of partner churches. All courses in the program are intended for transfer. Graduates may continue their studies to earn the Bachelor of Science degree in Applied Ministry.

Modality. Point University offers this version of the A.A. in Applied Ministry in fully-online format (excluding practicum). Some courses are also available in *Access* (hybrid) format at Point's education sites in Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, as well as Birmingham, Alabama. Various church partners host the practicum components. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live 2-hour class sessions that meet once per week. [*NOTE:* Point University also offers a traditional dual credit enrollment (DCE) version of this program.]

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Applied Ministry equips students with a broad grounding in the arts and sciences, along with foundational competencies and practical experience in Christian ministry.

The A.A. in Applied Ministry builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources.

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Help students develop a foundational working knowledge of God's redemptive activity in history as reflected in the biblical metanarrative.

Objective 3.1: Students demonstrate familiarity with key actors in the story of scripture (e.g. God, Abraham, Moses, David, Jesus, Paul, and Holy Spirit).

Objective 3.2: Students demonstrate familiarity with key events and their chronological relationship to one another (e.g. Creation, Fall, Exodus, Babylonian Exile, Maccabean Revolt, Christ's death and resurrection, Paul's missionary journeys).

Objective 3.3: Students demonstrate familiarity with significant cultural and theological developments (e.g. Abrahamic promises, Mosaic Law, messianic hope, synagogue, New Covenant, the Church), with a special emphasis on the coming of the Messiah and the emerging Kingship of God.

Objective 3.4: Students demonstrate a basic working knowledge of biblical Christology, with an emphasis on Davidic Christology.

Objective 3.5: Students demonstrate a working knowledge of the primary features of early Jewish and Christian apocalyptic literature and theology.

Objective 3.6: Students demonstrate a basic working knowledge of biblical geography.

Objective 3.7: Students reflect on worldview issues raised by Scripture and various cultures (e.g. supernaturalism vs. materialism, the nature of God and human beings).

Goal 4: Lay a theological and philosophical foundation for studies at Point University.

　　Objective 4.1: Students articulate Point's mission and aims as a Christian University.

　　Objective 4.2: Students consider how a Point University education can equip them to embrace the Kingship of God over their lives and promote His redemptive purposes through their chosen disciplines and professions.

Goal 5: Challenge students to pursue and experience spiritual formation—that is, being with Christ, becoming like Christ, and participating in the redemptive work of Christ.

　　Objective 5.1: Students discuss purposes and historical processes of spiritual formation.

　　Objective 5.2: Students experiment with spiritual disciplines that deepen their relationship with God and promote spiritual formation.

　　Objective 5.3: Students articulate the role of believers in the Body of Christ and principles of congregational formation.

　　Objective 5.4: Students address worldview issues from a Christian perspective.

　　Objective 5.5: Students articulate their personal philosophy for practicing their chosen discipline or profession in ways that promote the Kingship of God and advance His redemptive work in the world.

Goal 6: Equip students with foundational competencies for Christian ministry.

　　Objective 6.1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

　　Objective 6.2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

　　Objective 6.3: Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Required Courses. The A.A. in Applied Ministry consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	

MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab   3
> Typically NSCI 103 Introduction to Biology (3)

Mathematics
> *Choose one:*   3
>> MATH 103 College Mathematics (3)
>> MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History   3

> *Choose one:*   3
>> PSYC 103 Introduction to Psychology (3)
>> SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)
BIBL 103   Drama of Scripture   3
BIBL 202   Jesus: The Focus of Scripture   3
THEO 310   Spiritual Formation: Kingdom Living   3

Professional Practicum Component (12 credits)

Birmingham (AL) Ministry Practicum—Church of the Highlands
(see AA-BS in Christian Ministries: Birmingham Church of the Highlands Version)

> *OR*

Columbus (GA) Ministry Practicum—North Highland Church
MINI 105A Columbus Ministry Practicum 1A   1.5
MINI 105B Columbus Ministry Practicum 1B   1.5
MINI 105C Columbus Ministry Practicum 1C   1.5
MINI 105D Columbus Ministry Practicum 1D   1.5

MINI 205A Columbus Ministry Practicum 2A   1.5
MINI 205B Columbus Ministry Practicum 2B   1.5
MINI 205C Columbus Ministry Practicum 2C   1.5
MINI 205D Columbus Ministry Practicum 2D   1.5

> *OR*

Peachtree City (GA) Ministry Practicum—Southside Church
MINI 106A Peachtree City Ministry Practicum 1A   1.5
MINI 106B Peachtree City Ministry Practicum 1B   1.5
MINI 106C Peachtree City Ministry Practicum 1C   1.5
MINI 106D Peachtree City Ministry Practicum 1D   1.5

MINI 206A Peachtree City Ministry Practicum 2A   1.5
MINI 206B Peachtree City Ministry Practicum 2B   1.5
MINI 206C Peachtree City Ministry Practicum 2C   1.5
MINI 206D Peachtree City Ministry Practicum 2D   1.5

> *OR*

Newnan (GA) Ministry Practicum—Crossroads Church

MINI 108A	Newnan Ministry Practicum 1A	1.5
MINI 108B	Newnan Ministry Practicum 1B	1.5
MINI 108C	Newnan Ministry Practicum 1C	1.5
MINI 108D	Newnan Ministry Practicum 1D	1.5
MINI 208A	Newnan Ministry Practicum 2A	1.5
MINI 208B	Newnan Ministry Practicum 2B	1.5
MINI 208C	Newnan Ministry Practicum 2C	1.5
MINI 208D	Newnan Ministry Practicum 2D	1.5

General Elective Component (9 credits)

Elective Courses   9

TOTAL DEGREE CREDITS: *60*

Associate of Arts in Christian Ministries

Overview. The Associate of Arts in Christian Ministries equips students with a broad grounding in the Liberal Arts, along with foundational preparation for effective service in church and ministry environments. Graduates may continue their studies to earn the Bachelor of Science degree in Christian Ministries.

Modality. Point University offers the A.A. in Christian Ministries in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Christian Ministries program at the following education sites: Atlanta, and Peachtree City, Georgia, along with Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Christian Ministries equips students with a broad grounding in the Liberal Arts, along with foundational competencies for Christian ministry.

The A.A. in Christian Ministries builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with foundational competencies for Christian ministry.

Objective 4.1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 4.2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 4.3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 4.4: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Required Courses. The A.A. in Christian Ministries consists of the following courses:

General Education Component (30 credits)
Essential Skills
APSP 105 Introduction to Adult Learning   3

APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3
   HUMA 101 Introduction to Humanities (3)
   ENGL 250 Modern Short Stories (3)
   MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab   3

Mathematics

Choose one: 3
   MATH 103 College Mathematics (3)
   MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History   3

Choose one: 3
   PSYC 103 Introduction to Psychology (3)
   SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

THEO 301 Theological Foundations for the Christian Life	3
MINI 207 Practical Ministries	3
MINI 235 Administration & Leadership in Ministry	3
PREA 201 Introduction to Preaching *[WE*]*	3
BIBL 303 Acts of the Apostles	3

General Elective Component (6 credits)
Elective Courses   6

TOTAL DEGREE CREDITS: *60*

*Writing Emphasis course

Associate of Arts in Christian Ministries
Birmingham Church of the Highlands Version

Overview. Point University offers this version of the Associate of Arts in Christian Ministries in partnership with the Church of the Highlands (COTH) of Birmingham, Alabama. The program equips students with a broad grounding in the arts and sciences, along with foundational preparation for effective service in church and ministry environments. It includes an extended ministry practicum under the mentorship of

Point instructors and COTH staff. Graduates may continue their studies to earn the Bachelor of Science degree in Christian Ministries.

Modality. Point University offers this version of the A.A. in Christian Ministries in *Access* (hybrid) formats. *Access* students combine online studies with live class sessions at the Church of the Highlands in Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Christian Ministries equips students with a broad grounding in the arts and sciences, along with foundational competencies and practical experience in Christian ministry.

The A.A. in Christian Ministries builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

> *Objective 3.1:* Graduates demonstrate a basic understanding of the content of the Old and New Testaments.
>
> *Objective 3.2:* Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with foundational competencies for Christian ministry.

> *Objective 4.1:* Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.
>
> *Objective 4.2:* Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.
>
> *Objective 4.3*: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.
>
> *Objective 4.4:* Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.
>
> *Objective 4.5:* Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Required Courses. The A.A. in Christian Ministries consists of the following courses:

General Education Component (33 credits)

Essential Skills

APSP 105	Introduction to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3

Humanities & Fine Arts

HUMA 101	Introduction to Humanities	3

Natural Sciences & Mathematics

MATH 103	College Mathematics	3
NSCI ???	Natural Science Course with Lab	3

Social & Behavioral Sciences

HIST 203	United States History	3
PSYC 103	Introduction to Psychology	3

Biblical Studies

BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

THEO 301	Theological Foundations for the Christian Life	3
MINI 207	Practical Ministries	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3

BIBL 303	Acts of the Apostles	3

Professional Practicum Component (12 credits)

MINI 104A	Birmingham Ministry Practicum 1A	1.5
MINI 104B	Birmingham Ministry Practicum 1B	1.5
MINI 104C	Birmingham Ministry Practicum 1C	1.5
MINI 104D	Birmingham Ministry Practicum 1D	1.5
MINI 204A	Birmingham Ministry Practicum 2A	1.5
MINI 204B	Birmingham Ministry Practicum 2B	1.5
MINI 204C	Birmingham Ministry Practicum 2C	1.5
MINI 204D	Birmingham Ministry Practicum 2D	1.5

TOTAL DEGREE CREDITS: *60*

*Writing Emphasis course

Bachelor of Science in Applied Ministry
CGPS Version

Overview. Point University offers the Bachelor of Science in Applied Ministry in cooperation with church partners committed to educating the next generation of Christian leaders. The program equips students with a broad grounding in the arts and sciences, along with foundational preparation for effective service in church and ministry environments. It includes an extended ministry practicum under the mentorship of Point instructors and professional staff of partner churches. All courses in the program are intended for transfer.

Modality. Point University offers this version of the B.S. in Applied Ministry in fully-online format (excluding practicum). Some courses are also available in *Access* (hybrid) format at Point's education sites in Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, as well as Birmingham, Alabama. Various church partners host the practicum components. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live 2-hour class sessions that meet once per week. [*NOTE:* Point University also offers a traditional dual credit enrollment (DCE) version of this program.]

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Applied Ministry Major provides an undergraduate knowledge base, foundational skills, and practical experience for careers in church and ministry organizations.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students for effective use of the Christian Scriptures in ministry.

Objective 1.1: Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 1.2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Goal 2: Equip students with foundational competencies for Christian ministry.

Objective 2.1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 2.2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 2.3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 2.4: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 2.5: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 2.6: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 2.7: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Objective 2.8: Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Required Courses. The Applied Ministry Major consists of the following courses:

THEO 301	Theological Foundations for the Christian Life	3
MINI 207	Practical Ministries	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3
BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
PREA 320	Advanced Preaching *[WE*]*	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 420	Advanced Hermeneutics	3
MINI 417	Pastoral Care	3
	TOTAL CREDITS IN MAJOR:	*45*

*Writing Emphasis courses

Required Ministry Practicum. The CGPS version of the B.S. in Applied Ministry also includes a *required* ministry practicum either as part of the A.A. in Applied Ministry, which forms the foundation for the B.S. program, or in place of certain General Electives in the B.S. degree. The practicum includes the following components:

Birmingham (AL) Ministry Practicum—Church of the Highlands
(see AA-BS in Christian Ministries: Birmingham Church of the Highlands Version)

> *OR*

Columbus (GA) Ministry Practicum—North Highland Church

MINI 105A	Columbus Ministry Practicum 1A	1.5
MINI 105B	Columbus Ministry Practicum 1B	1.5
MINI 105C	Columbus Ministry Practicum 1C	1.5
MINI 105D	Columbus Ministry Practicum 1D	1.5
MINI 205A	Columbus Ministry Practicum 2A	1.5
MINI 205B	Columbus Ministry Practicum 2B	1.5
MINI 205C	Columbus Ministry Practicum 2C	1.5
MINI 205D	Columbus Ministry Practicum 2D	1.5

> *OR*

Peachtree City (GA) Ministry Practicum—Southside Church

MINI 106A	Peachtree City Ministry Practicum 1A	1.5
MINI 106B	Peachtree City Ministry Practicum 1B	1.5
MINI 106C	Peachtree City Ministry Practicum 1C	1.5
MINI 106D	Peachtree City Ministry Practicum 1D	1.5
MINI 206A	Peachtree City Ministry Practicum 2A	1.5
MINI 206B	Peachtree City Ministry Practicum 2B	1.5
MINI 206C	Peachtree City Ministry Practicum 2C	1.5
MINI 206D	Peachtree City Ministry Practicum 2D	1.5

> *OR*

Newnan (GA) Ministry Practicum—Crossroads Church

MINI 108A	Newnan Ministry Practicum 1A	1.5
MINI 108B	Newnan Ministry Practicum 1B	1.5
MINI 108C	Newnan Ministry Practicum 1C	1.5
MINI 108D	Newnan Ministry Practicum 1D	1.5
MINI 208A	Newnan Ministry Practicum 2A	1.5
MINI 208B	Newnan Ministry Practicum 2B	1.5
MINI 208C	Newnan Ministry Practicum 2C	1.5
MINI 208D	Newnan Ministry Practicum 2D	<u>1.5</u>

TOTAL CREDITS IN PRACTICUM: *12*

B.S. in Applied Ministry. To earn the B.S. in Applied Ministry degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits

Christian Ministries Major	45 credits
General Electives *(including practicum if applicable)*	<u>30 credits</u>
TOTAL:	*120 credits*

Bachelor of Science in Christian Ministries

Overview. The Christian Ministries Major provides a broad preparation for positions of leadership and service in churches and ministry organizations. The program also equips students for graduate studies in related disciplines.

Modality. Point University offers the B.S. in Christian Ministries in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Christian Ministries program at the following education sites: Atlanta and Peachtree City, Georgia, along with Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Christian Ministries Major provides an undergraduate knowledge base and foundational skills for careers in church and ministry organizations.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students for effective use of the Christian Scriptures in ministry.

Objective 1.1: Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 1.2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Goal 2: Equip students with foundational competencies for Christian ministry.

Objective 2.1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 2.2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 2.3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 2.4: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 2.5: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 2.6: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 2.7: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Required Courses. The Christian Ministries Major consists of the following courses:

THEO 301	Theological Foundations for the Christian Life	3
MINI 207	Practical Ministries	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3
BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
PREA 320	Advanced Preaching *[WE*]*	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 420	Advanced Hermeneutics	3
MINI 417	Pastoral Care	3
TOTAL CREDITS IN MAJOR:		*45*

*Writing Emphasis courses

B.S. in Christian Ministries. To earn the B.S. in Christian Ministries degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Christian Ministries Major	45 credits
General Electives	30 credits
TOTAL:	*120 credits*

Bachelor of Science in Christian Ministries
Birmingham Church of the Highlands Version

Overview. Point University offers this version of the Christian Ministries Major in partnership with the Church of the Highlands (COTH) of Birmingham, Alabama. The program provides a broad preparation for positions of leadership and service in churches and ministry organizations. It includes an extended ministry practicum under the mentorship of Point instructors and COTH staff. The program also equips students for graduate studies in related disciplines.

Modality. Point University offers this version of the Christian Ministries Major in *Access* (hybrid) formats. *Access* students combine online studies with live class sessions at the Church of the Highlands in Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Christian Ministries Major provides an undergraduate knowledge base, foundational skills, and practical experience for careers in church and ministry organizations.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students for effective use of the Christian Scriptures in ministry.

> *Objective 1.1:* Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

> *Objective 1.2:* Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Goal 2: Equip students with foundational competencies for Christian ministry.

> *Objective 2.1:* Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

> *Objective 2.2:* Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

> *Objective 2.3:* Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

> *Objective 2.4:* Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

> *Objective 2.5:* Students apply biblical principles of worship in planning meaningful worship experiences.

> *Objective 2.6:* Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

> *Objective 2.7:* Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

> *Objective 2.8:* Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Required Courses. The Christian Ministries Major consists of the following courses:

THEO 301	Theological Foundations for the Christian Life	3
MINI 207	Practical Ministries	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3

BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
PREA 320	Advanced Preaching *[WE*]*	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 420	Advanced Hermeneutics	3
MINI 417	Pastoral Care	3
	TOTAL CREDITS IN MAJOR:	*45*

*Writing Emphasis courses

Required Ministry Practicum. The Church of the Highlands version of the B.S. in Christian Ministries also includes a *required* ministry practicum either as part of the A.A. in Christian Ministries, which forms the foundation for the B.S. program, or in place of certain General Electives in the B.S. degree. The practicum includes the following components:

MINI 104A	Birmingham Ministry Practicum 1A	1.5
MINI 104B	Birmingham Ministry Practicum 1B	1.5
MINI 104C	Birmingham Ministry Practicum 1C	1.5
MINI 104D	Birmingham Ministry Practicum 1D	1.5
MINI 204A	Birmingham Ministry Practicum 2A	1.5
MINI 204B	Birmingham Ministry Practicum 2B	1.5
MINI 204C	Birmingham Ministry Practicum 2C	1.5
MINI 204D	Birmingham Ministry Practicum 2D	1.5
	TOTAL CREDITS IN PRACTICUM:	*12*

B.S. in Christian Ministries. To earn the B.S. in Christian Ministries degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Christian Ministries Major	45 credits
General Electives *(including practicum if applicable)*	30 credits
TOTAL:	*120 credits*

Master of Transformative Ministry
(launching Fall 2016 pending approval by SACSCOC*)

Overview. The interdisciplinary Master of Transformative Ministry program equips students for dynamic leadership roles in churches and parachurch organizations. Under the guidance of experienced ministry professionals, students learn to partner with the Holy Spirit to transform individuals, communities, and organizations as they embrace

the emerging Kingship of God. Course and project options allow students to explore personal interests, applying course insights to their own ministry contexts. The program is designed for men and women entering Christian leadership as a second career, experienced pastors who desire to upgrade their knowledge and skills, and young ministers seeking a deeper foundation for effective Kingdom work.

Modality. Point University offers the Master of Transformative Ministry degree in both fully-online and hybrid formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Hybrid students combine online studies with live class sessions that meet weekly at the Atlanta education site. Students typically complete the program by taking one course per session over a two year period.

*Accreditation. The new Master of Transformative Ministry program has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body and certain government agencies. For the status of these applications, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Transformative Ministry program equips students for dynamic leadership roles in churches and parachurch organizations that embrace the emerging Kingship of God.

Goal 1: Ground students in a *theology of transformation* that proclaims the emerging Kingship of God.

> *Objective 1.1:* Students summarize the biblical metanarrative and Christians' role in it.

> *Objective 1.2:* Students perceive the redemptive movement of God's Spirit in large and small manifestations of God's Kingship.

> *Objective 1.3:* Students describe biblical and historical examples of holistic ministry and social action that embody God's Kingship.

> *Objective 1.4:* Students articulate a personal philosophy of ministry rooted in the Christian Scriptures and the *Missio Dei*.

> *Objective 1.5:* Students employ sound exegetical and hermeneutical principles in interpreting and applying the Christian Scriptures.

> *Objective 1.6:* Students promote the Kingship of God through biblically-grounded teaching and preaching.

Goal 2: Equip students to experience and promote *personal transformation* through Christ-centered spiritual formation.

> *Objective 2.1:* Students engage with classic spiritual disciplines and writings that promote spiritual formation (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ).

> *Objective 2.2:* Students articulate and apply principles of servant leadership after the model of Christ.

Objective 2.3:   Students articulate and apply strategies for developing spiritually mature Christian leaders.

Objective 2.4:   Students demonstrate a working knowledge of legal and ethical standards for ministry professionals.

Goal 3:   Equip students to promote *community transformation* by meeting physical, emotional, relational, and spiritual needs.

Objective 3.1:   Students demonstrate understanding of human development across the lifespan and the characteristics of "healthy" relationships.

Objective 3.2:   Students apply basic family systems theory to analyze interpersonal dynamics and nurture healthy relationships in common ministry situations.

Objective 3.3:   Students demonstrate "cultural agility" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context.

Objective 3.4:   Students analyze and explain contemporary models of holistic ministry employed by "missional" churches and parachurch organizations.

Objective 3.5:   Students demonstrate basic counseling and referral skills needed to help others interface with social services, such as relief agencies and counseling services.

Goal 4:   Equip students to effect *organizational transformation* through Kingdom-oriented planning, innovative leadership, and effective management.

Objective 4.1:   Students reflect on trends that may shape the future of the Church and the world.

Objective 4.2:   Students practice essential leadership functions that prepare organizations for the future, including analyzing organizational culture, vision casting, renewing the organizational life cycle, strategic planning, project management, and change management.

Objective 4.3:   Students employ best practices in management in areas such as organizational development, employee and volunteer recruitment and engagement, and budget development and monitoring.

Objective 4.4a: Students reflect on models and best practices for church reproduction.

or

Objective 4.4b: Students employ key principles for developing and supporting nonprofit organizations in areas such as marketing, fundraising, and public relations.

Goal 5: Develop habits of lifelong learning that fuel long and productive careers in ministry.

> *Objective 5.1:* Students critically engage thought leaders in key areas of ministry.

> *Objective 5.2:* Students research issues and formulate practical, contextualized approaches to ministry challenges.

> *Objective 5.3:* Students sharpen their skills and strengthen their character through mentored ministry experiences.

Required Courses. The Master of Transformative Ministry degree program consists of the following courses:

Theology of Transformation
THEO 510 The Emerging Kingship of God	3
THEO 525 The Church as God's Agent of Transformation	3
PREA 510 Preaching & Teaching for Change	3

Personal Transformation

Choose one: 3
   THEO 535   Promoting Spiritual Formation & Discipleship (3) *or*
   THEO 530   "Life Together" Retreat (3)

BUSI 542 Servant Leadership Theory & Development   3

Community Transformation
MINI 530 Applied Family Systems Theory & Discipleship	3
ICST 510 Reading & Redeeming Culture	3
MINI 510 Contemporary Models for Holistic Ministry	3

Organizational Transformation

Choose one (3)   3
   MINI 520   Church Administration (3) *or*
   BUSI 544   Nonprofit Management (3)

BUSI 562   Strategic Planning & Change Management   3
BUSI 552   Organizational Innovation & Creativity   3

Choose one (3)   3
   MINI 591   Mentored Practicum (3) *or*
   MINI 592   Supervised Project (3) *or*
   MINI 593   Research Project (3)

TOTAL CREDITS IN DEGREE: *36*

DEPARTMENT OF BUSINESS & LEADERSHIP

Personnel

Chair of the CGPS Department of Business & Leadership
Joann Adeogun, D.B.A. in Human Resource Management, CMS, PHR, SHRM-CP, SSLP—Professor of Business (CGPS)

Point University Full-Time Faculty, Department of Business & Leadership
Bethany Huxford Davis, M.S. in Organizational and Human Resource Development; Ph.D. candidate in Organizational Leadership—Instructor in Business and Organizational Leadership (CGPS)
Jeffrey A. Haverly, D.Mgt. in Management, CPA, CMA—Professor of Business (UC)
Thomas George Javarinis, Ph.D. in General Business, CM, LSSGB, SCM—Professor of Business (CGPS)
Alan E. Kemper, D.B.A. in Business Administration, CAPM, Lean Six Sigma Black Belt Certification (LSSBB)—Assistant Professor of Business, Pracademics Program Director (UC)
S. Todd Weaver, Ph.D. in Marketing, OMCP—Professor of Business, UC Business Department Chair (UC)

CGPS Part-Time Faculty, Department of Business & Leadership
Timothy L. Anderson, D.B.A. in International Business—Instructor in Business
Vernie Andrew, D.B.A. in Finance, CPA—Instructor in Business
Tina H. Boosel, M.B.A. in Business—Instructor in Business and Leadership
Melody Bourne, D.B.A. in Business Administration—Instructor in Business and Leadership
Stefanie Cook, M.B.A. in Business Administration—Instructor in Business, Director of Academic Athletic Support Services
Princess M. Cullum, M.B.A. in Strategic Management and Marketing, Ph.D. candidate in Learning Technologies and Instructional Design—Instructor in Business and Leadership
Carole Embden-Peterson, M.A. in Communication Studies, Ph.D. candidate in Organization and Management—Instructor in Business and Communication
Lindsay B. Erwin, J.D. in Jurisprudence—Instructor in Business Law
Marguerite Russell Faulk, D.B.A. in Management and Marketing—Instructor in Business and Leadership
David Felsberg, M.B.A. in Finance—Instructor in Business
Peter M. Garibaldi, M.S. in Systems Management, Master of Strategic Studies, D.Mgt. candidate in Organizational Leadership—Instructor in Business
Ella N. Gibson, M.Acc. in Accountancy, CPA—Instructor in Business and Accounting
Terry Hughes, D.B.A. in Management—Instructor in Business

Emma W. Morris, M.B.A. in International Marketing—Instructor in Business and Leadership

Akins T. Ogungbure, D.B.A. in Business Administration with Concentration in Marketing—Instructor in Business

Daniel J. Roberts, Ed.D. in Organizational Leadership—Instructor in Business and Leadership

Ryan T. Sauers, M.S. in Organizational Leadership; Ph.D. candidate in Organizational Leadership—Instructor in Business and Leadership

S. Adam Stovall, Master of Accounting—Instructor in Accounting

Paul Wilson, Jr., M.S. in Organization and Management—Instructor in Business

Stacey Dean Williams, M.B.A. in Business Administration, LSSGB—Instructor in Business and Leadership

Kathryn A. Yancey, M.P.A. in Public Accounting, CPA—Instructor in Accounting

CGPS Interdisciplinary Faculty

Simone Cox, M.B.A. in Financial Management, M.A. in Marriage and Family Therapy, LMFT, LPC—Assistant Professor of Counseling and Human Services

Matthew Benson, M.B.A. in Business, M.Div. in Ministry; D.Min. candidate in Ministry—Instructor in Bible, Ministry, and Business

Tonya E. Cannon, M.B.A. in General Business, M.A. in Sociology, Ph.D. candidate in Management—Instructor in Sociology

Aisha Delores Williams, M.Mgt. in Management, M.S.W. in Social Work with Specialization in Management, Ph.D. in Social Work Policy, Planning, and Administration—Instructor in Human Relations and Management

Point University Administrative Faculty

Stacy A. Bartlett, M.B.A. in Communication and Resource Management, Ph.D. in Educational Leadership—Instructor in Business and Leadership, Vice President for Enrollment Management

Fred W. Berkeley, II, M.B.A. in Business—Instructor in Business and Leadership, Director of Campus Safety and Security

Nneka K. Carter, M.B.A. in Business Administration—Instructor in Business and Leadership

Felicia Demps, M.A. in Organizational Management, M.A. in Post-Secondary Education and Psychology, Ph.D. in General Psychology—Instructor in Business and Leadership, Director of Dual Credit Enrollment

Troy D. Higdon, M. S. in Business Management—Instructor in Business and Leadership, Director of Auxiliary Services

Janifer M. Morgan, M.P.A. in Public Administration in Grant Writing and Strategic Planning, Ph.D. candidate in Public Policy and Administration—Instructor in Business and Leadership, Director of Financial Aid

Tiffany Schoenhoff Wood, M.S. in International Affairs—Instructor in Business and Leadership, Assistant Vice President for Enrollment Management

> *NOTE:* [1] This list of personnel is intended to show Point University's strength in the area of Business & Leadership. For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." [2] The parenthetical references indicate whether a full-time faculty member's primary responsibilities lie with the College of Graduate & Professional Studies (CGPS) or the traditional, residential, undergraduate

programs offered by the University College (UC). Traditional faculty members often help shape CGPS academic programs through participation in course and program design and review processes, and many teach in those programs. [3] Interdisciplinary faculty members are assigned to another CGPS department, but teach courses in the Department of Business & Leadership. [4] Administrative faculty members are full-time administrators who hold academic credentials in a field related to Business & Leadership. They influence academic programs, but may or may not teach on a regular basis.

Academic Programs

The Business & Leadership Department oversees the following academic programs:

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Business & Leadership Dept.	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• Social Media Marketing Certificate	ACC			ACC Jan '17			ONL
• A.A. in Accounting	ACC			ACC			ONL
• A.A. in Business Administration	ACC +ONL			ACC +ONL		ACC +ONL	ONL
• A.A. in Organizational Leadership	ACC			AC-DL	AC-DL	AC-DL	ONL
• A.A. in Social Media Marketing	ACC			ACC Jan '17			ONL
• B.S. in Business Administration	ACC +ONL			ACC +ONL		ACC +ONL	ONL
• B.S. in Organizational Leadership	ACC			AC-DL	AC-DL	AC-DL	ONL
• B.S. in Social Media Marketing	ACC			ACC Jan '17			ONL
• M.B.A. in Business Transformation*	HYB						ONL

Social Media Marketing Certificate

Overview. The Social Media Marketing Certificate develops professional skills in using social media as a tool for marketing products and services. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Associate of Arts or Bachelor of Science degree in Social Media Marketing.

Modality. Point University offers the Social Media Marketing Certificate in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Social Media Marketing Certificate at the following education sites: Atlanta and Peachtree City (beginning January 2017), Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Social Media Marketing Certificate develops professional skills in using social media as a tool for marketing products and services.

Goal 1: Equip students with a working knowledge of marketing principles and their applications.

　　Objective 1.1: Graduates apply sound marketing principles.

　　Objective 1.2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Goal 2: Equip students to utilize social media platforms as part of an integrated marketing strategy to develop long-term, mutually-beneficial relationships with customers and other constituencies.

　　Objective 2.1: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

　　Objective 2.2: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

　　Objective 2.3: Graduates understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.

Required Courses. The Social Media Marketing Certificate consists of the following courses:

BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3
BUSI 272	Social Media Marketing: Twitter	3
BUSI 273	Social Media Marketing: LinkedIn & Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
TOTAL CERTIFICATE CREDITS:		*21*

Associate of Arts in Accounting

Overview. The Associate of Arts in Accounting equips students with a broad grounding in the Liberal Arts, along with foundational elements of business and accounting. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Bachelor of Science degree in Business Administration.

Modality. Point University offers the A.A. in Accounting in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access*

version of the Accounting program at the following education sites: Atlanta and Peachtree City, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The A.A. in Accounting equips students with a broad grounding in the Liberal Arts, along with foundational elements of business and accounting.

The A.S. in Accounting builds on the mission and goals of Point University in order to accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

> *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
>
> *Objective 1.2:* Graduates employ effective study habits and time management skills.
>
> *Objective 1.3:* Graduates locate and use information resources
>
> *Objective 1.4:* Graduates demonstrate basic computer literacy.
>
> *Objective 1.5:* Graduates read with understanding, think critically, and develop reasoned arguments.
>
> *Objective 1.6:* Graduates communicate effectively orally and in writing.
>
> *Objective 1.7:* Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
>
> *Objective 1.8:* Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

> *Objective 2.1:* Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.
>
> *Objective 2.2:* Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.
>
> *Objective 2.3:* Graduates articulate and apply scientific concepts, principles, and methods.
>
> *Objective 2.4:* Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

> *Objective 3.1:* Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with foundational elements of business and accounting.

Objective 4.1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 4.2: Graduates prepare and interpret basic financial statements.

Objective 4.3: Graduates apply sound accounting principles.

Objective 4.4: Graduates apply sound principles in preparing individual income tax returns.

Goal 5: Prepare graduates to utilize computer technology and apply mathematical concepts for problem solving and decision-making in business enterprises.

Objective 5.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Required Courses. The A.A. in Accounting consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	

Natural Sciences

NSCI ??? Natural Science Course with Lab	3

Mathematics

MATH 110 College Algebra	3

Social & Behavioral Sciences

HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3

THEO 310 Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Management Information Systems	3
BUSI 332 Accounting Information Systems	3
BUSI 364 Income Tax Accounting	3

General Elective Component (6 credits)

Elective Courses	6

TOTAL DEGREE CREDITS:	*60*

Associate of Arts in Business Administration

Overview. The Associate of Arts in Business Administration equips students with a broad grounding in the Liberal Arts, along with foundational elements of business management and accounting. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Bachelor of Science degree in Business Administration.

Modality. Point University offers the A.A. in Business Administration in fully-online format, and also in a combination of *Access* (hybrid) and fully-online formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Business Administration program at the following education sites: Atlanta, Peachtree City, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Business Administration equips students with a broad grounding in the Liberal Arts, along with foundational elements of business management and accounting.

The A.A. in Business Administration builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 4.1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 4.2: Graduates apply sound accounting principles.

Objective 4.3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4.4: Graduates manage people, time, and resources by effectively.

Goal 5: Prepare graduates to utilize computer technology and apply mathematical concepts for problem solving and decision-making in business enterprises.

Objective 5.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Required Courses. The A.A. in Business Administration consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3
> HUMA 101 Introduction to Humanities (3)
> ENGL 250 Modern Short Stories (3)
> MUSI 102 Music Appreciation (3)

Natural Sciences

NSCI ??? Natural Science Course with Lab   3

Mathematics

MATH 110 College Algebra   3

Social & Behavioral Sciences

HIST 203 United States History   3

Choose one: 3
> PSYC 103 Introduction to Psychology (3)
> SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

BUSI 238 Business Communication *[WE*]*	3
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Management Information Systems	3
BUSI 230 Principles of Management	3

General Elective Component (6 credits)

Elective Courses   6

TOTAL DEGREE CREDITS: *60*

*Writing Emphasis courses

Associate of Arts in Organizational Leadership

Overview. The Associate of Arts in Organizational Leadership equips students with a broad grounding in the Liberal Arts, along with first-level preparation for business

leadership and management. Graduates may also continue their studies to earn the Bachelor of Science degree in Organizational Leadership.

Modality. Point University offers the A.A. in Organizational Leadership in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Organizational Leadership program at the following education sites: Atlanta, Peachtree City, Savannah, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Organizational Leadership equips students with a broad grounding in the Liberal Arts, along with foundational elements of business leadership, management, and accounting.

The A.A. in Organizational Leadership builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 4.1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 4.2: Graduates apply sound accounting principles.

Objective 4.3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4.4: Graduates effectively manage people, time, and resources.

Goal 5: Prepare graduates to utilize computer technology and apply mathematical concepts for problem solving and decision-making in business enterprises.

Objective 5.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Required Courses. The A.A. in Organizational Leadership consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choice one: 3
    HUMA 101 Introduction to Humanities (3)
    ENGL 250 Modern Short Stories (3)
    MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab   3

Mathematics
MATH 110 College Algebra   3

Social & Behavioral Sciences
HIST 203 United States History   3

  Choose one: 3
    PSYC 103 Introduction to Psychology (3)
    SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)
  BIBL 103 Drama of Scripture   3
  BIBL 202 Jesus: The Focus of Scripture   3
  THEO 310 Spiritual Formation: Kingdom Living   3

Professional Component (15 credits)
BUSI 238 Business Communication *[WE*]*   3
BUSI 211 Financial Accounting   3
BUSI 352 Organizational Behavior   3
BUSI 214 Management Information Systems   3
BUSI 230 Principles of Management   3

General Elective Component (6 credits)
  Elective Courses   6

TOTAL DEGREE CREDITS: *60*

*Writing Emphasis course

Associate of Arts in Social Media Marketing

Overview. The Associate of Arts in Social Media Marketing equips students with a broad grounding in the Liberal Arts, along with professional skills in using social media as a tool for marketing products and services. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Bachelor of Science degree in Social Media Marketing.

Modality. Point University offers the A.A. in Social Media Marketing in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Social Media Marketing program at the following education sites: Atlanta and Peachtree City (beginning January 2017), Georgia.

Program Purpose, Goals, and Student Learning Objectives
Purpose. The Associate of Arts in Social Media Marketing equips students with a broad grounding in the Liberal Arts, along with professional skills in using social media as a tool for marketing products and services.

The A.A. in Social Media Marketing builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a working knowledge of marketing principles and their applications.

Objective 4.1: Graduates apply sound marketing principles.

Objective 4.2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Goal 5: Equip students to utilize social media platforms as part of an integrated marketing strategy to develop long-term, mutually-beneficial relationships with customers and other constituencies.

> *Objective 5.1:* Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

> *Objective 5.2:* Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

> *Objective 5.3:* Graduates understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.

Required Courses. The A.A. in Social Media Marketing consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105	Introduction to Adult Learning	3
APSP 110	Effective Thinking	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
COMM 205	Public Speaking	3

Humanities & Fine Arts

Choose one: 3
   HUMA 101 Introduction to Humanities (3)
   ENGL 250 Modern Short Stories (3)
   MUSI 102 Music Appreciation (3)

Natural Sciences

NSCI ??? Natural Science Course with Lab   3

Mathematics

MATH 110 College Algebra   3

Social & Behavioral Sciences

HIST 203 United States History   3

Choose one: 3
   PSYC 103 Introduction to Psychology (3)
   SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3

Professional Component (21 credits)

BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3

BUSI 272	Social Media Marketing: Twitter	3
BUSI 273	Social Media Marketing: LinkedIn & Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
TOTAL DEGREE CREDITS:		*60*

Bachelor of Science in Business Administration

Overview. The Business Administration Major provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A. or Master of Accountancy.

Modality. Point University offers the B.S. in Business Administration in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Business Administration program at the following education sites: Atlanta, Peachtree City, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Business Administration Major prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Develop professionals who can utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.

> *Objective 1.1:* Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

> *Objective 1.2:* Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

> *Objective 1.3:* Graduates engage constructively and collaboratively with others.

> *Objective 1.4:* Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Goal 2: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 2.1:   Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2.2:   Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 2.3:   Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 2.4:   Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.5:   Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Goal 3:   Produce graduates who demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 3.1:   Graduates apply sound accounting and financial principles.

Objective 3.2:   Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 3.3:   Graduates understand the interplay and integration of business functions, including management.

Goal 4:   Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1:   Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 4.2:   Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3:   Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Goal 5:   Prepare graduates to utilize computer technology and apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.

Objective 5.1:   Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2:   Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Required Courses. The Business Administration Major consists of the following courses:

Prerequisite (3 credits)
 MATH 110 College Algebra (3) *[included in the General Education Core]*

Business Administration (45 credits)

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 212	Managerial Accounting	3
BUSI 214	Management Information Systems	3
BUSI 230	Principles of Management	3
BUSI 202	Business Statistics	3
BUSI 336	Principles of Finance	3
BUSI 347	Principles of Marketing	3
BUSI 320	Principles of Microeconomics	3
BUSI 321	Principles of Macroeconomics	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management & Planning	3
TOTAL CREDITS IN MAJOR:		*45*

*Writing Emphasis courses

B.S. in Business Administration. To earn the B.S. in Business Administration degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Business Administration Major	45 credits
General Electives	30 credits
TOTAL:	*120 credits*

Bachelor of Science in Organizational Leadership

Overview. The Organizational Leadership Major provides a broad preparation for Christians to lead and serve in business and society. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations, exemplifying Christian character and influence. They are also prepared to pursue graduate degrees in business, such as the M.B.A.

Modality. Point University offers the B.S. in Organizational Leadership in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and

classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Organizational Leadership program at the following education sites: Atlanta, Peachtree City, Savannah, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Organizational Leadership Major prepares students to glorify God through Christ-centered leadership in for-profit and non-profit environments.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1:   Equip students with a foundation in the liberal arts and sciences, biblical theology, and worldview issues.

> *Objective 1.1:*   Graduates communicate effectively orally and in writing.
>
> *Objective 1.2*   Graduates operate in the areas of humanities, social science, and natural science.
>
> *Objective 1.3:*   Graduates demonstrate skills in critical thinking, mathematics, and computer literacy.
>
> *Objective 1.4:*   Graduates demonstrate a basic understanding of the content of the Old and New Testaments.
>
> *Objective 1.5:*   Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 2:   Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

> *Objective 2.1:*   Graduates apply sound principles of planning, decision-making, entrepreneurship, and change navigation.
>
> Objective 2.2:   Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.
>
> *Objective 2.3:*   Graduates apply sound accounting principles.
>
> *Objective 2.3:*   Graduates employ effective communication and organizational skills to promote high levels of organizational performance.
>
> *Objective 2.5:*   Graduates effectively manage people, time, and resources.

Goal 3:   Produce graduates who demonstrate knowledge of basic accounting, finance, and marketing principles and their applications.

> *Objective 3.1:*   Graduates apply sound accounting and financial principles.
>
> *Objective 3.2:*   Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.
>
> *Objective 3.3:*   Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1: Graduates integrate biblical ethical principles and missional concerns into the conduct of their business activities.

Objective 4.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Goal 5: Prepare graduates to utilize computer technology in business enterprises.

Objective 5.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2: Graduates utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Required Courses. The Organizational Leadership Major consists of the following courses:

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 352	Organizational Behavior	3
BUSI 214	Management Information Systems	3
BUSI 230	Principles of Management	3
BUSI 375	Business as Mission	3
BUSI 443	Entrepreneurship	3
BUSI 347	Principles of Marketing	3
BUSI 450	Human Resources Management	3
BUSI 455	Change Management	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management & Planning	3
TOTAL CREDITS IN MAJOR:		*45*

*Writing Emphasis courses

B.S. in Organizational Leadership. To earn the B.S. in Organizational Leadership degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Organizational Leadership Major	45 credits
General Electives	<u>30 credits</u>
TOTAL:	*120 credits*

Bachelor of Science in Social Media Marketing

Overview. The Social Media Marketing Major provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics, as well as an emphasis on using social media as a tool for marketing products and services. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A.

Modality. Point University offers the B.S. in Social Media Marketing in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Business Administration program at the following education sites: Atlanta and Peachtree City (beginning January 2017), Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Social Media Marketing Major prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions, with an emphasis on employing social media platforms as part of an integrated marketing strategy.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Develop professionals who can utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.

   Objective 1.1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

   Objective 1.2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

   Objective 1.3: Graduates engage constructively and collaboratively with others.

Objective 1.4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Goal 2: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 2.1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2.2: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 2.3: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 2.4: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.5: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Goal 3: Produce graduates who demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 3.1: Graduates apply sound accounting and financial principles.

Objective 3.2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 3.3: Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 4.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Goal 5: Prepare graduates to utilize computer technology and apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.

Objective 5.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 5.2: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 6: Prepare graduates to utilize social media platforms as part of an integrated marketing strategy to develop long-term, mutually-beneficial relationships with customers and other constituencies.

Objective 6.1: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Objective 6.2: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

Objective 6.3: Graduates understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.

Required Courses. The Social Media Marketing Major consists of the following courses:

Prerequisite (3 credits)
MATH 110 College Algebra (3) or equivalent *[included in the General Education Core]*

Social Media Marketing Major (54 credits)

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 212	Managerial Accounting	3
BUSI 214	Management Information Systems	3
BUSI 230	Principles of Management	3
BUSI 202	Business Statistics	3
BUSI 336	Principles of Finance	3
BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3
BUSI 272	Social Media Marketing: Twitter	3
BUSI 273	Social Media Marketing: LinkedIn & Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 465	Strategic Management & Planning	3
	TOTAL CREDITS IN MAJOR:	*54*

*Writing Emphasis courses

B.S. in Social Media Marketing. To earn the B.S. in Social Media Marketing degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Social Media Marketing Major	54 credits
General Electives	<u>21 credits</u>
TOTAL:	*120 credits*

Master of Business Administration (M.B.A.) in Business Transformation
(launching Fall 2016 pending approval by SACSCOC*)

Overview. The M.B.A. in Business Transformation degree prepares business professionals to conceptualize, initiate, and manage organizational transformation initiatives, ranging from continuous improvement in a successful business to turnaround efforts in a failing business. Graduates understand how to lead such efforts in ways consistent with Judeo-Christian ethics and principles of wise stewardship of the resources entrusted to them. As part of the program, students have the opportunity to earn the Lean Six Sigma Green Belt (LSSGB) and Lean Six Sigma Black Belt (LSSBB)—two globally-recognized industry certifications highly sought by employers. If companies sponsor students, they may complete certification projects that benefit the sponsor. Graduates are prepared to assume leadership roles across functional areas in a wide range of for-profit and non-profit organizations. Examples include service as a business consultant, management analyst, operations research analyst, market research analyst, actuary, logistician, administrative service manager, industrial production manager, director of operational excellence, business continuity planner, senior project manager, operating system specialist, warehouse operations manager, manufacturing engineer, and entrepreneur.

Modality. Point University offers the M.B.A. in both fully-online and hybrid formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Hybrid students combine online studies with live class sessions that meet weekly at the Atlanta education site. Students typically complete the program by taking one course per session over a two year period.

*Accreditation. The new M.B.A. in Business Transformation has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body and certain government agencies. For the status of these applications, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.B.A. in Business Transformation prepares students to glorify God in business vocations by enabling them to improve and optimize organizational performance across business functions effectively and ethically.

Goal 1: Prepare graduates to collect, analyze, and interpret business performance data.

Objective 1.1: Graduates effectively design and execute quantitative and qualitative research to answer business questions.

Objective 1.2: Graduates use appropriate statistical tests to analyze business data.

Objective 1.3: Graduates interpret research results to make sound business decisions.

Goal 2: Prepare graduates to apply innovative, leading-edge frameworks and techniques to initiate and execute business transformation.

Objective 2.1: Graduates demonstrate knowledge of Six Sigma principles.

Objective 2.2: Graduates apply Six Sigma principles to carry out a real-world business change effort.

Objective 2.3: Graduates demonstrate proficiency with current leadership principles and techniques.

Objective 2.4: Graduates exhibit knowledge of creative thinking and innovation frameworks to envision business process improvements and market innovations.

Goal 3: Prepare graduates to manage human capital and effectively lead change during business transformation.

Objective 3.1: Graduates apply appropriate techniques to create productive work culture and to facilitate employee engagement.

Objective 3.2: Graduates use effective persuasion and negotiation techniques to achieve business objectives.

Goal 4: Prepare graduates to understand markets and consumers, and to apply marketing principles to create transformative market solutions.

Objective 4.1: Graduates demonstrate knowledge of current marketing strategy and practice, including mobile and social media marketing.

Objective 4.2: Graduates use marketing research to uncover unmet consumer needs and to evaluate marketing programs intended to satisfy them.

Objective 4.3: Graduates execute new product/service development processes to satisfy unmet consumer needs.

Goal 5: Prepare graduates to utilize data analytics to enhance financial decision-making and to support financial transformation.

Objective 5.1: Graduates apply sound statistical and analytical techniques to understand and interpret financial data.

Objective 5.2: Graduates use data analytics to make financial decisions that increase economic value and improve financial results.

Goal 6: Prepare graduates to apply Judeo-Christian ethics in leading business transformation.

Objective 6.1: Graduates integrate Judeo-Christian ethical principles into their leadership of organizational change efforts.

Objective 6.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Required Courses. The Master of Business Transformation degree program consists of the following courses:

Prerequisites (21 credits)
As preparation for advanced M.B.A. studies, students must complete the following undergraduate prerequisites (or equivalent), which serve as Point's "M.B.A. Boot Camp." Point waives this requirement for students who (1) hold an accredited bachelor's degree in a business-related field, or (2) earn a passing score on the Point University Business Proficiency Exam. Prerequisite courses are available in online and hybrid formats from Point University.

BUSI 238	Business Communication (3) *[WE*]*
BUSI 211	Financial Accounting (3)
BUSI 212	Managerial Accounting (3)
BUSI 214	Management Information Systems (3)
BUSI 230	Principles of Management (3)
BUSI 202	Business Statistics (3)
BUSI 347	Principles of Marketing (3)

*Writing Emphasis course

M.B.A. Courses

BUSI 500	Graduate Business Orientation	0
BUSI 510	Ethics & Professional Issues in Business	3
BUSI 515	Business Intelligence	3
BUSI 520	Quantitative Analysis for Decision-Making	3
BUSI 525	Lean Six Sigma Methodology for Business Transformation	3
BUSI 530	Persuasion & Negotiation	3
BUSI 535	Financial Statement Analysis & Valuation	3
BUSI 540	Strategic Management & Leadership	3
BUSI 545	Strategic Marketing	3
BUSI 550	Business Innovation & Creativity	3
BUSI 555	Cost Management & Decision-Making	3
BUSI 560	Applied Leadership: Change Management & Organizational Culture	3
BUSI 565	Capstone Transformation Project	3
TOTAL CREDITS IN DEGREE:		*36*

Point University Lean Six Sigma Green Belt Certification. Point University has integrated its Lean Six Sigma Green Belt (LSSGB) certification into the M.B.A. program. Every M.B.A. candidate completes two courses required for the LSSGB—namely, BUS 520 Quantitative Analysis for Decision-Making and BUS 525 Lean Six Sigma

Methodology for Business Transformation. Students may then take the LSSGB Certification Exam in which they demonstrate mastery of the content and concepts of the Lean Six Sigma Methodology, as well as the requisite statistical processes and software for being a competent Six Sigma practitioner. Test scores are reviewed by the Point University Lean Six Sigma Certification Board. With a passing grade, students are awarded Point's LSSGB Certification.

While the LSSGB Certification Exam is integrated into the M.B.A. degree, passing the certification exam is not a requirement for earning the degree.

Students who have already earned the LSSGB elsewhere may test out of BUSI 525 or take it as a refresher course.

Point University Lean Six Sigma Black Belt Certification. After earning the Green Belt, M.B.A. candidates may further their Six Sigma education by completing the Lean Six Sigma Black Belt (LSSBB) certification track in BUS 565 Capstone Transformation Project. In this track, students complete a Lean Six Sigma DMAIC (Define-Measure-Analyze-Improve-Control) or DFSS (Design for Six Sigma) project. Projects vary from student to student, but must demonstrate a mastery of the Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the supervising professor evaluates student progress at the end of the session for purposes of assigning a course grade. However, Black Belt certification will not be conferred until the project is completed to the satisfaction of the Board. Again, while LSSBB certification is integrated into the M.B.A. program, seeking certification is not a requirement for earning the degree.

EDUCATION DEPARTMENT

Personnel

Chair of the CGPS Department of Education
Lacey Ann Southerland, Ph.D. in Early Childhood Education—Professor of Education (CGPS/UC)

Point University Full-Time Faculty, Department of Education
James C. Donovan, Ph.D. in Educational Leadership—Professor of Education, UC Education Department Chair (UC)
Tia W. Herrington, Ed.D in Teacher Leadership—Associate Professor of Education (UC)
Susan S. Ryan, M.A. in English, Ed.D. in Curriculum Studies—Professor of English and Education (UC)

CGPS Part-Time Faculty, Department of Education
Katherine M. Brown, Ed.D. in Instructional Leadership—Instructor in Education
Edward W. Clark, Jr., M.Ed. in Specific Learning Disabilities K-12, M.Ed. in Administration—Instructor in Education
Stephanie Y. Golden, Ed.D. in Instructional Leadership—Instructor in Education
Kathryn ("Kate") J. Nelson, Ph.D. in Adult Education—Instructor in Education
Jennifer ("Jenny") Walker, M.Ed. in Early Childhood Education with Reading Endorsement—Instructor in Education

CGPS Interdisciplinary Faculty
James L. Street, Ph.D. in Child and Family Development—Instructor in Human Relations and Education

Point University Administrative Faculty
Joshua ("Josh") Boyd, Ed.D. In Teaching Learning—Instructor in Educational Foundations, Director of Athletic Bands
Charles L. Flowers, Ed.D. in Educational Leadership—Instructor in Physical Education and Education, Associate Athletic Director for Football and Baseball
Sharon Hall, M.Ed. in Middle Grades Education—Instructor in Education, Registrar Assistant
Valarie Price Williams, M.S. in Instructional Technology—Instructor in Education, Director of Online Learning and Instructional Design, Interim Chair of the CGPS Arts & Sciences Department
Lynn H. Wiseley, M.Ed. in Early Childhood Education—Instructor in Education, Director of the Teacher Media Center

NOTE: [1] This list of personnel is intended to show Point University's strength in the area of Education. For a more complete list of faculty credentials, see the section of this

catalog on "Point University Personnel." [2] The parenthetical references indicate whether a full-time faculty member's primary responsibilities lie with the College of Graduate & Professional Studies (CGPS) or the traditional, residential, undergraduate programs offered by the University College (UC). Traditional faculty members often help shape CGPS academic programs through participation in course and program design and review processes, and many teach in those programs. [3] Interdisciplinary faculty members are assigned to another CGPS department, but teach courses in the Department of Education. [4] Administrative faculty members are full-time administrators who hold academic credentials in a field related to Education. They influence academic programs, but may or may not teach on a regular basis.

Academic Programs

The Education Department oversees the following academic programs:

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Education Department	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• A.A. in Child Development	AC-DL				AC-DL		
• B.S. in Child Development	AC-DL				AC-DL		

Associate of Arts in Child Development

Overview. The Associate of Arts in Child Development provides students with foundational coursework in human development, education, and sociocultural contexts. Career possibilities include supervising infants, toddlers, preschoolers, and young children in day care centers, community-based programs such as the YMCA and Boys & Girls Club, and nonprofit early childhood programs such as church preschools.

Modality. Point University offers the A.A. in Child Development in *Access* (hybrid) format. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Child Development program at the following education sites: Atlanta and Savannah, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The A.A. in Child Development prepares Christian men and women to provide developmentally-appropriate, Christ-centered care and nurturing to young children.

The A.A. in Child Development builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

> *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
>
> *Objective 1.2:* Graduates employ effective study habits and time management skills.

Objective 1.3:   Graduates locate and use information resources

Objective 1.4:   Graduates demonstrate basic computer literacy.

Objective 1.5:   Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6:   Graduates communicate effectively orally and in writing.

Objective 1.7:   Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8:   Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2:   Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1:   Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2:   Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3:   Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4:   Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1:   Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2:   Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4:   Develop Christ-centered workers who serve young children and their families with competence and sensitivity.

Objective 4.1:   Graduates articulate a basic knowledge of the proper growth and development principles as they apply to young children from birth through age 8.

Objective 4.2:   Graduates demonstrate key understandings in the basic care and nurturing of infants, toddlers, preschoolers, and young children.

Objective 4.3   Graduates respond appropriately to the needs expressed by families with young children who have diverse ethnic and socio-economic backgrounds.

Goal 5: Develop capable mentors of young children who are skilled observers of their physical, social, emotional, and cognitive development.

Objective 5.1:   Graduates serve young children with developmentally-appropriate choices in nutrition, proper rest, movement, and other physical needs.

Objective 5.2:   Graduates provide developmentally-appropriate contexts for young children's healthy social and emotional development.

Objective 5.3:   Graduates plan developmentally-appropriate activities and environments to promote young children's cognitive development.

Required Courses. The A.A. in Child Development consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3
   HUMA 101 Introduction to Humanities (3)
   ENGL 250 Modern Short Stories (3)
   MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab   3

Mathematics

Choose one: 3
   MATH 103 College Mathematics (3)
   MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History   3

Choose one: 3
   PSYC 103 Introduction to Psychology (3)
   SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

EDUC 102 Educational Foundations	3
HREL 202 The Family	3
EDUC 203 Child Development	3
EDUC 201 Principles & Methods of Teaching	3
EDUC 300 Educational Psychology *[WE*]*	3

General Elective Component (6 credits)
   Elective Courses   6

  TOTAL DEGREE CREDITS: *60*

*Writing Emphasis course

Bachelor of Science in Child Development

Overview. The Child Development Major equips students to work with very young children (birth through 3rd grade) in a variety of settings, preparing activities and environments that foster children's development physically, socially, emotionally, spiritually, and cognitively. Coursework is designed to lead students toward becoming Christ-centered, service-focused mentors to young children and their families. Constructivist philosophy is emphasized, which focuses on learners as individuals with unique skills, needs, and learning styles. Graduates of the program are equipped to work in preschools, camps, daycare centers, private Christian schools, churches, non-profit programs, community organizations, and other settings that serve children and their families. Upon completion, students are eligible to apply for an Early Education (Birth through PreK) Teacher Certificate from the Association of Christian Schools International (ACSI). A bachelor's degree in Child Development meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom.

Modality. Point University offers the B.S. in Child Development in *Access* (hybrid) format. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Child Development program at the following education sites: Atlanta and Savannah, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Child Development Major prepares students to be Christ-centered, service-focused mentors to young children, focused on fostering their development physically, socially, emotionally, spiritually, and cognitively.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Develop professionals who can evaluate and respond to young children's behavior, communication, and characteristics in the context of developmentally-appropriate expectations.

   Objective 1.1: Graduates demonstrate familiarity with the milestones of physical, social, emotional, spiritual, and cognitive development children are expected to display from birth through age 8.

   Objective 1.2: Graduates accurately assess whether or not individual children are progressing appropriately in their growth, behavior, communication, and interactions with others.

Objective 1.3: Graduates use appropriate measures in response to children's development to maximize positive outcomes for them.

Goal 2: Develop professionals who use constructivist philosophy in preparing materials, environments, curricula, and activities to foster and enhance young children's growth and development.

Objective 2.1: Graduates define constructivist philosophy in the context of learning, and the implications of constructivism for teachers of young children.

Objective 2.2: Graduates design organized lesson plans that include goals, materials, procedures, and assessments appropriate for the learners.

Objective 2.3: Graduates are familiar with a variety of curricula, methods, and materials that can be used effectively with young children.

Objective 2.4: Graduates skillfully manage the setup and implementation of environments and activities for young children.

Objective 2.5: Graduates are proactive in managing children's behavior and use appropriate responses when necessary.

Objective 2.6: Graduates practice the skills associated with being an educator of young children by engaging in preparation, implementation, management, and assessment as an intern in an appropriate environment.

Goal 3: Develop professionals who are familiar with and able to apply knowledge about the key elements of history, philosophical models, laws, trends, and issues related to young children's development and education.

Objective 3.1: Graduates are able to describe a variety of philosophies about human development, and apply Christian principles when relevant.

Objective 3.2: Graduates are familiar with the historical figures and important events that shaped the establishment of schools and the education and spiritual development of children.

Objective 3.3: Graduates are familiar with significant laws that govern educational requirements, the credentials and behavior of educators and those who work with young children, and the operation of schools and facilities that serve children.

Objective 3.4: Graduates are able to describe the current trends and issues that are prominent and credible with regard to the care and education of young children.

Goal 4: Develop professionals who act as mentors and role models as they minister to children and their families, demonstrating a Christ-centered, service-focused attitude of collegiality, professionalism, reflection, and ethical behavior.

Objective 4.1: Graduates demonstrate professional dispositions appropriate for leaders of young children.

Objective 4.2: Graduates demonstrate qualities associated with being a caring mentor to the children and families they serve, using Christ as the role model.

Objective 4.3: Graduates display an attitude of ministry toward the children, families, peers, and supervisors with whom they interact.

Objective 4.4: Graduates communicate in oral and written contexts with professionalism.

Objective 4.5: Graduates use reflection to effectively self-assess their strengths and needs and respond to constructive criticism.

Objective 4.6: Graduates are positive, productive colleagues who contribute creatively to any team.

Goal 5: Develop professionals who are prepared to respond appropriately, lovingly, and non-judgmentally to the diverse needs, abilities, individual characteristics, and cultural practices of the young children and families they serve.

Objective 5.1: Graduates demonstrate the belief that all children can learn, regardless of ability.

Objective 5.2: Graduates are able to describe and demonstrate appropriate responses while interacting with children and families who are from cultures that have different expectations and practices than the student's.

Objective 5.3: Graduates are able to describe the healthy development of gender identity, and display an awareness of the appropriate responses to boys and girls when gender is a relevant factor.

Objective 5.4: Graduates are well-prepared to accommodate and serve children with special needs.

Objective 5.5: Graduates demonstrate a Christ-like attitude of ministry toward the children and families of all backgrounds whom they serve.

Required Courses. The Child Development Major consists of the following courses:

EDUC 102	Educational Foundations	3
HREL 202	The Family	3
EDUC 203	Child Development	3
EDUC 201	Principles & Methods of Teaching	3
EDUC 300	Educational Psychology *[WE*]*	3
COMM 305	Media Effects on Children & Adolescents	3
EDUC 310	Preschool Methods & Materials	3
ECHL 314	Creative Arts for Early Childhood	3
EDUC 401	The Exceptional Child	3
EDUC 407	Classroom Management	3
ESLA 442	Culture & Education *[WE*]*	3

EDUC 490	Child Development Practicum I	6
EDUC 491	Child Development Practicum II	6
	TOTAL CREDITS IN MAJOR:	*45*

Writing Emphasis courses

B.S. in Child Development. To earn the B.S. in Child Development degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Child Development Major	45 credits
General Electives	30 credits
TOTAL:	*120 credits*

Practicum. The Child Development program culminates with a combination of two practicum experiences. Students may complete the two experiences in one setting, or they may opt to complete each experience in a different setting. Each experience totals 90 hours (15 weeks x 6 hours per week). Students will be supervised, observed, and evaluated by a Point University professor and an on-site supervisor. Proof of tort liability and a background check will be required one term before the practicum begins.

Students must apply in advance to give the supervising professor time to make arrangements for the practicum experience. Deadlines for applying are August 1 for fall practica, December 1 for spring practica, and May 1 for summer practica.

ACSI Certification. Upon completion of the Child Development degree, students are eligible to apply for an Early Education (Birth through PreK) Teacher Certificate from the Association of Christian Schools International (www.acsi.org). A bachelor's degree in Child Development also meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom (www.decal.ga.gov).

SOCIAL & BEHAVIORAL SCIENCES DEPARTMENT

Personnel

Chair of the CGPS Department of Social & Behavioral Sciences
Maurita M. Hodge, Ed.D. in Counseling Psychology, LPC—Assistant Professor of Human Relations (CGPS)

Point University Full-Time Faculty, Department of Social & Behavioral Sciences
Simone Cox, M.A. in Marriage and Family Therapy, M.B.A. in Financial Management, LMFT, LPC—Assistant Professor of Counseling and Human Services (UC)
Forrest B. ("Butch") Beach, M.S. in Criminal Justice, M.P.A. in Justice Administration, D.P.A. in Public Administration—Professor of Criminal Justice (UC)
Simone Cox, M.A. in Marriage and Family Therapy, M.B.A. in Financial Management, LMFT, LPC—Assistant Professor of Counseling and Human Services (UC)
Gregory K. Moffatt, Ph.D. in Educational Psychology, LPC—Professor of Counseling and Human Services (UC)
Andrea Pope-Smith, M.S.W. in Social Work—Instructor in Sociology and Social Work (UC)
Shirley Thompson-Lewis, M.S.W in Social Work, M.A. in Christian Studies, Ed.D. candidate in Pastoral Community Counseling, LISW-S—Instructor in Human Relations (CGPS)

CGPS Part-Time Faculty, Department of Social & Behavioral Sciences
Michele Worthington Adkins, M.Ed. in Guidance and Counseling—Instructor in Psychology
Tonya E. Cannon, M.A. in Sociology, M.B.A. in General Business, Ph.D. candidate in Management—Instructor in Sociology (UC)
Catherine L. Clevenger, M.S.W. in Social Work, M.Div. in Ministry—Instructor in Human Relations
Jennifer M. Cook, M.S. in Education with Major in Educational Counseling Psychology—Instructor in Counseling and Human Relations
Jo Ellen Crosby, M.Ed. in Counselor Education—Instructor in Human Relations
Sharon Dawkins, M.A. in Professional Counseling—Instructor in Human Relations
Sharon R. Grant, M.A. in Professional Counseling, LPC, CAADC—Instructor in Human Relations and Psychology
Monica Gray, Ed.D. in Counselor Education and Supervision, LPC, PCS, AMS—Instructor in Human Relations
Ann Marie Howard, M.S. in Psychology; Ph.D. candidate in Educational Psychology—Instructor in Human Relations and Psychology

Tamara Knapp-Grosz, Ph.D. in Marriage and Family, LP, RN, ARNP—Instructor in Psychology and Human Relations

Sallie Livingston, M.S.W. in Social Work—Instructor in Sociology

Kacey L. Moore, M.A. in Counseling with Emphasis in Professional Mental Health Counseling—Instructor in Adult Learning and Human Relations

Emily K. Plank, M.S. in Professional Counseling, ALPC—Instructor in Counseling and Human Services (UC)

Seth Austin Portwood, M.S.W. in Social Work—Instructor in Counseling and Human Services

James L. Street, Ph.D. in Child and Family Development—Instructor in Human Relations and Education

Jason B. Thompson, J.D. in Jurisprudence—Instructor in Criminal Justice and Business Law

Felicia J. Tuggle, M.S.W. in Social Work, Ph.D. in Human Development and Family Studies, LMSW—Instructor in Human Relations

Tanesha Wells, M.S. in Marriage and Family Therapy—Instructor in Human Relations

Tonyia West-Johnson, Ed.D. in Child and Youth Studies—Instructor in Human Relations

Kayla Renee Whittle, M.Ed. in Professional Counseling, Certified Georgia School Counselor—Instructor in Psychology and Sociology

Aisha Delores Williams, M.Mgt. in Management, Ph.D. in Social Work—Instructor in Human Relations and Management

> *NOTE:* [1] This list of personnel is intended to show Point University's strength in the area of Social & Behavioral Sciences. For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." [2] The parenthetical references indicate whether a full-time faculty member's primary responsibilities lie with the College of Graduate & Professional Studies (CGPS) or the traditional, residential, undergraduate programs offered by the University College (UC). Traditional faculty members often help shape CGPS academic programs through participation in course and program design and review processes, and many teach in those programs. [3] Interdisciplinary faculty members are assigned to another CGPS department, but teach courses in the Department of Social & Behavioral Sciences. [4] Administrative faculty members are full-time administrators who hold academic credentials in a field related to Social & Behavioral Sciences. They influence academic programs, but may or may not teach on a regular basis.

Academic Programs

The Social & Behavioral Sciences Department oversees the following academic programs:

CGPS DEPARTMENT/PROGRAM	SITES & MODALITIES						
Social & Behavioral Sciences Dept.	**ATL**	**BHM**	**MCD**	**PTC**	**SAV**	**WPT**	**ONL**
• A.A. in Criminal Justice							ONL
• A.A. in Human Relations	ACC		AC-DL	ACC	AC-DL	AC-DL	ONL
• A.A. in Psychology							ONL
• B.S. in Criminal Justice							ONL

• B.S. in Human Relations	ACC		AC-DL	ACC	AC-DL	AC-DL	ONL
• B.S. in Psychology							ONL

Associate of Arts in Criminal Justice

Overview. The Associate of Arts in Criminal Justice equips students with a broad grounding in the Liberal Arts, along with foundational knowledge and skills in human relations and Criminal Justice. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Criminal Justice.

Modality. Point University offers the A.A. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Criminal Justice equips students with a broad grounding in the Liberal Arts, along with foundational knowledge and skills in human relations and Criminal Justice.

The A.A. in Criminal Justice builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

> *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
>
> *Objective 1.2:* Graduates employ effective study habits and time management skills.
>
> *Objective 1.3:* Graduates locate and use information resources
>
> *Objective 1.4:* Graduates demonstrate basic computer literacy.
>
> *Objective 1.5:* Graduates read with understanding, think critically, and develop reasoned arguments.
>
> *Objective 1.6:* Graduates communicate effectively orally and in writing.
>
> *Objective 1.7:* Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
>
> *Objective 1.8:* Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

> *Objective 2.1:* Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in human relations and Criminal Justice.

Objective 4.1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 4.2: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 4.3: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

Objective 4.4: Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

Objective 4.5: Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.

Required Courses. The A.A. in Criminal Justice consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3
   HUMA 101 Introduction to Humanities (3)
   ENGL 250 Modern Short Stories (3)

MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab | 3

Mathematics
  Choose one: | 3
    MATH 103 College Mathematics (3)
    MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History | 3
  Choose one: | 3
    PSYC 103 Introduction to Psychology (3)
    SOCI 103 Introduction to Sociology (3)

Biblical Studies (9 credits)
BIBL 103   Drama of Scripture | 3
BIBL 202   Jesus: The Focus of Scripture | 3
THEO 310 Spiritual Formation: Kingdom Living | 3

Professional Component (15 credits)
HREL 320 Group Dynamics | 3
PSYC 325 Interpersonal Effectiveness | 3
CJUS 200 Criminal Justice | 3
CJUS 210 Criminology | 3
CJUS 220 Constitutional Law | 3

General Elective Component (6 credits)
Elective Courses (The faculty recommends additional CJUS courses.) | 6

TOTAL DEGREE CREDITS: | *60*

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

- For students pursuing the A.A. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).

- For students pursuing the B.S. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).

- For students enrolled in other degree programs, academy training fulfils the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

Associate of Arts in Human Relations

Overview. The Associate of Arts in Human Relations equips students with a broad grounding in the Liberal Arts, along with a foundational knowledge of the helping profession. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Human Relations, Psychology or Criminal Justice.

Modality. Point University offers the A.A. in Human Relations in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Human Relations program at the following education sites: Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Human Relations equips students with a broad grounding in the Liberal Arts, along with foundational knowledge of Human Relations and sociology.

The A.A. in Human Relations builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in human relations and related fields.

Objective 4.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings. (DEV PSYC)

Objective 4.2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 4.3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4.4: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 4.5: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Required Courses. The A.A. in Human Relations consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3

    HUMA 101 Introduction to Humanities (3)

    ENGL 250 Modern Short Stories (3)

    MUSI 102 Music Appreciation (3)

Natural Sciences
NSCI ??? Natural Science Course with Lab   3

Mathematics

 Choose one: 3
  MATH 103 College Mathematics (3)
  MATH 110 College Algebra (3)

Social & Behavioral Sciences
HIST 203 United States History   3

 Choose one: 3
  PSYC 103 Introduction to Psychology (3) *[required for BS in Hum. Relat.]*
  SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)
BIBL 103 Drama of Scripture   3
BIBL 202 Jesus: The Focus of Scripture   3
THEO 310 Spiritual Formation: Kingdom Living   3

Professional Component (15 credits)

PSYC 204 Developmental Psychology   3
HREL 301 Introduction to Counseling   3
HREL 323 Biblical Resources for Counseling   3
HREL 304 Introduction to Research *[WE-QEP*]*   3
HREL 308 Life, Work & Ethics of the Helping Professions   3

General Elective Component (6 credits)
Elective Courses   6

TOTAL DEGREE CREDITS: *60*

 *Writing Emphasis course

Associate of Arts in Psychology

Overview. The Associate of Arts in Psychology equips students with a broad grounding in the Liberal Arts, along with a foundational knowledge of psychology and sociology. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Psychology or Human Relations.

Modality. Point University offers the A.A. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Psychology equips students with a broad grounding in the Liberal Arts, along with foundational knowledge of psychology and sociology.

The A.A. in Psychology builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with essential habits and skills for lifelong learning and success.

Objective 1.1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 1.2: Graduates employ effective study habits and time management skills.

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

Objective 1.5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 1.6: Graduates communicate effectively orally and in writing.

Objective 1.7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 1.8: Graduates work effectively to accomplish tasks both independently and within teams.

Goal 2: Equip students to apply basic content, principles, and methodologies of the primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics.

Objective 2.1: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 2.2: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 2.3: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 2.4: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 3: Equip students with a foundation in biblical theology and worldview issues.

Objective 3.1: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 3.2: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in psychology and related fields.

Objective 4.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 4.2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4.3: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 4.4: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Required Courses. The A.A. in Psychology consists of the following courses:

General Education Component (30 credits)

Essential Skills

APSP 105 Introduction to Adult Learning	3
APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3

Humanities & Fine Arts

Choose one: 3
   HUMA 101 Introduction to Humanities (3)
   ENGL 250 Modern Short Stories (3)
   MUSI 102 Music Appreciation (3)

Natural Sciences

NSCI ??? Natural Science Course with Lab	3

Mathematics

Choose one: 3
   MATH 103 College Mathematics (3)
   MATH 110 College Algebra (3)

Social & Behavioral Sciences

HIST 203 United States History	3
PSYC 103 Introduction to Psychology	3

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3

Professional Component (15 credits)

HREL 202 The Family	3
SOCI 103 Introduction to Sociology	3
EDUC 300 Educational Psychology *[WE*]*	3
HREL 304 Introduction to Research *[WE-QEP*]*	3
HREL 308 Life, Work & Ethics of the Helping Professions	3

General Elective Component (6 credits)
   Elective Courses   6

  TOTAL DEGREE CREDITS: *60*

   *Writing Emphasis courses

Bachelor of Science in Criminal Justice

Overview. The Criminal Justice Major takes an interdisciplinary approach to the field of law enforcement that focuses on human relations, crime, criminal law, criminal procedures, and criminal behavior. The program emphasizes the social and psychosocial context of criminal behavior, and its impact on individuals and society, to provide students with a balanced approach to understanding and effectively addressing criminal behavior. Spiritual principles embedded in the program assist students to grow personally and spiritually, enabling them to live out their faith in their chosen profession. Graduates are prepared to assume a variety of positions in law enforcement organizations and to pursue graduate studies in related disciplines. Potential career paths include local, state, or federal law enforcement officer; department of corrections; private law enforcement agency; executive law enforcement leadership; protection and security; and crime scene technician.

Modality. Point University offers the B.S. in Criminal Justice in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Criminal Justice Major equips students with a working knowledge and professional skills in human relations and Criminal Justice.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with a theoretical foundation for understanding social problems and issues in human relations.

    Objective 1.1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

    Objective 1.2: Graduates evaluate the nature, extent, causation, and prevention of crime and other social problems, including the ability to apply and critique the major theories relevant to those causes.

Goal 2: Equip students with a working knowledge of the U.S. criminal justice system, along with professional skills in this field.

    Objective 2.1: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 2.2: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

Objective 2.3: Graduates apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary participants

Objective 2.4: Graduates explain the tools and procedures used by various agencies within the criminal justice system.

Objective 2.5: Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

Objective 2.6: Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.

Objective 2.7: Graduates articulate and apply biblically-based ethical principles pertinent to social problems and the criminal justice system.

Required Courses. The Criminal Justice Major consists of the following courses:

HREL 320	Group Dynamics	3
PSYC 325	Interpersonal Effectiveness	3
CJUS 200	Criminal Justice	3
CJUS 210	Criminology	3
CJUS 220	Constitutional Law	3
SOCI 350	Social Problems *[WE*]*	3
SOCI 355	Human Behavior & the Social Environment	3
CJUS 430	Professionalism & Ethics in Criminal Justice *[WE*]*	3
HREL 437	Conflict Management	3
PSYC 341	Abnormal Psychology	3
CJUS 400	Criminal Law	3
SOCI 420	Race, Ethnicity & Gender	3
CJUS 410	Criminal Procedure	3
PSYC 429	Violence & Society	3
CJUS 420	Police Administration	3

TOTAL CREDITS IN MAJOR:　　　　　　　　　　　　　　*45*

*Writing Emphasis courses

B.S. in Criminal Justice. To earn the B.S. in Criminal Justice degree, students must complete the following degree components:

General Education Core　　　　　　　　30 credits

Biblical Studies Minor　　　　　　　　　15 credits

Criminal Justice Major	45 credits
General Electives	30 credits
TOTAL:	*120 credits*

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

- For students pursuing the A.A. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).

- For students pursuing the B.S. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).

- For students enrolled in other degree programs, academy training fulfils the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

Bachelor of Science in Human Relations

Overview. The Human Relations Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions, such as behavioral health agencies, education, human resources, law enforcement, and social services. It also prepares students for graduate studies in Human Relations and related fields.

Modality. Point University offers the A.A. in Human Relations in both fully-online and *Access* (hybrid) formats. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Human Relations program at the following education sites: Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Human Relations Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with a theoretical foundation for understanding issues in human relations and related fields.

Objective 1.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 1.2: Students demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

Objective 1.3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 1.4: Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Human Relations Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*

Objective 1.5: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Goal 2: Equip students with basic skills and professional attitudes pertinent to helping professions.

Objective 2.1: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 2.2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 2.3: Students assess client needs and recommend services designed to meet those needs.

Objective 2.4: Students analyze and utilize scholarly research to explore contemporary issues in Human Relations and related fields.

Required Courses. The Human Relations Major consists of the following courses:

Prerequisite (3 credits)
PSYC 103 Introduction to Psychology (3) *[included in the General Education Core]*

Human Relations Major (45 credits)

PSYC 204	Developmental Psychology	3
HREL 301	Introduction to Counseling	3
HREL 323	Biblical Resources for Counseling	3
HREL 304	Introduction to Research *[WE-QEP*]*	3
HREL 308	Life, Work & Ethics of the Helping Professions	3
HREL 320	Group Dynamics	3
HREL 414	Human Sexuality	3
HREL 312	Counseling Diverse Populations *[WE*]*	3
HREL 396	Counseling Theory & Procedures *[WE-QEP*]*	3
PSYC 325	Interpersonal Effectiveness	3
PSYC 341	Abnormal Psychology	3
PSYC 442	Personality Theory	3

HREL 445	Case Management *[WE*]*	3
HREL 497	Human Relations Practicum	3
HREL 498	Human Relations Internship—Fieldwork	3
	TOTAL CREDITS IN MAJOR:	*45*

Writing Emphasis courses

B.S. in Human Relations. To earn the B.S. in Human Relations degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Human Relations Major	45 credits
General Electives	30 credits
TOTAL:	*120 credits*

Bachelor of Science in Psychology

Overview. The Psychology Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions, such as behavioral health agencies, education, human resources, law enforcement, and social services. It also prepares students for graduate studies in Psychology and related fields. Coursework included in the Psychology Major aligns with the content areas of the National Counselor Examination for Licensure and Certification (NCE) developed by the National Board for Certified Counselors.

Modality. Point University offers the B.S. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Psychology Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions.

This major builds on the mission and goals of Point University and the General Education Core in order to attain Point's general education competencies and accomplish the following program goals and student learning objectives:

Goal 1: Equip students with a theoretical foundation for understanding issues in psychology and related fields.

Objective 1.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 1.2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 1.3: Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Psychology Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*

Objective 1.4: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Goal 2: Equip students with basic skills and professional attitudes pertinent to psychology and helping professions.

Objective 2.1: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 2.2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 2.3: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Required Courses. The Psychology Major consists of the following courses:

Prerequisite (3 credits)
PSYC 103 Introduction to Psychology (3) *[included in the General Education Core]*

Psychology Major (45 credits)

HREL 202	The Family	3
SOCI 103	Introduction to Sociology	3
EDUC 300	Educational Psychology *[WE*]*	3
HREL 304	Introduction to Research *[WE-QEP*]*	3
HREL 308	Life, Work & Ethics of the Helping Professions	3
HREL 320	Group Dynamics	3
PSYC 204	Developmental Psychology	3
HREL 301	Introduction to Counseling	3
HREL 396	Counseling Theory & Procedures *[WE-QEP*]*	3
HREL 323	Biblical Resources for Counseling	3
PSYC 341	Abnormal Psychology	3
PSYC 442	Personality Theory	3
SOCI 355	Human Behavior & the Social Environment *[WE*]*	3
PSYC 497	Psychology Practicum	3
PSYC 498	Psychology Internship—Fieldwork	3
TOTAL CREDITS IN MAJOR:		*45*

*Writing Emphasis courses

B.S. in Psychology. To earn the B.S. in Psychology degree, students must complete the following degree components:

General Education Core	30 credits
Biblical Studies Minor	15 credits
Psychology Major	45 credits

General Electives   <u>30 credits</u>
TOTAL: *120 credits*

ACADEMIC POLICIES & PROCEDURES

Behavioral Standards

Student Conduct. Students, by their voluntary membership in Point's Christian community, assume responsibility to abide by all University regulations. They should also use personal discretion regarding any activities that may be morally or spiritually destructive, or may reflect poorly on the University. For specific guidelines, see the *Covenant for a Christian Community* posted on the Point University website (https://point.edu/wp-content/uploads/2015/04/covenant.pdf).

Academic Integrity. Because Point seeks to develop mature Christian leaders and scholars, the University strictly upholds the principles of truth, honesty, diligence, and academic integrity. The primary rule of academic integrity is that all members of the University community must do their own work, executed to the best of their ability, exclusively for the assignment for which it is presented, in order to achieve the full development of each student's potential. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and the students' best interest. 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.* Students commit plagiarism when they deliberately submit the writing of someone else as their own work. This offense may involve either submission of a paper written by someone else or directly copying from a printed source without using quotation marks or appropriate documentation. For demonstrable plagiarism in a paper, students receive a minimum penalty of "F" on that paper. The penalty may include a failing grade for the course. The matter will also be reported to the Assistant Vice President for Professional Studies. Disciplinary action may lead to suspension or dismissal from Point University.

- *Excessive Collaboration.* To write more effectively, students (like most writers) may discuss their ideas and plans for papers with others or may read a paper (or a section of a paper) to friends, making revisions based on their responses. Normally such collaboration improves writing. However, excessive collaboration prevents instructors from recognizing the real ability and progress of their students, thus inhibiting effective teaching and learning. Students may receive the grade of "F" on a paper which shows unmistakable evidence of excessive collaboration. Since students often practice excessive collaboration without a deliberate intention to deceive, an instructor, after conferring with the student, may allow a rewrite of the paper.

- *Insufficient Documentation.* Honesty and courtesy require that writers acknowledge their debt for information and opinions they draw from other sources. Documentation of sources provides both an acknowledgment of this debt and a kind of support for the ideas expressed in a paper. Appropriate documentation may range from the mere mention of a name or title to the extensive footnotes and bibliography required in a fully-documented paper. Insufficient or inaccurate documentation constitutes a serious weakness in a paper and normally results in a lowered grade. Students may receive the grade of "F" on a paper where insufficient documentation overwhelms the communication.

- *Inadequate Paraphrase.* In paraphrasing, students should carefully change the words and sentence structure of the original source while retaining the source's meaning. Instructors treat inadequate paraphrase like any other writing deficiency, provided it does not also involve insufficient documentation. Students may receive the grade of "F" on a paper where inadequate paraphrase makes up most of the communication. In such instances, professors may require the student to rewrite the paper. Inadequate paraphrase without documentation usually constitutes plagiarism.

- *Other Forms of Cheating.* Examples of other forms of cheating include (1) padding a bibliography by adding resources not actually used in the paper; (2) buying, selling, loaning, or sharing a copy of an examination or information about an examination, whether past or current; (3) copying another student's work on an exam; (4) giving answers to another student during an exam; (5) using unauthorized notes during an exam; and (6) working on the same homework with other students when the instructor does not allow it.

Other Forms of Misconduct. Point students should also refrain from other forms of detrimental behavior, such as (1) providing false or inaccurate information to an instructor or other academic personnel, including marking an attendance sheet for an absent student; (2) altering an academic transcript, grade report, or other University document; (3) disrupting classroom, field trip, advising, or other academic activities on campus, off campus, or online; (4) being rude or disrespectful toward an instructor or fellow student; (5) inattentiveness or sleeping in class; (6) misusing technology in class by, for example, employing a cell phone or laptop computer for non-class-related purposes; (7) engaging in non-class-related work or activities during class; (8) having children in the classroom during class hours or unescorted children in Point University buildings at any time; and (9) other inappropriate, disruptive, or destructive behaviors.

Disciplinary Action for Misconduct. In all cases of misconduct, the instructor informs the Assistant Vice President for Professional Studies in writing of the occurrence and how it was resolved at the course level. The Assistant Vice President records information regarding instances of academic dishonesty. For the first offense of academic dishonesty, the student will be subject to disciplinary action, including a grade of "zero" for the assignment. For a second offense, the student will receive a failing grade for the course in which the academic dishonesty occurred. For a third offense, the student will be dismissed from Point University. The Assistant Vice President may also impose a penalty for other forms of misconduct, including disciplinary suspension from the University.

Appeals for Academic Misconduct. A student who believes an error has been made by an instructor in a case of misconduct (e.g., a student who denies the misconduct, disputes the facts of the case, or believes the sanction inappropriate) may appeal the decision and corrective action of an instructor to the Assistant Vice President for Professional Studies. The appeal must be made in writing and received within one week of the instructor's decision, stating evidence for the alleged error. A duplicate copy of the appeal letter should be submitted to the course instructor. The Assistant Vice President for Professional Studies will investigate and respond to the appeal within seven business days. The student may and should continue attending and participating in class sessions while an official appeal is pending.

A CGPS student may appeal a dismissal from Point University to the Vice President for Graduate & Professional Studies and then to the President of the University, whose decision is final.

Student Communications

All electronic communications from the University are sent to students' official Point University email addresses. Students are responsible for checking their University email daily.

Education Sites

Sites. Point University currently operates six education sites. The main campus lies in West Point, Georgia. Other sites are located in Atlanta (the Lindbergh Center), McDonough, Peachtree City, and Savannah, Georgia, as well as in Birmingham, Alabama. For a description of each site, see the section of this catalog devoted to "One University, Many Sites" (above).

Student Support Centers. Every site is equipped to serve as a support center for both on-ground and online students. Students are generally served by personnel based at the site closest to their home. Students may complete courses needed for graduation at any site offering those courses.

Academic Calendar

Calendar Structure. Point University operates year-round on an academic calendar organized as follows:

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December.

- Each 16-week "term" includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2."

- Within this framework, Point offers courses of varying lengths according to the needs of a given academic program: Traditional undergraduate students typically enroll in several 15-week courses during Fall 1-2 and Spring 1-2 (the traditional academic year). Non-traditional students enrolled in

undergraduate fully-online programs or *Access* (hybrid) programs typically take two 7-week courses each session year-round. Non-traditional graduate students enrolled in master's programs typically enroll in one 7-week course each session year-round.

FALL TERM (16 weeks)		SPRING TERM (16 weeks)		SUMMER TERM (16 weeks)	
Fall 1 (8 weeks)	**Fall 2** (8 weeks)	**Spring 1** (8 weeks)	**Spring 2** (8 weeks)	**Summer 1** (8 weeks)	**Summer 2** (8 weeks)

Traditional Academic Year

- For undergraduate students, 12 credits per term constitute "full-time" status. For master's students, 6 credits per term constitute "full-time" status.

- For purposes of state and federal financial aid, traditional undergraduate students are considered to be on a "standard term semester system."

Current Academic Calendars. The current academic calendar for the College of Graduate & Professional Studies appears in the first section of this *Catalog* under "Introduction to Academics."

Credit Hour Definition

Point students earn "credit hours" or "credits" by successfully completing university courses. Most Point courses are 3-credit courses. The University defines a "credit hour" in a manner consistent with traditional practice in the United States (the "Carnegie Unit") and with regulations issued by the U.S. Department of Education.

Undergraduate Credit Hour. At the undergraduate level, Point University defines a "credit hour" to include about 37.5 clock hours of learning activities per session, including live classes and/or online assignments. Accordingly, a typical 3-credit course represents a time commitment of about 112.5 hours per 7-week session (37.5 hours x 3 credits) or 16 hours per week (112.5 hours / 7 weeks). Two 3-credit courses represent a time commitment of about 32 hours per week. To meet these requirements, most students devote several hours each weekday plus a significant portion of the weekend to their studies.

Graduate Credit Hour. At the graduate level, Point defines a "credit hour" to include a minimum of 50 clock hours of learning activities per session. Accordingly, a typical 3-credit course represents a time commitment of about 150 hours per 7-week session (50 hours x 3 credits) or 21 hours per week (150 hours / 7 weeks). Two 3-credit courses represent a time commitment of about 42 hours per week.

Academic Advising

Declaring Programs and Majors. 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. Students may change programs or majors by completing the *Change of Program or Concentration* form and submitting it to the Registrar's Office.

Academic Advising. Point provides academic advising and a personalized course schedule for each student. At the undergraduate level, trained staff advisors assist students in planning their educational programs by explaining requirements and procedures, suggesting coursework appropriate to students' career goals, aiding with course registration (described below), and recommending ways to improve academic performance. At the graduate level, program coordinators serve as academic advisors. Members of the faculty also stand ready to advise students on request. Additional resources are available through Point University's Center for Calling and Career (https://point.edu/studentlife), described below under "Student Support Services."

Point's flexible course "carousels" (described above under "Course Delivery System") provide a variety of course options at various sites and online. In their initial meetings, advisors assist students to develop a course schedule covering their entire program—a complete "roadmap" from initial enrollment to graduation. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student.

- *On-Campus Students.* Site directors and/or members of the registrar staff advise students in undergraduate *Access* programs and graduate hybrid programs as they prepare for enrollment. Initial contact is made through the student's Point University email address. Following the initial contact, students are welcome to work with their advisors by email, by phone, or in person at the following locations:

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Atlanta/Lindbergh Campus (404-761-8861)

Birmingham Campus (404-801-5790)

McDonough Campus (404-852-4056)

Online Campus (706-385-1201)

Peachtree City Campus (678-593-3100)

Savannah Campus (912-629-3855)

West Point Campus (706-385-1464)

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- *Online Students.* Members of the registrar staff advise students in undergraduate and graduate online programs. Students may contact an advisor by telephone at 706-385-1088, by email at Obie.Killcreas@Point.edu, or face-to-face by appointment at any Point site.

Student Responsibilities. Prior to registration for each term, students communicate with their advisors concerning their status and upcoming courses. However, *students are ultimately responsible for their own academic progress*. The following list outlines students' responsibilities in the advising process:

- Read the *Academic Catalog* and other academic information provided by Point University and the College of Graduate & Professional Studies (CGPS).

- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.

- Review the course schedule and discuss course options with advisors.

- Contact advisors in a timely fashion for registration, advising, and other necessary consultations.

- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines set by the Registrar.

- Contact advisors immediately with concerns about academic progress in particular courses or progress toward a degree.

Course Registration

Registration Dates and Process. Students are required to register for courses prior to the beginning of each session or term. They register through their advisor. The advisor notifies students of the registration dates and process through their Point email accounts. Registration dates also appear on the academic calendar. Registration for the next term typically begins shortly after the midpoint of the current term.

In their initial meetings, advisors assist students to develop a course schedule covering their entire program—a complete "roadmap" from initial enrollment to graduation. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student. In later sessions, the registrar staff automatically enrolls students in the planned courses unless students contact them to change their plan. Students typically complete foundational General Education Core courses first before progressing into general electives and more advanced professional courses.

Through CampusVue (the online data management system used by Point University), students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. If students have questions, they should contact their advisor.

Depending on the student's program, registration may also include other preparations, such as participating in orientation sessions, providing insurance and directory information, taking yearbook and I.D. photos, and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

Academic Overload. As noted above (under "Credit Hour Definition"), most CGPS undergraduate students complete two courses per 7-week session, which represents a weekly time commitment of approximately 32 hours. Most graduate students complete one course per session for a weekly time commitment of about 21 hours.

Those able to devote more time to their studies may register for one additional course per session with the approval of their academic advisor and the faculty department chair who oversees their academic program. Students should realize that this "academic

overload" represents the equivalent of a "full-time job"—that is, about 48 hours per week for undergraduates and 42 hours per week for graduate students.

To register for an academic overload, students must:

- Hold a cumulative grade point average (GPA) of 3.0 or better,

- Complete the *Request for Academic Overload* form available from the Registrar's Office, and

- Return the form to the faculty department chair, who will approve or deny the request and return the form to the Registrar's Office.

Course Schedule Changes. Students may change their course schedules during the registration period and at the beginning of the new session or term.

Directed Independent Studies

Individual students or groups of students may request a Directed Independent Study (DIS) under the supervision of a Point University instructor. Such studies provide an opportunity to remedy unavoidable course scheduling conflicts or to explore an area of interest not covered by Point's standard curricula. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g. enrolling in a DIS to avoid a late evening class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

Students initiate a DIS by completing the *Request for a Directed Independent Study* form available from the Registrar's Office. The form must be accompanied by a DIS course syllabus designed by the intended instructor. The DIS must be approved by the instructor, the appropriate faculty department chair, the student's academic advisor, and the Assistant Vice President for Professional Studies. Point University can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

Students are assessed a $50 per credit DIS fee—above and beyond normal tuition—which compensates the faculty supervisor. The Assistant Vice President may waive the fee if Point created the need for the DIS through, for example, an unavoidable course scheduling conflict.

Applying Graduate Courses to Undergraduate Degrees ("Swing Courses")

Point University occasionally allows senior undergraduate students to enroll in master's courses. The University allows a maximum of 15 graduate units to apply to a bachelor's degree and a maximum of 9 graduate units to apply to *both* a master's degree and a bachelor's degree. Enrollment in these "swing courses" must be approved by the instructor, the student's academic advisor, and the appropriate faculty department chair. Students enrolled in a bachelor's program complete such "swing courses" at the undergraduate tuition rate. (*NOTE:* Completing "swing courses" does not exempt students from graduate admission requirements if they later decide to enroll in a master's degree program.)

Auditing Courses

Audit Policy. Students may audit ("listen in on") Point University courses for personal enrichment without seeking academic credit. To audit a course, students must meet course prerequisites, secure written permission from the course instructor, register for the course, and pay the audit fee. The number of audit students in a given course may be limited at the discretion of the University. Students may not change from audit to credit status, or from credit to audit status, except during the drop/add period and with the permission of both the instructor and the Registrar.

Audit students may attend class sessions, complete required readings, and participate fully in on-ground and online learning activities and group discussions. Written and/or graded assignments are optional. Instructors may voluntarily grade assignments submitted by auditing students and/or give feedback on progress, but they are under no obligation to do so. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate "Audit" (AU) in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program.

Financial aid is not offered for course audits.

Applying to Audit a Course. Students who are not already enrolled at Point and who wish to audit a course must submit the following:

- The abbreviated *Non-Degree Student Application* form available on the University website

- A letter of intent explaining one's reason for auditing the course

- *Registration* form for the course(s) in question

- *Audit fee* of $70 per credit hour

- *Fees for any textbooks or course materials* the auditing student wishes to purchase

Audit students must comply with CGPS behavioral standards outlined above.

Textbooks and Materials

Undergraduate Programs. As part of tuition, the College of Graduate & Professional Studies provides textbooks for all *undergraduate* courses offered in *Access* or online format. Students may order their books from the Point University online bookstore (http://www.bkstr.com/pointuniversitystore/home). For questions regarding book credits, contact Student Accounts at Student.Assistance@Point.edu. Students may pick up their books from their site directors one week before a course begins, or they may have the texts shipped to their home or office.

Graduate Programs. Textbooks for *graduate* courses are *not* included in tuition. Graduate students may purchase texts from the Point University online bookstore (http://www.bkstr.com/pointuniversitystore/home) or from another distributor.

Grading System

Grades and Quality Points. The *standard* 4-point grade scale for Point University appears on the table below. All Point instructors use this scale unless the unique

demands of their subject matter require a different approach. In such cases, the alternative grade scale appears in the course syllabus. Professors then convert final grades to the letter grade and quality point system found on this table. Grades and quality points are recorded as follows:

Grade	Scale	Points	Description
A	90-100	4.00	**Excellent.** Clearly stands out. Unusually sharp insight. Initiates thoughtful questions. Sees multiple sides of an issue. Speaks and writes logically and clearly. Integrates ideas from previous courses and other disciplines. Anticipates the next step in progression of ideas. Accomplishes significantly more than the minimum requirements. Work is of the highest quality.
B	80-89	3.00	**Good.** Displays a strong grasp of all subject matter and an above average understanding of all basic concepts. An active listener and participant in class discussions. Accomplishes more than the minimum requirements. Work is of high quality.
C	70-79	2.00	**Fair.** Displays a satisfactory comprehension of subject matter and a general understanding of all basic concepts. Accomplishes the minimum requirements. Oral and written communication skills consistent with those expected of a university student.
D	60-69	1.00	**Poor.** Quality and quantity of work are barely acceptable.
F	0-59	0.00	**Failing.** Quality and/or quantity of work are unacceptable.
P		N/A	**Passing.** Does not affect GPA.
P^		N/A	**Passing Transfer Course.** Does not affect GPA.
AU		N/A	**Audit.** Does not affect GPA (see policy on "Auditing Courses").
I		N/A	**Incomplete.** Does not affect GPA (see below).
E		N/A	**Emergency.** Does not affect GPA (see below).
R		see at right	**Repeat.** Averaged with original grade for students receiving the Georgia HOPE scholarship; replaces original grade for others.
W		N/A	**Withdrawal** before deadline. Does not affect GPA.
WF		0.00	**Withdrawal Failing** after deadline due to poor academic performance or other considerations. Treated as "F" for GPA.
WP		N/A	**Withdrawal Passing** before deadline. Does not affect GPA.

Special Grades. All assignments not completed by the end of the term automatically receive the grade of "F" unless students successfully petition the instructor for the privilege of taking an Incomplete ("I") or Emergency ("E") grade. This arrangement must be made *before* the end of the term. The instructor must submit to the Registrar's

Office an *Incomplete Grade Request* form or *Emergency Grade Request* form with a course completion plan and timeline.

- **Incomplete ("I") Grade.** The "I" grade is a temporary grade indicating that work for the course is not yet complete, but is expected to be complete within a short period of time.

  Instructors *should* award an "I" when students are confronted with unavoidable life situations, such as a well-documented serious illness or a death in the family near the end of the term. Instructors *should not* award an "I" merely to allow students to improve on a bad grade due to poor performance to that point. Nor should Incompletes serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student's *Incomplete Grade Request* falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 75% of the coursework prior to the end date for the course.

  The *Request Form* must include a plan and timeline for completing the remaining course requirements. Along with the "I," the instructor must submit a letter grade ("I-B," "I-C," "I-D," or "I-F") based on *all* work assigned for the course, including 0 points for missing assignments. For the purpose of calculating a student's GPA, an "Incomplete" grade is given the grade point value of the letter after the "I." If the student does not submit those missing assignments by the deadline on the *Request*, the "I" will automatically and permanently convert to the letter grade submitted by the instructor. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly. *The Incomplete may extend no more than 30 days beyond the last day of the course. The instructor and Registrar are not responsible for notifying or reminding the student regarding an Incomplete.*

  "I" grades are awarded within the framework of the Point's Attendance Policy (see below). This means that students who exceed the total allowed absences for a course may not file an *Incomplete Grade Request,* but must withdraw from the course and retake it at a later time.

- **Emergency ("E") Grade.** A grade of "E" is given when an emergency situation interrupts otherwise satisfactory coursework for an extended period of time.

  Instructors *should* award an Emergency grade only when students are confronted with serious and unavoidable life situations, such as a well-documented major medical issue, the death of a close relative, a sudden job change or relocation, or a catastrophic personal circumstance. Instructors *should not* award Emergency grades merely to allow students to improve on a bad grade due to poor performance to that point. Nor should an "E" serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student's *Emergency Grade Request* falls within these guidelines. Normally, the instructor will not approve an Emergency grade unless the student has finished at least 50% of the coursework prior to the end date for the course. If an emergency situation arises early in the term, it is usually best for the student to withdraw and retake the course at a later time.

  The *Request* form must include a plan and timeline for completing the remaining course requirements. The instructor must submit a letter grade (A, B, C, D, F, or P)

based on *all* work assigned for the course, including 0 points for missing assignments. If the student does not submit those missing assignments by the deadline on the *Request*, this grade stands. If the student does submit the missing assignments, the instructor adjusts the final grade accordingly. *The Emergency grade may not extend beyond 180 days from the date of approval.*

Change of Grade. Point may change an academic letter grade after the grade is submitted if the case involves an instructor's error. Grades may also be amended following a successful academic appeal by the student (see below).

Appeal of Grade. A student who believes s/he has been treated unfairly in the recording of a grade may file an academic appeal. The appeal must be based on evidence that a grade was assigned on grounds other than performance in the course. Students are urged first to address the issue with the instructor on an informal basis as most academic issues may be resolved by this approach. However, if the issue is not resolved —or if the student can provide evidence of a hostile relationship with the instructor that makes this approach not feasible—the student may register an academic appeal as follows:

- The student must file a written academic appeal with the Assistant Vice President for Professional Studies, using the *Academic Appeal Form*. This form may be downloaded from the Point University website and/or emailed to a student upon request. *NOTE: The appeal request MUST be received within five weeks from the day the grade was officially posted for student viewing. The University will not consider appeals filed after that date.*

- Upon receipt of the appeal, the Assistant Vice President may speak to the instructor, the student, or both in an effort to resolve the issue. After investigating the appeal, he will make a written response (either by letter or email) to the student within 7 days of receipt of the written *Academic Appeal Form*.

- If the Assistant Vice President is not able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Vice President for Graduate & Professional Studies.

- The Vice President will investigate and respond to the student in writing within 10 days concerning the disposition of the appeal. The decision of the Vice President for Graduate & Professional Studies is final.

How to Compute a Grade Point Average (GPA). The student's grade point average (GPA) is an important index to academic achievement. Students must maintain a minimum GPA to remain enrolled in the University or a given academic program (see below under "Academic Standing"). This average also determines the student's eligibility for academic honors and financial aid. In the example given below,

- The quality point value of the letter grade for each course (see above under "Grades and Quality Points") is multiplied by the number of credit hours in the course to determine the grade points for each course.

- The total grade points for all courses divided by the total credit hours yields the grade point average or "GPA" (42.0 ÷ 15 = 2.80).

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C	2.00	x	3.0	6.0
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	3.00	x	3.0	9.0
		Totals:		15.0	42.0
		GPA:			2.80

The grade point average students earn in a single term is called the "term GPA," while the GPA earned over the course of students' entire career at Point is called the "cumulative GPA."

Only credits and grades earned at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. However, credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (described below under "Undergraduate Academic Honors").

Grade Information. Students may view their grades and transcripts at any time on CampusVue, the data management system used by Point University.

Attendance Policy

CGPS Course Modalities. Point University's College of Graduate & Professional Studies (CGPS) offers coursework in two primary modalities:

- *Online*—CGPS offers many undergraduate and graduate courses in fully-online formats. Online students engage in asynchronous learning through a *Sakai* course website (otherwise known as "Point Online") that facilitates interaction between students, their instructor, and classmates.

- *Hybrid*—CGPS also offers many undergraduate and graduate courses in hybrid formats through which students combine online studies with live class sessions. Students enrolled Point's *Access* undergraduate programs for working adults typically meet one evening per week from 6:00 to 8:00 or 8:00 to 10:00 p.m. at one of Point's six education sites. Graduate students in hybrid programs meet on a similar schedule and/or during intensive weekend sessions.

Attendance Philosophy. Point's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live classroom sessions and/or online interactions, students experience a loss that may not be reflected in a final grade, but is nevertheless real.

Sharing personal work, life, and experience is a critical part of adult education. If one student does not participate, it impacts other students.

Initial Course Log-in. CGPS course "weeks" begin on Monday and end on Sunday. Online and hybrid *Sakai* course sites open one week prior to the course start date, giving students the opportunity to review the course syllabus, introduce themselves to their fellow learners, and otherwise prepare for the course start. *It is important for students to log into their courses no later than the scheduled start day.* If for any reason students are unable to do so, they must contact the instructor to inform them of the reason for the delay and when they expect to be able to log in and complete assignments. *Failing to contact the instructor by the opening day of the course may result in being dropped from the course.*

Students enter online and hybrid courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course. They may also go to the LAMP Consortium website (https://sakai.lampschools.org), enter their Point user ID (in this case their full Point email address) and password, and click on the link to the desired course.

Weekly Online Course Attendance. Following the first day, students enrolled in CGPS fully-online courses (undergraduate or graduate) must *submit assignments* during each academic week of the course (Monday through Sunday) to be counted present for that week. Students who *do not submit assignments* for any two course weeks will be automatically withdrawn from the course with a grade of either "Withdraw Passing" (WP) or "Withdraw Failing" (WF).

Weekly Hybrid Course Attendance. Likewise, students enrolled in CGPS hybrid courses (*Access* or graduate) must submit online assignments each course week to be counted present. Furthermore, attendance in live class sessions is mandatory. These face-to-face sessions often include interactive learning activities not easily reproduced outside the group setting.

While attendance is crucial for success, an extreme circumstance may prevent a student from attending class. Accordingly, the following regulations encourage faithful class attendance while making allowances for necessary absences.

- Instructors record attendance for each class session.

- Students are expected to be present when the class begins and remain the entire class session. Faculty members reserve the right to factor class attendance, lateness, and early departures into a student's grade as long as it is addressed in the syllabus.

- Under emergency circumstances, a student may miss up to 3½ hours (25%) of class time over the course of a 7-week session—that is, a student may miss one full 2-hour class meeting and part of another. These allowed absences are not "skip days." Rather, students should hold them in reserve in case of unavoidable absences due to sickness, severe weather, family problems, weddings, funerals, and the like. A student who misses more than 3½ hours (25%) of class time will be automatically withdrawn from the course and receive a grade of either "Withdraw Passing" (WP) or "Withdraw Failing" (WF). Financial aid regulations mandate that Point take such action.

- In the case of an absence, the student is responsible for contacting the instructor and completing any make-up work. *Again, some classroom activities may not be reproducible outside the group setting, so absences may have an irreversible impact on one's final grade.*

- Students who appear on the class roster but do not attend the first two sessions of the course will be administratively withdrawn from the course by the Registrar's Office.

Absence Appeals. Occasionally, students must exceed the total number of allowed absences due to *catastrophic circumstances beyond their control*, such as a serious illness or injury that puts them in the hospital for several weeks. In such cases, students may submit a written *Absence Appeal* to the Registrar. Such petitions must include an explanation and appropriate documentation (e.g. a note from a physician) of the absences for which the students seek relief. If the Registrar (in consultation with the Assistant Vice President for Professional Studies) grants the appeal, students incur no grade penalties for the absences.

Severe Weather Policy

If severe weather causes Point to cancel classes or close offices, administrators will post official notices on the University website and designated local media outlets. Text messages and emails will be sent to students and staff. Weather conditions at one's home or workplace may differ from those at the education site. Accordingly, Point encourages commuters to use good judgment in deciding whether or not to travel to campus in severe weather conditions.

Late Assignment Policy

In an accelerated program, it is essential for students to stay current with course assignments. There is much to do and not much time to get it done. For that reason alone, it is absolutely vital that students finish their work on time—even early if possible. Getting behind in a fast-moving program can make catching up seem almost impossible. Because of this, all assignments must be submitted on the day they are due.

In order to maintain the integrity of the program and encourage students to keep up with their coursework, no late assignments may be accepted for full credit under any circumstances, except in cases where emergencies absolutely necessitate lateness. (*NOTE:* Students with a documented request for accommodations due to disability may also be granted additional time. In such cases, the faculty member will receive notification from the Director of Disability Services). *Grades for all late assignments will be reduced by 10% of the total grade per day for up to four days, including weekends.* Students who must submit assignments late should notify the instructor by the due date.

Adding, Dropping, or Withdrawing from Courses

Adding a Course. Students may add a course through the Registrar's Office until the date noted in the table below. Students should consult with their academic advisors to assure that the course meets credit hour requirements and academic goals. They should

consult with a financial aid counselor regarding financial implications. Students receiving Veterans Administration (VA) benefits must contact Point University's VA Certifying Official before adding the course. Furthermore, students are responsible for securing required textbooks and materials in a timely fashion. If a student adds a course after the start of the term or session, any class meetings missed prior to enrollment are not counted as absences.

	8-Week Session
Adding a Course	Before 5:00 p.m. EST on the Monday after courses begin

Dropping a Course. Students may drop a course through the Registrar's Office until the date in the table below. Students should be aware that dropping a course could affect full-time student status, financial aid, and VA benefits. Students should consult with their academic advisor to evaluate how the dropped course affects credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Point University's VA Certifying Official before dropping the course. Dropped courses do not appear on student transcripts.

	8-Week Session
Dropping a Course	Before 5:00 p.m. EST on the Monday after courses begin

NOTE: The student's enrollment at the end of the drop 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" or "WF."

Administrative Drop from a Course. It is the student's responsibility to drop a course in which s/he decides not to participate. If a student does not attend and does not drop the course, the instructor reports non-attendance to the Registrar's Office and the staff removes the student from the course. The student is financially responsible.

	8-Week Session
Administrative Drop from a Course	If reported after the second Sunday after courses begin

Withdrawing from a Course. Students may withdraw from a course with a grade of "WP" (Withdrawal Passing) or "WF" (Withdrawal Failing) prior to the deadlines in the table below. Withdrawals are effective on the date the student delivers a completed *Withdrawal Form* to the Registrar's Office. Forms are available in the Registrar's Office or online.

Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, (4) and/or loss of current or future financial aid. Students should consult with their academic advisor, financial aid counselor, and VA Certifying Official prior to withdrawing.

	8-Week Session
Withdrawing from a Course	After the drop deadline, but before 5:00 p.m. EST on the fifth Friday of the course

Administrative Withdrawal from a Course. Students who do not meet attendance requirements or who violate behavioral standards may be administratively withdrawn from a course at any time during the term or session. The Registrar's Office notifies students of administrative withdrawals. Such students receive a grade of "WP" or "WF." Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, (4) and/or loss of current or future financial aid.

	8-Week Session
Administrative Withdrawal from a Course	Student has ceased participation or exceeded the total allowed time absent (25% of a course)

Appeal of Administrative Withdrawal from a Course. Students who believe an error has been made in an involuntary administrative withdrawal from a course may appeal the decision to the Registrar. The appeal must be made in writing within 48 hours of notification of the administrative withdrawal, giving evidence of the alleged error. Students may and should continue attending and participating in class sessions while an official appeal is pending. The Registrar will respond in a timely manner with a decision to reverse or uphold the involuntary withdrawal. If students contend that the Registrar's response to the appeal is incorrect, they may appeal to the Assistant Vice President for Professional Studies in writing, within 24 hours of the Registrar's notification, giving evidence of the alleged error. The decision of the Assistant Vice President of Academic Affairs will be final.

Retaking Courses

Retaking Courses. Students may repeat courses for personal enrichment or in an attempt to earn a higher grade. Students who fail a required course are encouraged to retake that course the next time it is offered.

Repeated courses and the new grades appear on student transcripts marked with an "R" for "Repeat." The grade earned the last time the student completed a given course will be used for grade point average (GPA) computations—even if it is a lower grade—because it represents the most recent measure of student competency.

Certain types of courses are not processed as repeats and cannot be used to better a grade. They include courses transferred from other colleges or universities, as well as courses applied toward a degree already conferred. Certain courses may be repeated for credit without being identified as "Repeats," including internships, applied music instruction, applied music ensembles, and 490-level "topical" courses with different content.

If a student completes a required course at Point earning a low or failing grade, and then completes an equivalent course at another institution earning a higher grade, and then

transfers that course to Point to fulfil the degree requirement, the lower grade and credit hours remain on the Point transcript but are not calculated in the Point GPA. Note, however, that *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

Financial Aid Implications. According to federal regulation 34 CFR 668.2(b), financial aid eligibility depends on the grade earned for a given course. All courses for which students received a grade of "F" (Failure) may be repeated and count toward total enrollment for financial aid eligibility. In addition, all courses completed with a satisfactory grade may be repeated *once* and count toward total enrollment for financial aid eligibility. If the student fails the course after earning a satisfactory grade on the previous attempt, that course may not be included in total enrollment during future attempts for financial aid eligibility.

Again, *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

All students are subject to policies regarding "Satisfactory Academic Progress for Financial Aid Eligibility" (found in the section of this *Catalog* devoted to "Student Finances"), which requires undergraduate students to complete successfully 67% of all courses attempted and maintain a cumulative grade point average of 2.0 for their degree programs. Graduate students must complete successfully 75% of all courses attempted and maintain a cumulative grade point average of 3.0 for their degree programs.

Veterans should consult with a financial aid advisor or their Veterans Administration (VA) representative regarding the latest regulations for retaking courses. As a general rule, financial aid does not pay for a course previously completed with a passing grade ("D" or above) unless a higher grade for that course is a requirement for graduation.

Student Classifications

Undergraduate Classifications. Point University classifies *undergraduate* students according to the number of credits they have earned at Point and/or transferred from other institutions to fulfil degree requirements. To remain in good standing, students must earn the minimum cumulative grade point average (GPA) required for each level. If a student earns enough credits in a given term to move from one minimum GPA requirement to another, the higher requirement applies.

Academic Classification	Cumulative Credit Hours	Required Minimum GPA
Freshman	0 – 29.9 credits	1.8
Sophomore	30 – 59.9 credits	1.9
Junior	60 – 89.9 credits	2.0
Senior	90+ credits	2.0

Academic classification is important for determining the level of financial aid for which students may qualify.

Point University *recommends* that students not enroll in a course more than one level above their academic classification (e.g. freshmen should generally take 100- or 200-level courses, rather than 300- or 400-level courses). Point students may enroll in a

500-level graduate course only when they reach senior classification and only with written permission from the faculty department chair who oversees their major.

Graduate Students. Graduate students are enrolled for degree credit in courses at the 500 level or above.

Non-Degree Students. "Non-degree" student status is normally reserved for persons who are not seeking a degree, but who enroll in five or fewer credit hours per session for purposes of continuing education or personal enrichment. Non-degree students follow an abbreviated admission process described below under "Application & Admission." If non-degree students decide to seek a degree, enroll in more than five credit hours per session, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

Transient Students. "Transient" status is reserved for students enrolled at one college or university temporarily studying at another institution. Point recognizes two types of transient students:

- Degree-seeking students from another college or university may temporarily attend Point to complete coursework required by the home institution. Typically, such enrollment is limited to one term.

- Point University students may, with advance approval from the Registrar, complete one or more courses at another accredited institution of higher education in order to fulfil curricular requirements at Point (e.g. due to scheduling difficulties or a study abroad opportunity). Such persons are considered Point students while studying elsewhere. Credits earned as a transient student, including online or correspondence courses, are subject to Point's normal transfer credit policies (see below under "Credit for Prior Learning").

Traditional and Non-Traditional Student Status. The academic division of Point University is organized into two colleges, which work together to advance the mission and goals of the institution:

- *The University College (UC)* oversees Point's traditional residential programs, which are primarily based at the main campus in West Point, Georgia.

- *The College of Graduate & Professional Studies (CGPS)* oversees non-traditional programs, including fully-online undergraduate programs, *Access* undergraduate programs for working adults, and graduate programs. CGPS operates these programs at the main campus and at Point's other education sites.

Point students enroll in either a University College program or a CGPS program. In some cases, courses required for a non-traditional CGPS program are equivalent to those required for a traditional UC program. However, tuition rates differ because student services for the two colleges differ. To illustrate: CGPS online undergraduate programs are less expensive than traditional programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by traditional residential students.

With the Registrar's permission, non-traditional CGPS students may occasionally enroll in traditional courses, and traditional UC students may occasionally enroll in non-

traditional courses. To illustrate: During one 16-week term, an *Access* student could enroll in two *Access* hybrid courses in Atlanta, one traditional on-ground course in West Point, and one fully-online course. Or a traditional student residing in West Point could enroll in three traditional daytime courses, one *Access* evening course, and one online course. In both cases, students are charged tuition according to the *program* in which they are enrolled, rather than *courses* in which they are enrolled. In other words, they pay the tuition rate appropriate for the types of student services they utilize.

Course Loads and Full-Time Student Status

The number of credits in which students are enrolled in a given term ("course load")— and whether or not they carry "full-time" enrollment status—determine the length of time to graduation, as well as the level of financial aid for which students may qualify.

Undergraduate Students. For non-traditional adult studies (*Access*) and online undergraduates, 12 credits per term constitute "full-time" status. A normal course load is 12 credit hours per term.

Master's Students. For master's degree students, 6 credits per term constitute "full-time" status. A normal course load is 6 credit hours per term.

Academic Standing for Undergraduate Students

Good Academic Standing. To remain in "good standing," undergraduate students must earn the minimum cumulative grade point average (GPA) required for their academic classification (see table below). If a student earns enough credits in a given term to move from one minimum GPA requirement to another, the higher requirement applies. The University computes GPAs and academic standing at the end of each term.

Academic Classification	Cumulative Credit Hours	Required Minimum GPA
Freshman	0 – 29.9 credits	1.8
Sophomore	30 – 59.9 credits	1.9
Junior	60 – 89.9 credits	2.0
Senior	90+ credits	2.0

To earn an associate's or bachelor's degree, students must have a minimum cumulative grade point average (GPA) of 2.0 ("C") on a 4-point scale for the entire degree. Accordingly, students would do well to maintain their cumulative GPA at a level of 2.0 or above during their entire enrollment at Point.

Academic Warning. Undergraduate students whose *term GPA* falls below 2.00, but whose *cumulative GPA* meets the minimum standard (see table), receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

Academic Probation. Students whose *cumulative GPA* falls below the academic standard (see table) are placed on academic probation for the following term. If their *cumulative GPA* remains below the standard, but their *term GPA* is at least 2.0, they are allowed to continue on probation for another term. The Registrar notifies students in

writing if they have been placed on academic probation. Such students are not eligible for an academic overload. Other conditions may also be imposed when appropriate.

Academic Suspension and Readmission. Students may be academically suspended for the following term (1) if, after one term on probation, their *cumulative GPA* remains below the standard (see table) and their *term GPA* remains below 2.00; or (2) if their *cumulative GPA* falls below 1.00, whether or not they are on academic probation. Academic suspension is a status that bars a student from continued enrollment at Point University or any other institution for one term. After the one term suspension, the student is eligible to reapply for admission on academic probation. Failure to earn a term GPA of at least 2.00 for the first term after readmission results in suspension for one term. The Registrar notifies students in writing if they have been placed on academic suspension.

Notification of Probation or Suspension. Students who believe they have been mistakenly 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 Assistant Vice President for Professional Studies. His decision is final.

Academic Standing for Graduate Students

Good Academic Standing. Graduate students must have a minimum cumulative grade point average (GPA) of 3.0 ("B") on a 4-point scale to graduate from any degree program. Students are therefore in "good standing" when their cumulative GPAs are 3.0 or higher. Point University computes GPAs at the end of each term.

Academic Warning: Graduate students whose *term GPA* falls below 3.00, but whose *cumulative GPA* meets the minimum standard of 3.0, receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

Academic Probation. If graduate students' cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact the faculty department chair for their program and/or the Educational Resource Center for advice on improving academic performance. In most instances, graduate students should repeat courses for which they earned a grade lower than "B."

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, students are suspended from the University for one term. At the end of the suspension, students may re-enroll and have two terms to achieve the required GPA of 3.0 or higher. Failure to achieve overall cumulative GPA of 3.0 or higher within this timeframe results in permanent suspension. Permanent suspension is reserved for students who continually fail to meet Point's expected performance requirements as measured by GPA.

Notification of Probation or Suspension. The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail. However, failure of the student to receive notification does not nullify the probation or suspension.

Changing Degree Programs, Majors, or Concentrations

Students who wish to change their degree program, major, or concentration must complete the *Change of Program or Concentration* form and submit it to the Registrar's Office.

Withdrawing from Point University

Voluntary Withdrawal. It is the responsibility of students who have registered for courses to participate in them or, if that is impossible, to withdraw from the University and complete the official withdrawal form with signatures. All official withdrawals from the University are initiated through the student's academic advisor and include an exit interview. *Failure to complete the entire withdrawal process—including the exit interview with a site director or other staff member—may cause the student to forfeit any potential refunds.*

Students who officially withdraw from the University receive a grade of "W" (Withdrawal) for all courses if they complete the process prior to the deadline for withdrawing from courses (see above). If the deadline has passed, they receive a grade of "F" (Failure) for all courses.

Failure to complete withdrawal procedures results in a grade of "WX" (Withdrawn Due to Excessive Absences) for each course. Such students must complete a *Returning Student Application* before enrolling in subsequent terms.

Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decisions. Withdrawal may, for example, cause Point to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Administrative Withdrawal. The Registrar's Office may administratively withdraw a student from Point University in cases of:

- Academic suspension (described below under "Academic Standing"),
- Disciplinary suspension, or
- Failure to enroll or participate in courses for a period of more than one 16-week term without written notification of return to the Registrar's Office and verification that they have not attended another institution as anything other than a transient student.

Readmission after Withdrawal from Point

For Point's "General Readmission Policy" and policy for "Readmission of Veterans," see the section of this catalog devoted to "Application and Admission" (below).

Credit for Prior Learning

Students may fulfil degree requirements by successfully completing courses offered by Point University. Students may also secure credit for prior learning. Point accepts an unlimited number of credits for prior learning within the bounds of the University's residency requirements (see above) and the policies outlined below. Decisions regarding

the awarding of credit for prior learning are made by the Registrar's Office staff in consultation with faculty department chairs and the Vice President for Graduate & Professional Studies. The Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Note that students must complete the final 36 credits of degree requirements, including the majority of their professional requirements, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Credit by Transfer. Point University accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions. A *tentative* evaluation of transfer credits may be made as part of the admission process. The Registrar *officially* transfers credits after the applicant has been accepted and has declared a degree program.

> ***Other Colleges and Universities.*** Point University accepts academic credits transferred from other colleges or universities according to the following criteria:
>
> - The college or university must be an institution of higher education accredited by a regional accrediting body (e.g. SACSCOC, HLC, MSACS, WASC), national accrediting body (e.g. ABHE), or professional accrediting body (e.g. NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give Point University a high level of confidence in their programs.
>
> Other educational experiences will be evaluated on a case-by-case basis according to the following criteria: course/degree content and level, faculty credentials, and student performance. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If experience shows that Point University can have confidence in a given institution, the Registrar may place it on a list of "approved" institutions, which will facilitate the transfer process. Point University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards. Credits from non-accredited institutions are usually not transferable.
>
> - Students must have completed the transferred courses, earning a minimum grade of "C-" for undergraduate credit or "B" for graduate credit (or "P" if the courses were offered on a Pass/Fail basis).
>
> - The transferred courses must apply to a Point University degree program as the equivalents of required courses (i.e. providing a similar knowledge base and/or competencies) or as appropriate electives.
>
> - Point's residency requirements (see below under "Graduation Requirements") limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 75% of the required courses (typically 90

credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses (typically 12 credits) from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training, and demonstrated competency (described below).

- Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For the full policy, see the discussion of "International Transcripts" in the section of this catalog devoted to "Application & Admission."

- Point University does not grant transfer credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.

- Point University does not grant credit for duplicated courses (e.g. Beginning Composition completed at one college *and* Freshman English completed at another).

- If a course has been repeated for credit, the last grade earned will be used in the transfer evaluation—even if it is a lower grade—because it represents the most recent measure of student competency.

Vocational Schools, Technical Colleges, or Institutes. Decree credits earned at vocational or technical institutions may be transferred to Point according to the policies stated above. Courses equivalent in content to required Point University courses may be used to fulfil General Education Core or professional major requirements. Others may be used as General Electives.

Point has partnership arrangements with certain colleges that allow students to transfer up to 36 credits as General Electives. In such cases, Point may allow substitutions for certain General Education Core courses in order to fulfil those commitments while still meeting accreditation requirements.

Concurrent Enrollment. Students may take courses at other institutions concurrently with studies at Point University, giving them the status of "transient students." To verify that credits are transferable to Point, students should follow this procedure:

- Complete a *Petition to Take Coursework at Another University*, which includes the name of the proposed course, the place and dates it is offered, an official course description, and the Point requirement the course will fulfil.

- Secure advance approval in the form of a signature from the Registrar and the appropriate faculty department chair.

- The Registrar will then place the signed *Petition* in the student's file as a binding agreement. If the student completes the proposed course, earning the appropriate grade, the Point requirement will be fulfilled.

Transfer Guidelines for the CGPS General Education Core and Biblical Studies Minor. The faculty of Point's College of Graduate & Professional Studies (CGPS) has specifically designed each course in the General Education Core, Biblical Studies Minor, and professional programs to serve the university mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, CGPS has established transfer guidelines. The Registrar applies these guidelines in consultation with the Arts & Sciences Department Chair and Vice President for Graduate & Professional Studies.

TRANSFER GUIDELINES FOR THE CGPS GENERAL EDUCATION CORE & BIBLICAL STUDIES MINOR	
Point Requirement	**Transfer Guidelines**
Essential Skills	
APSP 105 Introduction to Adult Learning	Point normally does not accept transfer courses in place of APSP 105 because it includes adult student success skills, an introduction to Point's *Sakai* online learning management system, and the *StrengthsFinder* used in later Point courses. Point may waive APSP 105 if students have completed 45+ college credits, including online courses.
APSP 110 Effective Thinking	Point accepts courses that promote metacognitive strategies, critical thinking *(*i.e. skills of analysis, conceptualization, evaluation, logical reasoning, and argumentation), or philosophical inquiry. Examples include Logic, Comparative Religion, Philosophy, or Ethics.
ENGL 101 Critical Reading & Writing I-II	Point accepts courses designed to improve students' *writing skills*. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing.
COMM 205 Public Speaking	Point accepts courses designed to improve students' *public speaking skills*. Examples include Speech, Debate, and Rhetoric.
Humanities & Fine Arts	
HUMA 101 Introduction to Humanities, ENGL 250 Modern Short Stories, or MUSI 102 Music Appreciation	Point accepts courses that focus on: • *Critical and historical examination of world cultures.* These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include History, Comparative Religion, Philosophy, Ethics, Ancient and Modern Languages, Archaeology, Political Science, and General Humanities. • *Critical analysis and interpretation of literary texts*. Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a specific genre of literature (e.g. poetry, science fiction).

	• *Fine Arts* (e.g. painting, sculpture, art history or appreciation) *and Performing Arts* (e.g. theater, dramatic writing, dance, music history or appreciation, film history or appreciation).
Natural Sciences	
NSCI ??? Natural Science Course w/ Lab	Point accepts courses focusing on the *physical universe,* such as Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Physiology, and Health Sciences. To earn a bachelor's degree from Point University, students must complete at least one Natural Science course that includes a laboratory.
MATH ??? Mathematics Course	Point accepts courses designed to improve students' *quantitative reasoning skills.* Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus.
Social & Behavioral Sciences	
HIST 203 United States History	Point accepts courses that focus on *historical* examination of world cultures. These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include World History, American History, European History, Chinese History and Culture.
PSYC 103 Introduction to Psychology or SOCI 103 Introduction to Sociology	Point accepts courses in any branch of the Social and Behavioral Sciences. Examples include General Psychology, Human Development, Marriage & Family, Sociology, Anthropology, Cultural Geography, Political Science, and Economics.
General Electives	Point accepts any college-level course not equivalent to another course on the student's transcript (e.g. Point will not transfer both Beginning Composition from one college and Freshman English from another).
Biblical Studies Minor	
BIBL 103 Drama of Scripture	Point accepts courses that offer broad exposure to major portions of the Christian Scriptures. Examples include Introduction to the Bible, Biblical Metanarrative, Survey of the Old or New Testament, Pentateuch, Prophets, Wisdom Literature, Pauline Epistles, General Epistles.
BIBL 202 Jesus: The Focus of Scripture	Point accepts courses focusing on Jesus. Examples include New Testament Survey, Life of Christ, the Four Gospels, Matthew, Mark, Luke or Luke-Acts, John.
THEO 310 Spiritual Formation: Kingdom Living	Point accepts courses designed to contribute to student's spiritual development (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ). Examples include Spiritual Formation, Spiritual Disciplines, Devotional Classics, and Christian Ethics.
BIBL 304 Scripture: How We Use It	Point accepts courses designed focusing on principles and skills for biblical interpretation. Examples include Hermeneutics, Exegetical Method, and Biblical Interpretation.

THEO 405 Christ, Culture & Career	Since THEO 405 integrates major elements of Point's curriculum, there are few courses that would transfer. The only course that might be considered is a senior-level integrative course.

Credit by Examination. Point University recognizes credits earned by examination from sources with known validities and reliabilities, including Advanced Placement (AP), International Baccalaureate (IB), the College Level Examination Program (CLEP), and DANTES Subject Standardized Tests (DSST). For more information regarding credit for these examination programs, see below.

Point's Peachtree City education site administers the computer-based ACT Compass, CLEP, and DSST tests. For details, see "Standardized Testing" in the section of this catalog devoted to "Student Support Services."

Students submit official copies of examination scores to the Point University Registrar, who determines their applicability to degree requirements at Point. Please note:

- Credits earned by external examination are placed on student transcripts and treated as transfer credits. Such credits are designated on the transcript by a grade of "Pass."

- Credits by examination awarded by another institution of higher learning may be transferred to Point only if those credits are recorded on the student's academic transcript in a manner similar to regular course credits—that is, the transcript must specify (1) the course requirements fulfilled by the examination, (2) the number of credits awarded, and (3) either a letter grade of "C-" or higher or that institution's designated letter or symbol for credit-by-examination or credit earned without a letter grade, such as "CR" or "P." Point does not transfer generic credit hours awarded by examination or course requirements waived on the basis of examination.

- A maximum of 25% of the credit hours required for a Point degree may be earned through external examinations.

Point University awards AP, IB, CLEP, and DSST credit according to the following guidelines:

Advanced Placement (AP). Students who qualify through the Advanced Placement (AP) program may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

The American Council on Education recommends that colleges and universities award credit for AP grades of "3" or higher on any AP Examination. CGPS follows this recommendation. Scores below "3" are not accepted. To apply AP credit to the professional major, students must earn a score of "4." For purposes of computing grade point averages (GPA), Point assigns Advanced Placement credit a grade of "P" (Passing).

The following table lists available AP exams, the number of credits CGPS awards for successful completion of each exam, and CGPS course requirements those exams may fulfil:

	AP Examinations	Point Course Equivalents	Credits
Arts	Art History	Fine Arts Course	3
	Music Theory	Fine Arts Course MUSI 102 Music Appreciation	3
	Studio Art 2-D Design	Fine Arts Course	3
	Studio Art 3-D Design	Fine Arts Course	3
	Studio Art Drawing	Fine Arts Course	3
English	English Language & Composition	ENGL 101 Critical Reading & Writing I	3
	English Literature & Composition	Humanities Course ENGL 250 Modern Short Stories	3
History & Social Science	Comparative Government & Politics	Social & Behavioral Sciences History Course	3
	European History	Social & Behavioral Sciences History Course	3
History & Social Science	Human Geography	Social & Behavioral Sciences History Course	3
	Macroeconomics	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Microeconomics	Social & Behavioral Sciences Course BUSI 320 Principles of M1croeconomics	3
	Psychology	PSYC 103 Introduction to Psychology	3
	United States Government & Politics	Social & Behavioral Sciences History Course	3
	United States History	HIST 203 United States History	6
	World History	Social & Behavioral Sciences History Course	6
Mathematics & Computer Science	Calculus AB	MATH 2200 College Algebra	3
	Calculus BC	MATH 2200 College Algebra	3
	Computer Science A	General Elective	3
	Statistics	Mathematics Course	3
Natural Sciences	Biology	NSCI 103 Introduction to Biology	3 to 6
	Chemistry	Natural Sciences Course	3 to 6
	Environmental Science	Natural Sciences Course	3
	Physics C: Electricity & Magnetism	Natural Sciences Course	3
	Physics C: Mechanics	Natural Sciences Course	3
	Physics 1	Natural Sciences Course	3
	Physics 2	Natural Sciences Course	3

| World Languages & Cultures | French Language & Culture
German Language & Culture
Italian Language & Culture
Spanish Language & Culture | Humanities Course
Score: 3
6 credits
Score: 4
9 credits
Score: 5
12 credits | 6 to 12 |
| | Chinese Language & Culture
Japanese Language & Culture
Latin
Spanish Literature & Culture | *under review by AP* | 0 |

International Baccalaureate (IB). Students who qualify through the International Baccalaureate (IB) program may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

The American Council on Education recommends that colleges and universities award credit for IB grades of 5 or higher on any IB Examination. CGPS follows this recommendation. Scores below "5" are not accepted. To apply IB credit to the professional major, students must earn a score of "6." For purposes of computing grade point averages (GPA), Point assigns IB credit a grade of "P" (Passing).

The following table lists selected IB examinations, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil. For an evaluation of other exams, consult with the Registrar.

	IB Course	**Point Course Equivalents**	**Credits**
The Arts	Dance	Fine Arts Course	3
	Film	Fine Arts Course	3
	Music	Fine Arts Course	3
	Theatre Arts	Fine Arts Course	3
	Visual Arts	Fine Arts Course	3
Experimental Sciences	Biology	NSCI 103 Introduction to Biology	4
	Chemistry	Natural Sciences Course	4
	Environmental Systems & Societies	Natural Sciences Course	4
	Physics	Natural Sciences Course	4
	Sports, Exercise & Health Science	PHED 105 Fitness & Wellness	4

Individuals & Societies	Business & Management	BUSI 230 Principles of Management	3
	Economics	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Geography	General Elective	3
	History	Social & Behavioral Sciences History Course	3
	History: Africa	Social & Behavioral Sciences History Course	3
	History: Americas	Social & Behavioral Sciences History Course	3
	History: Asia/Oceania	Social & Behavioral Sciences History Course	3
	History: Europe & Middle East	Social & Behavioral Sciences History Course	3
	History: Medieval Europe & Islamic World	Social & Behavioral Sciences History Course	3
	Information Technology in a Global Society	General Elective	3
	Philosophy	APSP 110 Effective Thinking	3
	Psychology	PSYC 103 Introduction to Psychology	3
	Social & Cultural Anthropology	Social & Behavioral Sciences Course	3
	World Religions	Humanities Course	3
Languages	Classical Languages	Humanities Course	6
	Language A: Literature (English)	Humanities Course	3
	Language A: Language & Literature (English)	Humanities Course	3
	Language A: Literature (other than English)	Humanities Course	3
	Language A: Language & Literature (other than English)	Humanities Course	3
	Language B: French	Humanities Course	6
	Language B: German	Humanities Course	6
	Language B: Japanese	Humanities Course	6
	Language B: Mandarin	Humanities Course	6
	Language B: Spanish	Humanities Course	6
	Language B: Swedish	Humanities Course	6

Mathematics & Computer Science	Computer Science	Mathematics Course	3
	Further Mathematics	Mathematics Course	3
	Mathematical Studies	Mathematics Course	3
	Mathematics	Mathematics Course	3

College Level Examination Program (CLEP). Students who qualify through the College Level Examination Program (CLEP) may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

To allow time for processing before graduation, students should complete all CLEP examinations prior to their final term at Point. If a student fails a Point course and then passes a CLEP equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The table on the following pages lists available CLEP exams, the minimum scores required to earn Point University credit, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil. In setting its requirements, CGPS has taken into consideration guidelines published by the American Council on Education. For purposes of computing grade point averages (GPA), Point assigns CLEP credit a grade of "P" (Passing).

NOTE: Under "Minimum Scores," the numbers not in parentheses denote the minimum score students must earn to apply CLEP credit to CGPS General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply CLEP credit to their professional major in the College of Graduate & Professional Studies.

	CLEP Examinations	**Minimum Scores (professional major)**	**Point Course Equivalents**	**Credits**
B U S I N E S S	Financial Accounting	50 (65)	BUSI 211 Financial Accounting	3
	Information Systems & Computer Applications	50 (59)	BUSI 314 Management Information Systems	3
	Introductory Business Law	50 (60)	BUSI 434 Business Law	3
	Principles of Management	50 (63)	BUSI 230 Principles of Management	3
	Principles of Marketing	50 (65)	BUSI 347 Principles of Marketing	3
C O M P &	American Literature	50 (58)	Humanities Course	3
	Analyzing & Interpreting Literature	50 (60)	Humanities Course	3
	College Composition	50 (59)	ENGL 101 Critical Reading & Writing I	3
	College Composition Modular	50 (60)	ENGL 101 Critical Reading & Writing I	3
	English Literature	50 (62)	Humanities Course	3

L I T	Humanities	50 (56)	HUMA 101 Introduction to Humanities	3
H I S T O R Y & S O C S C I	American Government	50 (63)	Social & Behavioral Sciences History Course	3
	History of the US I	50 (56)	HIST 203 United States History	3
	History of the US II	50 (57)	HIST 203 United States History	3
	Human Growth & Development	50 (63)	PSYC 204 Developmental Psychology	3
	Introduction to Educational Psychology	50 (62)	EDUC 300 Educational Psychology	3
	Introductory Psychology	50 (59)	PSYC 103 Introduction to Psychology	3
	Introductory Sociology	50 (59)	SOCI 103 Introduction to Sociology	3
	Principles of Macroeconomics	50 (62)	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Principles of Microeconomics	50 (64)	Social & Behavioral Sciences Course BUSI 320 Principles of M1croeconomics	3
	Social Sciences and History	50 (62)	Social & Behavioral Sciences History Course	3
	Western Civilization I	50 (57)	Social & Behavioral Sciences History Course	3
	Western Civilization II	50 (56)	Social & Behavioral Sciences History Course	3
M A T H	Calculus	50 (64)	MATH 2200 College Algebra	3
	College Algebra	50 (63)	MATH 110 College Algebra	3
	College Mathematics	50 (62)	MATH 103 College Mathematics	3
	Pre-Calculus	50 (61)	MATH 2200 College Algebra	3
N A T S C I	Biology	50 (57)	NSCI 103 Introduction to Biology	3 to 6
	Chemistry	50 (65)	Natural Sciences Course	3 to 6
	Natural Sciences	50 (62)	Natural Sciences Course	3 to 6

L	French Language Level I	50 (64)	Humanities Course	6
A	French Language Level II	59 (69)	Humanities Course	12
N	German Language Level I	50 (59)	Humanities Course	6
G	German Language Level II	60 (67)	Humanities Course	12
U	Spanish Language Level I	50 (56)	Humanities Course	6
A				
G				
E				
S	Spanish Language Level II	63 (68)	Humanities Course	12

DANTES Subject Standardized Tests (DSST). Students who enroll in Point University's College of Graduate & Professional Studies (CGPS) may also secure credit through the U.S. military's Defense Activity for Non-Traditional Educational Support tests (DANTES), which cover more than 50 disciplines. The American Council on Education recommends that universities award credit for the scores appearing on the table below. Point follows these recommendations.

To allow time for processing before graduation, students should complete all DSST exams prior to their final term at Point. If a student fails a Point course and then passes a DSST equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The following table lists available DSST exams, the minimum scores required to earn Point credit, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil.

NOTE: Under "Minimum Scores," the first set of numbers refers to older DSST exams completed prior to 2008. The second set of numbers refers to Updated Exams completed since 2008. The numbers not in parentheses denote the minimum score students must earn to apply DSST credit to CGPS General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply DSST credit to their CGPS professional major.

DSST Exams	**Minimum Scores** (professional major)	**Point Course Equivalents**	**Credits**
Art of the Western World	48 (53) 400 (434)	Fine Arts Elective	3
Astronomy	48 (52) 400 (434)	Natural Sciences Course	3
Business Ethics & Society	400 (434)	BUSI 436 Business Ethics	3
Business Law II	44 (52) 400 (434)	BUSI 434 Business Law	3
Business Mathematics	48 (49) 400 (434)	General Elective *(does not meet General Education Core math requirement)*	3

Civil War & Reconstruction	47 (52) 400 (434)	Social & Behavioral Sciences History Course	3
Criminal Justice (3)	49 (54) 400 (434)	CJUS 200 Criminal Justice	3
Drug & Alcohol Abuse (now Substance Abuse)	49 (53) 400 (434)	Social & Behavioral Sciences Course	3
Environment & Humanity	46 (53) 400 (434)	Natural Sciences Course	3
Ethics in America	46 (50) 400 (434)	Humanities Course	3
Foundations of Education	46 (50) 400 (434)	EDUC 102 Educational Foundations	3
Fundamentals of College Algebra	47 (50) 400 (434)	MATH 2200 College Algebra	3
Fundamentals of Counseling	45 (48) 400 (434)	HREL 301 Introduction to Counseling	3
Fundamentals of Cybersecurity	400 (434)	General Elective	3
General Anthropology	47 (53)	Social & Behavioral Sciences Course	3
Here's to Your Health	48 (51) 400 (434)	PHED 105 Fitness & Wellness	3
History of the Vietnam War	44 (49) 400 (434)	Social & Behavioral Sciences History Course	3
Human Resource Management	46 (53) 400 (434)	BUSI 450 Human Resources Management	3
Human/Cultural Geography	48 (54) 400 (434)	Social & Behavioral Sciences Course	3
Introduction to Business	46 (54) 400 (434)	BUSI 230 Principles of Management	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3
Introduction to Law Enforcement	45 (52) 400 (434)	CJUS 410 Criminal Procedure	3
Introduction to the Modern Middle East	47 (51)	Social & Behavioral Sciences History Course	3
Introduction to World Religions	48 (52) 400 (434)	Humanities Course	3
Lifespan Developmental Psychology	46 (51) 400 (434)	PSYC 204 Developmental Psychology	3
Management Information Systems	46 (50) 400 (434)	BUSI 314 Management Information Systems	3

Money & Banking	48 (54)	General Elective	3
Organizational Behavior	48 (52) 400 (434)	BUSI 352 Organizational Behavior	3
Personal Finance	46 (51) 400 (434)	General Elective	3
Physical Geology	46 (53)	Natural Sciences Course	3
Principles of Finance	46 (53) 400 (434)	BUSI 336 Principles of Finance	3
Principles of Financial Accounting	47 (55)	BUSI 211 Financial Accounting for Leaders	3
Principles of Physical Science	47 (52) 400 (434)	Natural Sciences Course	3
Principles of Public Speaking	47 (52) 400 (434)	COMM 205 Public Speaking	3
Principles of Statistics	48 (51) 400 (434)	Mathematics Course	3
Principles of Supervision	46 (49) 400 (434)	General Elective	3
Rise & Fall of the Soviet Union	45 (51)	Social & Behavioral Sciences History Course	3
Substance Abuse (formerly Drug & Alcohol Abuse)	400 (434)	Social & Behavioral Sciences Course	3
Technical Writing	46 (50) 400 (434)	General Elective	3
Western Europe Since 1945	45 (49)	Social & Behavioral Sciences History Course	3

Credit for Military Training. Point University evaluates military training courses according to the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* (http://www2.acenet.edu/militaryguide/CourseSearch.cfm). Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

Credit by Demonstrated Competency (CDC). The faculty recognizes that some students come to Point with university-level competencies that have been developed experientially or attained outside the traditional classroom. Students who enroll in Point University degree programs may obtain credit for such competencies by assembling a portfolio of appropriate evidence for each claimed competency and submitting it to the Vice President for Graduate & Professional Studies. *In the portfolio, students must*

demonstrate the knowledge, skills, and philosophical grounding articulated in the learning objectives for specific courses offered by Point University.

The portfolio must include:

- The student's résumé and an autobiographical sketch.

- A list of Point courses for which the student desires CDC credit.

- Substantial, documented evidence of competencies related to *each course*. Such evidence may include, for example, examinations, certificates, seminars, workshops, demonstrations, apprenticeships, formal on-the-job training, volunteer experiences, interviews, licenses, job descriptions, memoirs, papers, work products, publications, publicity, references, and other appropriate materials. For each course, students should include a written narrative explaining how the evidence demonstrates achievement of course learning objectives.

After receiving these materials, the Vice President for Graduate & Professional Studies, in consultation with the appropriate faculty department chair(s), appoints a CDC committee consisting of Point University faculty members with expertise in the area(s) under consideration. The Committee then evaluates the evidence and sends its written recommendations to the faculty department chair(s). Based upon the recommendations, the chair(s) may award academic credit according to the level of mastery displayed by the student, waive a required course(s) in the student's degree program, substitute a more advanced course in the same area, or deny the student's petition for credit based on demonstrated competency.

Students may earn a maximum of 21 credit hours through CDC assessments. Students must have successfully completed 12+ credit hours of coursework in a CGPS degree program at Point University prior to receiving CDC credit. To cover expenses associated with the CDC Committee, Point charges a fee of $75.00 for each credit awarded to the student. Upon receipt of this fee, a registrar records the credits on the student's transcript.

Residency Requirements and Transfer Credits

Rationale. To receive a degree from Point University, students must complete a significant portion of the required coursework at Point. These "residency requirements" ensure that academic programs reflect Point's distinctive mission, ethos, values, and educational aims, so that the student's degree may reasonably be called a "Point University degree."

Residency Requirements. Accordingly, Point's College of Graduate & Professional Studies (CGPS) has set the following residency requirements:

- To receive an associate's degree from Point University, students must complete at least 50% of the required coursework at Point (typically 30 credits).

- To receive a bachelor's degree, students must complete at least 33% of the required coursework at Point (typically 40 credits)—including at least 30 credits in the professional major.

- To receive a master's degree, students must complete at least 66% of the required coursework at Point (typically 24 credits).

- To receive a non-degree certificate or credential, students must complete at least 25% of the required coursework at Point.

All types of Point University courses—on-ground, online, hybrid, residential, commuter, traditional, non-traditional, and dual credit enrollment courses—count toward meeting these residency requirements.

Implications for Transfer Courses. Point's residency requirements limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 75% of the required courses (typically 90 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses (typically 12 credits) from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training (detailed below).

Graduation Requirements

To earn a degree, certificate, or other credential from Point University's College of Graduate & Professional Studies (CGPS), students must complete all required coursework within the specified time limit, earn a sufficient grade point average, fulfil Point's residency requirements, and be in good standing with the University. Students must meet all financial obligations in order to receive their diplomas and transcripts.

Degree Requirements. For course requirements for each CGPS degree program, see the program descriptions included in the sections of this *Catalog* devoted to the College's five academic departments (above).

Point University academic programs must, by definition, include a minimum 60 credits for an associate's degree, 120 credits for a bachelor's degree, and 30 credits for a master's degree. In some cases, students must complete general electives to meet these standards.

Minimum Grade Point Average (GPA). To earn an associate's or bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 2.0 on a 4-point scale for the entire degree, including transfer courses. To earn a master's degree, they must earn a minimum cumulative grade point average (GPA) of 3.0, including transfer courses.

Residency Requirements. To receive a Point University degree, students must meet the institution's residency requirements, which are detailed above under "Residency Requirements and Transfer Credits." In short,

- To receive an associate's degree, students must complete at least 50% of the required coursework at Point (typically 30 credits).

- To receive a bachelor's degree, they must complete at least 33% of the required coursework at Point (typically 40 credits)—including at least 30 credits in the professional major.

- To receive a master's degree, students must complete at least 66% of the required coursework at Point (typically 24 credits).

- To receive a non-degree certificate or credential, students must complete at least 25% of the required coursework at Point.

All types of Point University courses—on-ground, online, hybrid, residential, commuter, traditional, non-traditional, and dual credit enrollment courses—count toward meeting these residency requirements.

Time Limits for Completing Degrees. Candidates enrolling in a degree program fulfil the catalog requirements in effect at the time they enter the program. Students are responsible for arranging their schedules so as to complete those courses when they become available. Students may choose to adopt a newer catalog and its curricular requirements, but they may not combine the requirements of two catalogs.

Point recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an A.A. degree, 4 years for a bachelor's degree, and 2 years for a master's degree). Accordingly, the University permits students to complete their degrees *under the original catalog requirements* as long as they do so within 150% of the normal timeframe (e.g. 3 years for an A.A., 6 years for a bachelor's degree, and 3 years for a master's degree). If degrees are not completed within the allotted timeframe, students must fulfil the new degree requirements. Students who do not enroll in courses for 180 days return under the catalog requirements in force at the time of re-enrollment.

Students must complete the final 30 credits of degree requirements, including the majority of their professional requirements, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Senior Assessments. In order to graduate, senior undergraduates must complete both the Bible Content Test and the ETS Proficiency Profile, which are used as exit exams for institutional effectiveness research. There is no cost to the student for these exams and they do not affect student grade point averages (GPAs).

Graduates in Good Standing. Candidates for Point University degrees must meet both the academic requirements and the community standards outlined in *A Covenant for a Christian Community* (http://point.edu/studentlife/spiritualformation). Accordingly, no student may graduate while on academic or disciplinary probation or suspension.

Changes in Degree Requirements. As part of its quality control systems, Point University constantly reviews, assesses, and revises its educational programs to meet changing world needs. Accordingly, this academic catalog should not be considered a contract between Point and its students. While the University fully intends to offer all the programs and courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students

reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Double Majors, Triple Majors, and Double Degrees. If an undergraduate student completes 120-149 credits that include all courses required for two Point University majors (e.g. a Human Relations Major and Psychology Major), then Point awards a single bachelor's degree with a "double major."

If an undergraduate student completes 120-149 credits that include all courses required for three Point University majors (e.g. a Human Relations Major, Psychology Major, and Child Development Major), then Point awards a single bachelor's degree with a "triple major."

If an undergraduate student completes 150+ credits that include all courses required for two Point majors, then Point awards two bachelor's degrees, each with a professional major (e.g. a B.S. in Human Relations and a B.S. in Psychology).

If an undergraduate student completes 150-179 credits that include all courses required for three Point majors, then Point awards two bachelor's degrees—one with a double major and a second bachelor's degree with a third professional major.

If an undergraduate student completes 180+ credits that include all courses required for three Point majors, then Point awards three bachelor's degrees (e.g. a B.S. in Human Relations, a B.S. in Psychology, and a B.S. in Child Development).

If an undergraduate student completes 150+ credits that include all courses required for two Point majors plus a Point minor, then Point awards two bachelor's degrees under the following conditions: One degree must include a professional major and the professional minor, and the other degree must include a professional major. Point does not award bachelor's degrees that do not include a major.

To earn a second degree, the student must complete an additional 30 credits beyond the 120 credits required for the initial bachelor's degree—that is, 150+ credits. The additional 30 credits correspond to the Point residency requirement for the second bachelor's degree, so a student earning two degrees must complete a combined total of 60+ credits at Point University.

A given course may simultaneously fulfil requirements for more than one major or minor, provided that students complete the total number of required credits for their degree(s).

Graduate students may earn multiple master's degrees from Point University, provided that no more than 50% of the coursework for one degree is applied to the other degree.

Graduation and Commencement

Students *graduate* when Point University certifies they have completed all degree requirements and posts the degree on official student transcripts. *Commencement* is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Point holds commencement ceremonies twice each year in April/May and December. The following policies govern graduation and commencement.

Graduation. Students nearing the end of their degree programs follow six steps to complete the graduation process:

Step 1: Students must submit the ***Intent to Graduate*** form by mid-term of the term prior to graduation. This form is available on the Point intranet (http://intranet.point.edu/intent-to-graduate).

Step 2: Students must register in GRAD 400 Graduation during their final term at Point University. This zero-credit "course" notifies the registrar of their intent to graduate at the end of that term. The registrar then verifies that the student will have met the academic requirements for graduation.

Step 3: Students must submit the ***Application for Graduation*** available on the Point intranet (http://intranet.point.edu/graduation).The *Application* includes a ***Completion Plan*** showing the courses remaining for students to fulfil all graduation requirements. Deadlines for submitting the *Application for Graduation* are September 30 for fall commencement and February 28 for spring commencement. The form includes information for ordering the student's diploma, cap, and gown. Failure to submit the form in a timely fashion may cause the student to wait until the next commencement ceremony.

Step 4: The Registrar's Office conducts a ***preliminary degree audit*** to verify students' readiness for graduation. If students are not ready, the registrar assists them in revising their *Completion Plan*. If students are ready, the registrar approves the *Application for Graduation* and places the graduation fee on the student's account.

Step 5: Students fulfil their ***completion plans.***

If a student does not complete the requirements for graduation, a new *Application* will be required, along with the amount of any graduation fee increases since the initial *Application*.

Likewise, 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.

Step 6: After final grades are received, the Registrar completes a ***final degree audit*** to verify that students have met all degree requirements. If so, the Registrar posts the degree at the next posting date. Once the degree is posted, students' transcripts show that they have "graduated" from Point University.

Transcripts may be ordered immediately, and graduates should receive their diplomas shortly after posting via certified U.S. mail. However, *the University will not release diplomas or transcripts until students receive clearance from the Business Office for all financial obligations incurred up to the time of graduation.*

It is the student's responsibility to complete all graduation requirements and to complete and submit the Application for Graduation.

Attendance at Commencement. All students are expected to participate in the commencement ceremony unless a written request for non-attendance is approved by the Chief Academic Officer. Those who cannot attend must nevertheless pay the graduation fee to cover the costs of diplomas and the ceremony.

Students may "walk"—that is, walk across the stage and receive their diplomas—only in the commencement ceremony immediately following the completion of their degree requirements. To illustrate: A student who completes all coursework in time for the December commencement must walk at that ceremony and may not wait until the May commencement. Under certain circumstances, students may walk prior to completing degree requirements by exercising the "early commencement" option outlined below.

Early Commencement. Point students who, at the time of commencement, do not hold a posted degree may participate in the ceremony under the following conditions:

- Students must file an *Application for Graduation* for spring or winter commencement. The *Petition* must include a *Completion Plan* and the graduation fee.

- The Registrar must approve the students' *Completion Plan*. To qualify for approval, the *Plan* must meet three criteria:
  - ➢ It must list specific coursework students will take to complete degree requirements, including the institution(s) offering those courses and the scheduled dates.
  - ➢ *It must show that students will be within 6 credits of completing all degree requirements at the time of commencement—or that they will be completing all other degree requirements simultaneously with those 6 credits.*
  - ➢ The anticipated completion date for all remaining coursework must be in reasonable proximity to the commencement ceremony—typically within one term of the ceremony.

  PLEASE NOTE: Students who take advantage of this "early commencement" privilege cannot qualify for graduation honors (described below) because, technically, they are not part of the graduating class. Such honors are based on students' grade point average (GPA), and the final GPA remains unknown until all coursework is completed and the degree is posted.

Students must notify the Registrar's Office when degree requirements have been met. The degree will be posted at the end of the term in which the degree was completed.

If students do not complete their degree within one year of the commencement ceremony, they must meet the requirements of the current catalog in order to graduate.

Undergraduate Academic Honors

Academic Honor Roll. As an incentive to academic achievement, the Registrar publishes an undergraduate Academic Honor Roll at the end of each term. Full-time, degree-seeking undergraduate students who earn a Point University term grade point average (GPA) of 3.50 or higher are recognized on the Academic Honor Roll for that

term. The student must complete at least 12 credit hours at Point University in a given term to qualify for this honor.

Graduation Honors. Point University awards graduation honors to students who demonstrate academic excellence throughout their undergraduate career. In recognition of this achievement, they receive a gold cord to wear at Commencement.

- Students earning a cumulative grade point average (GPA) of 3.50 to 3.699 graduate *cum laude* ("with honors").

- Students earning a GPA of 3.70 to 3.899 graduate *magna cum laude* ("with high honors").

- Students earning a GPA of 3.90 to 4.00 graduate *summa cum laude* ("with highest honors").

Point calculates honors based on grades earned through the next to last term prior to graduation. In determining graduation honors, Point computes students cumulative GPAs based on all Point credits and all transfer credits *used to fulfil Point degree requirements*. The University does not include additional credits earned elsewhere that are not applied to the Point University degree.

Point does not award graduation honors to master's students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

Transcripts

The Registrar's Office furnishes students with credit transcripts upon written request. *Transcript Request* forms are available on the Point University website (https://point.edu/transcripts). A nominal fee is collected for each additional transcripts. No transcripts will be furnished until all financial accounts have been settled with the University.

Policy on Student Privacy and Release of Information

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Point University is committed to protecting the confidentiality of student records and the rights of students to (a) inspect and review their education records, (b) seek correction of inaccurate or misleading data through informal and formal hearings, (c) consent to disclosure of their educational records, and (d) file a formal complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the Act. For the full policy, see the "Consumer Information" section of the University website (http://point.edu/disclosures).

APPLICATION & ADMISSION

General Admission Requirements

University Purpose. Point University exists to carry out a specific mission, vision, and goals:

> *The mission of Point University is to educate students*
> *for Christ-centered service and leadership throughout the world.*
>
> *Point University will be the college of choice for students*
> *seeking a Christian learning community that is academically*
> *challenging, spiritually vibrant and globally engaged.*
>
> *Point's curriculum and the learning environment*
> *are designed to encourage students to grow spiritually,*
> *intellectually, socially, physically and professionally.*

Admission Philosophy. In keeping with Point's mission and purpose, the admission process seeks satisfactory evidence of a student's ability to succeed in the University setting. Point does not accept all students who apply for admission, so candidates should view the application process as an opportunity to make a case for being accepted. The application of an acceptable candidate will demonstrate academic readiness, social development, maturity, motivation, integrity, and openness to spiritual formation in a Christian context.

- Applicants demonstrate *academic readiness* by submitting school transcripts, standardized test scores, and/or other documents demonstrating adequate preparation for university studies. Applicants must possess basic computer proficiency, including email and internet usage.

- Applicants demonstrate *integrity* by not providing false or misleading information. Unacceptable practices include not reporting all schools previously attended or seeking admission for purposes not in harmony with the institutional mission and values of Point University. The University will not consider for admission—and may suspend—any applicant who knowingly submits false or misleading information.

- Applicants demonstrate *maturity and motivation* through timeliness in submitting application materials and seriousness of purpose in pursuing a Christian university education.

Point's Admission Committee makes admission decisions based on a careful evaluation of *all* application materials. The administration considers it unethical to admit, retain, and collect tuition from students who do not demonstrate the "ability to benefit"—that is, the academic ability and/or willingness to complete their chosen program of study at

Point University. A student's admission to Point University does not guarantee successful completion of any particular program of study.

Prospective students who desire to apply or learn more about educational programs may communicate with admissions staff through email (cgpsenrollment@point.edu), the University website (https://point.edu/admissions), or through calling or visiting one of Point's six education sites:

West Point, Georgia
(Main Campus)
507 W. 10th Street
West Point, GA 31833
Telephone: 1-706-385-1000
Email: cgpsenrollment@point.edu

Atlanta, Georgia
The Lindbergh Center
2450 Piedmont Road NE, Suite 200
Atlanta, GA 30324
Telephone: 1-404-761-8861
Email: cgpsenrollment@point.edu

Birmingham, Alabama
Church of the Highlands—Greystone
1710 Lee Branch Lane, Room 203-A
Birmingham, AL 35242
Telephone: 1-404-670-8383
Email: cgpsenrollment@point.edu

McDonough, Georgia
McDonough Christian Church
2000 Jonesboro Road
McDonough, GA 30253
Telephone: 404-852-4056
Email: cgpsenrollment@point.edu

Peachtree City, Georgia
800 Commerce Drive
Peachtree City, GA 30269
Telephone: 1-678-593-3100
Email: cgpsenrollment@point.edu

Savannah, Georgia
Savannah Christian Church
55 Al Henderson Blvd.
Savannah, GA 31419
Telephone: 1-912-629-3855
Email: cgpsenrollment@point.edu

CGPS Application Procedures

Undergraduate Application Procedures. To apply for admission to an undergraduate program (*Access* hybrid or online) offered by Point University's College of Graduate & Professional Studies (CGPS), a person must:

1. Hold a high school diploma (or equivalent).

   ➢ This requirement does not apply to Dual Credit Enrollment (DCE) students, who are still in the process of completing high school studies (see below).

2. Complete the online *Application for Admission* available on the Point University website (https://point.edu/apply).

3. *If applicable,* submit official academic transcripts from *every postsecondary school, technical or vocational school, community college, four-year college, and/or university previously attended.* Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324; Attention: Enrollment (FAX 404-214-0648; email

cgpsenrollment@point.edu). Applicants may use the Online Transcript Request Form available on the Point website (https://point.edu/access).

To meet academic requirements for admission to Point, these records should include an official transcript(s) with 12+ semester credit hours (or 18+ quarter credit hours) of transferable credit from an accredited institution, showing a cumulative GPA of 2.00+ on a 4-point scale. Students who do not meet these GPA requirements may qualify for "Probationary Admission" (described below).

> ➢ If college transcripts show fewer hours of transferable credit, applicants must also submit official high school transcripts, a GED, or equivalent (see below).

> ➢ Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For details, see below under "International Transcripts."

4. If the applicant has not attended college or does not meet the GPA requirements stated above, submit *one* of the following:

   - An official high school transcript showing the date of graduation and a cumulative grade point average (GPA) of 2.00+ on a 4-point scale

   - An official copy of passing scores on the General Educational Development (GED) test from the GED Testing Service (www.gedtestingservice.com/ged-testing-service)

   - An official transcript from an International Baccalaureate (IB) Diploma Programme (see http://ibo.org/en/programmes/diploma-programme)

   - A transcript of home school education equivalent to a recognized high school curriculum with appropriate preparation for college-level work (see below for additional information regarding "Home-Schooled Students")

   Applicants must contact these institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324.

   Students who do not meet the GPA requirements may qualify for "Probationary Admission" (described below).

5. If English is not the applicant's first language, demonstrate English speaking and writing proficiency as outlined below under "English Proficiency."

6. Submit any other information the applicant may wish to provide the Admission Committee as evidence of the ability to complete university-level studies.

After *all* required items are received, Point's Admission Committee evaluates the application and notifies students of their admission status. Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the Admission Office. Failure to receive all official transcripts delays processing of an application.

An application is valid for one academic year. Updated application forms are required if one year has elapsed since the application was submitted.

Students who enroll at Point University must sign *A Covenant for a Christian Community*, which outlines behavioral standards for Point students. This document is available for download in the Spiritual Formation section of the university website (http://point.edu/studentlife/spiritualformation).

Graduate Application Procedures. Point University seeks master's degree applicants whose goals are commensurate with both the *institutional mission* and the *intended outcomes of the desired graduate program*. Applicants express their goals in an admissions essay (described below).

To apply for admission to a master's program (hybrid or online) offered by Point University's College of Graduate & Professional Studies (CGPS), a person must:

1. Hold a bachelor's degree (or higher degree) from an accredited college or university with a cumulative grade point average (GPA) of 3.00+ on a 4-point scale. Students who do not meet the GPA requirement—or who graduated from an unaccredited institution—may qualify for "Probationary Admission" (described below).

2. Complete the online *Application for Graduate Admission* available on the Point University website (https://point.edu/admissions).

3. Submit official academic transcripts from every college or university previously attended. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324; Attention: Enrollment (email cgpsenrollment@point.edu; FAX 404-214-0648). Applicants may use the Official Transcript Request Form available on the Point website (https://point.edu/transcripts).

   ➢ Students who graduated from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For details, see below under "International Transcripts."

4. Submit two personal references from non-relatives, including one reference from an educator and one from an employer or professional colleague, who can speak to the applicant's character, ability, and readiness for graduate studies.

   For Master of Transformative Ministry applicants only: Submit a third personal reference from a minister or spiritual mentor, who can speak to the applicant's spiritual maturity and readiness for advanced ministry studies.

5. Submit a well-written, 2-4 page admission essay that includes:

   • A brief self-introduction

   • Reasons for pursuing the chosen master's degree at Point University

   • Educational, professional, and personal experiences that have shaped the decision and prepared the applicant for graduate studies

   • Personal life and career goals, and how master's studies will help accomplish those goals

- Christian commitment, church involvement, and ministry experiences *(applies only to Master of Transformative Ministry applicants)*

- Any additional information the applicant may wish to provide the Admission Committee as it considers the application.

6. Submit evidence of higher level communication skills (speaking and writing), qualitative skills (e.g. responsibility, flexibility, creativity, teamwork, continuous learning, research, critical thinking, and decision-making), and *for MBA applicants* quantitative skills (mathematics). Evidence could include, for example,

   - Samples of academic or professional research and writing ability, such as research papers, published articles, sermons, or work products

   - Transcripts showing completion of coursework in higher level mathematics, statistics, accounting, and/or finance

   - Official scores for standardized tests, such as the:

      ➢ Graduate Record Examination (GRE, www.ets.org/gre), which measures verbal, quantitative reasoning, analytical writing, and critical thinking skills *(see above for average scores)*

      ➢ Graduate Management Admissions Test (GMAT, www.gmac.com/gmat.aspx), which assesses quantitative, analytical, problem-solving abilities, reading and writing, and other skills important for business and management

      ➢ Miller Analogies Test (MAT, www.milleranalogies.com), a high level assessment of mental ability *(see above for average score)*

   - Professional licensures, certifications, or training experiences

   - Pertinent awards or achievements

7. *For M.B.A. applicants only:* Complete the undergraduate prerequisites for entering the M.B.A. program (listed in the M.B.A. program description found in the section of this catalog devoted to the CGPS Business & Leadership Department). Point waives this requirement for students who (a) hold an accredited bachelor's degree in a business-related field, or (b) earn a passing score on the Point University Business Proficiency Exam. Prerequisite courses are available in online and hybrid formats from Point University.

8. If English is not the applicant's first language, demonstrate English speaking and writing proficiency as outlined below under "English Proficiency."

9. Fulfil prerequisites (if applicable) for the applicant's chosen master's degree program.

After *all* required items are received, Point's Graduate Admission Committee evaluates the application and notifies students of their admission status. Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the

Admission Office. Failure to receive all official transcripts delays processing of an application.

An application is valid for one academic year. Updated application forms are required if one year has elapsed since the application was submitted.

Additional Application Procedures for Certain Categories of Students

Traditional Residential Students. Point University operates traditional residential programs at its main campus in West Point, Georgia. These traditional programs are overseen by Point's University College, rather than the College of Graduate & Professional Studies (CGPS). Accordingly, students should consult the *University College Catalog* for application procedures. Traditional students may incorporate non-traditional CGPS courses into their programs in accordance with degree requirements.

Home-Schooled Students. Point University admits students who have completed a home school program of study equivalent to a recognized high school curriculum with appropriate preparation for college-level work. Applicants must submit a transcript of the home school education and, if available, a certificate of completion or diploma from a recognized home-schooling agency or state department of education. If necessary, the Admission Committee may request additional materials needed to establish academic readiness, such as further information regarding the home school education program, standardized tests, and/or objective third-party assessments.

Dual Credit Enrollment (DCE) Students. Point University admits qualified high school juniors and seniors (and sophomores under certain conditions) into its dual credit enrollment program (DCE—also known as "joint enrollment" or the *Move On When Ready* or MOWR program in Georgia). In this program, students complete college-level courses that simultaneous fulfil requirements for both their high school diploma and a university degree from Point. The Admission Committee evaluates candidates based on high school grades earned thus far and a recommendation from a high school guidance counselor. Course enrollments are normally coordinated with the prescribed graduation requirements of the student's high school.

The DCE program is operated by Point's traditional University College. Accordingly, students should consult the *University College Catalog* for application procedures related to DCE.

Transfer Students. Students who have attended another college or university prior to Point follow the "General Application Procedures" (above) with the following stipulation: The applicant must be in good standing with the university or universities previously attended to be admitted to Point.

For the full policy on transferring credits to Point, see "Credit for Prior Learning" under "Academic Policies & Procedures."

Veterans. Point University courses are approved for veterans' training. Credit is granted for previous college work and for schooling completed in the service through the College Level Examination Program (CLEP) sponsored by the Educational Testing Service (ETS). If veterans fail to complete a course, the amount charged for a portion of

the course will not exceed the approximate pro rata portion of the total charges for tuition, fees, and other expenses. Mr. Mark Boyd serves as the School Certifying Official (SCO) for the Department of Veterans Affairs (VA).

Eligible VA students must complete formal University admission requirements and must be admitted into a degree program before they request certification for VA payment. Students should contact the Financial Aid Office for specific information about requesting VA payments for course enrollment. The Department of Veterans Affairs makes the final decision regarding approval of payments for students in special admissions categories. Students should inform the Financial Aid Office of the type and amount of any VA benefits.

To ensure receipt of benefits, eligible VA students must inform the SCO of their intention to register for courses and supply the necessary paperwork. After the appropriate paperwork has been submitted to the SCO, certification of enrollment in courses is submitted to the Department of Veterans Affairs Regional Office for processing and, generally, payment.

Procedures and forms for application and enrollment certification may be obtained online at www.gibill.va.gov. Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University.

All students receiving VA Educational Assistance payments from the Department of Veterans Affairs are responsible for immediately notifying the Director of Financial Aid of any changes in their degree program and/or credit load during a term (e.g. changing degree programs or majors, dropping or adding a course, withdrawing from the University, or auditing a course). The VA generally does not allow payment for courses not computed in a student's GPA or not counted toward graduation requirements for a student's degree program.

Non-Citizen Students. Non-citizen students include persons who enter the United States as international students holding an F-1 visa, foreign students who reside and remain outside of the United States, Permanent Resident Card holders, undocumented students, and undocumented students receiving Deferred Action for Childhood Arrivals (DACA).

Foreign Students Residing Outside the United States. Foreign students who reside and remain outside the United States may enroll in Point University's College of Graduate & Professional Studies' fully-online undergraduate or graduate programs.

F-1 Visa Holders. F-1 international students are non-immigrant students seeking to obtain an F-1 student visa to enter the United States to study at Point University *or* are currently studying in the United States on an F-1 visa and seeking to transfer to Point University. F-1 visa holders may enroll in Point University's traditional residential undergraduate programs. However, College of Graduate & Professional Studies' undergraduate *Access* programs and graduate hybrid programs do not accept F-1 students at this time.

In addition to the items required under *General Application Procedures* (see above), international students must also provide:

1. Certified, translated, and evaluated copies of the academic transcripts from each non-U.S. high school and college or university attended. For details, see below under "International Transcripts."

2. Proof of English speaking and writing proficiency if English is not the applicant's first language. For details, see below under "English Proficiency."

Point's *University College Catalog* includes additional requirements for international students who desire to travel to the United States to participate in residential programs offered by Point's traditional undergraduate University College.

Permanent Resident Card Holders. Permanent Resident Card holders are non-citizen students, lawfully residing within the United States. The Permanent Resident Card, known as the "green card" or USCIS Form 1-551, is issued with an expiration date. Permanent residents may enroll in traditional, *Access*, online, or graduate programs offered by Point University.

Undocumented Students. Undocumented persons who have received a high school diploma or its equivalent in the United States may apply for admission to Point University. Undocumented students are not eligible to receive federal financial aid, but may be eligible for University scholarships or scholarships from foundations and local organizations. 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.

Deferred Action for Childhood Arrivals (DACA) Students. DACA students are a subgroup of undocumented students holding a certificate of approval for Deferred Action who may remain and work in the U.S. temporarily. This also allows the student who has received a high school diploma or its equivalent in the United States to attend post-secondary institutions during the time period granted by Deferred Action approval. DACA students are not eligible for Federal grants and scholarships, but may be eligible for University scholarships or scholarships from foundations and local organizations. DACA students may enroll in Point University programs. DACA 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.

DACA students must present (1) their Employment Authorization Document (EAD) card, which has a 2-3 year expiration deadline and must be renewed, and (2) the Immigration approval, I-797 Notice of Action approving Deferred Action. Students are responsible for renewing their Deferred Action and providing proof of the extension of Deferred Action in order to remain enrolled.

Non-Degree Students. "Non-degree" student status is normally reserved for persons who are not seeking a degree, but who enroll in five or fewer credit hours per session for

purposes of continuing education or personal enrichment. Non-degree students follow the abbreviated admission process outlined below:

1. Complete the online *Non-Degree Student Application* available on the Point University website (https://point.edu/admissions).

2. Submit one personal reference from a non-relative.

3. Submit a one-page letter of introduction explaining one's purpose for pursuing studies at Point University.

If non-degree students decide to seek a degree, enroll in more than five credit hours per session, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

One type of non-degree student is the "transient student" (described below).

Transient Students. "Transient" status is reserved for students enrolled at one college or university temporarily studying at another institution. Point recognizes two types of transient students:

- Degree-seeking students from another college or university may temporarily attend Point to complete coursework required by the home institution. Typically, such enrollment is limited to one term.

- Point University students may, with advance approval from the Registrar, complete one or more courses at another accredited institution of higher education in order to fulfil curricular requirements at Point (e.g. due to scheduling difficulties or a study abroad opportunity). Such persons are considered Point students while studying elsewhere. Credits earned as a transient student, including online or correspondence courses, are subject to Point's normal transfer credit policies (see "Credit for Prior Learning").

Persons in the process of seeking a degree from another college or university (the home institution), who are in good standing with that institution, may apply for admission to Point University as transient students. Such students follow the abbreviated admission process outlined below:

1. Complete the online *Non-Degree Student Application* available on the Point University website (https://point.edu/admissions).

2. Submit a letter from the appropriate academic official of the home institution recommending admission to Point as a transient student, including a list of courses in which the applicant intends to enroll.

3. Submit the *Transient Student Waiver* form acknowledging understanding of Point's policies. This form is also available on the Point University website (https://point.edu/transient).

Such students should be advised by the home institution regarding courses to be taken at Point.

English Proficiency. If English is not the applicant's first language, s/he must show proof of English speaking and writing proficiency in at least one of the following forms, sent directly from the issuing agency to Point:

- Transcript showing graduation from an accredited high school where English was the primary language of instruction and learning

- TOEFL CBT (Test of English as a Foreign Language, computer-based) total score of 213+ with minimum scores of 21 in Reading, 21 in Listening, and 58 in Writing (see www.ets.org/toefl)

- TOEFL iBT (internet-based) total score of 80+ with minimum scores of 20 in Reading, 20 in Listening, and 20 in Writing (see www.ets.org/toefl)

- TOEFL PBT (paper-based) total score of 550+ with minimum scores of 55 in Reading, 55 in Listening, and 24 in Writing (see www.ets.org/toefl)

- An IELTS (International English Language Testing System, www.ielts.org) overall band score of 6.5+ with minimum scores of 6.5 in Reading, 6.5 in Listening, 6.5 in Speaking, and 5.5 in Writing

- An iTEP (International Test of English Proficiency) Academic overall score of 4.0+ with minimum scores of 4.0 in each skill area (see www.itepexam.com)

- Transcript showing earned grades of "C" or higher for freshman-level English composition courses completed at an accredited U.S. college, or foreign institution of higher education where English is the primary language, and deemed equivalent to Point's ENGL 101-102 Critical Reading & Writing I-II

- Successful completion of an ESL (English as a Second Language) or Intensive English Program at a U.S. college or university with a letter of recommendation endorsing admission and enrollment in college-level courses

- Assurance of the applicant's English language competency from a University-approved source

International Transcripts. Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. Point accepts transcript evaluations only from recognized agencies, such as those that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org) or the Association of International Academic Credential Evaluators (http://www.aice-eval.org). Agencies accepted by Point include AACRAO International Education Services (http://ies.aacrao.org), Educational Credential Evaluators, Inc. (www.ece.org), and InCred: Credential Evaluation Service for athletes (http://www.playnaia.org/InCred).

Applicants select the agency and provide the academic records to it for evaluation (and translation, if required). The agency must mail the certified translation/evaluation in a sealed envelope *directly* to Admission Office, Point University, Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324. Applicants are responsible for paying all associated costs and for ensuring timely submission to Point. Foreign credential evaluation services typically require 3-6 weeks (sometimes much longer) to provide evaluation reports.

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

- Identification of the document (e.g., academic transcript, examination record, diploma, etc.), the issuing institution, and its location;

- Explanation of the status of the institution, purpose of the educational program, and level of study;

- Confirmation of each credential earned;

- 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 hours, and grade (A, B, C, D or F); and

- The final cumulative (overall) grade point average on a 4-point scale for each educational program.

A copy of each transcript in the native language must accompany the certified translations/evaluations.

For Point University transfer policies, see the section of this catalog devoted to "Credit for Prior Learning."

Probationary Admission

Academic Requirements for Admission. As noted above, applicants for undergraduate programs should hold a high school diploma (or equivalent), along with a high school or college cumulative grade point average (GPA) of 2.00+ on a 4-point scale. Applicants for master's programs should hold a baccalaureate degree (or higher degree) with a cumulative GPA of 3.00+ on a 4-point scale. (See above for additional admission requirements.)

Probationary Admission. A limited number of applicants who do not meet these GPA requirements may be admitted on probationary status, provided that they submit evidence of the ability to succeed at Point.

- At the *undergraduate level*, students could, for example, submit official scores for the ACT Compass test of 79+ for Reading, 62+ for Writing, and 37+ for Pre-Algebra; and/or scores on other recognized placement tests. This policy is intended primarily for persons who have been away from formal education for five or more years.

- At the *graduate level*, students could submit the types of evidence outlined above under "Additional Admission Requirements" for a given degree.

Students who complete 12 undergraduate credit hours at Point with a 2.0+ GPA—or 9 graduate credit hours with a 3.0+ GPA—will be removed from probationary status. Students who do not meet these standards will be withdrawn from the program. For more information about probationary admission and the possibilities for documented evidence, contact the Admission Office.

Appeal of Unaccredited Bachelor's Degree. Master's degree applicants who earned their bachelor's degree from an unaccredited institution may be considered for probationary admission if they score in the 50th percentile or higher on the verbal

portion of the GRE General Test and if, in the judgment of the graduate faculty, the programs and reputation of the University justify such admission. Students from unaccredited institutions must provide evidence of the breadth, depth, and quality of their programs through, for example, course syllabi and faculty credentials.

Readmission after Withdrawal from Point

General Readmission Policy. Students who have withdrawn from Point University's College of Graduate & Professional Studies (CGPS) may apply for readmission by following the abbreviated admission process outlined below:

1. Complete the online *Application for Readmission* available on the Point University website (https://point.edu/admissions). This *Application* must be submitted no later than thirty (30) days prior to the intended course start date.

2. Submit official academic transcripts from every college and/or university attended since the last enrollment at Point. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 30324; Attention: Enrollment (email cgpsenrollment@point.edu; FAX 404-214-0648). Applicants may use the Official Transcript Request Form available on the Point website (https://point.edu/transcripts).

3. Submit a one-page letter that includes the reason for leaving, the purpose for resuming studies at Point, and any other information the applicant may wish to provide to the Admission Committee.

Students will be considered for readmission if they:

- Receive clearance from the Student Accounts and Financial Aid Offices indicating that all financial issues have been resolved;

- Have a minimum cumulative grade point average (GPA) of 2.0 GPA from Point University; and

- Have not been in attendance in any Point University program for a minimum of 16 weeks.

In considering applications for readmission, the admissions committee will consult with the Vice President for Spiritual Formation, site directors, or other personnel regarding possible disciplinary issues or social concerns.

Readmission of Veterans. Students who leave Point University for military service may re-enter the institution upon returning from service. Such students must apply for readmission within five years of completion of military service, following the procedure outlined above. Eligible veterans are admitted into the same (or most similar) academic program with the same enrollment status (full- or part-time), same number of credits, and same academic status (satisfactory, warning, or probation) earned prior to departure. If veterans are not prepared to be readmitted, Point will make reasonable efforts to help them become prepared at no extra cost to the student. Point University is not required to readmit a veteran if Point can demonstrate through a preponderance of evidence that the student is not prepared to resume the program or will not be able to complete it.

STUDENT COSTS & FINANCIAL AID

Tuition and Fees

Tuition and fees for programs offered by the College of Graduate & Professional Studies (CGPS) are published each year on the Point University website. See the following links:

- Fully-online undergraduate programs (http://point.edu/financialaid/tuition-online)

- *Access* undergraduate programs (http://point.edu/financialaid/tuition-access)

- Online and hybrid graduate programs (http://point.edu/financialaid/tuition-graduate)

Student Accounts

Student Financial Liability. Students admitted to Point University accept the terms and regulations set forth in this catalog. All students sign a consent agreement making them liable for payment of all charges and fees they incur during their University stay.

Payment Policies. Students must either (1) pay all charges for a given session prior to the University-established payment deadline or (2) establish a University-approved payment arrangement, which could include receipt of financial aid and/or a payment plan. Students who have not made satisfactory arrangements with the Student Accounts Office may be administratively withdrawn from the University.

Students must pay any account balance due for the preceding session before enrolling for the next session.

Point will not issue student transcripts or diplomas until all indebtedness to the University has been settled through the Student Accounts Office.

Tuition Refund

General Information. Point University and its College of Graduate & Professional Studies (CGPS) recognize the occasional necessity for students to withdraw totally from coursework for a variety of valid reasons. Point acknowledges that a refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the institution determines its expenditure patterns and obligations. Since the University is unable to reduce its costs significantly if a student partially or totally withdraws, the refund policy includes a time schedule with reasonable and equitable withdrawal refund deadlines.

In its academic calendar, CGPS publishes the last day to add or drop a course for each 8-week session (see above under "Introduction to Academics"). The purpose of this policy is to enable students to make necessary adjustments near the beginning of a session

without undue penalty. (For more information see "Adding, Dropping, or Withdrawing from Courses" in the "Academic Policies & Procedures" section of this *Catalog*.)

Students who leave a course *prior* to the add/drop date are said to have "dropped" the course. Students who leave a course *after* the add/drop date "withdraw" from the course. Students who drop or withdraw from *all* their Point courses are said to have "withdrawn" from the University. There are financial implications for each action.

Financial charges and aid amounts are based on the total number of credits in which students are enrolled at the end of the course add/drop period. If students "drop" a course *prior* to the add/drop date, but remain enrolled in other courses, they are not held responsible for the costs of the course dropped and financial aid may adjust accordingly. If students "withdraw" from a course *after* the add/drop date, they do *not* receive a refund for the course.

Institutional Refund Policy. Students must provide official written notification to the Registrar's Office of any course drops or withdrawals. Any refunds for charges to the student's account will be granted on the basis of the date on which written notification of the student's intention was received by the Registrar's Office. Students who officially drop or withdraw from CGPS courses are entitled to *tuition* refunds according to the following policies. CGPS technology fees are non-refundable.

Dropping courses prior to the session start:	100% tuition refund
Dropping courses during the drop/add period:	100% tuition refund
Withdrawing from courses after the drop/add period:	0% tuition refund

A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges.

Active Duty Military. Military personnel who withdraw from the University as a result of a call to active duty receive a 100% refund of tuition.

Return of Financial Aid as a Result of Withdrawal

Federal Aid. Federal regulations (668.22) require that, when a student who is a recipient of federal funds withdraws, the date used to determine if federal funds must be returned is the last date of attendance (LDA) for attendance-monitoring programs. The University distributes or returns funds within the 45-day requirement.

The calculation used to determine the percentage of federal funds earned is set by federal regulations. It is based on the total number of days in the term, which includes all days from the first day of the term to the final day of the term, excluding breaks of five or more days. The percentage of federal aid earned is calculated by taking the total number of days enrolled based on either the LDA, withdrawal initiation date, or mid-term date, divided by the total number of days in the term. If students have earned more than 60% based on this calculation, they are deemed to have earned 100% of their federal aid.

Allocation of Returned Federal Aid. If it is determined that students must return federal funds, those returns will be made in the federally required order of priority:

1. Unsubsidized Federal Direct Loan

2. Subsidized Federal Direct Loan

3. Federal PLUS loan received on behalf of the student

4. Federal Pell Grant

5. Federal Supplemental Educational Opportunity Grant

6. Any other Title IV federal program

Please note:

- The return is allocated up to the full amount the student received from a particular fund.

- If the student has a credit balance at the time of the return calculation, the University retains the funds until after the return calculation is complete.

- If a refund is due to a lender, the Financial Aid Office returns the funds for the full amount of the refund, indicating which loans should be credited.

- If a refund is due to the student, the Student Accounts Office informs the student and prepares a check for the full amount of the refund.

- If other charges and/or fines are applied to the student's account after a refund is determined, the student is responsible for those charges and/or fines.

- Once the appropriate refund amount has been determined, the refund is allocated in the federally required order. Point University distributes or returns funds within the 45-day requirement.

Refund Policy for Veterans. The Refund Policy for Veterans Administration (VA) students enrolled in the College of Graduate & Professional Studies is based on the "module" attended. A module is an 8-week course session within the overall 16-week term by which the student is initially charged. When a refund calculation is performed, charges for unattended modules are refunded at 100%.

Application Process for Financial Aid

Applying for Financial Aid. The Financial Aid Office coordinates the university-wide administration of all financial aid programs. Many students are able to meet the costs of a university education with various types of financial assistance. New and continuing students may apply for financial aid throughout the year. To ensure consideration for all types of aid and the availability of funds at the time of registration, students must complete the following applications:

Federal Aid. For all federal aid, students must complete the *Free Application for Federal Student Aid (FAFSA)* at www.fafsa.ed.gov by the priority deadline of April 1 for continuing students or at least 30 days before the start of a the next term for new students. Financial aid is available to cover expenses related only to courses included in the student's degree program. Courses taken outside of the student's degree program are not included when determining a student's enrollment status. The Point federal school code number is: 001547.

Georgia State Aid. For state aid, Georgia residents should complete the application at www.GACollege411.org.

Verification. Students may be selected by the federal government or the institution for a process called "verification." This process requires students or their parents to submit supporting documentation for certain parts of their completed FAFSA before any financial aid can be disbursed. The types of verification and possible documentation are listed below:

- V-1
  - ➢ Verification Worksheet
  - ➢ Tax Transcripts

    NOTE: If the student used the data retrieval tool on the FAFSA, these documents are not necessary.

- V-4
  - ➢ Verification Worksheet
  - ➢ Tax Transcripts
  - ➢ Food Stamp Card
  - ➢ Child Support Paid Documentation
  - ➢ High School Transcripts
  - ➢ Identity and Statement of Educational Purpose
  - ➢ Driver's License

- V-5
  - ➢ Verification Worksheet
  - ➢ Tax Transcripts
  - ➢ Child Support Paid Documentation
  - ➢ High School Transcripts
  - ➢ Identity and Statement of Educational Purpose
  - ➢ Driver's License

- V-6
  - ➢ Verification Worksheet
  - ➢ Tax Transcripts
  - ➢ Any untaxed Income

Financial Aid Counseling. The Financial Aid Office is open from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday. To schedule a personal appointment with a financial

aid counselor, students may call the Financial Aid Office at 706-385-1018 or email financial.aid@point.edu.

Federal Aid

Federal Pell Grant. The Pell Grant is a federal program designed to assist students with high financial need. Recipients are not required to repay the grant. Baccalaureate degree holders are no longer eligible. The amount of the award is determined by completing the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). The maximum grant is $5,815 annually for full-time students. Award amounts may adjusted based on enrollment status.

FSEOG Grant. The Federal Supplementary Educational Opportunity Grant (FSEOG) is campus-based federal aid and designed to assist the neediest undergraduate students. Recipients must be eligible for the Pell Grant. Awards range from $100 to $2000 annually, based on the availability of funds. FSEOG funds may be awarded to adult students who meet federal regulations on a need-by-need basis. However, FSEOG funds are awarded to traditional students first.

Federal Work-Study. The Federal Work-Study (FWS) program allows students who exhibit financial need to obtain certain on-campus jobs. Recipients must be eligible for the Federal Pell Grant. A limited number of community service job opportunities are also available. All work positions are eligible to work 20 hours per week. The pay rate for FWS is $8.25 per hour. Point University cannot guarantee job placement for every student, nor can it guarantee the total number of hours students will work or the total amount they may earn. Students who are not eligible for FWS, but who desire to work, may apply for positions as part-time, temporary employees of the University. Limited student employment is available.

Federal Subsidized Direct Loans. This program allows undergraduate students to borrow up to $3,500 as freshmen, $4,500 as sophomores, and $5,500 as juniors and seniors. Students demonstrating financial need may qualify for an interest subsidy, by which the government pays the interest while the student is enrolled in at least 6 credits per term. The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for requesting a Federal Subsidized Direct Loan (or see www.studentloans.gov). Repayment may be deferred while the student is enrolled at least half-time. Graduate students are not eligible.

Federal Unsubsidized Direct Loans. This program allows undergraduate students to borrow $2,000 annually or the remainder of their annual eligibility if ineligible for the full subsidized amount. Independent students and dependent students whose parents are denied the PLUS loan (described below) may borrow either $4,000 or $5,000 of additional unsubsidized loans, based on number of credits earned. The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for requesting a Federal Unsubsidized Direct Loan (or see www.studentloans.gov). Repayment may be deferred while the student is enrolled at least half-time. Interest continues to accrue during this time.

Federal Parent Loan for Undergraduate Students (PLUS). Through the PLUS loan, a student's parents may borrow up to the cost of education minus financial aid at a fixed interest rate. To receive a PLUS Loan, applicants must:

- Be the parent (biological, adoptive, or, in some cases, step-parent) of a dependent undergraduate student enrolled at least half-time,

- Not have an adverse credit history, and

- Meet the general eligibility requirements for federal student aid.

The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for seeking a PLUS Loan (or see www.studentloans.gov).

State Aid Programs

Georgia Tuition Equalization Grant. Students who have been Georgia residents for at least two years and enrolled in at least 12 credits per term may be eligible for the Georgia Tuition Equalization Grant.

HOPE Scholarship. The HOPE Scholarship is a merit-based award available to Georgia residents who have demonstrated academic achievement. A Hope Scholarship recipient must graduate from high school with a minimum 3.0 grade point average and maintain a minimum 3.0 cumulative postsecondary grade point average to remain eligible. The scholarship provides tuition assistance to students pursuing an undergraduate degree at Point University or another HOPE Scholarship eligible college or university in Georgia. A seven-year limit exists for students first receiving the HOPE Scholarship during the 2011-2012 academic year (FY12) or later.

Veterans Benefits

Eligible U.S. military veterans and dependents are welcome to apply for educational benefits. Students may verify eligibility and receive current information by telephoning the Department of Veterans Affairs (VA) at 1.800.827.1000. This number is accessible from anywhere in the United States and connects callers to the nearest regional office. They may also visit www.gibill.va.gov or call 1.888.442.4551.

Certification to the VA. Enrollment at Point will be reported by the School Certifying Official (SCO) for each Fall and Spring enrollment period, noting credit hours, start/end dates, tuition, and fees.

Montgomery GI Bill (Chapter 30). The Montgomery GI Bill, known as the MGIB, is a program providing educational benefits to individuals who entered active duty for the first time after June 30, 1985, and who received an honorable discharge. Active duty includes full-time National Guard duty performed after November 29, 1989. To receive the maximum benefit, participants generally must have served continuously for three years.

Montgomery GI Bill (Chapter 1606). MGIB-SR (Montgomery GI Bill-Selected Reserve Educational Assistance Program, chapter 1606 of title 10, U.S. Code) is for members of the Selected Reserve. The Selected Reserve includes the Army, Navy, Air

Force, Marine Corps, Coast Guard, Army National Guard, and Air National Guard. The reserve components decide who is eligible for the program.

Vocational Rehabilitation Assistance (Chapter 31). Vocational Rehabilitation is a program of services for active duty military and veterans with service-connected physical and/or mental disabilities.

Post-Vietnam Era Veterans Educational Assistance Program (Chapter 32). Under VEAP, active duty personnel voluntarily participated in a plan for education or training in which their savings were administered and supplemented by the federal government. Service persons were eligible to enroll in VEAP if they entered active duty for the first time between January 1, 1977 and June 30, 1985.

Post-9/11 GI Bill / Yellow Ribbon Program (Chapter 33). The Post-9/11 GI Bill is for training pursued on or after August 1, 2009. Benefits may include tuition and fees, monthly housing allowance, books and supplies stipend, and miscellaneous expenses. Benefits are based on students' entitlement percent and enrollment status.

Dependents Educational Assistance Program (Chapter 35). This program provides education and training opportunities to eligible dependents of certain veterans. Students who wish to verify eligibility should contact the regional office of the Department of Veterans Affairs and provide the veteran's service dates and the VA file number.

Vocational Rehabilitation Assistance

Vocational Rehabilitation Assistance is available to qualified students. The local office of the student's hometown can provide specific information about this resource.

Other Financial Aid

In addition to federal, state, and institutional financial aid programs, students are encouraged to investigate other potential sources of assistance, such as churches, employers, labor unions, civic groups, professional organizations, and corporations.

Satisfactory Academic Progress for Financial Aid

Policy. In accordance with federal regulations under Title IV of the Higher Education Amendments, students must maintain "satisfactory academic progress" in order to receive federal financial aid. Similar requirements apply to state aid.

Quality and Quantity Standards. For purposes of financial aid, Point defines "satisfactory academic progress" in terms of two components—quality and quantity.

- *Quality*. The quality of satisfactory academic progress is measured by the student's cumulative grade point average (GPA), which includes *all* grades received at Point University and (for transfer students) *all* grades earned at institutions other than Point. To satisfy the quality standard, undergraduate students must maintain a minimum cumulative GPA of at least 2.0 on a 4-point scale. (*REMINDER:* Students must achieve these same cumulative GPA levels in order to graduate from Point.)

<u>*NOTE*</u>*:* Associate degree students who receive the HOPE Scholarship must maintain a minimum 3.0 cumulative GPA pursuant to Georgia Student Finance Commission regulations.

- *Quantity*. For undergraduate students, Point defines quantitative satisfactory academic progress as the completion of at least 67% of the cumulative credit hours on which the payment of financial aid was based. "Completed" credit hours include courses with grades of A, B, C, D. or P. Courses with grades of F, W, WP, WF, I, or E are not considered "completed" hours.

Financial Aid Warning, Probation, and Suspension. The Financial Aid Office monitors the quality and quantity of students' academic progress at the end of each term by reviewing their grade reports. Students who do not maintain satisfactory academic progress incur the following penalties:

- Failure to meet the *quality and/or quantity standards* for one term places students on "warning" status. Students may receive financial aid for *one* term while on warning.

- Failure to meet the *quantity standard* for two consecutive terms places students on financial aid "probation," under which they will not receive financial aid for the next term of attendance.

- If students fail to meet the *quality standard* for two consecutive terms, or if students withdraw from two consecutive terms, all financial aid is suspended.

Financial Aid Appeals. Students who become ineligible to receive financial aid have the right to appeal by submitting required documentation to the Financial Aid Office, including a written explanation of circumstances that negatively impacted "satisfactory academic progress." The University may consider individual mitigating circumstances in determining a student's progress. Mitigating circumstances may include student injury, illness, death of a relative, or undue hardship as the result of special circumstances.

As part of the appeal, students have the option to file a *Financial Aid Academic Plan*. Such plans are used when students cannot meet (1) the quality standard of a 2.0 undergraduate cumulative GPA, and/or (2) the quantitative standard of 67% undergraduate hours completed. The plan should project a clear and timely pathway toward meeting these standards and progressing toward graduation.

The appeal and the *Academic Plan* must be approved by the Financial Aid Appeals Committee. The decision of the Appeals Committee will be final.

Reestablishing Financial Aid Eligibility After Suspension. Students placed on financial aid suspension may reestablish eligibility by (1) completing one or more terms without financial aid, (2) achieving a minimum cumulative GPA of 2.0 at the undergraduate level, *and* (c) successfully completing 67% of cumulative credit hours for an undergraduate program.

Time Limits for Completing Degrees. Any student has potential financial aid eligibility to cover 150% of the credit hours required to complete the degree program. Students in the associate degree program typically have 90 credit hours for financial aid eligibility. Students in the bachelor degree program typically have 180 credit hours for

financial aid eligibility. Point recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an associate's degree and 4 years for a bachelor's degree). However, to maintain financial aid eligibility, students must complete their program of study within a maximum timeframe of no more than 150% of the normal length of the program (3 years for an associate's degree and 6 years for a bachelor's degree).

Financial Aid for Remedial Courses. Federal regulations governing the Pell Grant program state that non-credit remedial courses cannot be covered by the Grant unless the student is enrolled in an eligible program and the remedial coursework is required by the University. Currently, the only remedial course offered by the College of Graduate & Professional Studies is MATH 100 Foundations of Mathematics. Based on placement testing, some students may be required to complete MATH 100 before enrolling in MATH 103 College Mathematics, which is the lowest level course that fulfils General Education Core requirements. In such cases, Pell funds may be used to pay for MATH 100.

STUDENT SUPPORT SERVICES

Education Sites

Point University currently operates academic programs at six locations in Georgia and Alabama. Point also offers online programs through which it extends its educational mission around the world. For further information on these locations, see the section of this catalog describing "One University, Many Sites" (found above under "General Information: Point University").

Main Campus. The main campus in West Point, Georgia, hosts traditional residential programs offered by Point's University College. West Point includes student housing, a cafeteria, athletic facilities, a library and learning commons, a fine arts center, science labs, student life programs, and other amenities supporting residential students. Many of these facilities and services are also available to non-traditional students based in West Point and enrolled in Point's College of Graduate & Professional Studies (CGPS). For more information regarding traditional programs and services on the main campus, see the *University College Catalog.*

Other Sites. In addition to West Point, CGPS offers non-traditional undergraduate and graduate programs in Atlanta, McDonough, Peachtree City, and Savannah, Georgia, as well as in Birmingham, Alabama. All these sites include well-equipped classrooms, computer labs, and office spaces. Larger sites include additional facilities and services, such as faculty and staff offices, educational resource centers, library reference collections, and counseling offices.

Student Support Centers. Every site is equipped to serve as a support center for both on-ground and online students. Students are generally served by personnel based at the site closest to their home.

CGPS Student Support Services

All CGPS academic programs are offered in non-traditional fully-online or hybrid formats. Hybrid learners study primarily online, but meet face-to-face once per week at a Point site for a live classroom session. Online students interact through online course sites and may never visit a Point education center in person. For this reason, CGPS offers support services that may be accessed both on-site and remotely from off-site. The primary student support services are outlined below.

University Website. Point's main website (www.point.edu) gives students access to general information about the University, along with news and updates, academic catalogs, digital library resources, financial aid information, institutional policies, and a variety of other resources and services.

The Consumer Information section of the website (http://point.edu/disclosures) offers public disclosures required by the Higher Education Opportunity Act of 2008. It

includes information on many aspects of University operations, such as accreditation, student achievement, campus security, emergency procedures, student privacy, and Title IX sex discrimination protections (http://point.edu/titleix).

Student Portal. The *MyPoint* Student & Faculty Portal provides a convenient means for students to receive messages and check their financial aid status, account balance, grade point average, and more. It includes direct links to many of the student services described below. Users enter *MyPoint* by logging into the single sign-on (SSO) portal (http://my.point.edu) and entering their Point username and password.

Intranet. Point's Intranet (http://intranet.point.edu) offers students access to additional policies and information, various forms such as transcript and interlibrary loan request forms, and many of the student services described below.

Email. Point email accounts facilitate communication between students, faculty, and support staff. *All student correspondence with instructors, participation in online/ hybrid courses, and submission of course assignments must occur via the student's assigned Point University email account or through Point's online course platforms.* Students should check their Point email accounts daily for messages from the University. Users may access their email by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the "Student Email" icon.

Technology-Mediated Learning and Support. Students in the College of Graduate & Professional Studies (CGPS) engage in technology-mediated learning. All courses feature a *Sakai* online course site (described below), otherwise known as "Point Online." All education sites are equipped with wireless networks, so that students may access the Internet through their laptops or personal devices. During orientation, students receive instructions for logging into the University network using their Point passwords.

CGPS Technology Guidelines and minimum system requirements appear below. Technology support is provided by the Information Technology (IT) staff and the CGPS Educational Technology staff. Services include the 24/7/365 online SysAid Help Desk. Users may access SysAid by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the "SysAid" icon.

Computer Labs. Computer labs are located at all Point education sites. 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.

Students are strongly encouraged to provide their own hardware and software for online learning—and students enrolled in fully-online programs must do so. However, the computer labs are available for hybrid students who desire that service.

***Sakai* Online Learning Management System (LMS).** Point offers online and hybrid courses through a partnership with the LAMP Consortium (the Learning Asset Management Project). Member schools share a single instance of *Sakai*, an open source Learning Management and Collaboration system (LMS) authored and supported by a large number of major research universities (http://sakaiproject.org). *Sakai* course sites facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student

learning. Each online course site also features direct links to most of the service departments described below. For further information concerning LAMP, *Sakai*, and CGPS' approach to course design and andragogy, see the portion of this catalog devoted to "Instructional Design and Delivery," which appears above in the "Introduction to Academics."

Students access online and hybrid courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course. They may also go to the LAMP Consortium website (https://sakai.lampschools.org), enter their Point user ID (in this case their full Point email address) and password, and click on the link to the desired course.

Sakai training for students enrolled in online and hybrid courses is provided by the CGPS Instructional Design Department and through online *Sakai* tutorials and orientation courses.

Enrollment Services. The Enrollment Services staff helps students assess institutional fit and assists them with application and admission processes. Students may talk with an enrollment specialist by telephone, email, video conference, or by appointment at a Point site (http://point.edu/admissions).

Registrar Services. The Registrar Office assists students with course registration, course and schedule changes ("drop-add"), transfer of credit, transcript evaluation and requests, assessing and enforcing academic statuses (e.g. probation and suspension), appeals, graduation, and other academic functions. The Associate Registrar, Mr. Obie Killcreas, personally assists graduate students. Students may meet with a registrar by telephone, email, video conference, or by appointment (https://point.edu/registrar).

Financial Counseling and Services. Staff members from the Financial Aid and Student Accounts Offices provide students with individualized counseling and services The Director of Financial Aid, Ms. Janifer Morgan, personally assists graduate students. Students may meet with a financial aid counselor or student accounts representative by telephone, email, video conference, or by appointment at a Point University education site (https://point.edu/financialaid/studentaccounts).

Academic Advising. Members of the Enrollment Management staff (typically site directors or registrars) provide academic advising for CGPS undergraduate students. The MBA and MTM Program Coordinators provide this service to graduate students. Point's *Faculty Handbook* also requires all full-time instructors to be available and accessible to students, and to adopt a mentoring attitude, whether they are designated as academic advisors or not. Students may meet with faculty or their academic advisors by telephone, email, video conference, or by appointment at a Point education site (https://point.edu/academic-advising).

Textbook Service. Textbook services are offered through the Point University Store, powered by eFollett. All students order their texts and other course materials online through the Store's website (http://www.bkstr.com/pointuniversitystore/home). For students enrolled in *Access* hybrid programs, these materials are shipped to the nearest Point education site two weeks prior to each course start. Students enrolled in fully-online programs may choose to have their texts shipped to the nearest Point site or

directly to their home. The Store also stocks Point apparel, schools supplies, computer accessories, and a variety of other products.

Library Services. Online library services are provided by the library staff. The library website provides a helpful overview of resources and services, including links to the library catalog and extensive online resources (http://intranet.point.edu/library).

Primary services include:

- *Library Resources.* In light of the fact that Point operates on multiple campuses and online, the University has adopted a philosophy that prefers electronic information resources over physical resources. Accordingly, the electronic resources are now considered the University's primary collections, and the physical collection has been reduced to approximately 8,500 volumes housed mainly in the Learning Commons at West Point. The library staff has shifted its focus from development and maintenance of the physical collection to facilitating the use of electronic learning resources. Rather than maintain a library-centric system that depends on the direct provision of services only by library staff, Point has adopted a more decentralized approach. The Director of Library Resources and Assistant Librarian train the faculty, Educational Resource Center directors, and others to provide instruction and assistance to students in all locations and modalities.

  The electronic collection grows each year with materials carefully selected to support Point's academic programs. Students and faculty enjoy online access to (1) *Galileo*, a collection of over 200 databases, including many thousands of books, journals, reference works, and newspapers; (2) *eBooks on EBSCOhost*, featuring more than 148,000 electronic books in English across multiple disciplines; (3) the *JSTOR* scholarly journal archive devoted to history, literature, music, business, and science; (4) *Films on Demand*, which includes streaming video of nearly 7,500 titles; and (5) many other resources, tools, research guides, and tutorials. Students may also use the 8,500 physical books located on the West Point campus, along with smaller collections at certain other Point sites.

  Students and faculty may access the electronic learning resources on campus or remotely from any off-campus location with an Internet connection. To gain access, they log into the library section of the Point Intranet with a University-issued login and password http://intranet.point.edu/library).

- *Library Orientations.* CGPS faculty and library staff include formal library orientations and research training for all students in certain introductory courses (e.g. APSP 105 Introduction to Adult Learning and BUSI 500 Graduate Business Orientation), intermediate courses in the undergraduate General Education Core (e.g. ENGL 101 Critical Reading & Writing I), and advanced professional courses in both undergraduate and graduate programs (e.g. HREL 304 Introduction to Research and BUSI 515 Business Intelligence).

- *Research Assistance.* For assistance with research and reference questions, students may contact professional library staff. The Director of Library Resources (Mr. Michael Bain, M.L.S., M.Div.) serves as the primary resource for traditional and CGPS undergraduates at the West Point campus. The Assistant Librarian based in Atlanta (Mr. Richard Coleman, M.L.S.) serves as the primary resource person for

CGPS students at other sites and online, including graduate students. Coleman's responsibilities include providing research training for students in certain master's courses. Students may meet with library personnel by telephone, email, video conference, or by appointment at a Point University education site (http://intranet.point.edu/library).

Learning Assistance. Point University's mission and focus is helping students achieve academic success. Educational Resource Centers (ERCs) at the West Point and Atlanta sites provide a variety of support services. ERC staff members regularly visit other sites as well. Ms. Kathy David, the ERC director, oversees services for students in the College of Graduate & Professional Studies. Students may meet with ERC personnel by telephone, email, video conference, or by appointment at a Point education site (http://point.edu/educational-resource-centers).

Examples of *undergraduate* services include:

- Help for new students adjusting to the academic and social demands of University life.

- Offering instruction and tools for effective time management, study, and testing skills.

- Assistance in the use of *Sakai* and CampusVue.

- Cooperating in academic advisement and course selection for at-risk students.

- Assisting with reasonable accommodations for students eligible for disability services (described below), and working with faculty and staff to meet those needs as appropriate.

- Providing Writing Lab support to students at any stage of the writing process, including proper usage of MLA and APA writing styles (https://point.edu/writing-center).

- Coordinating on-site math tutoring services. As part of APSP 105 Introduction to Adult Learning, students also gain 6 months' access to the ALEKS Prep and Learning Module through which they may refresh and improve their math skills.

At the *graduate* level, Point University does not provide tutoring services as it does for undergraduates. Instead, learning assistance comes primarily from course instructors as part of the CGPS "high tech, high touch" educational model (see "Instructional Design and Delivery" in the section of this catalog providing an "Introduction to Academics"). However, the University's Educational Resource Centers do offer certain services to master's students, such as access to Writing Center staff (https://point.edu/writing-center).

Standardized Testing (ACT Compass, CLEP, and DSST). Point University provides computer-based testing for the ACT Compass program, the College-Level Examination Program (CLEP), and the DSST (DANTES Subject Standardized Tests). Students may make an appointment for testing by calling 678-593-3118. If the appointment cannot be kept, students are asked to call and reschedule, so that the time slot may be given to another person.

The registration cost for CLEP and DSST exams is $80.00 per exam. Students must pay for the CLEP test online at https://clepportal.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 a 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. A photo ID is required. Students with documented disabilities must submit that documentation to the director of the testing center, along with a request for auxiliary aid or services.

Career Services. Point University's Center for Calling and Career helps students identify and boldly pursue their callings, equips them to communicate their gifts to potential employers and organizations, and serves as a relational link between employers seeking students for internships and job opportunities.

To meet the needs of today's students, the staff has designed *Point Careers*, powered by Purple Briefcase. *Point Careers* is a new, interactive, easy-to-use career development site available 24/7/365. It features hundreds of helpful videos, practice interview sessions, direct connections to employers, and much more.

Through the *Point Careers* system, students can also set appointments to meet with a career services counselor by telephone, email, video conference, or in person at a Point education site. To join and begin preparing for their careers, students should go to the Center for Calling and Careers website (https://point.edu/students) and click on *Point Careers*.

Counseling Services. Point offers students personal counseling by trained professionals at three education sites—Atlanta, Peachtree City, and West Point. Services include, but are not limited to, psychological support and career counseling. Counselors also provide referrals to appropriate off-campus services. For more information, see the University website (https://point.edu/studentlife/counseling).

Disability Services. Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services, who is based at Point's Atlanta site, determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Kathy David, the Director of Disability Services, by telephone (1-404-460-2480) or email (Kathy.David@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

CGPS Technology Guidelines

Point University's College of Graduate and Professional Studies (CGPS) is dedicated to providing a high quality education and learner-centered experience while managing diverse instructional delivery modes and various academic technologies. The College strives to equip students, faculty, and staff with the development of technology skills

and competencies needed within these modalities. CGPS asks students to adhere to the following technology policies and guidelines to ensure optimum user experience for those taking and teaching online and hybrid courses.

Acceptable Use of Technology. Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities. Point reserves the right to define and apply what is considered to be acceptable use of technology and its resources under these policies and guidelines.

Minimum System Requirements. *Sakai* is the current Learning Management System (LMS) used by Point University. For best user results, Point recommends that students evaluate their computer or device with the following checklist prior to logging into courses:

- Windows PC or Mac with the most recent version of these browsers:
  - ➢ Google Chrome (www.google.com/intl/en/chrome)
  - ➢ Mozilla Firefox (www.mozilla.org/en-US/firefox/new)
- Windows PC or Mac with audio (sound card with speakers or headphones/ear buds).
  - ➢ Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- Windows PC or Mac with video capabilities (webcam and microphone within device or stand-alone)
- High speed internet access.
  - ➢ Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader)
- Adobe Flash Player (https://get.adobe.com/flashplayer)
- Access to a printer or scanner (depending on course activities)

It is the users' responsibility to maintain their personal internet connection, computer, or device with the necessary hardware, software, and browser updates.

There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as internet outages at home. In preparation for such circumstances, students should identify an alternate location with free WiFi, a computer lab, and/or other needed accommodations. Examples include a Point University education site, public library, or restaurant.

POINT UNIVERSITY PERSONNEL

Senior Administrative Officers

Under the direction of the President of the University, the senior leadership team is responsible for the implementation of policies set by the Board of Trustees.

DEAN C. COLLINS, M.Ed., President (2006)

STACY A. BARTLETT, Ph.D., Vice President for Enrollment Management (2005)

CHRISTOPHER A. DAVIS, D.Min., Ph.D., Vice President for Graduate & Professional Studies (2015)

LANCE H. FRANCIS, M.S., M.B.A., Chief Operating Officer (2012)

DANIEL R. FRAZIER, M.B.A., Vice President for Finance (2014)

DENNIS E. GLENN, Ph.D., Vice President for Institutional Effectiveness and Dean of Accreditation (1997)

HAMILTON, KATHERINE, B.A., Communications Manager (2015)

JOSHUA HARRELSON, B.A., Vice President of Advancement (2016)

W. DARRYL HARRISON, Ed.D., Chief Academic Officer (2010)

MARGARET HODGE, B.S., SPHR, Director of Human Relations (2015)

SAMUEL W. ("WYE") HUXFORD, M.Div., Vice President for Spiritual Formation and Dean of the Chapel (1976)

CGPS Academic Council

The Academic Council for the College of Graduate & Professional Studies (CGPS) is responsible for Point's non-traditional academic programs and policies (*Access* hybrid adult studies, fully-online, and graduate programs). The Council includes the faculty department chairs, along with key managers overseeing student support operations. The Academic Council is chaired by the Vice President for Graduate & Professional Studies, who reports to the Chief Academic Officer.

CHRISTOPHER A. DAVIS, Vice President for Graduate & Professional Studies, Professor of Biblical Theology and Ministry (2015); B.A. in Bible, B.Th. in Theology 1981, Johnson University; D.Min. in Ministry 1985, Th.M. in Theology 1986, Ph.D. in Biblical Studies 1992, Union Theological Seminary in Virginia; additional studies at Milligan College, United Theological Seminary, Jerusalem University College; ordained minister

LEON M. REESE, JR., Assistant Vice President for Professional Studies, Instructor in Bible and Ministry (2008); B.A. in Psychology 2002, Piedmont College; M.Div. in Ministry 2007, Assemblies of God Theological Seminary; D.Min. in Contextualized Ministry 2014, Mercer University's McAfee School of Theology; ordained minister

JOANN ADEOGUN, Professor of Business, Chair of the CGPS Business & Leadership Department (2016); B.S. in Management 2000, Shorter University; M.S. in Human

Resource Management 2001, Troy State University; D.B.A. in Human Resource Management 2008, Nova Southeastern University; Professional in Human Resources certification (PHR), SHRM Certified Professional certification (SHRM-CP), Society of Human Resource Management; Six Sigma Lean Professional certification (SSLP), Certified Change Management Specialist certification (CMS), Management & Strategy Institute

MAURITA M. HODGE, Assistant Professor of Human Relations, CGPS Social & Behavioral Sciences Department Chair (2012); B.A. in Human Relations 1999, Trinity College; M.A. in School Counseling 2004, Clark Atlanta University; Ed.D in Counseling Psychology 2008, Argosy University; Licensed Professional Counselor (LPC)

SAMUEL W. ("WYE") HUXFORD, Professor of Biblical Studies, Vice President for Spiritual Formation, Dean of the Chapel, CGPS and UC Bible and Ministry Department Chair (1976)**;** B.A. in Christian Ministry 1976, Point University; M.Div. in New Testament and Theology 1976, Cincinnati Christian University; ordained minister

LACEY ANN SOUTHERLAND, Professor of Education, CGPS Education Department Chair (1998); B.S. in Elementary Education (Teacher of Young Children, TYC) and Home Economics (Child Development) 1984, M.Ed. in Early Childhood Education 1987, Stephen F. Austin State University; Ph.D. in Early Childhood Education 1998, Georgia State University

VALARIE PRICE WILLIAMS, Instructor in Education, Director of Online Learning and Instructional Design, Interim Chair of the CGPS Arts & Sciences Department (2015); B.S. in Secondary Education 2011, Jacksonville State University; M.S. in Instructional Technology 2013, Troy University; Research Fellowship in Instructional Design and Development (Ph.D. coursework), University of South Alabama

KATHLEEN ("KATHY") D. DAVID, Instructor in Adult Education, Director of Disability Services and Educational Resource Centers (2002); B.A. in English and Secondary Education 1969, Houghton College; M.L.M. in Library Media 1975, Georgia State University

TIFFANY SCHOENHOFF WOOD, Instructor in Business and Leadership, Assistant Vice President for Enrollment Management (2008); B.S. in Global Economics and Modern Languages 2007, M.S. in International Affairs 2014, Georgia Institute of Technology

Faculty

Under the oversight of the Vice President for Graduate & Professional Studies and faculty department chairs, the faculty is responsible for academic programs at all Point locations, levels, and modalities. For lists of faculty members arranged by department and full-time or part-time status, see the section of this *Catalog* devoted to each department. Parentheses indicate the year they joined Point University.

WAYNE ACKERSON, Instructor in History; B.A. History and Psychology 1988, M.A. in History 1990, Salisbury State University; Ph.D. in History 1999, Temple University

DAVID P. ADAMS, Instructor in History (2015); B.A. in History and Religion 1980, Emory University; A.M. in History 1982, Washington University in St. Louis; M.Div. in

Ministry 1991, Trinity Lutheran Seminary; M.P.H. in Public Health with Concentration in Epidemiology 1994, Ohio State University College of Medicine; Ph.D. in History and Sociology of Medicine 1987, University of Florida; additional post-doctoral studies at London School of Hygiene and Tropical Medicine, Louisiana State University Medical Center, McGill University, University of Alabama at Birmingham, University of Georgia, and University of Tennessee at Knoxville

JOANN ADEOGUN, Professor of Business, Chair of the CGPS Business & Leadership Department (2016); B.S. in Management 2000, Shorter University; M.S. in Human Resource Management 2001, Troy State University; D.B.A. in Human Resource Management 2008, Nova Southeastern University; Professional in Human Resources certification (PHR), SHRM Certified Professional certification (SHRM-CP), Society of Human Resource Management; Six Sigma Lean Professional certification (SSLP), Certified Change Management Specialist certification (CMS), Management & Strategy Institute

MICHELE WORTHINGTON ADKINS, Instructor in Psychology (2014), B.S. in Psychology 1981, Liberty University; M.Ed. in Guidance and Counseling 1983, Lynchburg College; additional studies in Educational Psychology at Walden University

DAVID ALLGIRE, Instructor in Bible and Ministry (2012); B.A. in Biblical Studies 1992, Puget Sound Christian College; M.A.R. (Master of Arts in Religion) in Old Testament 2013, M.Div. in Urban Ministry 1995, Emmanuel Christian Seminary; ordained minister

VERNIE ANDREW, Instructor in Business and Accounting (2016); B.B.A. in Finance and Investments 1991, Baruch College of the City University of New York; M.P.A. in Accounting 2003, Georgia State University; D.B.A. in Finance 2007, Nova Southeastern University—Instructor in Business; Certified Public Accountant (CPA)

STEVEN ANGEL, Instructor in Bible and Ministry (2012); B.A. in Christian Education 1975, M.A. in Theology 1977, M.Div. in Theology 1982, Cincinnati Christian University; M.A. in Psychology 1979, Ball State University; additional graduate studies in Psychology at Talbot Seminary of Biola University; ordained minister

TIMOTHY L. ANDERSON, Instructor in Business (2013); A.A.S. in Funeral Service Technology 1994, East Mississippi Community College; B.A. in Music 2002, Morris Brown College; MS in Management 2004, Troy State University; D.B.A. in International Business 2009, Argosy University

REBECCA L. AQUINO, Instructor in Science (2014); B.S. in Medical Technology 2006, University of the Sciences; D.O. in Osteopathy 2010, Rowan University School of Osteopathic Medicine

CAROL ASHBURNER, Instructor in Public Speaking (2015); M.A. in Speech Communication, Auburn University

MICHAEL L. BAIN, Professor of Biblical Studies, Director of Library Resources (1981); B.A. in Bible 1972, Kentucky Christian College; M.Div. in Theology 1976, Emmanuel Christian Seminary; M.L.S. in Library and Information Studies 1980, University of New York at Buffalo

JEREMIAH BARTLETT, Instructor in Worship Ministry (2010); B.S. in Music 2004, Point University; M.A. in Religion with Specialization in Worship Studies 2009, Liberty University; Georgia Educator Certificate in Music

STACY A. BARTLETT, Instructor in Business and Leadership, Vice President for Enrollment Management (2005); B.S. in Human Relations 2005, Point University; M.B.A. in Communication and Resource Management 2008, Liberty University; Ph.D. in Educational Leadership 2013, Mercer University

FORREST B. ("BUTCH") BEACH, Professor of Criminal Justice (2012); B.S. in Criminal Justice 1979, M.S. in Criminal Justice 1989, Troy State University; M.P.A. in Justice Administration 2000, Columbus State University; D.P.A. in Public Administration 2011, Valdosta State University

MATTHEW BENSON, Instructor in Bible, Ministry, and Business (2012); B.A. in Religion 1992, M.B.A. in Business 1996, Samford University; M. Div. in Ministry 1996, Beeson School of Divinity of Samford University; D. Min. candidate in Ministry, Southeastern Baptist Theological Seminary; ordained minister

FRED W. BERKELEY, II, Instructor in Business and Leadership, Director of Campus Safety and Security (2011); B.S. in Organizational Leadership 2012, Point University; M.B.A. in Business 2014, Shorter University

KRISTEN J. R. BERRY, Instructor in Communications (2006); B.A. in Communications 1996, Johnson C. Smith University; M.A. in Human Communications Studies 2000, Howard University

BARRY LEE BLACKBURN, SR., Professor Emeritus of New Testament (1986); B.A. in Bible 1974, Harding University; M.Th. in Bible 1979, M.A. in New Testament 1980, Harding School of Theology; Ph.D. in New Testament Exegesis 1986, University of Aberdeen

TINA H. BOOSEL, Instructor in Business and Leadership (2016); B.S. in Organizational Communication 1997, M.B.A. in Business 2003, Kennesaw State University

MELODY BOURNE, Instructor in Business and Leadership (2015); B.S. in Management 2002, M.A. in Leadership 2004, Shorter College; D.B.A. in Business Administration 2014, Argosy University

JOSHUA ("JOSH") BOYD, Instructor in Educational Foundations, Director of Athletic Bands (2013); B.A. in Music Education 2006, Jacksonville State University; M.Ed. in Administration and Supervision 2009, University of West Georgia; Ed.D. in Teaching and Learning 2013, Liberty University

MARK BOYD, Instructor in Christian Ministries, Financial Aid Specialist (2013); A.A. in Religion 1978, Brewton-Parker College; B.A. in Biblical Studies 1980, Blue Mountain College; M.A. in Theological Studies 2012, Liberty University; D.Min. candidate in Ministry, McAfee School of Theology at Mercer University

ANN MARIE BREZINA, Instructor in Science (2016); B.S. in Environmental Science 1996, Wheaton College; M.S. in Science Education 1999, University of Tennessee at Knoxville

CARYN L. BROWN, Instructor in Education (2015); B.A. in Communications and Art 1999, Oglethorpe University; M.Ed. in Literacy Education 2009, Cambridge College; Ed.D. candidate in College Teaching and Learning, Walden University

KATHERINE M. BROWN, Instructor in Education (2015); B.S. in Education 1994, Jacksonville State University; M.Mus. in Music Education 1997, University of West Georgia; Ed.S. (Education Specialist) in Instructional Technology 2005, University of West Georgia; Ed.D. in Instructional Leadership 2014, Argosy University

RICHARD BUMPERS, JR., Instructor in Human Relations and Christian Ministries, Director of Development (2013); B.S. in Urban Youth Studies 2006, Eastern University; M.S. in Counseling Studies 2011, Capella University; D.Min. in Ministry 2013, United Theological Seminary; ordained minister

BOBBI R. BUSH, Instructor in English (2015); A.A. in Quality Management 2002, Texarkana Community College; B.S. in English 2004, M.A. in English 2005, Texas A&M University

KEVIN SCOTT BUSSEY, Instructor in Bible and Ministry (2014); B.S. in Public Administration 1985, Samford University; M.A. in Education 1988, University of Alabama at Birmingham; M.Div. in Ministry 1995, Southwestern Baptist Theological Seminary

TONYA E. CANNON, Instructor in Sociology (2013); B.B.A. in Management 1993, M.A. in Sociology 1995, Prairie View A&M University; M.B.A. in General Business 2001, Stetson School of Business and Economics of Mercer University; Ph.D. candidate in Management, Walden University; Certificate in Higher Education Management, Harvard University

HOLLY J. CAREY, Professor of Biblical Studies (2007); B.A. in Humanities and Biblical Studies 2001, Point University; M.A. in Biblical Studies 2004, Asbury Theological Seminary; Ph.D. in New Testament and Christian Origins 2007, University of Edinburgh

NNEKA K. CARTER, Instructor in Business and Leadership, Calling and Career Services Coordinator (2015); B.S. in Organizational Communications 2002, Wilberforce University; M.B.A. in Business Administration 2008, University of Phoenix

BYRON JAMES CARTWRIGHT, Professor of Music, UC Fine Arts Department Chair (1993); B.S.M. in Music 1971, M.S.M. in Sacred Music 1972, Cincinnati Christian University; M.Mus. in Vocal Performance 1976, College-Conservatory of Music of the University of Cincinnati; D.M.A. (Doctor of Musical Arts) in Music Ministry, Voice, and Conducting 1989, Southern Baptist Theological Seminary

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AISHA DELORES WILLIAMS, Instructor in Human Relations and Management (2011); B.S.W. in Social Work 2001, Clark Atlanta University; M.S.W in Social Work with Specialization in Management 2003, Washington University in St. Louis; M.Mgt. in Management 2015, Shorter University; Ph.D. in Social Work Policy, Planning, and Administration 2010, Clark Atlanta University; Licensed Master Social Worker

BETTY W. WILLIAMS, Instructor in Ministry (2015); B.A. in English Education 1988, Master of Family Therapy 1995, Mercer University; M.Div. in Ministry 2006, D.Min. in Spirituality 2014, McAfee School of Theology of Mercer University

STACEY DEAN WILLIAMS, Instructor in Business and Leadership (2016); B.A. in Organizational Management and Leadership 2012, M.B.A. in Business Administration 2014, Reinhardt University; Lean Six Sigma Green Belt Certification (LSSGB)

VALARIE PRICE WILLIAMS, Instructor in Education, Director of Online Learning and Instructional Design, Interim Chair of the CGPS Arts & Sciences Department (2015); B.S. in Secondary Education 2011, Jacksonville State University; M.S. in Instructional Technology 2013, Troy University; Research Fellowship in Instructional Design and Development (Ph.D. coursework), University of South Alabama

PAUL WILSON, JR., Instructor in Business (2014); B.B.A. in Supply Chain Management 1998, University of San Diego; M.S. in Organization and Management 2005, Capella University; additional graduate studies in Business, Kennesaw State University

EDWARD "CHIP" WINTERS, Instructor in English (2013); B.A. in English 1975, St. Vincent's College; M.A. in English 1979, Carnegie-Mellon University

LYNN H. WISELEY, Instructor in Education, Director of the Teacher Media Center (2008); B.S. in Early Childhood Education 1990, Point University; M.Ed. in Early Childhood Education 1993, University of West Georgia; Georgia Educator Certificate

DIANE HENDON WITHERS, Instructor in History (2014); B.A. in History 1969, M.A. in History 1971, University of Oklahoma

MURPHY M. WOOD, Instructor in History (2015); B.A. in History 1988, Auburn University; M.A. in History 2006, James Madison University

TIFFANY SCHOENHOFF WOOD, Instructor in Business and Leadership, Assistant Vice President for Enrollment Management (2008); B.S. in Global Economics and Modern Languages 2007, M.S. in International Affairs 2014, Georgia Institute of Technology

TIMOTHY R. WOODRUFF, Instructor in Christian Ministries (2010); B.Mus. in Music Education 1981, University of Georgia; M.A. in Religion, Liberty University 1991; M.S. in Human Resource Development 1996, Georgia State University; Ed.D. in Leadership 2004, Southern Baptist Theological Seminary

DEDRA R. WOOLFOLK, Professor of Natural Science, UC Math & Science Department Chair (2004); B.S. in Biology 1991, Morris Brown University; M.S. in Biological and Biomedical Science 2015, Ph.D. in Biological and Biomedical Science (Pharmacology), Emory University School of Medicine.

ANDREA RACHEL WOZNIAK, Instructor in Biblical Studies (2009); B.A. Religion and English 2001, Hope College; M.A. in Biblical Studies 2005, Regent University

KATHRYN A. YANCEY, Instructor in Accounting (2016); B.S. in Accounting 1980, B.S. in Management 1980, Carson-Newman University; M.P.A. in Public Accounting 1985, Georgia State University; Certified Public Accountant (CPA)

ANGELA YONCE, Instructor in English (2013); B.S. in Psychology 1991, M.Ed. in Secondary English Education 1994, Georgia College; Ed.D. in Curriculum and Instruction, University of Phoenix

Administrative and Managerial Staff
who work most closely with CGPS

Academic Services
Leon M. Reese, Jr. .... Assistant Vice President for Professional Studies

Career Services
Nneka Carter .... Calling and Career Services Coordinator

Communication Services
Katherine Hamilton .... Communications Manager

Disability Services
Kathleen D. David .... Director of Disability Services

Enrollment Services
Stacy A. Bartlett .... Vice President for Enrollment Management
Tiffany Schoenhoff Wood .... Assistant Vice President for Enrollment Management
Rusty Hassell .... Executive Director of Enrollment
Monica Brooks .... Assistant Director of Enrollment for CGPS

Financial Services

Mark Boyd ....Financial Aid Specialist
John Lanier ....Director of Student Finance
Janifer Morgan...Director of Financial Aid
Yolanda Steele ....Director of Student Accounts

Human Resource Services

Margaret Hodge .... Director of Human Resources

Information Technology Services

Bill Dorminy ....Director of Information Technology
Warren Carey..Enterprise Application Systems Administrator

Instructional Design and Education Technology Services

Valarie Price Williams.................... Director of Online Learning and Instructional Design
Kyle Malmberg ....Education Technology Coordinator

Learning Support Services

Kathleen D. David .... Director of Educational Resource Centers
Jessica M. Mazaheri ....Director of the Educational Resource Center, West Point

Library Services

Michael L. Bain..Director of Library Resources
Richard Coleman ....Assistant Librarian

Registrar Services

Caley Motes ....Registrar
Obie Killcreas ....Associate Registrar

Site Directors

Ana Gilleylen ....Birmingham Site Director
Ross Haralson ....Peachtree City Site Director
Douglass Johnson ....Lindbergh Center, Atlanta Site Director
Roxanne Pace .... Savannah Site Director
Melissa C. Roberts.. McDonough and Online Site Director
Blair Walker...West Point Site Director

COURSE DESCRIPTIONS

ASPS 105 Introduction to Adult Learning (3)
This course prepares students to work in the dynamic environment that surrounds academic discourse, research, and learning. It introduces keys to academic success in adult education, including effective study habits, time management, access to and use of learning resources, and the ability to work successfully with others. Through the *StrengthsQuest*, students evaluate their individual strengths and learn how to capitalize on them to maximize the educational experience.

ASPS 110 Effective Thinking (3)
This course builds on ASPS 105 by introducing requirements of university-level learning, effective habits and behaviors, metacognitive strategies, and the roles of responsibility, thinking, writing, and career-readiness in learning and academic performance.

BIBL 103 Drama of Scripture (3)
Students explore the "drama of scripture" from God's creation of the heavens and earth in Genesis, through His redemptive work in Jesus Christ, to the consummation of His Kingship in Revelation. An overview of the structure and rationale of Point University's curriculum shows how students can prepare themselves for active participation in God's ongoing Story.

BIBL 202 Jesus: The Focus of Scripture (3)
This course focuses on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is. *Prerequisite: BIBL 103 Drama of Scripture.*

BIBL 303 Acts of the Apostles (3)
Students engage in an historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

BIBL 304 Scripture: How We Use It (3)
This course helps students become more competent in using Scripture in ways that enhance their ability to engage the life of the local church, be spiritual leaders in their families, and influence their workplaces as persons of faith. *Prerequisite: BIBL 103 Drama of Scripture.*

BIBL 305 Isaiah (3)
Students engage in an exegetical study of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text.

BIBL 334 Gospel of Mark (3)
This course is a study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. Emphases include the social, political, cultural, and literary context of the Gospel.

BIBL 412 I Corinthians (3)
Students engage in an exegetical study of the Apostle Paul's First Epistle to the Corinthians, including careful analysis of the text and thoughtful application to contemporary Christian life and theology.

BIBL 413 Psalms (3)
Students engage in a systematic survey of ancient Hebrew hymnody, including an exegesis of selected Psalms.

BIBL 420 Advanced Hermeneutics (3)
This course includes a survey of the history of interpretation and a review of basic issues related to genre, figurative and literal language, the relationship between the Old and New Covenants, and the importance of historical and literary contexts. Students learn and apply important exegetical principles for understanding biblical texts and important hermeneutical principles for applying biblical texts in the current culture. *Prerequisite: BIBL 304 Scripture: How We Use It.*

BIBL 490 Jonah (3)
This course is a study of the prophetic book of Jonah using its historical, cultural, literary, and prophetic context as a tool for correct interpretation and contemporary application.

BUSI 202 Business Statistics (3)
This course focuses on 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. *Prerequisites: BUSI 214 Management Information Systems and MATH 110 College Algebra or equivalent.*

BUSI 211 Financial Accounting (3)
This course provides 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. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 212 Managerial Accounting (3)
Building on BUS 211 Financial Accounting, this course includes an introductory study of accounting concepts that furnish management with the necessary "tools" to plan and control activities. *Prerequisite: BUSI 211 Financial Accounting.*

BUSI 214 Management Information Systems (3)
This course focuses on the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include basic business productivity software, telecommunications and networking, systems analysis and design, and the strategic use of information systems, with emphasis on the exploration of real-life business scenarios involving information technology (IT).

BUSI 230 Principles of Management (3)
This course focuses on management functions and processes applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change.

BUSI 238 Business Communication (3)
This course focuses on communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisite: ENGL 102 Critical Reading & Writing II. Special Consideration: BUSI 238 is a Writing Emphasis course.*

BUSI 271 Social Media Marketing: Foundations & Strategy (3)
This course introduces basic principles of social media marketing, including 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. Students are also introduced to Facebook, the most popular social media platform. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 272 Social Media Marketing: Twitter (3)
Students learn 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. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 273 Social Media Marketing: LinkedIn & Facebook (3)
Students learn 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. Students also learn advanced Facebook marketing tactics, including Facebook advertising. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 320 Principles of Microeconomics (3)
This course provides an introduction to consumer behavior and demand, organization of production, market structures, factor markets, and the world economy in relation to microeconomics. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 321 Principles of Macroeconomics (3)
This course provides an introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and the world economy in relation to macroeconomics. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 332 Accounting Information Systems (3)
This course introduces accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. *Prerequisites: BUSI 211 Financial Accounting, BUSI 212 Managerial Accounting, BUSI 214 Management Information Systems.*

BUSI 336 Principles of Finance (3)
This course surveys financial management and decision-making, with an emphasis on financial analysis, budgeting and capital management. *Prerequisites: BUSI 202 Business Statistics, BUSI 214 Management Information Systems, and BUSI 212 Managerial Accounting.*

BUSI 347 Principles of Marketing (3)
Students survey marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising, and marketing strategy.

BUSI 352 Organizational Behavior (3)
Students explore how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, organizational development and creating effective work groups.

BUSI 364 Income Tax Accounting (3)
Students learn 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. *Prerequisites: BUSI 211 Financial Accounting, BUSI 212 Managerial Accounting, BUSI 214 Management Information Systems.*

BUSI 371 Social Media Marketing: Blogging & Content Marketing (3)
Students learn the principles and methods of creating and executing an effective content marketing campaign as part of a marketing strategy, including selection of the best platform, development of a key phrase strategy, creation of compelling blog content, promotion of the blog within social media, and online reputation management. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 372 Social Media Marketing: Video & Mobile Marketing (3)
Students learn 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. Streaming video apps and mobile marketing strategies are also introduced. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 373 Social Media Marketing: Pinterest & Instagram Mobile (3)
Students learn the principles and methods of using Pinterest as part of a marketing strategy, including optimizing a business page, organizing pages for the best customer experience, and integration with other social media platforms to create a seamless social marketing campaign. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 375 Business as Mission (3)
Students explore the emerging role of business in Christian mission, including both the opportunities and challenges. Major themes include the theology of business as mission, practical issues related to business as a vehicle for cross-cultural mission, and business models and case studies.

BUSI 426 International Business (3)
Students explore the international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. *Prerequisites: Principles of Macroeconomics, and BUSI 347 Principles of Marketing.*

BUSI 434 Business Law (3)
This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. *Prerequisite: BUSI 230 Principles of Management.*

BUSI 436 Business Ethics (3)
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. *Prerequisites: BUSI 230 Principles of Management, BUSI 347 Principles of Marketing, and BUSI 336 Principles of Finance. Special Consideration: BUSI 436 is a Writing Emphasis course.*

BUSI 443 Entrepreneurship (3)
Students explore the process of starting a new business and effectively managing it. Emphases include traits of entrepreneurs, creating the business plan, start-up challenges, researching and evaluating markets, forms of ownership, market positioning, financial controls and sources of revenue, and promotion.

BUSI 450 Human Resources Management (3)
This course provides 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.

BUSI 455 Change Management (3)
This course focuses on the systematic discipline needed for building, maintaining, and extending competitive advantage through the managerial process. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes. Case studies are employed.

BUSI 460 Organizational Leadership (3)
Participants learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior, and "new leadership" development. *Prerequisite: BUSI 230 Principles of Management.*

BUSI 465 Strategic Management & Planning (3)
This course focuses on the integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization. Emphases include analysis, decision-making, and ethical considerations. *Prerequisite: BUSI 230 Principles of Management, BUSI 347 Principles of Marketing, and BUSI 336 Principles of Finance.*

BUSI 500 Graduate Business Orientation (0)
In this orientation session, students are introduced to the courses in the M.B.A. program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.B.A. students. At this session, students who do not hold an undergraduate degree in a business-related field provide evidence of mastery of basic business principles required for success in the program, including knowledge of accounting, finance, management, marketing, and statistics.

Evidence may be provided in the form of (1) a transcript showing completion of the prerequisite courses serving as Point's "M.B.A. Boot Camp," or (2) a passing score on the Point University Business Proficiency Exam.

BUSI 510 Ethics & Professional Issues in Business (3)

Students are introduced to alternative ethical theories and learn how they relate to, and often support, Judeo-Christian ethics. Students then learn to apply an ethical framework to professional dilemmas common to business transformation, including hiring/firing, new product development, financial reporting, stakeholder relations, and environmental sustainability. Students also explore ways Christians have used their business skills to promote the Kingship of God and carry out His redemptive work in the world (e.g. "business as mission").

BUSI 515 Business Intelligence (3)

Acquiring data is essential to business transformation, not only to establish the current situation but also to identify areas for improvement and measure progress toward goals. In this course, students learn qualitative and quantitative research methods that can be employed to gather data on both internal (e.g. employees) and external (e.g. customers) stakeholders.

BUSI 520 Quantitative Analysis for Decision-Making (3)

This course approaches statistics from a practical perspective. Students learn to utilize commercially available statistical software to manipulate and analyze data, and to interpret the results for relevant business applications. By the end of the course, students can select appropriate tools for analysis and conduct multiple statistical tests, such as descriptive statistics, hypothesis tests, Chi Square tests, linear and multiple regression, t-tests, and control charts.

BUSI 525 Lean Six Sigma Methodology for Business Transformation (3)

Students receive instruction in Lean Six Sigma continuous improvement methodologies. They apply the DMAIC methodology (Define-Measure-Analyze-Improve-Control) and the DFSS (Design for Six Sigma) approach to designing products and services, along with the relevant tools, to solve real world problems. At the conclusion of the course, students are prepared to sit for the Lean Six Sigma Green Belt (LSSGB) certification exam. Students may then pursue Lean Six Sigma Black Belt (LSSBB) certification as they complete BUS 565 Capstone Transformation Project. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making. Special Consideration: Students who have already earned the LSSGB elsewhere may test out of BUSI 525 or take it as a refresher course.*

BUSI 530 Persuasion & Negotiation (3)

The ability to persuade and negotiate is essential to leading business transformation. In this course, students learn current best practices in persuasion and sales in order to enhance their ability to gain support for change efforts using currently available professional literature. Students also learn techniques for negotiating with parties that are unwilling or unable to volunteer their support in order to arrive at agreements that create value for both parties.

BUSI 535 Financial Statement Analysis & Valuation (3)
Students integrate concepts from accounting, economics, finance, and business strategy to evaluate financial statements and value firms. In doing so, they quantitatively evaluate firm strategies, forecast financial statements, and apply sensitivity analysis techniques. The course utilizes business case studies from professional literature, along with appropriate technologies, to enable students to practice various analysis and valuation techniques. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making.*

BUSI 540 Strategic Management & Leadership (3)
Students develop an understanding of best practices in management and leadership as they learn techniques and strategies that focus on leveraging leadership for realizing organizational goals. Students engage with practical leadership strategies that aim at developing high performance teams and building other future organizational leaders. Case studies obtained from professional literature, along with real world examples of organizational leadership, are used to communicate essential attributes of exceptional leadership. Students are then challenged to apply the cognitive aspects of leadership learning to practical applications in their own professional and personal lives. At the conclusion of the course, students are able to apply leadership concepts and tools, so that they may more effectively lead their own organizations.

BUSI 542 Servant Leadership Theory & Development (3)
This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

BUSI 544 Nonprofit Management (3)
This course develops management skills pertinent to the nonprofit sector of ministry. Areas of emphasis include board development, employee recruitment and management, volunteer recruitment and engagement, marketing and public relations, fundraising, grant writing, and professional ethics.

BUSI 545 Strategic Marketing (3)
This course introduces the strategic role marketing plays in business transformation. Students acquire models and frameworks for approaching marketing problems as they research leading-edge thinking on marketing strategy and state-of-the-art marketing tactics. Students also learn how to measure marketing performance and ensure accountability for marketing investments.

BUSI 550 Business Innovation & Creativity (3)
This course focuses on how to establish and maintain creative and innovative business atmospheres. Participants study organizations that put an emphasis on creativity and innovation, such as Apple, Google, and Ideo, in order to identify best practices and develop strategies for implementing creative and innovative cultures within their own organizations.

BUSI 552 Organizational Innovation & Creativity (3)
This course focuses on innovation and creativity in church and other nonprofit contexts. Students develop skills for researching and evaluating philosophical, cultural, and global

trends that may shape the future. They formulate creative and innovative responses to those trends from the perspective of contextualized theology and ministry.

BUSI 555 Cost Management & Decision-Making (3)
This course covers cost accounting concepts so vital in a changing business environment. Topics include, but are not limited to, activity-based costing, strategic cost management, balanced scorecard, environmental cost management, lean accounting, pricing and profitability analysis, and capital budgeting. Integrative exercises enable students not only to perform the necessary calculations, but also to understand how applicable cost concepts help managers make decisions that transform the organization. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making.*

BUSI 560 Applied Leadership:
Change Management & Organizational Culture (3)
This course focuses on the importance of building positive and engaging business cultures, along with strategies for leading and managing organizational change within disruptive environments. Students acquire leadership techniques and strategies for effectively leading change, building other resilient leaders, and creating healthy and adaptive cultures. Students also reinforce their individual managerial skill sets for dealing with complex leadership issues.

BUSI 562 Strategic Planning & Change Management (3)
Students apply principles of strategic planning and change management in ministry contexts. Major emphases include analyzing the ministry context and organizational culture, vision casting, strategic planning, change management, and project management.

BUS 565 Capstone Transformation Project (3)
Students prepare—and in some cases execute—a substantive project demonstrating in a real-world context the transformation techniques learned in the M.B.A. program: (1) Students desiring to pursue the Lean Six-Sigma Black Belt (LSSBB) certification identify, engage in, and complete a Lean Six Sigma DMAIC [Define-Measure-Analyze-Improve-Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is completed to the satisfaction of the Board. (2) Students who do not desire to pursue the Lean Six Sigma Black Belt, and/or desire to work on a transformation project tailored to their specific interests or job demands, will identify, engage in, and complete a project approved by their faculty advisor. Projects will vary from student to student, but must demonstrate mastery of transformation techniques learned in the M.B.A. program. The project may be focused on functions such as marketing, financial decision-making, change management, or leadership/human capital. The project must be completed by the end of the session and

will be evaluated by the faculty advisor. *Prerequisites: All other courses in the M.B.A. program are prerequisites for the BUSI 565 Capstone Transformation Project.*

CHED 301 Educational Ministries (3)
This course focuses on principles of teaching and learning, and the effective use of various teaching methods in the church.

CJUS 200 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.

CJUS 210 Criminology (3)
This course focuses on theories and practices surrounding crime, its nature and causes, and how law enforcement works to curtail crime. *Prerequisite: CJUS 200 Criminal Justice.*

CJUS 220 Constitutional Law (3)
This course focuses on powers granted to government entities and civil rights granted to citizens under the United States Constitution and Bill of Rights. *Prerequisite: CJU 200 Criminal Justice.*

CJUS 400 Criminal Law (3)
This course focuses on elements of crime in modern society. Emphases include the principles of *actus reus, mens rea,* intent, causation, and concurrence, along with various criminal defenses used in courts of law. *Prerequisite: CJU 220 Constitutional Law.*

CJUS 410 Criminal Procedure (3)
This course focuses on rules and regulations surrounding the criminal justice system. Topics include search warrants, search and seizure, arrest, interrogation, and rights of suspected offenders. *Prerequisite: CJU 210 Criminology.*

CJUS 420 Police Administration (3)
Students examine theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources processes, resource management, and other critical administrative issues are addressed.

CJUS 430 Professionalism & Ethics in Criminal Justice (3)
Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This course focuses on theories and practices of legality, morality, values, and ethics as applied in criminal justice. Topics include police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. *Special Consideration: CJUS 430 is a Writing Emphasis Course.*

COMM 205 Public Speaking (3)
This course focuses on communication and rhetorical theory with emphasis on the preparation and presentation of both informative and persuasive speeches. Students learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism. *Prerequisite: ENGL 102 Critical Reading & Writing II.*

COMM 305 Media Effects on Children & Adolescents (3)
This course is a study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

ECHL 314 Creative Arts for Early Childhood (3)
This course provides an overview of the principles of creativity in art, music, and drama. Students learn techniques utilized in integrating creative arts in the general curriculum areas of early childhood, including how to facilitate the development of sensitivity and perception, as well as the communication of ideas and feelings.

EDUC 102 Educational Foundations (3). This course provides 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.

EDUC 201 Principles & Methods of Teaching (3)
This course emphasizes principles of teaching and learning, providing insight into various methods of teaching and their effective use.

EDUC 203 Child Development (3). Students explore the physical, social, emotional, and cognitive development of the child from conception and the prenatal period through age 8. *Prerequisite: PSY 103 Introduction to Psychology.*

EDUC 300 Educational Psychology (3)
Students explore 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. The course emphasizes factors that facilitate and/or interfere with the learning process. *Prerequisite EDUC 203 Child Development. Special Consideration: EDUC 300 is a Writing Emphasis course.*

EDUC 310 Preschool Methods & Materials (3)
This course provides an overview of the elements necessary to plan, administer, and implement educational programs for infants, toddlers, and preschoolers. *Prerequisite EDUC 300 Educational Psychology.*

EDUC 401 The Exceptional Child (3)
Students learn the characteristics by which exceptional children are identified in the school setting and special needs of children with learning disabilities. Students also survey learning disorders, assessment techniques, and use of appropriate instructional strategies and materials.

EDUC 407 Classroom Management (3)
This course focuses on interaction process and patterns of communication in the classroom. It is designed to increase student and teacher effectiveness as an influence in the learning process. It also gives attention to both preventive and remedial techniques for handling discipline problems in the classroom.

EDUC 490 Child Development Practicum I (6)
Students spend a total of 90 hours in an educational setting for infants, toddlers, or prekindergartners. They observe the children's development and assist the lead teacher in planning, implementing, managing, and assessing activities. *Prerequisite EDUC 300 Educational Psychology.*

EDUC 491 Child Development Practicum II (6)
Students spend a total of 90 hours in an educational setting for infants, toddlers, or prekindergartners. They practice the dispositions and skills necessary for leading young children. *Prerequisite EDUC 490 Child Development Practicum I.*

ENGL 101 Critical Reading & Writing I (3)
This course develops university-level reading and writing skills. *Special Consideration: Full-time students must enroll in the appropriate English course every term offered until they have completed ENGL 101 and ENGL 102 with a grade of "C" or higher.*

ENGL 102 Critical Reading & Writing II (3)
A continuation of ENGL 101, this course emphasizes research skills and principles of argumentation. *Special Consideration: Full-time students must enroll in the appropriate English course every term offered until they have completed ENGL 101 and ENGL 102 with a grade of "C" or higher.*

ENGL 250 Modern Short Stories (3)
Students examine the development of the short story during the nineteenth, twentieth, and twenty-first centuries.

ESLA 442 Culture & Education (3)
This course offers a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. *Special Consideration: ESLA 442 is a Writing Emphasis course.*

GRAD 400 Graduation (0)
Students register in this zero-credit "course" during their final term at Point University. Enrollment notifies the registrar of their intent to graduate at the end of that term. The registrar then verifies that the student will have met the academic requirements for graduation.

HIST 203 United States History (3)
Students survey the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

HREL 202 The Family (3)
Students explore courtship, marriage, and family relationships from both a biblical and cultural perspective. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

HREL 301 Introduction to Counseling (3)
Students gain foundational knowledge and skills for facilitating personal growth in others. The course is designed for those who work with people in helping relationships.

HREL 304 Introduction to Research (3)
This course focuses on research methodologies and statistical analyses, with primary emphasis on the ability to read and understand research, and the appropriate usage of research methods in a variety of applications. *Special Consideration: HREL 304 is a Writing Emphasis Course.*

HREL 308 Life, Work & Ethics of the Helping Profession (3)
This course in applied ethics focuses on personal, professional, and moral/religious aspects of the self.

HREL 312 Counseling Diverse Populations (3)
This course broadens the counselor's understanding and skills for working with people of various backgrounds. Students consider approaches to working with ethnic groups, women, homosexuals, and people with various disabilities.

HREL 320 Group Dynamics (3)
Students learn how groups work and how to improve relationships in order to function effectively with all groups.

HREL 323 Biblical Resources for Counseling (3)
Students explore insights and applications of scriptural truths and perspectives, which guide and may be used by the Christian counselor.

HREL 396 Counseling Theory & Procedures (3)
This course focuses on various counseling theories and an evaluation of those theories from the perspective of a Christian worldview. *Prerequisite: HREL 301 Introduction to Counseling.*

HREL 414 Human Sexuality (3)
Students explore male and female differences with regard to emotions, perceptions, attitudes of relationships, and power of sexuality. The course focuses on psychological and socio-cultural influences on human sexuality and incorporates a lifespan perspective.

HREL 437 Conflict Management (3)
This course is designed to equip students with the understanding and skills that may be used in personal, interpersonal, intra-group and inter-group conflict situations.

HREL 445 Case Management (3)
This study focuses on how service providers assess the needs of a client and the client's family, as well as arrange, coordinate, advocate for, monitor, and evaluate the package of services designed to meet the client's needs. *Prerequisites: HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures.*

HREL 497 Human Relations Practicum (3)
This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. *Prerequisites: senior standing and successful completion of HREL 308 Life, Work & Ethics of the Helping Profession; HREL 312 Counseling Diverse Populations; HREL 396 Counseling Theory & Procedures; and HREL 323 Biblical Resources for Counseling.*

HREL 498 Human Relations Internship—Fieldwork (3)
Field education 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. *Prerequisite: HREL 497 Human Relations Practicum. Special Consideration: Pass/Fail Grade.*

HUMA 101 Introduction to Humanities (3)
This course provides a general introduction to the humanities, with special attention given to the nature of philosophy, art, architecture, music, and literature. Students apply concepts from these disciplines to key cultural artifacts of the Western world.

ICST 510 Reading & Redeeming Culture (3)
This course prepares students to apply insights from cultural anthropology, sociology, and theology to understand, adapt, and transform culture. Students demonstrate "cultural ability" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

MATH 100 Foundations of Mathematics (3)
Math 100 Foundations of Mathematics presents a comprehensive survey of mathematics for college readiness with an emphasis on practical applications and problem-solving strategies. Topics include arithmetic, elementary algebra, geometry, probability, and statistics.

MATH 103 College Mathematics (3)
This course presents a comprehensive survey of college-level mathematics emphasizing practical applications and problem-solving strategies. *Prerequisite: MATH 100 Foundations of Mathematics or equivalent or appropriate placement score. Special Consideration: Not open to students who have successfully completed a higher level mathematics course.*

MATH 110 College Algebra (3)
Topics include equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences. *Prerequisite: Lower level MTH course or satisfactory math placement assessment. Prerequisite: MATH 103 College Mathematics or equivalent or appropriate placement score. Special Consideration: Not open to students who have successfully completed a higher level mathematics course.*

MINI 104A Birmingham Ministry Practicum 1A (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 104B Birmingham Ministry Practicum 1B (1.5)
As a continuation of MINI 104A, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 104C Birmingham Ministry Practicum 1C (1.5)
As a continuation of MINI 104B, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 104D Birmingham Ministry Practicum 1D (1.5)

As a continuation of MINI 104C, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 105A Columbus Ministry Practicum 1A (1.5)

Students engage in an introductory mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in the Prison Epistles required for credentialing as a Certified Minister in Assemblies of God churches.

MINI 105B Columbus Ministry Practicum 1B (1.5)

Students engage in an introductory mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Evangelism required for credentialing as a Certified Minister in Assemblies of God churches.

MINI 105C Columbus Ministry Practicum 1C (1.5)

Students engage in an introductory mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in two areas required for credentialing as a Certified Minister in Assemblies of God churches—namely, Assembly of God History and Polity, and Relationships and Ethics in Ministry.

MINI 105D Columbus Ministry Practicum 1D (1.5)

Students engage in an introductory mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Pentecostal Doctrine required for credentialing as a Certified Minister in Assemblies of God churches.

MINI 106A Peachtree City Ministry Practicum 1A (1.5)

Students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106B Peachtree City Ministry Practicum 1B (1.5)

As a continuation of MINI 106A, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106C Peachtree City Ministry Practicum 1C (1.5)

As a continuation of MINI 106B, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106D Peachtree City Ministry Practicum 1D (1.5)
As a continuation of MINI 106C, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108A Newnan Ministry Practicum 1A (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108B Newnan Ministry Practicum 1B (1.5)
As a continuation of MINI 108A, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108C Newnan Ministry Practicum 1C (1.5)
As a continuation of MINI 108B, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108D Newnan Ministry Practicum 1D (1.5)
As a continuation of MINI 108C, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 204A Birmingham Ministry Practicum 2A (1.5)
As a continuation of MINI 104D, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 204B Birmingham Ministry Practicum 2B (1.5)
As a continuation of MINI 204A, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 204C Birmingham Ministry Practicum 2C (1.5)
As a continuation of MINI 204B, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 204D Birmingham Ministry Practicum 2D (1.5)
As a continuation of MINI 204C, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Church of the Highlands in Birmingham, Alabama. Supervised activities are directly related to the student's chosen ministry field.

MINI 205A Columbus Ministry Practicum 2A (1.5)
Students engage in an advanced mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Missions required for credentialing as a Licensed Minister in Assemblies of God churches. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205B Columbus Ministry Practicum 2B (1.5)
Students engage in an advanced mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Eschatology and Systematic Theology required for credentialing as a Licensed Minister in Assemblies of God churches. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205C Columbus Ministry Practicum 2C (1.5)
Students engage in an advanced mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Romans required for credentialing as a Licensed Minister in Assemblies of God churches. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205D Columbus Ministry Practicum 2D (1.5)
Students engage in an advanced mentored ministry experience under the supervision of the pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Effective Leadership and Conflict Management required for credentialing as a Licensed Minister in Assemblies of God churches. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 206A Peachtree City Ministry Practicum 2A (1.5)
As a continuation of MINI 106D, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206B Peachtree City Ministry Practicum 2B (1.5)
As a continuation of MINI 206A, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206C Peachtree City Ministry Practicum 2C (1.5)
As a continuation of MINI 206B, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206D Peachtree City Ministry Practicum 2D (1.5)
As a continuation of MINI 206C, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at

the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 207 Practical Ministries (3)
This course explores foundational ministry issues from a Christian, socio-cultural perspective. It seeks to equip spiritually whole and practically skilled ministers of the Gospel who are prepared to build up the Church in a rapidly changing world. The study provides opportunities for students to cultivate theory and practice of ministry in the multicultural American society, as well as the Church around the world.

MINI 208A Newnan Ministry Practicum 2A (1.5)
As a continuation of MINI 108D, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208B Newnan Ministry Practicum 2B (1.5)
As a continuation of MINI 208A, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208C Newnan Ministry Practicum 2C (1.5)
As a continuation of MINI 208B, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208D Newnan Ministry Practicum 2D (1.5)
As a continuation of MINI 208C, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 235 Administration & Leadership in Ministry (3)
This course focuses on the functioning church and church leadership, with emphasis on organization and administration, planning, programming, and ministry in the local context.

MINI 411 Accounting & Finance for the Church (3)
This course focuses on foundational accounting and financial principles necessary for church leadership.

MINI 417 Pastoral Care (3)
This course focuses on principles and techniques of counseling and pastoral care within the context of the ministerial functions.

MINI 510 Contemporary Models for Holistic Ministry (3)
This course addresses the importance of holistic ministry and social action from a global, decolonized theological perspective. Students research and evaluate missional churches and organizations in order to construct a biblical and theological approach to issues such as poverty, public health, relief, and community development.

MINI 520 Church Administration (3)
This course develops advanced management skills for church-based ministry. Emphases include board development, leadership development for staff and volunteers, succession planning, budget development and monitoring, and professional ethics. Students research "best-practices" for managing real-world crises in congregational ministry.

MINI 530 Applied Family Systems Theory & Discipleship (3)
This course focuses on principles of relationship building for leaders in light of sound psychological theories and common psychopathologies. Attention is given to family systems and church family systems, conflict resolution, basic counseling and referral skills, and interfacing with social structures and services relevant in the current ministry culture.

MINI 591 Mentored Practicum (3)
As a capstone for the Master of Transformative Ministry program, students plan and complete a mentored practicum in a church or Kingdom-oriented organization. The practicum should provide opportunities for demonstrating mastery of the over-arching ministry principles of the MTM degree.

MINI 592 Supervised Project (3)
As a capstone for the Master of Transformative Ministry program, students plan and conduct a supervised ministry project. The project should demonstrate mastery of the over-arching ministry principles of the MTM degree.

MINI 593 Research Project (3)
As a capstone for the Master of Transformative Ministry program, students propose an area of supervised research in an area germane to the over-arching ministry principles of the MTM degree.

MSEV 302 Church Growth & Evangelism (3)
This course introduces theological and philosophical principles of church growth as applied to both homogeneous and multiethnic churches.

MUSI 102 Music Appreciation (3)
Students survey 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.

MUSI 415 Worship Leadership (3)
This course introduces principles of worship from Scripture and their application in current worship styles.

NSCI 103 Introduction to Biology (3)
This course focuses on essential concepts and fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life along with the fundamentals of DNA and genetics, and ends with an overview of human body systems. The course also compares and contrasts the theory of evolution with creation accounts in the Scriptures.

PHED 105 Fitness & Wellness (3)
This course equips students to incorporate theories and practices of physical fitness and wellness into their everyday lives. It introduces five major components of health and

fitness: cardiorespiratory fitness, muscular strength/endurance, flexibility/joints, stress, and nutrition/weight management. Students also explore biblical perspectives on health as a foundation for developing a God-honoring fitness and wellness program.

PREA 201 Introduction to Preaching (3)
Students learn the fundamentals of constructing and delivering sermons based on the Word of God. *Prerequisites: BIBL 304 Scripture: How We Use It and COMM 205 Public Speaking*.

PREA 320 Advanced Preaching (3)
In this continuation of PREA 201, students apply principles and skills of sermon preparation and delivery. *Prerequisites: BIBL 304 Scripture: How We Use* It, *COMM 205 Public Speaking and PREA 201 Introduction to Preaching. Special Consideration: PREA 320 is a Writing Emphasis Course.*

PREA 510 Preaching & Teaching for Change (3)
This course equips students to apply exegetical and hermeneutical principles for contextually appropriate preaching and teaching. Students "exegete" (analyze) a ministry context and construct a transformative preaching and teaching ministry appropriate to that context.

PSYC 103 Introduction to Psychology (3)
This study of psychological structures and functions helps students better understand themselves and others.

PSYC 204 Developmental Psychology (3)
This study focuses on human growth and development from conception and the prenatal period through adulthood. *Prerequisite: PSYC 103 Introduction to Psychology*.

PSYC 325 Interpersonal Effectiveness (3)
This course enhances the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, and working with difficult people.

PSYC 341 Abnormal Psychology (3)
This course includes a study of the physiological, social, and psychological nature of abnormal behavior, as well as an understanding of the diagnosis and treatment of mental disorder. *Prerequisite: HREL 396 Counseling Theory & Procedures*.

PSYC 429 Violence & Society (3)
This course focuses on the nature of violence and violent crimes in contemporary society. Students examine how the American criminal justice system attempts to prevent violent acts, and the nature and treatment of the offenders.

PSYC 442 Personality Theory (3)
This course surveys 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. *Prerequisite: PSYC 204 Developmental Psychology*.

PSYC 497 Psychology Practicum (3)
This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive

feedback and to evaluate their ability to integrate theory into practice. *Prerequisites: senior standing and successful completion of HREL 308 Life, Work & Ethics of the Helping Profession; HREL 396 Counseling Theory & Procedures; and HREL 323 Biblical Resources for Counseling.*

PSYC 498 Psychology Internship—Fieldwork (3)

Field education 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. Grade: Pass/Fail. *Prerequisite: PSYC 497 Psychology Practicum.*

SOCI 103 Introduction to Sociology (3)

Students explore the effects of group relations on human behavior with special emphasis on developing a Christian worldview.

SOCI 350 Social Problems (3)

This course provides an overview of contemporary problems in society, including addiction, race relations, prejudice, overpopulation, mental health, and ageism. Students examine how sociological methods and analyses are applied to social problems in an effort to create solutions to the problems.

SOCI 355 Human Behavior & the Social Environment (3)

This course provides an overview of theories on various aspects of human behavior and their effects on cognitive development. Students examine how various social influences—economics, religion, politics, and other demographics—cause deviations from supposed human norms. *Prerequisite: SOCI 103 Introduction to Sociology. Special Consideration: SOCI 355 is a Writing Emphasis Course.*

SOCI 420 Race, Ethnicity & Gender (3)

This course provides a survey of sociological theories and problems surrounding race, ethnicity, and gender in contemporary society, including stereotypes of each classification.

THEO 301 Theological Foundations for the Christian Life (3)

Students explore major theological ideas 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. Prerequisites: *BIBL 103 Drama of Scripture and BIBL 304 Scripture: How We Use It.*

THEO 310 Spiritual Formation: Kingdom Living (3)

Students explore how God uses Scripture, people, contexts, events, literature, and historical Christian disciplines to form and transform believers through the work of the Holy Spirit. The course also introduces principles of congregational formation. *Prerequisite: BIBL 103 Drama of Scripture.*

THEO 405 Christ, Culture & Career (3)

In this capstone course, students draw upon their university studies in Bible, Theology, Humanities, and the Sciences to integrate culture and a Christian worldview. In the final portion of the course, they pursue one tangible outcome of a Christian worldview in contemporary culture—namely, integration of their faith and calling in their projected vocation or place of service. *Prerequisites: Students must have completed the other four*

courses in the Biblical Studies Minor and all courses in their professional major, or be concurrently enrolled in the last of those courses. Special Consideration: CGPS schedules this course at the end of each professional major, so that each major flows directly into the capstone.

THEO 445 Theology of Sin & Salvation (3)
Students explore biblical doctrines concerning the nature and effects of human sin and of God's provision of salvation, including the doctrines of grace, redemption and atonement, the person and work of Christ, the nature of saving faith, and the role of the Holy Spirit in the life of the believer.

THEO 510 The Emerging Kingship of God (3)
This course provides an overview of the biblical metanarrative, with focus given to the emerging Kingship of God (realized eschatology) and the *Missio Dei* (mission of God). Students analyze, evaluate, and apply historical, apostolic, and orthodox elements of Christianity in order to think biblically and theologically about God's redemptive movement throughout the world.

THEO 525 The Church as God's Agent of Transformation (3)
This course focuses on the role the church plays in God's redemptive story. Using the narrative of Luke-Acts (with its focus on breaking down barriers) as an interpretive center, students construct an ecclesiology that is biblical and holistic from a global perspective.

THEO 530 "Life Together" Retreat (3)
Students participate in a five-day retreat during which they explore and experience biblical concepts of corporate spirituality, well-being, and growth through the conceptual framework of Dietrich Bonhoeffer's *Life Together*.

THEO 535 Promoting Spiritual Formation & Discipleship (3)
Students research the biblical concept of holistic spirituality, the expectation of spiritual growth of the minister, and the means of spiritual well-being and growth through classic spiritual disciplines, such as meditation, prayer, *Lectio Divina*, simplicity, solitude, and service. They integrate a holistic model of spirituality with discipleship strategies for spiritual well-being in the minister and for the ministry context.

MASTER COURSE LIST

The following master list includes every course used in academic programs *currently* offered by Point University's College of Graduate & Professional Studies (CGPS). The faculty continues to teach a few other courses related to older programs that are being discontinued. However, the master list only reflects *current* program requirements.

APSP 105   Introduction to Adult Learning (3)
APSP 110   Effective Thinking (3)

BIBL 103   Drama of Scripture (3)
BIBL 202   Jesus: The Focus of Scripture (3)
BIBL 303   Acts of the Apostles (3)
BIBL 304   Scripture: How We Use It (3)
BIBL 305   Isaiah (3)
BIBL 334   Gospel of Mark (3)
BIBL 412   1 Corinthians (3)
BIBL 413   Psalms (3)
BIBL 420   Advanced Hermeneutics *(*3)
BIBL 490   Jonah (3)

BUSI 202   Business Statistics (3)
BUSI 211   Financial Accounting (3)
BUSI 212   Managerial Accounting (3)
BUSI 214   Management Information Systems (3)
BUSI 230   Principles of Management (3)
BUSI 238   Business Communication (3)
BUSI 271   Social Media Marketing: Foundations & Strategy (3)
BUSI 272   Social Media Marketing: Twitter (3)
BUSI 273   Social Media Marketing: LinkedIn & Facebook (3)
BUSI 320   Principles of Microeconomics (3)
BUSI 321   Principles of Macroeconomics (3)
BUSI 332   Accounting Information Systems (3)
BUSI 336   Principles of Finance (3)
BUSI 347   Principles of Marketing (3)
BUSI 352   Organizational Behavior (3)
BUSI 364   Income Tax Accounting (3)
BUSI 371   Social Media Marketing: Blogging & Content Marketing (3)
BUSI 372   Social Media Marketing: Video & Mobile Marketing (3)
BUSI 373   Social Media Marketing: Pinterest & Instagram Mobile (3)
BUSI 375   Business as Mission (3)
BUSI 426   International Business (3)

BUSI 434 Business Law (3)
BUSI 436 Business Ethics *(3)*
BUSI 443 Entrepreneurship (3)
BUSI 450 Human Resources Management (3)
BUSI 455 Change Management (3)
BUSI 460 Organizational Leadership (3)
BUSI 465 Strategic Management & Planning (3)
BUSI 500 Graduate Business Orientation (0)
BUSI 510 Ethics & Professional Issues in Business (3)
BUSI 515 Business Intelligence (3)
BUSI 520 Quantitative Analysis for Decision-Making (3)
BUSI 525 Lean Six Sigma Methodology for Business Transformation (3)
BUSI 530 Persuasion & Negotiation (3)
BUSI 535 Financial Statement Analysis & Valuation (3)
BUSI 540 Strategic Management & Leadership (3)
BUSI 542 Servant Leadership Theory & Development (3)
BUSI 544 Nonprofit Management (3)
BUSI 545 Strategic Marketing (3)
BUSI 550 Business Innovation & Creativity (3)
BUSI 552 Organizational Innovation & Creativity (3)
BUSI 555 Cost Management & Decision-Making (3)
BUSI 560 Applied Leadership: Change Management & Organizational Culture (3)
BUSI 562 Strategic Planning & Change Management (3)
BUSI 565 Capstone Transformation Project (3)

CHED 301   Educational Ministries (3)

CJUS 200   Criminal Justice (3)
CJUS 210   Criminology (3)
CJUS 220   Constitutional Law (3)
CJUS 400   Criminal Law (3)
CJUS 410   Criminal Procedure (3)
CJUS 420   Police Administration (3)
CJUS 430   Professionalism & Ethics in Criminal Justice (3)

COMM 205 Public Speaking (3)
COMM 305 Media Effects on Children & Adolescents (3)

ECHL 314   Creative Arts for Early Childhood (3)

EDUC 102   Educational Foundations (3)
EDUC 201   Principles & Methods of Teaching (3)
EDUC 203   Child Development (3)
EDUC 300   Educational Psychology *(3)*
EDUC 310   Preschool Methods & Materials (3)
EDUC 401   The Exceptional Child (3)
EDUC 407   Classroom Management (3)

EDUC 490   Child Development Practicum I (6)
EDUC 491   Child Development Practicum II (6)

ENGL 101   Critical Reading & Writing I (3)
ENGL 102   Critical Reading & Writing II (3)
ENGL 250   Modern Short Stories (3)

ESLA 442   Culture & Education (3)

GRAD 400   Graduation (0)

HIST 203   United States History (3)

HREL 202   The Family (3)
HREL 301   Introduction to Counseling (3)
HREL 304   Introduction to Research *(3)*
HREL 308   Life, Work & Ethics of the Helping Professions (3)
HREL 312   Counseling Diverse Populations *(3)*
HREL 320   Group Dynamics (3)
HREL 323   Biblical Resources for Counseling (3)
HREL 396   Counseling Theory & Procedures *(3)*
HREL 414   Human Sexuality (3)
HREL 437   Conflict Management (3)
HREL 445   Case Management (3)
HREL 497   Human Relations Practicum (3)
HREL 498   Human Relations Internship—Fieldwork (3)

HUMA 101   Introduction to Humanities (3)

ICST 510   Reading & Redeeming Culture (3)

MATH 100   Foundations of Mathematics (3)
MATH 103   College Mathematics (3)
MATH 110   College Algebra (3)

MINI 104A   Birmingham Ministry Practicum 1A (1.5)
MINI 104B   Birmingham Ministry Practicum 1B (1.5)
MINI 104C   Birmingham Ministry Practicum 1C (1.5)
MINI 104D   Birmingham Ministry Practicum 1D (1.5)
MINI 105A   Columbus Ministry Practicum 1A (1.5)
MINI 105B   Columbus Ministry Practicum 1B (1.5)
MINI 105C   Columbus Ministry Practicum 1C (1.5)
MINI 105D   Columbus Ministry Practicum 1D (1.5)
MINI 106A   Peachtree City Ministry Practicum 1A (1.5)
MINI 106B   Peachtree City Ministry Practicum 1B (1.5)
MINI 106C   Peachtree City Ministry Practicum 1C (1.5)
MINI 106D   Peachtree City Ministry Practicum 1D (1.5)

MINI 108A Newnan Ministry Practicum 1A (1.5)
MINI 108B Newnan Ministry Practicum 1B (1.5)
MINI 108C Newnan Ministry Practicum 1C (1.5)
MINI 108D Newnan Ministry Practicum 1D (1.5)
MINI 204A Birmingham Ministry Practicum 2A (1.5)
MINI 204B Birmingham Ministry Practicum 2B (1.5)
MINI 204C Birmingham Ministry Practicum 2C (1.5)
MINI 204D Birmingham Ministry Practicum 2D (1.5)
MINI 205A Columbus Ministry Practicum 2A (1.5)
MINI 205B Columbus Ministry Practicum 2B (1.5)
MINI 205C Columbus Ministry Practicum 2C (1.5)
MINI 205D Columbus Ministry Practicum 2D (1.5)
MINI 206A Peachtree City Ministry Practicum 2A (1.5)
MINI 206B Peachtree City Ministry Practicum 2B (1.5)
MINI 206C Peachtree City Ministry Practicum 2C (1.5)
MINI 206D Peachtree City Ministry Practicum 2D (1.5)
MINI 207   Practical Ministries (3)
MINI 208A Newnan Ministry Practicum 2A (1.5)
MINI 208B Newnan Ministry Practicum 2B (1.5)
MINI 208C Newnan Ministry Practicum 2C (1.5)
MINI 208D Newnan Ministry Practicum 2D (1.5)
MINI 235   Administration & Leadership in Ministry (3)
MINI 411   Accounting & Finance for the Church (3)
MINI 417   Pastoral Care (3)
MINI 510   Contemporary Models for Holistic Ministry (3)
MINI 520   Church Administration (3)
MINI 530   Applied Family Systems Theory & Discipleship (3)
MINI 591   Mentored Practicum (3)
MINI 592   Supervised Project (3)
MINI 593   Research Project (3)

MSEV 302 Church Growth & Evangelism (3)

MUSI 102   Music Appreciation (3)
MUSI 415   Worship Leadership (3)

NSCI 103   Introduction to Biology (3)

PHED 105   Fitness & Wellness (3)

PREA 201   Introduction to Preaching (3)
PREA 320   Advanced Preaching (3)
PREA 510   Preaching & Teaching for Change (3)

PSYC 103   Introduction to Psychology (3)
PSYC 204   Developmental Psychology (3)
PSYC 325   Interpersonal Effectiveness (3)

PSYC 341   Abnormal Psychology (3)
PSYC 429   Violence & Society (3)
PSYC 442   Personality Theory (3)
PSYC 497   Psychology Practicum (3)
PSYC 498   Psychology Internship—Fieldwork (3)

SOCI 103   Introduction to Sociology (3)
SOCI 350   Social Problems *(3)*
SOCI 355   Human Behavior & the Social Environment (3)
SOCI 420   Race, Ethnicity & Gender (3)

THEO 301   Theological Foundations for the Christian Life (3)
THEO 310   Spiritual Formation: Kingdom Living (3)
THEO 405   Christ, Culture & Career (3)
THEO 445   Theology of Sin & Salvation (3)
THEO 510   The Emerging Kingship of God (3)
THEO 525   The Church as God's Agent of Transformation (3)
THEO 530   "Life Together" Retreat (3)
THEO 535   Promoting Spiritual Formation & Discipleship (3)