

# Point University

## *Online Program Catalog* **2014-2015**

*rev. January 2014*

507 West 10<sup>th</sup> Street  
West Point, Georgia 31833  
[www.point.edu](http://www.point.edu)

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

Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees.  
Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Point University.

This *Online Program Catalog* presents the online programs of Point University. For general college policies and procedures and specific information regarding the traditional curriculum and programs of Point University, please refer to the *Point University General Catalog*; for specific information regarding Access curriculum and programs, please refer to the *Point University Adult and Professional Studies Catalog*.

**ACCREDITATION STATUS INQUIRIES AND COMMENTS:** Point University's primary accreditor is the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC states that it may be contacted at 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone number 404-679-4501 for three purposes: (1) to learn about the accreditation status of Point University; (2) to file a third-party comment at the time of Point University's decennial review; or (3) to file a complaint against the institution for alleged non-compliance with an accreditation-related standard or requirement, and only if there is evidence that appears to support significant non-compliance. All other inquiries, such as for admission or academic information, should be made directly to the appropriate University office.

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

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

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

Students are expected to know and follow the policies, regulations, and procedures presented in this catalog, the *Point University General Catalog*, the *Point University Adult and Professional Studies Catalog*, and *A Covenant for a Christian Community* (the student handbook). Awareness of the college calendar, critical deadlines, and all college mail received by postal service, by email and/or in a student's college mailbox is also the student's responsibility.

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# GENERAL COLLEGE INFORMATION

## History

Point University (formerly Atlanta Christian College) stands in tribute to the vision and tenacity of its founders and of those who have shared their sense of mission and devotion.

The heritage of Point University includes the stories of two short-lived institutions, Lamar College (1913-15) and Southeastern Christian College (1915-25), both of which were supported by people of the Christian churches of Georgia and both of which Judge T.O. Hathcock served as a trustee.

This heritage also includes the earliest efforts to bring Point University into existence. Judge and Mrs. Hathcock provided land (part of the farm inherited by Nora Head Hathcock), a building, and financial resources for the Christian School (1925-27) and, beginning in 1928, Point University. The Great Depression forced the college to close in 1930, but the founders were determined this would not be the end of the story. Since 1937, when the doors opened once again, Point University has operated continuously.

## Accreditation and Recognition

Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 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 University office.

The College is recognized by the U.S. Office of Education and is listed in the Education Directory. The Department of Justice, Immigration and Naturalization Service has approved Point University for acceptance of foreign students. Students who are eligible for benefits under programs administered by the Veterans Administration, State of Georgia Rehabilitation, and Social Security are approved to receive benefits while attending the College.

Point University was chartered by the State of Georgia in 1928 as a degree-granting institution and has been certified as a not-for-profit institution by the Internal Revenue Service.

**Governing Body** Point University is governed by a self-perpetuating board of trustees – community and Christian leaders who provide overall guidance and direction for the institution. Members are elected by the Trustee Affairs Committee and affirmed by majority vote to serve three-year terms. Point strives to have a diverse board that reflects a balanced slate of academic, business, educational and ministry leaders

## Mission and Goals

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

**Goals:** Point University believes that the goal of adult education is the continuing development of the total person. The curriculum and the adult learning environment are designed to encourage students to grow spiritually, intellectually socially, physically, and professionally.

1. Spiritually – By including Christ in every class, Point University seeks to encourage students to grow in faith in Jesus Christ, develop a Christian worldview, and serve others.
2. Intellectually – Point University seeks to encourage students to think analytically and critically, communicate effectively, and demonstrate competence in biblical and theological studies, human relations, and organizational leadership degree majors.
3. Socially – Point University seeks to encourage students to respect and influence people of various cultures and live harmoniously in community.
4. Physically – Point University seeks to encourage students to develop lifestyles advantageous to good health.
5. Professionally – Point University seeks to encourage students to equip themselves with the knowledge and skills necessary to pursue their 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 college 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 also come from this fellowship, the student body includes people from a variety of churches.

## **Doctrinal Position**

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.

# ABOUT POINT UNIVERSITY ONLINE

The goal of Point University's online program is to provide quality courses that integrate faith and learning in a nontraditional format. We recognize that online students have many roles and responsibilities in their busy days, and that their time is limited. We have designed our programs to meet those needs; classes meet online and progress at an accelerated pace.

The online program at Point is designed for working students, providing a rigorous, sequenced curriculum that fosters a lifelong love of learning, shared experiences, and a deep sense of commitment to the betterment of society, beginning with the betterment of the learner's understanding of the world. Programs are structured to enable students to complete undergraduate degrees while maintaining full-time employment and meeting the demands of everyday life.

The online program is specifically designed to be flexible in order to meet the needs of students in the marketplace. Within each program, both theoretical knowledge and practical skills are used to provide the learner with the tools necessary to be successful in the global marketplace.

## **State Authorization**

Point University's online program complies with applicable state and federal regulations. Point University may not be able to offer these programs in your state, as enrollment in online programs depends on the state laws where the student resides. Contact us to discuss this as part of your application.

## **Student Technology Requirements**

Before enrolling in an online class it is the student's responsibility to ensure compliance with all hardware and software technology requirements. A list of the most current requirements may be found on the Technology Requirements page of the Point University website.

# ONLINE ACADEMIC CALENDAR

<b>Spring 2014</b>	
First Day of Class (second 8 weeks)	March 17, 2014
End of Drop/Add Period	March 19, 2014
Last Day to Withdraw with "W"	March 31, 2014
Last Day to Voluntarily Withdraw from a Course	April 21, 2014
Last Day of Class	May 5, 2014

<b>Summer 2014</b>	
First Day of Class (first 8 weeks)	May 12, 2014
End of Drop/Add Period	May 14, 2014
Last Day to Withdraw with "W"	May 28, 2014
Last Day to Voluntarily Withdraw from a Course	June 16, 2014
Last Day of Class	July 4, 2014

<b>Fall 2014</b>	
First Day of Class (first 8 weeks)	August 11, 2014
End of Drop/Add Period (first 8 weeks)	August 13, 2014
Last Day to Withdraw with "W"	August 27, 2014
Last Day to Voluntarily Withdraw from a Course	September 17, 2014
Last Day of Class (first 8 weeks)	October 8, 2014
First Day of Class (second 8 weeks)	October 13, 2014
End of Drop/Add Period (second 8 weeks)	October 15, 2014

Last Day to Withdraw with “W”	October 27, 2014
Last Day to Voluntarily Withdraw from a Course	November 17, 2014
Last Day of Class	December 5, 2014

<b>Spring 2015</b>	
First Day of Class (first 8 weeks)	January 12, 2015
End of Drop/Add Period (first 8 weeks)	January 14, 2015
Last Day to Withdraw with “W”	January 28, 2015
Last Day to Voluntarily Withdraw from a Course	February 18, 2015
Last Day of Class (first 8 weeks)	March 6, 2015
First Day of Class (second 8 weeks)	March 16, 2015
End of Drop/Add Period (second 8 weeks)	March 18, 2015
Last Day to Withdraw with “W”	March 30, 2015
Last Day to Voluntarily Withdraw from a Course	April 20, 2015
Last Day of Class	May 8, 2015

<b>Summer 2015</b>	
First Day of Class (first 8 weeks)	May 18, 2015
End of Drop/Add Period	May 20, 2015
Last Day to Withdraw with “W”	May 3, 2015
Last Day to Voluntarily Withdraw from a Course	June 22, 2015
Last Day of Class	July 10, 2015

# ADMISSION INFORMATION

## General Requirements

Admission is granted on the basis of satisfactory evidence that a student has the ability to succeed at Point University. In keeping with the mission and vision of Point University, the admission process seeks reliable confirmation of a student's Christian character, academic preparation and social development.

Admission policy and decisions are administered by the Point Admission Committee. A student's admission to the University does not guarantee successful completion of any particular program of study.

All applicants must have moderate-to-high computer proficiency including email and Internet usage. For technical/software requirements and tips on how to be successful online, please see the Point University online home page on the Point website.

## Application Procedures

**GENERAL PROCEDURES:** To apply for admission as a student in the Online Program: Students must have graduated from high school and earned a high school diploma or General Education Diploma (GED).

Complete an Application for Admission.

3. Send official transcripts from all colleges or universities previously attended to the Admission Office located at 507 West 10<sup>th</sup> Street, West Point, GA. 31833.

*Note: If college transcript shows fewer than 12 semester hours or 19 quarter hours of transferable credit, student must also submit an official high school transcript showing the date of graduation.*

When the items necessary to establish admission are received, the student's application is evaluated and the student is notified of his or her 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.

An application is valid for one academic year. Updated application forms are required if one year has elapsed since the application was submitted.

**READMISSION POLICY:** Students who have been previously enrolled in any Point University program may be eligible to apply for re-admission.

Students will be considered for re-admission who:

1. Receive approval and clearance to affirm all previous business and academic matters have been resolved (clearance will be obtained from the University's Business, Financial Aid, Registrar and Student Services offices);
2. Have a minimum 2.0 GPA from Point University; and
3. Have not been in attendance at any Point University program for more than sixteen weeks.

# FINANCIAL INFORMATION

The specific costs of tuition and fees for online students are published for each academic year on the University website.

## **Application for Financial Aid**

The Financial Aid Office coordinates the campus-wide administration of all financial aid programs. Many online students are able to meet the costs of a college education with various types of financial assistance. New and continuing students may apply for financial aid throughout the year. In order to ensure consideration for all types of aid and the availability of funds at the time of registration, the following steps should be completed:

1. Apply for Federal Student Financial Aid each year by filing the Free Application for Federal Student Aid (FAFSA) on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Georgia residents should complete the application for state aid on the Internet at [www.GACollege411.org](http://www.GACollege411.org).

**IMPORTANT:** Be sure to list Point University as one of the colleges to receive the results of your evaluation. Our federal school code number is: **001547**.

The financial aid programs are administered in accordance with the policies and procedures defining good standing and satisfactory progress toward a degree.

**FEDERAL GRANTS:** All qualified students, based on the completed FAFSA, can be considered for the Federal Pell Grant. This program is funded by the federal government and is based on financial need.

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

## **Georgia Aid Programs**

**HOPE SCHOLARSHIP:** A student who has been a Georgia resident for at least two years and enrolled for at least 12 semester hours per semester may be eligible for the HOPE Scholarship. Other requirements apply, depending on year of graduation. To receive this grant, the student must submit a completed state aid application to the Financial Aid Office via the Georgia Student Finance Commission's web site at [www.gacollege411.org](http://www.gacollege411.org).

## Other Financial Aid Programs

**Veterans' Benefits:** Certain armed service veterans and dependents qualify under federal laws administered by the veterans' administration are eligible to receive educational benefits. Information about these programs may be obtained by visiting the GI Bill website: [www.gibill.va.gov](http://www.gibill.va.gov). Students wishing to receive benefits must apply online through the GI Bill website.

**Vocational Rehabilitation Benefits:** Individuals with physical disabilities classified as vocational handicaps may receive financial aid from state departments of vocational rehabilitation. Detailed information is available through the Department of Vocational Rehabilitation in the student's home state.

## Institutional Refund Policy for the Online Program

Students who officially withdraw from the University are entitled to refunds according to the following policies.

- All 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.
- Tuition refunds will only be issued upon written notification of total withdrawal based on the following guidelines.
  - Dropping classes before classes begin 100% refund
  - Dropping classes during the drop/add period 100% refund
  - Withdrawing after the drop/add period No refund
- A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges.

## Satisfactory Academic Progress for Federal Financial Aid

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

**QUANTITATIVE:** A full-time student must take at least 12 credit hours per semester or complete at least 24 credit hours during an academic year. A 3/4 time student must take at least 9 credit hours per semester or complete at least 18 credit hours during an academic year. A half-time student must take at least 6 credit hours per semester or complete at least 12 credit hours during an academic year. A student who changes enrollment status during the year must complete the requirements of the number of hours for each enrollment status. For example, a student who is full-time one semester and half-time the next must complete at least 18 hours during the academic year (12 + 6).

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

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

A student who is not eligible to receive federal financial aid due to lack of satisfactory progress is eligible to apply for federal financial aid after: (1) enrolling in one full-time semester at one's own expense; and (2) meeting the satisfactory academic progress policies; and (3) have a 2.0 GPA.

**APPEAL OF SUSPENSION OF FEDERAL FINANCIAL AID:** A student who believes he/she has mistakenly been placed on federal financial aid suspension should appeal to the Financial Aid Office in writing. The appeal must include an explanation (including documentation) of the circumstance that negatively impacted the achievement of Satisfactory Academic Progress requirements. The decision of the Appeals Committee will be final.

**TIME REQUIREMENTS:** 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.

## **Student Accounts Policies**

Any account balance due for any preceding session must be paid before a student will be enrolled for the succeeding session. The Registrar is not permitted to release transcripts until all indebtedness to the University is paid.

All charges for the entire session are to be paid or set up on a payment plan prior to the first scheduled date of class. Students who are admitted to the University accept the contractual terms and regulations set forth in this catalog and are liable for the payment of all charges and fees incurred during their University stay. A consent agreement is signed by each student that makes each student liable for the payment of all charges and fees incurred by the student while enrolled.

A student who has not made satisfactory arrangements with the Student Accounts Office regarding his or her account may be administratively withdrawn from the University. Likewise, students may graduate from the institution but may not receive their diploma or transcripts until all payment arrangements have been made.

# ACADEMIC INFORMATION

## Defining Distance Education at Point University

The Southern Association of Colleges and Schools Commission on Colleges defines Distance Education as ...a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when student and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Point University offers two types of distance education courses:

1. Video – a course taught by an instructor at one location and electronically transmitted to other instructional sites. Video courses are interactive so that students and instructors are able to view and communicate with each other in real time.
2. Online-all work done online with some classes requiring proctored work or exit testing.

All online coursework is accessed through the Learning House management system and the Moodle learning management system located on the Point website.

**ACADEMIC ADVISING:** Each student receives a personalized schedule for degree completion after admission to the program. Students also have access to full time faculty for each program and to the registrar's office in case questions arise or changes need to be made to the schedule. It is the student's responsibility to ensure that all coursework is completed in order for all graduation requirements to be met.

**REGISTRATION PROCEDURES:** An online student can attend a course only when he or she has been registered and paid for the course. New students participate in orientation online and are required to complete an online education readiness assessment prior to the first scheduled date of class.

In the first semester, students receive their schedules and the Registrar will register them once the course of study has been approved. Courses during the following years are automatically registered by the Registrar unless students contact the Registrar to make changes. All changes are considered official when received and approved by the Registrar's office.

**TEXTBOOKS:** A listing of required textbooks is made available to students within course syllabi prior to the first scheduled date of class. Textbooks may be purchased electronically through Ambassador, a partner of Point University ([www.pointbookstore.com](http://www.pointbookstore.com)).

**SEMESTERS AND CREDIT HOURS:** Point University's Academic Calendar is based on a 12 credit hour semester. All online courses are offered in a 3-semester hour format.

**SEMESTERS AND COURSE LOAD:** The standard course load per semester for a student is 12 credit hours. A semester is composed of two (2) sessions of eight (8) weeks each (a total of 16 weeks in each semester). In order to achieve a 12 credit hour semester load, a student must register for two (2) three credit hour course in each of the two sessions in the semester

Session 1 (8 weeks)	6 semester credit hours
Session 2 (8 weeks)	6 semester credit hours
Total (16 weeks)	12 semester credit hours

A student taking up to 11 hours in one semester is considered a part-time student. A student taking 12 hours or more in one semester is classified as a full-time student.

### **SEMESTER OVERLOADS:**

A student who has completed at least 12 semester credit hours with a GPA of 3.0 or better may request to register for an academic overload. An academic overload is considered to be 13-18 semester credit hours. A student may make the request for the overload through the Registrar's Office.

A student requesting to enroll in more than 18 semester credit hours must:

- Request and complete the Request for Academic Overload form available from the Registrar's Office.
- Have the registrar sign that form signifying that the student has successfully completed at least 12 semester credit hours with a cumulative GPA of 3.0 or better.
- Return the form to the Chief Academic Officer.
- Only after the Chief Academic Officer has approved the request may a student enroll in more than 18 semester hours during any given semester.

### **Maximum Overloads**

The maximum number of credit hours that a student should expect to register for in a given semester is 18 credit hours. A student may take a maximum of three classes per each 8-week session for a total of 18 semester credit hours.

NOTE: Academic overloads are viewed as a way for students to make up class work for which they have withdrawn or may not have completed successfully. Taking an overload such be the exception rather than the rule and should not be viewed as an avenue to significantly reduce degree completion time. The online program is an accelerated program by design.

**STUDENT CHANGES IN ENROLLMENT:** Once registered through normal procedures, a student may enroll in (“add”) or withdraw from (“drop”) a course by completing the appropriate form which is available online and through the Registrar’s office.

Any change in academic enrollment or schedule (drop or add) must be initiated in the Registrar’s Office. To add or withdraw from a course, the student should complete the add/drop form available online or through Registrar’s office.

***NOTE:** Students should consult the Registrar’s before deciding on a change. Students receiving financial aid must also check with the Financial Aid Office regarding possible consequences before adding or dropping a course.*

### **Drop/Add Policies**

Students may add/change/drop a course during the first three days of each eight-week session. In extenuating circumstances, a different course can be substituted for a scheduled course, provided the student makes the request before the end of the drop/add period.

A student’s academic transcript records the courses in which the student is enrolled at the conclusion of the drop period. Courses dropped during the drop/add period do not appear on the transcript for that semester. A refund of tuition is possible during this period.

**Note for financial aid purposes:** *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”.*

All classes will appear on the Point University transcript and considered in the calculation of a student’s grade point average (GPA). If the student is eligible for the Georgia HOPE Scholarship, the course(s) will count as attempted hours. Drop forms are available on the Point online website and in the Registrar’s office. If a student wishes to withdraw from the entire program the student must fill out a program withdrawal form available on the in the Registrar’s office and billing charges will be adjusted.

**INVOLUNTARY WITHDRAWAL:** A student may be involuntarily withdrawn from a course for reasons including, but not limited to the violation of University policies governing academics – such as the “Class Attendance, Absences, and Lateness” policy or academic dishonesty – or the violation of regulations or policies stated in a course syllabus. The student will be notified of the involuntary withdrawal by the Registrar’s office. If the student is withdrawn after the drop-add period, the professor designates a grade of “WP” or “WF,” as appropriate, with a “WF” treated as an “F” for GPA calculation. Unlike a voluntary withdrawal by the student, an involuntary withdrawal may occur at any time during the semester.

A student who believes an error has been made in an involuntary withdrawal may appeal to the Registrar. The appeal must be made in writing within 48 hours of the notification of the involuntary withdrawal, giving evidence for the believed error. The student may and should continue in class attendance as long as an official appeal is pending. The Registrar will respond with the decision in a timely manner, either to reverse or uphold the involuntary withdrawal. If a

student contends that the Registrar's response to the appeal is not correct, that decision may be appealed by the student to the Academic Appeals Committee. The appeal must be made in writing, addressed to the Vice President for Academic Affairs, and submitted within 24 hours of the Registrar's notification. The decision of the Academic Appeals Committee will be final.

In cases involving an involuntary withdrawal from one or more courses for non-academic reasons – such as the violation of University student development policies, the health or safety of the student or others, and/or the nonpayment of fees – the student may appeal the decision to an appropriate University official according to the procedures governing that area as set forth in other University publications. For example, the appeal of a Student Development Office decision would follow the procedures presented in the *Covenant for a Christian Community*.

## **LEAVE OF ABSENCE POLICY**

Point University's online program understands that life events may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow the student flexibility in his/her program enrollment to adjust to significant life events. The leave of absence policy also allows students the opportunity to make up any courses (based upon course availability) missed during the approved leave. Students should be aware that significant periods of absence may impact timeliness of degree completion.

A student on an approved leave of absence will be considered enrolled at Point University and would be eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. *This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.*

**Who needs to request a leave of absence?** Students who will be out of attendance for a period of up to 8-16 weeks should request a leave of absence. Students out of class for scheduled class breaks do not need to apply for a leave of absence.

**How does a student request the leave?** Students seeking a leave of absence should contact the Registrar's Office and make a formal application for an approved Leave of Absence. The student must complete and sign a Leave of Absence (LOA) request form. A student may request the form by mail or email. The form may also be obtained in person from the Registrar Office or may be downloaded from the University website at [www.point.edu](http://www.point.edu). Students must request the leave of absence/registration change within 14 days of the desired leave start date.

**When should the leave be requested?** The request should be made prior to the first day of the class period.

**What are the criteria for a request to be approved?** An approved leave of absence must meet the following criteria:

- the request must be received within 14 days of the registration change;

- the request must be made prior to the start of the leave (first day of class);
- the reason for the request must be one approved by the University Leave of Absence Committee /Student Appeals committee (military, medical, jury duty, loss of job, family emergency, employment emergency, or other reasons as approved by the Committee);
- appropriate documentation must be submitted if the request is submitted after the first day of class.

**When is documentation required?** What kind of documentation is required? Documentation is required if the request for the leave of absence is made after the beginning date of the leave of absence, and needs to address the nature of the reason for the request. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the first day start of class deadline, and needs to address the reason for the delay in the submission of the request.

**How long may a leave be?** The leave of absence must not exceed 16 weeks in a 12-month period. Time in excess of 32 weeks will not be approved.

**What if the leave needs to be extended?** A student may request an extension to a leave providing the request is made before the end of the leave; there are unforeseen circumstances which prevent the return from the leave; and the total number of days of approved leave do not exceed 20 weeks in a 12-month period.

**What if a student fails to return from a leave of absence?** Failure to return from an approved leave of absence may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the leave period.

**What if a student returns early from a leave of absence?** Students may return early from an approved leave of absence. The leave will be shortened according to the student's return date. Students must see their academic advisor to discuss return to class and inform the office of the Registrar of their re-engagement in classes.

**What about disbursements and payments during the leave of absence?** Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Student Accounting Office for normal fees incurred. The student's account will be frozen and any unearned additional funds will not be disbursed and posted.

If the student cannot return on the re-entry date indicated on the LOA Request form, the student must contact the Registrar's office and Financial Aid office.

A student may request a leave-of-absence extension, but students who do not return and do not notify the University of that intent will be withdrawn from the University. Any unearned

financial funds will be subject to return to the originating federal or state aid source. At that point the student is responsible for any monies owed to the school.

## **Attendance in Online Classes**

While online courses do not have specific times to meet, attendance is documented by participation in online course-related assignments and activities.

A student will be considered to be "present" in a course if there is evidence of weekly participation in an academically-related activity including, but not limited to, submitting an academic assignment, taking an exam, substantively participating in a course online discussion, study group, or other synchronous or asynchronous activity, or by initiating contact with the instructor in matters related to the course.

Students who do not log on to their online course or submit assignments for two weeks (either consecutive or nonconsecutive) may be dropped from the class.

## **Absences can Lead to Being Dropped from Class**

- After a student accumulates two weeks of absences in any class (consecutive or nonconsecutive) the instructor will notify the Registrar, requesting that the student be dropped from the class. Once the Registrar approves the request, the instructor will be notified and the student will be dropped from the class and notified as well.
- In the event a student is absent for a prolonged period of time it is expected that contact will be made with the respective instructors immediately to advise the instructor of this absence and the reasons for it. The instructor may then decide whether or not the student may continue in the class or withdraw. It should be noted that failure to make this contact and follow through with the decisions made at this time could result in the student receiving a grade of "F" in the class.

## **Attendance on the First Day of an Online Class**

Most online courses have an introductory assignment that establishes your presence in the class and introduces you to your instructor and possibly other members of the class.

It is the student's responsibility to log into the online course and complete any introductory or first assignments required by the professor for the first day of class. A professor may drop students who do not log in or complete the introductory for the first class meeting.

It is important that you log in into your online class by the scheduled starting day. If for any reason you are unable to do so, you must contact your instructor to inform them of the reason for the delay and when you expect to be able to log in and complete any required assignment. Failing to contact the instructor by the first day of class may result in being dropped from the course.

## Grading Policies

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

Grade	Scale	Meaning	Grade Points
A	90-100	Excellent	4
B	80-89	Above Average	3
C	70-79	Average	2
D	60-69	Below Average	1
F	59-0	Failing	0
P		Passing	-not calculated in GPA
I-“grade”		Incomplete	-determined by “grade”
W		Withdrawal	-not calculated in GPA
WP		Withdrawal passing	-not calculated in GPA
WF		Withdrawal failing	-calculated in GPA as F
NG		No Grade	-not calculated in GPA
R		Repeat	-averaged for HOPE, replaces original grade for Point GPA

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

**PASS/FAIL GRADING:** Some courses are designated as having pass/fail grading. The credit hours for a pass/fail course carry full academic credit (e.g., toward the required 120 hours for graduation, the satisfaction of degree requirements, and the calculation of the student's academic load, as appropriate otherwise). In a pass/fail course, the student's grade is registered as “P” for Pass or “F” for Fail. A grade of “P” for a pass/fail course is given in lieu of “A” through “D” grades, appears as a “P” on the student's transcript, and does not affect the student's GPA. A grade of “F” for a pass/fail course is calculated in the student's GPA on the same basis as any other failing grade. Adding or withdrawing from a pass/fail course is conducted on the same basis as other courses.

**INCOMPLETE WORK:** If a student is unable to complete work in a course because of personal illness or sickness or death in the family, the student must contact the professor and may receive a grade of Incomplete (“I”). Incompletes will be granted by the professor only if the extenuating circumstances are sufficient in his or her estimation to have made it impossible for

the work to have been done before the end of the course. Any conditions for receiving an Incomplete and completing the course, such as a shortened time limit, are set by the professor.

The professor and student must fill out the Incomplete Grade form stating why the student cannot complete the course, date to be completed, and grade at the time of the agreement must be established. This work must be completed within 30 days of the course ending.

**ONLINE PROGRAM LATE WORK POLICY:** In an accelerated program it is essential for students to stay current with course assignments. There is a lot to do and not much time to get it done. For that reason alone, it is absolutely vital that students get their work done 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 turned in on the day they are due. In order to maintain the integrity of the program and to encourage students to keep up with their course work, no late work may be accepted for full credit under any circumstances, except in the cases where family emergencies or excused absences 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).*

In order to maintain understanding for the students, late work is to be turned in at reduced grade rates. During the course, all late work will be docked 10 percent of the total grade per day late for up to four days. And all course work due on the last night of the course must be turned in within three days of the last night. If you must turn in late work, please contact the professor to let he/she know and he/she will work with you to resolve the issue.

**RETAKE:** A student may retake a course for which he or she has received a grade at Point University.

- If the course is retaken at the University, the lower grade and credit hours previously received are not calculated and the higher grade and credit hours are used in recalculating the University's GPA. All courses taken at Point University apply in the calculation of the HOPE GPA.
- If the student takes the course at another institution, receives a higher grade, and transfers that course to Point University subject to the normal transfer of credit practices the lower grade and credit hours previously received at the University are not calculated in the University GPA. The transfer credits and grades are not used in calculating the Point University GPA.

A student who fails a required course should retake the course the next time it is offered.

**CHANGE OF GRADE:** The change of an academic letter grade may be made after a final grade has been submitted if the case involves a professor's error. Grades may also be amended following a successful academic appeal by the student (see Appeal of Grades below).

**APPEAL OF GRADES:** A student who believes that he/she has been treated unfairly in the recording of a final course grade may file an academic appeal. The appeal must be based on evidence that a grade was assigned on a basis other than performance in the classroom. Students are urged to first 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 by this approach or 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 by the following:

1. The student must file a written academic appeal with the Director of Instructional Support. *NOTE: The appeal request MUST be received within five weeks from the day that the grade was officially posted for student viewing. The University will not consider appeals filed after that date.*
2. Upon receipt of the appeal, the Director of Instructional Support may speak to the instructor, the student, or both in an effort to resolve the issue. After investigating the appeal, the Director of Instructional Support will make a written response (either by letter or email) to the student within 7 days of receipt of the written Academic Appeals Form.
3. If the Director of Instructional Support 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 Vice President for Academic Affairs.
4. Upon receipt of the request, the Vice President for Academic Affairs will forward the written Academic Appeal Form to the Academic 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 written documentation, witnesses, or other materials that supports their case. *NOTE: An academic appeal hearing is not an official judicial hearing and therefore no legal representation is permitted.* Appeals that are governed by institutional or academic policies or by any applicable federal, state, or local law may be decided by the committee without the convening of a hearing.
5. The Academic Appeals Committee will respond to the student in writing concerning the disposition of the appeal within 10 days of the hearing date. The decision of the Academic Appeals Committee is final.

## **ACADEMIC CONDUCT**

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

entire university community.

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

- Plagiarizing - essays, term papers, projects, tests, homework, and other course requirements must be the work of the student submitting them; when an idea or quotation of another is used, it must be appropriately acknowledged with proper citation.
- Cheating on a test or other assignment.
- Unauthorized collaborating - a student shall not receive assistance not authorized by the instructor in the preparation of any assignment; a student shall not knowingly give unauthorized assistance to another person in such preparation.
- Selling, loaning, or sharing a copy of an examination (or information about an examination), whether past or current.
- Providing false or inaccurate information to an instructor or other academic personnel, such as marking an attendance sheet for an absent student.
- Altering an academic transcript, grade report, or other University document.
- Disrupting classroom, field trip, advising, or other academic activities, either online or on campus.
- Being rude or disrespectful toward an instructor or fellow-student.

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

In all cases of academic misconduct, the faculty member will inform the Director of Academic Support in writing of the occurrence and how it was resolved at the class level. The Director of Academic Support keeps information documenting instances of academic dishonesty.

For the first offense of plagiarism, 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 in the class the plagiarism occurs. For a third offense, the student will be dismissed from the online program.

A student who believes an error has been made by an instructor in a case of academic misconduct (e.g., who denies the academic misconduct, disputes the facts of the case, believes

the sanction is inappropriate) may appeal the decision and corrective action of an instructor to the Vice President for Academic Affairs. The appeal must be made in writing and received within one week of the instructor's decision, stating evidence for the believed error. A duplicate copy of the appeal letter should be submitted to the course instructor. The Vice President for Academic Affairs will investigate and respond to the appeal with a decision in a timely manner. The Vice President for Academic Affairs is the final level of appeal for all issues in the online program. The student may and should continue in class attendance and participation as long as an official appeal is pending. A student may appeal a suspension or expulsion due to academic misconduct to the President of the University, whose decision will be final.

### **Credits from Other Sources**

**TRANSFER OF CREDITS:** Point University accepts credits for equivalent courses bearing “C-” or higher grades from institutions accredited as degree-granting by a regional accrediting body for higher education at the time the coursework was completed. Credits from universities that are accredited by other accrediting bodies, as recognized by the U.S. Department of Education, are considered on a case-by-case basis. Credits from non-accredited colleges and universities are not transferred.

Comparable nature, content and level of credit are considered in determining the appropriateness of the transfer. Only those courses which satisfy degree requirements are transferred. A tentative evaluation of credits for transfer may be made as part of the admission process. The Registrar will officially transfer credits after the student has been accepted and has declared a degree program. Only credits taken at Point University contribute to the student’s cumulative University GPA; transfer credits and grades are not used in calculating the Point University GPA. The credits and grades for transfer courses used to satisfy degree requirements are considered only in determining graduation honors.

**CREDIT BY EXAMINATION:** Point University recognizes the earning of credit by examination from sources with known validities and reliabilities. Credit by examination scores should be submitted to the Registrar to determine the applicability of particular external examinations to the requirements for a degree from Point University. The Testing Center administers the computer-based College Level Examination Program (CLEP). The Testing Center is located at the Peachtree City instructional site of Point University.

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

1. The testing program/examination is recommended as the basis for awarding university academic credit by the American Council on Education (ACE), e.g., College-Level Examination Program (CLEP), Advanced Placement (AP), DANTES Subject Standardized Tests (DSST), military courses, and other such tests.
2. The number of semester hours awarded is normally determined according to the ACE recommendation and Point University requirements for the specific course.

3. A credit-by-examination score may be used to earn 3 semester hours of credit for ENGL 101, Critical Reading & Writing I. If the AP “English Language and Composition” exam or “English Literature and Composition” exam is taken, a score of 3 or above is necessary. If the CLEP College Composition” examination is taken, a score of 50 is necessary for up to six hours of English credit (ENGL 101 and ENGL102).
4. Credit earned by external testing will be designated on the transcript by a grade of “P” (pass).
5. Credits earned by external examination are placed on the student’s transcript and treated as transfer credits.
6. A maximum of 25% of the semester hours required for a degree may be satisfied by external examinations. An AA student may apply a maximum for 15 hours CLEP credits towards their degree. A BS student may apply a maximum of 30 hours towards their degree. All other graduation requirements also apply. NOTE: It is the student’s responsibility to contact the registrar and ensure that any CLEP hours they plan to use towards his/her degree does not exceed these maximums. Students are also encouraged to take any appropriate CLEP exam early in their program. Test scores must be submitted prior to earning the 90<sup>th</sup> credit hour at the institution.
7. Credit by examination will not be awarded if University credit has already been awarded through earned or transferred credit. (Example: If a student’s transcript already shows credit for PSYC 101: Introduction to Psychology, the Introduction to Psychology CLEP score will not be accepted for additional credit.)

## **TRANSIENT STUDENTS**

A transient student is one who, with advance approval of the Registrar, takes one or more courses at another regionally-accredited institution of higher education to meet curricular requirements at Point University. Such a student is considered a Point University student while studying elsewhere. Any and all credits taken as a transient student are subject to the normal transfer of credit practices at Point University. Students are urged to contact the registrar to ensure that transient credit for which they intend to enroll will be accepted. Students may not be enrolled at Point University and attend another institution at the same time.

## **STUDENT CLASSIFICATIONS**

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

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

## Honors

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

**GRADUATION:** Members of each year’s graduating class receive their degrees *cum laude* if their cumulative GPA at Point University is 3.50-3.699, *magna cum laude* if their GPA is 3.70-3.899, and *summa cum laude* if their GPA is 3.90-4.00. A student with transfer credits may not receive graduation honors greater than the level warranted by the cumulative GPA for all courses used to fulfill degree requirements (i.e., all Point University credits and the transferred credits).

## Academic Probation and Suspension

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

**ACADEMIC PROBATION:** If a student’s cumulative GPA falls below the academic standard stated in the “Student Classifications” section, that student is placed on academic probation for the following semester. If the cumulative GPA is still below the expected minimum GPA the semester following being placed on probation, but the student’s semester GPA is at least 2.0, the student is allowed to continue on probation for the following semester.

**ACADEMIC SUSPENSION:** A student may be academically suspended for the following semester under either of the following circumstances: (1) if the cumulative GPA of a student who is on academic probation continues to fall below the academic standard stated in the “Student Classifications” section the semester following being placed on probation and the student’s semester average is below 2.00; or (2) if the cumulative GPA of a student falls below 1.00, whether or not that student is on academic probation. Academic suspension is a status that bars a student from continued enrollment at Point University or any other institution for one semester. After the one semester suspension, the student is eligible to reapply for admission on academic probation. Failure to have a semester GPA of at least 2.00 for the first semester after that readmission results in suspension for one semester.

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

## Requirements for Graduation

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

1. Complete the curricular requirements prescribed in the catalog for the degree program that is chosen. The student is subject to the curricular requirements in the catalog in effect at the time of entrance into the University. A student whose enrollment has been interrupted and who is readmitted is subject to the catalog in effect at the time of readmission. If a degree is not completed within six years, the student may be subject to the requirements in the current catalog.
2. Earn the number of semester hours prescribed in the catalog for the degree that is pursued.
3. For the Bachelor of Science (B.S.) degree, a student must successfully complete at least 25% of the total number of required semester hours at Point University. For the Associate of Arts (A.A.) degree, a student must successfully complete at least 30 semester hours at Point University. The minimum number of semester hours required at Point University are the last 25% earned for the degree. NOTE: A student enrolled in a BS program may transfer a maximum of 60 semester credit hours from a 2-year college and a maximum of 90 semester credit hours from a 4-year college or university. AA students may transfer no more than 30 semester hours. Students should remember that CLEP exam credits are treated as transfer credits which may affect the number of hours that can be transferred from a 2- or 4-year college/university.
4. Attain a cumulative grade point average of at least 2.00 for any degree.
5. The last eight weeks of the program, a student will be enrolled in GRAD 400. This class charges the graduation fee and allows a student to be entered into the learning system to receive all current and important graduation information. The graduation application, available on the Point website, must be turned in two months prior to graduation.
6. The student must complete both the Bible Content Test and the ETS Proficiency Profile (no fees are assessed to the student for these tests) which are used as exit exams for institutional effectiveness research and do not affect student GPAs. Other tests might be required in the future to measure and improve the quality of the program.
7. Meet all financial obligations or make satisfactory arrangements for payment with the Student Accounts Office. Diplomas will not be awarded and transcripts will not be released if a student owes money to the University.

*NOTE: It is the student's responsibility to complete all requirements for graduation and complete and submit the application for graduation.*

**STUDENT RECORDS AND RELEASE OF INFORMATION:** The Family Educational Rights and Privacy Act (FERPA) of 1974 was designated to protect the privacy of education records, to establish the right of students to inspect and review the education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students are encouraged to fill out a FERPA release form naming the person or persons with whom the student gives the University permission to discuss education records. Students at Point University are accorded all of the rights and privileges as provided under the Act. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. The Family Educational Rights and Privacy Act is a federal law that requires colleges to (1) give students access to their education records, and (2) keep personally identifiable education records confidential with respect to third parties.

Because an online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom. The following are items for consideration.

- The academic administrators and Point University Moodle management system point of contact staff have access to all online courses and the archived course documents to carry out their job duties.
- When students submit information electronically (via LMS), the information is accessible to the faculty teaching the section. If the work is submitted via Point University email, the information is accessible to the faculty and computer system administrators.
- In online courses, discussions, postings, and some student work are accessible to students in class. These include:
  - Public postings and student work do not contain grades.
  - Students are required to post an assignment, which may be an introduction, when the term begins.
  - Discussion requirements are listed in the distance courses.
  - The posted work is available to members of the class.
- In case of students posting a message or blog on any social media site (Twitter, Facebook, etc.), students may not be protected by FERPA if the student submission is not assigned as a part of academic endeavor.

**TRANSCRIPT:** A transcript request form is available on the University website. The student's signature and pertinent information is required. While a nominal charge is made for transcript, a

transcript is not released unless all financial accounts are settled. An unofficial transcript may be released at any time.

# LEARNING ASSISTANCE

Point University is focused on helping students achieve academic success. The Educational Resource Center, located physically in the Library, provides a variety of services to assist students, such as:

- Helping new students adjust to the academic and social demands of college life
- Providing instruction at any stage of the writing process and proper usage of MLA/APA writing styles.
- Equipping students with tools for effective time management and study skills
- Assisting in use of Point Learning and CampusVue

Students may receive assistance at the Educational Resource Center or by contacting the Director of Educational Resources by phone or e-mail.

## Library Resources

The library provides access to information in electronic form. A variety of databases, including GALILEO, cover all areas of study represented by the curriculum, and more. Thousands of journals are available full-text and indexing is available for thousands more. The computer lab provides students with software to prepare papers and presentations and with access to the Internet.

An Inter-Library Loan service is available to students requiring access to hard copy volumes of either books or journals. Students may complete an Inter-Library loan request online at the Library home page on the Point University website.

## Auxiliary Aids and Services to Students with Disabilities

Point University is committed to a policy of non-discrimination toward persons with disabilities, including the provision of auxiliary aids and services for students with disabilities. The University recognizes its obligation to the larger University community to provide auxiliary aids and services in the most cost-effective and least disruptive manner to its academic programs as possible.

Any student requesting auxiliary aids from the University must comply with the following process.

1. As soon as the student is accepted into the Online Program, the student must contact the University Director of Disability Services for instructions on applying for disability services.

2. If the student waits to report the need for disability services until the middle of a term, the student must contact the Director of Disability Services with the understanding that the process will take some time to complete.
3. The Disability Services director will engage in an interactive process with the student, which requires completion of an application for disability services and formal requests for documentation.
4. The process will include consideration of any recommended reasonable accommodation that would enable the student to have an equal opportunity to benefit from the academic program and will take into consideration such factors as: the extent of the student's disability; the student's prior use of auxiliary aids; the nature and complexity of the program content; and the modes through which course content is presented.

The process may include consultation with course instructors or specialists familiar with the student's disability, where appropriate. The determination regarding auxiliary aids and academic accommodation is made after a reasoned deliberation by an individual with relevant training, knowledge and experience that includes a review of course or program requirements and available options and alternatives.

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

In making its determination the University may require the student to submit to an evaluation by an evaluator selected and paid for by the University. In determining whether and what aids and services to provide the student the University will take into account the cost-effectiveness of the aids and services requested, their suitability to the student, the availability of suitable, less costly, alternatives, and the disruptiveness to the academic program of the University.

5. Once evaluation of documentation is complete, the student will receive a Point University Accommodation Plan in writing. After discussion of its contents, both student and Director of Disability Services will sign the document and the student's new instructors will be notified of the plan every five weeks.

## SECTION 504 GRIEVANCE PROCEDURES

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

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

All such grievances should be addressed to Kathy David (404-669-2480; Kathy.David@point.edu) who has been designated the University Section 504 Coordinator/Director of Disability Services. If the grievance is against the Coordinator/Director of Disability Service, the grievance should be addressed to the Chief Academic Officer (Dr. Darryl Harrison (706-385-1098; darryl.harrison@point.edu).

Procedure:

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

# STUDENT SERVICES INFORMATION

The *Covenant for a Christian Community* is the University's official publication regarding student development. Students are expected to know and follow the policies, regulations, and procedures presented in this catalog and the *Covenant for a Christian Community*. Awareness of the University calendar, critical deadlines, and e-mails are also the student's responsibility.

## Standards of Conduct

Standards of conduct and disciplinary procedures at Point University are presented in the *Covenant*. This handbook covers all areas of student life and is available on the University website. It is designed to encourage student conduct that reflects Christian principles, including honesty, integrity, modesty and respect for individuals and the University community. The *Covenant's* application for Online Program students will be appropriate for adult learners.

The Director of Student Life is the primary person responsible in matters relating to student conduct and decorum. In a case where a student does not make satisfactory adjustments to University life, the processes outlined in the *Covenant* will apply.

Discipline, which may include dismissal, will be administered as necessary when credible evidence exists that a student has engaged in an illegal activity (e.g., the possession, distribution, or use of illegal drugs) or has violated University policies and regulations. Point University is a tobacco and alcohol free environment for all students.

This section is provided for informational purposes. For complete information regarding standards of conduct, please refer to the *Covenant*.

## Student Services and Spiritual Formation

There are several services available for students in the online program. These services include the following and are available through the Point University website:

- Point University's Center for Calling and Career
- Personal counseling services
- Spiritual Formation Opportunities

## General Grievance Policies

A student who believes that he or she 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 *Point University Online Catalog* on the Point University Website. These include policies for academic appeals, ADA/Section 504 appeals, financial aid/satisfactory academic progress appeals, etc. Appeals related to sexual harassment may be found in the Covenant for Christian Community also on the university website.

For complaints not listed above or those relating to issues with the university or its employees (including faculty), the student may file a general grievance. Students are urged to first 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 that a hostile relationship exists with the employee that 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. The General Grievance Form is available through the Administrative Offices, may be downloaded from the Point website, and/or may be emailed to a student upon request. (NOTE: A general grievance MUST be received within 10 business days from the day that 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 (either by letter or email) to the student within 7 days of receipt of the written General Grievance Appeal Form.
3. Should the immediate supervisor not be 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 Chief Academic Officer.
4. Upon receipt of the request, the Chief Academic Officer will forward the written 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 supports 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.

# ONLINE DEGREE PROGRAMS

Point University offers both associate of arts and bachelor of science degrees in an online format. In keeping with the purpose of the University, all courses and programs are designed to concur with a Christian worldview. Whether a person enrolls for only a few courses or completes a degree, the mission and vision of the University remain the same.

**CORE CURRICULUM:** The University's online degree programs are based on a General Education Component and Biblical Studies courses.

**DEGREE PROGRAMS:** The Bachelor of Science (B.S.) degree requires a minimum total of 120 semester hours of credit. For B.S. degrees, at least 25% (30 semester hours) of the total number of required semester hours must be taken at Point University. NOTE: A student enrolled in a BS program may transfer a maximum of 60 semester credit hours from a 2-year college and a maximum of 90 semester credit hours from a 4-year college or university.

The Associate of Arts (A.A.) degree requires a minimum total of 60 semester hours of credit, at least 30 semester hours of which must be taken at Point University. AA students may transfer no more than 30 semester hours. The minimum number of semester hours which are required at Point University would normally be the last hours earned for the degree.

A student entering Point University with fewer than 45 semester hours of credit is required to apply for and complete the Associate of Arts degree. At the time of completion of the AA degree, a student may choose to continue his or her work towards the Bachelor of Science degree.

**CHANGES:** A Point University degree program's requirements and courses may be changed through appropriate academic channels at any time. For the most up-to-date and specific degree requirements, procedures, and semester-by-semester sequencing, see the Admission Office.

## Online Degree Programs at Point University

### **BACHELOR OF SCIENCE DEGREE:**

Christian Ministries  
Criminal Justice  
Human Relations  
Organizational Leadership

### **ASSOCIATE OF ARTS DEGREE:**

General Studies  
Christian Ministries  
Human Relations  
Organizational Leadership

## General Education Component

**OBJECTIVES:** The objectives for the General Education Component of an online degree program are that the student will be able to:

1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

### General Education Component – Required Courses:

Course #	Course Name	Sem hrs
<b>Essential Skills</b>		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
<b>Humanities &amp; Fine Arts</b>		
HUMA 101	Intro to Humanities	3
<b>Math &amp; Science</b>		
MATH 103	College Mathematics	3
MATH 104	Math Modeling	3
NSCI	Science Course with Lab	3
<b>Social Science</b>		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
APSP 110	Effective Thinking	3
<b>Biblical Studies</b>		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
<b>Total Required Hours:</b>		<b>39</b>

## A.A. and B.S. Degrees in Christian Ministries

The Associate of Arts degree in Christian Ministries combines the completion of the Access Program's general education component with a first level of preparation for the student to function in a church and ministry environment. The Bachelor of Science degree in Christian Ministries is designed to provide the broad preparation for the Christian to lead and serve in church and ministry positions.

Graduates with a degree in Christian Ministries from Point University are prepared to assume a variety of positions in churches, ministries, and Christian organizations, and to pursue further study in a related discipline.

**OBJECTIVES:** The objectives for the A.A. in Christian Ministries degree are that the graduate will be able to:

1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of Bible study, Christian doctrine, and the ministries of the Church.

The objectives for the B.S. in Christian Ministries degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:

1. Apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.
2. Demonstrate an awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.
3. Apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.
4. Demonstrate an understanding of New Testament concepts of ministry and the application of those principles in a ministry environment.
5. Demonstrate an understanding of the requirements of leading or serving in a ministry environment.
6. Assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

## A.A Degree in Christian Ministries

Course #	Course Name	Sem hrs
<b>Essential Skills</b>		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
APSP 110	Effective Thinking	3
<b>Humanities &amp; Fine Arts</b>		
HUMA 101	Intro to Humanities	3
<b>Math &amp; Science</b>		
MATH 103	College Mathematics	3
MATH 104	Math Modeling	3
NSCI	Science Course with Lab	3
<b>Social Science</b>		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
<b>General Electives</b>		
	Elective Courses	6
<b>Biblical Studies</b>		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
<b>Concentration</b>		
BIBL 105	Introduction to Bible Study	3
BIBL 201	Basic Christian Doctrines	3
MINI 203	Introduction to Christian	3
MSEV 201	Evangelism and Discipleship	3
PREA 201	Introduction to Preaching	3
<b>Total Required Hours:</b>		<b>60</b>

## B.S. in Christian Ministries

<b>General Education Component Core</b>	<b>39</b>
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Course #	Course Name	Sem
BIBL 301	Biblical Interpretation	3
BIBL 302	The Life of Jesus	3
BIBL 303	Acts of the Apostles	3
BIBL 305	Isaiah	3
BIBL 412	I Corinthians	3
BIBL 413	Psalms	3
BIBL 445	Theology: Sin and Salvation	3
CHED 301	Educational Ministries	3
MINI 407	Practical Ministries	3
MINI 411	Accounting & Finance	3
MINI 417	Pastoral Counseling	3
MINI 435	Admin. & Leadership in	3
MSEV 302	Church Growth and Evangelism	3
MUSI 415	Worship Leadership	3
PREA 405	Effective Preaching	3
<b>Total:</b>		<b>45</b>

<b>Free Electives:</b>	<b>36</b>
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<b>Total Required Hours:</b>	<b>120</b>
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## **B.S. in Criminal Justice**

The Bachelor of Science degree in criminal justice is designed with an interdisciplinary approach to the field of law enforcement focusing on crime, criminal law, criminal procedures, and criminal behavior.

Graduates with a degree in Criminal Justice from Point University are prepared to assume a variety of positions in law enforcement organizations, and to pursue further study in a related discipline.

**OBJECTIVES:** The objectives for the B.S. in Criminal Justice degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:

1. 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
2. Evaluate the nature, extent, causation, and prevention of crime, including the ability to apply and critique the major theories relevant to those causes
3. 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
4. Develop students' ability to understand the tools and procedures used by various agencies within the criminal justice system.

Identify the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

## B.S. in Criminal Justice

<b>General Education Component:</b>	<b>39</b>
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<b>Course #</b>	<b>Course Name</b>	<b>Sem</b>
BUSI 446	Professional Ethics	3
CJUS 300	Criminal Justice	3
CJUS 310	Criminology	3
CJUS 320	Constitutional Law	3
CJUS 400	Criminal Law	3
CJUS 410	Criminal Procedure	3
CJUS 420	Drugs, Alcohol, & Crime	3
HREL 315	Group Dynamics	3
PSYC 341	Abnormal Psychology	3
PSYC 429	Violence and Society	3
PSYC 425	Interpersonal Effectiveness	3
SOCI 350	Social Problems	3
SOCI 355	Human Behavior & Social Env.	3
SOCI 420	Race, Ethnicity, & Gender	3
HREL 437	Conflict Management	3
<b>Total:</b>		<b>45</b>

<b>Free Electives:</b>	<b>36</b>
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<b>Total Required Hours:</b>	<b>120</b>
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## A.A. Degree in General Studies

The Associate of Arts degree in General Studies combines the completion of the online program's general education component with 15 semester hours of additional associate-level courses. The student works with an academic advisor to select courses, primarily on the 200-level, to develop a broader general education foundation, a concentration based on the student's needs and goals, and/or the preparation to pursue upper-class studies.

**OBJECTIVES:** The objectives for the Associate of Arts in General Studies degree are that the student will be able to:

1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.
6. Demonstrate additional breadth, variety, or concentration of general studies, with a readiness to pursue upper-class studies.

## A.A. in General Studies

Course #	Course Name	Sem
<b>Essential Skills</b>		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
APSP 110	Effective Thinking	3
<b>Humanities &amp; Fine Arts</b>		
ENG 250	Modern Short Stories	3
HUMA 101	Intro to Humanities	3
MUSI 102	Music Appreciation	3
COMM 205	Public Speaking	3
<b>Math &amp; Science</b>		
MATH 103	College Mathematics	3
NSCI	Science Course with Lab	3
MATH 104	Math Modeling	3
PHED 105	Fitness and Wellness	3
<b>Social Science</b>		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
SOCI 103	Intro to Sociology	3
<b>General Electives –See advisor for elective track</b>		
	Elective Credits	6
<b>Biblical Studies</b>		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
<b>Total Required Hours:</b>		<b>60</b>

## **A.A. and B.S. Degrees in Human Relations**

The Associate of Arts degree in Human Relations combines the completion of the Access Program's general education component with a first level of preparation for the student to function in a people-helping environment. The Bachelor of Science degree in Human Relations is designed to provide the broad preparation for the Christian to lead and serve in human- and social-services positions.

Graduates with a degree in Human Relations from Point University are prepared to assume a variety of positions in public, private, and faith-based agencies, organizations, and settings that provide social and human services, and to pursue further study in a related discipline.

**OBJECTIVES:** The objectives for the A.A. in Human Relations degree are that the graduate will be able to:

1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of an integrated, Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

The objectives for the B.S. in Human Relations degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:

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

### A.A. in Human Relations

Course #	Course Name	Sem
<b>Essential Skills</b>		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
APSP 110	Effective Thinking	3
<b>Humanities &amp; Fine Arts</b>		
HUMA 101	Intro to Humanities	3
<b>Math &amp; Science</b>		
MATH 103	College Mathematics	3
MATH 104	Math Modeling	3
NSCI	Science Course with Lab	3
<b>Social Science</b>		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
<b>General Electives</b>		
	Elective Courses	6
<b>Biblical Studies</b>		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
<b>Concentration</b>		
HREL 202	The Family	3
HREL 211	Fndtns. of Helping Relationships	3
HREL 292	Careers in Helping Professions	3
PSYC 200	Social Psychology	3
PSYC 204	Developmental Psychology	3
<b>Total Required Hours:</b>		<b>60</b>

## B.S. in Human Relations

<b>General Elective Component:</b>	<b>39</b>
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Course #	Course Name	Sem
HREL 301	Introduction to Counseling	3
HREL 304	Introduction to Research	3
HREL 310	Family Counseling	3
HREL 312	Counseling Diverse Populations	3
HREL 315	Group Dynamics	3
HREL 396	Counseling Theory &	3
HREL 414	Human Sexuality	3
HREL 423	Biblical Resources for	3
HREL 431	Counseling Diverse Age Groups	3
HREL 437	Conflict Management	3
HREL 445	Case Management	3
HREL 497	Human Relations Practicum	3
PSYC 341	Abnormal Psychology	3
PSYC 425	Interpersonal Effectiveness	3
PSYC 442	Personality Theory	3
<b>Total:</b>		<b>45</b>

<b>Free Electives:</b>	<b>36</b>
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<b>Total Required Hours:</b>	<b>120</b>
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## **A.A. and B.S. Degrees in Organizational Leadership**

The Associate of Arts degree in Organizational Leadership combines the completion of the Access Program's general education component with a first level of preparation for the student to function in a business environment. The Bachelor of Science degree in Organizational Leadership is designed to provide the broad preparation for the Christian to lead and serve in business and society.

Graduates with a degree in Organizational Leadership from Point University are prepared to assume a variety of positions in corporate, private, government, and non-profit organizations, and to pursue further study in a related discipline.

**OBJECTIVES:** The objectives for the A.A. in Organizational Leadership degree are that the graduate will be able to:

1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of an integrated, Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of operating in business and organizational settings.

The objectives for the B.S. in Organizational Leadership degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:

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

## A.A. in Organizational Leadership

Course #	Course Name	Sem
<b>Essential Skills</b>		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
APSP 110	Effective Thinking	3
<b>Humanities &amp; Fine Arts</b>		
HUMA 101	Intro to Humanities	3
<b>Math &amp; Science</b>		
MATH 103	College Mathematics	3
MATH 104	Math Modeling	3
NSCI	Science Course with Lab	3
<b>Social Science</b>		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
<b>General Electives</b>		
	Elective Courses	6
<b>Biblical Studies</b>		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
<b>Concentration</b>		
BUSI 101	Introduction to Business	3
BUSI 210	Principles of Accounting	3
BUSI 225	Personal Financial Management	3
HREL 215	Group Dynamics	3
BUSI 256	Case Studies in Business	3
<b>Total Required Hours:</b>		<b>60</b>

## B.S. in Organizational Leadership

<b>General Education Component:</b>	<b>39</b>
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Course #	Course Name	Sem
BUSI 308	Accounting & Finance for	3
BUSI 314	Management Information	3
BUSI 325	Principles of Management	3
BUSI 338	Business Communication	3
BUSI 347	Principles of Marketing	3
BUSI 352	Organizational Behavior	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 and	3
<b>Total:</b>		<b>45</b>

<b>Free Electives:</b>	<b>36</b>
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<b>Total Required Hours:</b>	<b>120</b>
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## COURSE DESCRIPTIONS

Each course description for the Online Program includes a course number, name, the number of semester hours, and a short explanation of course content.

### TERMINOLOGY:

*Prerequisite:* A student must have completed the prerequisite course(s) or have attained a designated status before enrolling in the course.

*Co-requisite:* A student must be enrolled in the listed co-requisite course at the same time (concurrent enrollment) in order to enroll in the course.

Courses and their descriptions may change, be added, or be deleted without notice through normal academic processes. The University reserves the right to withdraw any course for which there is insufficient registration.

### CURRICULAR AREAS (PREFIXES):

Adult Studies/Professional Studies (ASPS).....53	Mathematics (MATH).....61
Biblical Studies (BIBL) .....54	Ministry (MINI).....61
Christian Education (CHED) .....57	Missions & Evangelism (MSEV).....62
Communication (COMM) .....57	Music (MUSI) .....63
Criminal Justice (CJUS) .....59	Natural Science (NSCI).....63
English (ENGL).....58	Preaching Ministry (PREA) .....63
Foundations of Education (FEDU) .....58	Psychology (PSYC).....63
History (HIST).....59	Social Sciences (SOCI) .....64
Humanities (HUMA).....61	

### Adult Studies/Professional Studies (APSP)

#### APSP 105 Introduction to Adult Learning (3)

This course is designed to prepare the student to work in the dynamic environment that surrounds academic discourse, research and learning. By identifying individual strengths, students will be equipped to work independently and within teams. Academic success within adult education is dependent upon effective study habits, time management, access to and use of learning resources, and the ability to successfully work in teams. This course must be passed in order for a student to continue in the program.

#### APSP 110 Effective Thinking (3)

APSP 110 helps the student develop skills to objectively recognize, understand, apply and ultimately analyze truth claims.

## **Biblical Studies (BIBL)**

### **BIBL 101 Old Testament Survey (3)**

A survey of the Old Testament and its basic themes, with an emphasis on the character of God who reveals Himself through the Bible.

### **BIBL 102 New Testament Survey (3)**

A survey of the New Testament and its basic themes, with an emphasis on the revelation of God found in Jesus Christ.

### **BIBL 105 Introduction to Bible Study (3)**

A survey of the inspiration, canonization and transmission of the Bible and of various methods of studying the Scriptures.

### **BIBL 201 Basic Christian Doctrine (3)**

A survey of the doctrines of the early Christian church and their application in modern life.

### **BIBL 301 Biblical Interpretation (3)**

A study of the science of biblical interpretation designed to equip the student with methodologies for effective biblical exegesis.

### **BIBL 302 The Life of Jesus Christ (3)**

A survey of the life and teachings of Jesus of Nazareth based on the four Gospels. A brief review of the intertestamental period and the world of the New Testament will preface this survey.

### **BIBL 303 Acts of the Apostles (3)**

An historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

### **BIBL 305 Isaiah (3)**

An exegesis of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text.

### **BIBL 308 Epistles of Paul (3)**

A survey of Paul's writings, including their basic contents and theological themes.

### **BIBL 340 Old Testament Prophecy (3)**

A survey of the prophetic literature of the Old Testament analyzing the origin, purpose, and basic contents of each book.

### **BIBL 370 Old Testament Poetry (3)**

A survey of the poetic literature of the Old Testament analyzing the origin, purpose and basic contents of each book.

**BIBL 412 I Corinthians (3)**

An exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology.

**BIBL 413 Psalms (3)**

A systematic survey of ancient Hebrew hymnody including an exegesis of several selected Psalms.

**BIBL 414 Biblical Theology (3)**

This course is a review of major theological ideas found in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business, and church community.

**BIBL 445 Theology: Sin and Salvation (3)**

A study of the biblical doctrine of 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.

**Christian Education (CHED)****CHED 301 Educational Ministries (3)**

A course emphasizing the principles of teaching, learning and providing insight into various methods of teaching and their effective use in the church.

The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making, and ethical considerations.

**Communication (COMM)****COMM 205 Public Speaking (3)**

The study of communication and rhetorical theory with emphasis on preparation and presentation of both informative and persuasive speeches; students will learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism.

Prerequisite: ENGL 102

**English (ENGL)****ENGL 101 Critical Reading & Writing I (3)**

An introduction to college reading and writing. A minimum grade of "C" is required to satisfy degree requirements.

**ENGL 102 Critical Reading & Writing II (3)**

A continuation of college reading and writing with emphasis on principles of argumentation and research skills. A minimum grade of "C" is required to satisfy degree requirements.

Prerequisite: ENGL 101.

**ENGL 201 Western World Literature (3)**

A survey course of Western literature. It explores the ideas, themes, and expressions of the greatest works of literature from the ancient past all the way to the present time.

**ENGL 202 Survey of American Literature (3)**

A survey of the life and literature of the American people covering the period of literature beginning with the settlement of the American colonies and ending in the twentieth century.

**ENGL 250 Modern Short Stories (3)**

This course examines the development of the short story during the nineteenth and twentieth centuries. Through the examination of these stories students will explore human nature as well as God's purpose in our lives. The supplemental texts (*Epic* and *Epic Study Guide*) will help you reflect on how God uses stories in our lives to reveal Biblical truth. This course is also designed to help students develop writing skills by critical analysis journal responses and answering thoughtfully to the *Epic Study Guide*.

**ENGL 300 Shakespeare (3)**

A study of the representative tragedies, comedies, romances, history plays, and selected poetry of Shakespeare. Emphasis is given to critical problems and the value and importance of his works.

**Foundations of Education (FEDU)****FEDU 103 Introduction to Education (3)**

An introductory study of the foundations of American education that covers issues related to the areas of pedagogy, historical and philosophical movements in education, and social factors that influence classroom interactions. An introductory study of the foundations of American

**FEDU 204 Developmental Psychology (3)**

A study of human growth and development from conception and the prenatal period through adulthood and death. Special emphasis is given to applications in the school setting.

**FEDU 300 Educational Psychology (3)**

A study of learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. Emphasis is given to factors which facilitate and/or interfere with the learning process.

**History (HIST)****HIST 201 Church History I**

A study of the development of the church from AD 30 through Thomas Aquinas.

**HIST 203 United States History (3)**

A survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

**HIST 332 History of Women in America (3)**

This course has been designed as an introduction to the history of women in the U.S. from the colonial period to the present. It will be surveying the field of American women's history in order to understand how specific political, social, and religious economic transformation in the nation's past have affected the female half of the population.

**HIST 334 The Twentieth Century World (3)**

An introduction to the major individuals and political, economic, social and cultural events of the world during the twentieth century. Emphasis will be placed on global relationships. Conflict, and changing patterns of interaction among cultures and peoples in an era of near-constant change.

**HIST 490 Studies in History (3)**

A course flexible in procedure and content focused on a selected study in the field of history.

**Humanities (HUMA)****HUMA 101 Introduction to Humanities (3)**

A general introduction to the humanities, with attention given to the nature of philosophy, art, architecture, music, and literature, with concepts from these disciplines applied to key cultural artifacts of the Western world.

**Mathematics (MATH)****MATH 103 College Mathematics (3)**

This course presents a comprehensive survey of college-level mathematics and emphasizes practical applications and problem-solving strategies.

**MATH 104 Math Modeling (3)**

The Basic College Mathematics 104 course endeavors to build on those skills mastered in Math 103 and to continue to provide the student with mathematically sound and comprehensive coverage of the topics considered essential in a basic college mathematics course with an emphasis on problem solving, reasoning and applications.

**MATH 104 Math Modeling (3)** This course builds on skills mastered in MATH 103 and provides the student with mathematically sound and comprehensive coverage of the topics considered essential in a basic college mathematics course with an emphasis on problem solving, reasoning, and applications.

**MINI 101 Ministry Practicum I (3)**

Ministry Practicum I provides an introductory supervised ministry experience with a local church or other approved ministry setting under the supervision of a qualified professional mentor (On-Site Supervisor). Supervised activities will be directly related to the student's chosen ministry

field. The student will also serve under the supervision of a MINI Course Instructor as well as the On-Site Supervisor.

**MINI 102 Ministry Practicum II (3)**

Ministry Practicum II expands upon the experiences gained in the introductory supervised ministry practicum. Students participate in practical ministry activities with a local church or other approved ministry setting. Supervised activities will be directly related to the student's chosen ministry field and are under the guidance of both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

**MINI 201 Vocation and Service (3)**

An examination of the Christian life through service in the world of work.

**MINI 203 Introduction to Christian Ministries (3)**

An overview of the nature and purpose of the church, the Christian's role as a member of the Body of Christ, and opportunities for leadership and service in pastoral ministry, educational ministry, cross-cultural ministry, and worship and fine arts ministry, with an emphasis on self-assessment.

**MINI 204 Ministry Practicum III (3)**

Ministry Practicum III is a more advanced practical ministry experience utilizing the student's academic preparation along with skills developed in the earlier practicums. Supervised activities in the student's chosen ministry field are directed by both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

**MINI 205 Ministry Practicum IV (3)**

Ministry Practicum IV integrates the student's academic preparation along with the skills developed in the first three practicums. Supervised practical ministry experiences assist in developing competency in the student's chosen ministry field. Ministry activities are supervised by both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

**MINI 407 Practical Ministries (3)**

An examination of the practical aspects of effective ministry in a local church. Prerequisite: MIN 101 and Junior standing.

**MINI 411 Accounting & Finance for the Church (3)**

An introductory study of accounting and financial principles necessary for leadership in the church.

**MINI 417 Pastoral Counseling (3)**

A study of counseling principles and techniques within the context of the ministerial functions.

**MINI 435 Administration and Leadership in Ministry (3)**

A study of the functioning church and church leadership, examining organization and administration, planning, programming, and ministry in the local congregation.

### **Missions & Evangelism (MSEV)**

#### **MSEV 201 Evangelism and Discipleship (3)**

A study of the nature, purpose, and process of biblical evangelism and its application to various ministries; a study of New Testament discipleship principles and their application, with a special emphasis upon building discipling relationships and small group ministry.

#### **MSEV 302 Church Growth & Evangelism (3)**

An introduction to the philosophy of church growth as originally developed by Donald McGavran. The principles of church growth will be applied both to homogeneous and multiethnic churches.

### **Music (MUSI)**

#### **MUSI 415 Worship Leadership (3)**

A coverage of the principles of worship from Scripture and their application in current worship styles.

### **Natural Science (NSCI)**

#### **NSCI 103 Introduction to Biology (3)**

The essential concepts and fundamental principles of modern biology with major emphasis on the basic chemistry of life, the cell as the basic unit of life, the fundamentals of DNA and genetics, and a general overview of bacteria, fungi, and protists.

#### **NSCI 126 Chemistry in Your Life (3)**

This course will allow students to recognize and appreciate how chemistry is intricately involved in almost every aspect of their lives. Fundamental concepts of chemistry will be taught using examples of ordinary materials with real-life applications. Students will explore the chemical principles pertaining to the food they eat, the clothes they wear, the medicines they take, the technology they use, and more.

### **Preaching Ministry (PREA)**

#### **PREA 201 Introduction to Preaching (3)**

A study of the fundamentals of constructing and delivering sermons that are based on the Word of God.

#### **PREA 405 Effective Preaching (3)**

A continuing study of the principles and skills of sermon preparation and delivery.

## **Psychology (PSYC)**

### **PSYC 103 Introduction to Psychology (3)**

A study of psychological structures and functions, designed to help students better understand themselves and others.

### **PSYC 200 Social Psychology (3)**

A course designed to integrate issues in psychology and sociology as they relate to human interaction.

### **PSYC 204 Developmental Psychology (3)**

A study of human growth and development from conception and the prenatal period through adulthood.

### **PSYC 305 Adolescent Psychology (3)**

A study of human growth and development from late childhood to early adulthood.

### **PSYC 341 Abnormal Psychology (3)**

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.

### **PSYC 425 Interpersonal Effectiveness (3)**

A course designed to enhance the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, and dealing with difficult people.

### **PSYC 442 Personality Theory (3)**

A survey of major theories of personality from Freud to the present, including psychodynamic theory, influences of genetic and biochemical factors on behavior, social learning and environmental influences, and internal versus external locus of control.

### **PSYC 490 Studies in Psychology (3)**

A course flexible in procedure and content focused on a selected study in the field of psychology.

## **Social Sciences (SOCI)**

### **SOCI 103 Introduction to Sociology (3)**

A study of the effects of group relations on human behavior with special emphasis on developing a Christian world view.

### **SOCI 205 Geography (3)**

Introductory world regional geography focusing on the ways in which cultural groups around the world utilize and modify their landscapes and environments.

# UNIVERSITY LEADERSHIP

Mr. Dale Bouchillon.....Savannah, GA  
Mr. Gerald B. Andrews.....West Point, GA  
Mr. Larry Bradberry '64.....Bonneau, SC  
Mr. Marvin Bussey.....Smyrna, GA  
Mr. Tony Collins.....West Point, GA  
Mr. David Deeter.....Atlanta, GA  
Dr. Billye Joyce Fine.....Elizabethton, TN  
Mr. Ross Greene.....Peachtree City, GA

Mr. T. Campbell Huxford '78 Savannah, GA  
Mr. Robert E. Lamb '71.....Marietta, GA  
Mr. Paul Leslie '87.....McDonough, GA  
Mr. Stephen Olsen, *Chair*.....Roswell, GA  
Mr. Rob Y. Raynor '79.....Covington, GA  
Dr. James Sloderbeck.....Palmetto, GA  
Mr. Alan Stith '93, *Vice Chair*....Smyrna, GA  
Mr. Lawrence B. Vierling.....Carrollton, GA

## University Administration and Staff

### *Administrative Officers*

Dean C. Collins, M.Ed. ....President  
W. Darryl Harrison, Ed.D. .... Chief Academic Officer  
Dennis E. Glenn, Ph.D. .... Vice President for Institutional Effectiveness & Dean of Accreditation  
Samuel W. Huxford, M.Div. .... Vice President for Spiritual Formations & Dean of the Chapel  
Stacy Bartlett, Ph.D. .... Vice President for Enrollment Management  
Jose Dieudonné, M.Ed., MBA ..... Vice President for Information Technology  
& Chief Information Officer  
Lance Francis, M.B.A. .... Chief Operating Officer  
Jodi Ormsby ..... Manager, Human Resources

### *Access Program*

Douglass Johnson.....Site Director, East Point  
Ross Haralson .....Site Director, Peachtree City  
Lynne Leftwich..... Site Director, Savannah  
Blair Walker..... Site Director, West Point  
Ana Gilleylen ..... Site Director, Birmingham, Alabama

### *Academic Affairs*

Jason Rodenbeck..... Director, Academic Services  
Lee Reese. .... Director of Instructional Support  
Suzanne Smith. .... Registrar  
Michael L. Bain ..... Director of Library Services  
Kathy David ..... Director of Disability Services; Director of Educational Resources-East Point

### *Administrative Services*

Dan Frazier..... Vice President for Finance and Chief Financial Officer  
Sylvia Smith..... Director of Financial Aid



## Full - Time Teaching Faculty

Alexander, Simone: Assistant Professor of Counseling and Human Services (2011).  
B.A. in Organizational Studies, Bethel College; M.B.A., National University; M.A. in Marriage and Family Therapy, Richmond Graduate University.

Bain, Michael L.: Professor of Biblical Studies, Library Director (1981).  
B.A. in Bible, Kentucky Christian College; M.Div. in Theology, Emmanuel School of Religion;  
M.L.S. in Library & Information Studies, State University of New York at Buffalo.

Bartlett, Stacy: Instructor of Business; Director of Admission (2005).  
BS in Human Relations, Point University; Master of Business Administration, Liberty  
University; Ph.D. Mercer University.

Berry, Kristen J. R.: Instructor of Communication: B.A. in Communications, Johnson C. Smith  
University; M.A. in Human Communication Studies, Howard University.

Bumpers, Richard: Instructor of Human Relations, Dean of Academics and Student Services,  
Site Director for East Point (2013). B.A. in Urban Youth Studies; Eastern University; M.S. in  
Counseling, Capella University; doctoral candidate at United Theological Seminary.

Carey, Holly J.: Assistant Professor of Biblical Studies (2007).  
B.A. in Biblical Studies, Point University; M.A. in Biblical Studies, Asbury Theological  
Seminary; Ph.D. in New Testament and Christian Origins, University of Edinburgh.

Cook, Donnie, Instructor of Science (2011).  
B.S. in Psychology, Mississippi State University; M.Ed. in Sciences, Mississippi College.

Dycus, Dallas J., Jr.: Associate Professor of English & Humanities (1998).  
B.A. in English, Milligan College; M.A. in English, East Tennessee State University; Doctoral  
candidate, Georgia State University.

Harrison, W. Darryl: Instructor of Christian Ministries, Chief Academic Officer and Dean for  
Academic and Student Services (2010), B.A. in Religion and Philosophy, Samford University;  
M.A. in Christian Education, Southern Baptist Theological Seminary; Ed.D. in Instructional  
Leadership, University of Alabama.

Hodge, Maurita M., LPC: Human Relations Department Chair (2012). BA in Human Relations,  
Trinity College (1999); MA in School Counseling, Clark Atlanta University (2004); Ed.D.  
Counseling Psychology (2008), Argosy University.

Haverly, Jeffrey A.: Professor of Business: B.S. in Accounting, Missouri Baptist University;  
M.B.A. with MIS emphasis, Southern Illinois University; D.Mgt. in Management, Webster  
University. Certified Management Accountant.  
Certified Public Accountant.

Samuel W. “Wye”: Instructor of Biblical Studies, V.P. for Student Development and Dean of the Chapel (1976). B.A. in Christian Ministry, Point University; M.Div. in New Testament, Cincinnati Bible College & Seminary.

Huxford, Sarah G.: Instructor of Communications, Director of Communications (2005). BA in English, Wofford College; Master of Mass Communication, University of South Carolina

Kelley-Ray, Sonja: Instructor of Sociology and Social Work; B.S.W., Freed-Hardeman University; M.S.W. Clark-Atlanta University

Kemper, Alan E.: Assistant Professor of Business (2010). BS in Management, Georgia Institute of Technology; Master of Business Administration, Auburn University.

Macenczak, Kimberly P.: Professor of Education & History, (1991). B.A. in History, Milligan College; M.A.T. in History, Georgia State

University; Ph.D. in Education, Georgia State University.

Moffatt, Gregory K.: Professor of Psychology (1985). B.A. in Human Relations, Milligan College; M.S. in Community Counseling, Georgia State University; B.Th. in New Testament, Point University; Ph.D. in Educational Psychology, Georgia State University.

Morris, Emma W.: Instructor of Business, Vice President for Educational Initiatives (2008). B.A. in French, Emory University; Master of Business Administration, University of South Carolina.

Morris, John H.: Assistant Professor of Christian Ministries (2009). B.A. in Biology, Emory University; M.Div. with Biblical Languages, New Orleans Theological Seminary; Master of Theology, New Orleans Baptist Theological Seminary; Ph.D. in New Testament, New Orleans Baptist Theological Seminary.

Reese, Leon M. Jr.: Instructor of Christian Ministries, Academics Assistant (2009). B.A. in Psychology, Piedmont College; M.Div, Assemblies of God Theological Seminary; D.Min candidate, McAfee School of Theology at Mercer University.

Rodenbeck, Jason C.: Instructor of Biblical Studies, Director of Access Academic Services (2008). B.A. in Biblical Research, Central Christian College of the Bible; M.A. in Contemporary Theology and Philosophy, Lincoln Christian Seminary

Thompson-Lewis, Shirley A.: Instructor in Human Relations (2012). B.S.W in Social Work, Loyola University (1982); M.S.W in Social Work, University of Illinois (1983); M.A. in Christian Ministries, Grand Canyon University, 2011.

Woolfolk, Dedra R.: Professor of Natural Science (2004). B.S. in Biology, Morris Brown University; M.S. in Biological and Biomedical Science, Emory University School of Medicine; Ph.D. in Pharmacology, Emory University School of Medicine.

### **Part-Time Teaching Faculty** (full-time administration and staff who teach part-time)

Boyd, Mark: Instructor of Christian Ministries, Financial Aid Specialist (2013). B.A. in Bible, Blue Mountain College; M.A. in Theological Studies, Liberty University.

Cannon, Tonya E.: Instructor of Business, Assistant Vice President of Enrollment Management (2012). Masters of Business Administration, Mercer University; certificate in Higher Education Management, Harvard University.

Clotfelter, Stephen: Instructor of Biblical Studies, Security Officer (2013). B.A. in Christian Ministries, Point University; M.Div. Emmanuel School of Religion; D.Min. Columbia Theological Seminary.

Davis, Bethany: Instructor of Business (2010). M.S. in Organizational and Human Resource Development with a certificate in Conflict Resolution, Abilene Christian University.

Leftwich, Lynne: Instructor of Human Relations, Site Director for Savannah (2012). B.A. in Speech Communications, Lock Haven University; M.A. in Counseling, University of Pennsylvania.

Walker, Blair G.: Instructor of Human Relations, Site Director for West Point (1999). B.C.M. in Christian Ministry, Point University; Master of Public Health, Armstrong Atlantic State University; Gerontology Graduate Certificate, Armstrong Atlantic State University.

## **Adjunct Teaching Faculty, Access Program**

Allgire, David: Instructor of Bible and Ministry; M.Div.  
Angel, Steven: Instructor of Human Relations; M.Div.  
Bartlett, Jeremiah: Instructor of Christian Ministries; M.A.R.  
Benson, Matthew: Instructor of Christian Ministries; M.Div.  
Boyd, Joshua: Instructor of Music; Ph.D.  
Chapel, Paul: Instructor of Bible and Ministry; M.Div.  
Cook, Jennifer: Instructor of Human Relations; M.S.  
Damron, Dave: Instructor of Christian Ministries; M.A.  
Davis, Rex: Instructor of Humanities; M.A.  
Davis, Yolanda A.: Instructor of Christian Ministries; M.Div.  
Dawkins, Sharon: Instructor of Human Relations; M.A.  
Duncan, Angel: Instructor of Organizational Leadership; M.B.A.  
Easley, Jeff: Instructor of Biblical Studies; Th.M.  
Edwards, Ron: Instructor of Biblical Studies; M.A.  
Ellis, Craig: Instructor of Human Relations; M.S.  
Embden-Peterson, Carole: Instructor of Communications; M.A.  
Evans, Sam Francis III: Instructor of Organizational Leadership; M.B.A.  
Felsberg, David C.: Instructor of Organizational Leadership; M.B.A.  
Fields, Phillip E.: Instructor of Human Relations; M.A.  
Forde, Richard: Instructor of Human Relations; M.S.  
Fragoso, Connie: Instructor of Mathematics; M.A.T.  
Francis, Carol Wilson: Instructor of Christian Ministries; M.Div.  
Furman, Paul: Instructor of Mathematics; M.A.  
Gibson, Ella: Instructor of Organizational Leadership; M.Acc.  
Griffin, Gordon E.: Instructor of Christian Ministries; M.Div.  
Hill, Matthew: Instructor of History; Ph.D.  
House, Dennis: Instructor of Human Relations; M.A.  
Howard, Ann: Instructor of Human Relations; M.A.  
Hughes, Mark: Instructor of Biblical Studies; M.A.  
Jones, Jay: Instructor of Christian Ministry; M.A.  
Larson, Sherrill: Instructor of Biblical Studies; M.Div.  
Law, Fletcher: Instructor of General Studies and Christian Ministry; D.Min.  
Lindsey, Keith: Instructor of Bible and Ministry; M.Div.  
Lecesne, Marianne: Instructor of Mathematics; M.Ed.  
Lushington, Kristen: Instructor of English; M.A.  
Macenczak, Lee: Instructor of Organizational Leadership; M.S.  
Manion, Patti: Instructor of Mathematics, M.Ed., Ed.S.  
McPherson, Traci G.: Instructor of English; M.Ed.  
Moore, Maurice J., Jr.: Instructor of Counseling; M.A.

Morris, Amy: Instructor of Sociology; M.Ed.  
Morton, Hugh: Instructor of Organizational Leadership; M.B.A.  
Murphy, Phillip: Instructor of Bible and Ministry; M.Div.  
Myers, Keith J.: Instructor of Human Relations; M.A.  
Pelham, Pat: Instructor of English; M.Ed., Ed.S.  
Pierre-McCarthy, Natasha E.: Instructor of Organizational Leadership; M.B.A.  
Portwood, Matthew L.: Instructor of English; M.Ed., Ed.S.  
Portwood, Seth: Instructor of Human Relations; M.S.W.  
Powers, Charles: Instructor of History; M.A.  
Prater, Johnny C.: Instructor of Business Law; M.B.A., J.D.  
Proctor, Antonio: Instructor of Christian Ministry; M.Div.  
Rigdon, Kenda: Instructor of Natural Science; Ph.D.  
Roberts, Dan, Ed.D.  
Ross, Chris: Instructor of Biblical Studies; M.Div., M.S.  
Schernekau, Pat: Instructor of English; M.A., Ed.S.  
Shields, Tawanna H.: Instructor of Mathematics; M.Ed., Ed.S.  
Smith, Alona: Instructor of Human Relations; M.S.  
Stewart, Arthur: Instructor of Preaching; M.Div., D.Min.  
Stovall, S. Adam: Instructor of Organizational Leadership; M.Acc.  
Street, James: Instructor of Christian Ministries; Ph.D.  
Spurlock, Tim: Instructor of Christian Ministries; M.Ed.  
Sullivan, Wayne: Instructor of Adult Education; M.Ed.  
Swartz, Nathan: Instructor of Christian Ministry; M.A.  
Swindall, Sandra: Instructor of Science; M.Ed., Ed.S.  
Tatlock, Jason: Instructor of Biblical Studies; Ph.D.  
Vickers, Angel W. M.: Instructor of Business, BS, MS, doctoral candidate  
Walker, Jennifer; Instructor of Adult Education; M.P.H.  
West-Johnson, Tonyia M.: Instructor of Human Relations; Ed.D.  
Williams, Aisha: Instructor of Human Relations; Ph.D.  
Woodruff, Timothy R.: Instructor of Christian Ministries; Ed.D.  
Wozniak, A. Rachel: Instructor of Christian Ministries; M.A.