

Point University

Access Program Catalog **2015-2016**

ALL CAMPUSES

Revised August 2015

507 W. 10th Street
706-385-1100
www.point.edu

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

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

This ***Access Program Catalog*** presents the University's educational programs for working adults. For general college policies and procedures and specific information regarding the traditional curriculum and programs of Point University, please refer to the ***General Catalog***.

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

Point University is authorized to operate in Georgia by the Governor's executive order of June 28, 2013, and in Alabama by the Alabama Commission on Higher Education and the Department of Postsecondary Education. The process to review and appropriately act on complaints arising under State laws, including laws related to fraud or false advertising, are conducted by the Office of the State Inspector General in Georgia (2 Martin Luther King Jr. Drive S.W., 1102 West Tower, Atlanta, GA 30334) and by the Private School Licensure Division in Alabama (Alabama Center for Postsecondary Education, 135 South Union Street or Post Office Box 302130, Montgomery, AL 36130-2130). A person who has reason to suspect fraud, waste, abuse and/or corruption should contact the appropriate office to file a complaint.

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 ACCESS 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*, 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.

For specific information regarding the traditional curriculum and degree programs of Point University, please refer to the ***Point University General Catalog***.

TABLE OF CONTENTS

General Information	4
Access Academic Calendar	9
About Access	11
Admission Information	12
Financial Information	15
Academic Information	19
Student Life Information	37
Degree Programs	39
General Education Core	41
Associate of Arts (A.A.) in Business Administration	44
Bachelor of Science (B.S.) in Business Administration	47
Associate of Arts (A.A.) in Child Development	50
Bachelor of Science (B.S.) in Child Development	53
Associate of Arts (A.A.) in Christian Ministries	57
Bachelor of Science (B.S.) in Christian Ministries	60
Associate of Arts (A.A.) in Christian Ministries: BHM COTH Version	62
Bachelor of Science (B.S.) in Christian Ministries: BHM COTH Version ...	65
Associate of Arts (A.A.) in Criminal Justice	67
Bachelor of Science (B.S.) in Criminal Justice	70
Associate of Arts (A.A.) in General Studies	73
Associate of Arts (A.A.) in Human Relations	75
Bachelor of Science (B.S.) in Human Relations	78
Associate of Arts (A.A.) in Organizational Leadership	80
Bachelor of Science (B.S.) in Organizational Leadership	83
Associate of Arts (A.A.) in Psychology	86
Bachelor of Science (B.S.) in Psychology	89
Course Descriptions	91
University Leadership	103

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

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. (NOTE: The Access program does not admit foreign students at the current time).

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

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

Point University is committed to the Lordship of Jesus Christ, the oneness of Christians, and the evangelization of the world. Since the unity of the church is created and maintained through a common faith in Jesus Christ, Point looks to the inspired biblical record for the foundation of its faith. The Bible is the source of our knowledge of God and His Son, Jesus Christ.

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

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

Library Resources

The Library grows each year with carefully selected materials and from the contributions of materials of generous donors. Annual growth adds to the present 65,500 volumes of books and periodicals.

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.

Main Campus and Off-Site Locations

WEST POINT

**507 W. 10th Street
West Point, Georgia 31833
706-385-1000**

In fall 2012, Point University relocated from its old campus in East Point, Georgia, to a new main campus in West Point. The site hosts traditional residential programs and adult Access programs.

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

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

ATLANTA

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

Point's Atlanta campus is strategically located at the Lindbergh Center in the heart of Buckhead. This state of the art location is conveniently situated one block from the Lindbergh Marta metro train station for easy access. It hosts Access adult studies programs while also providing support to students studying online.

McDONOUGH

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

Point University chose McDonough as home to its third metro-Atlanta location in 2015. Housed in the McDonough Christian Church, this southeast Atlanta facility is

convenient for busy adults looking to start or finish a college degree and high school students wishing to complete their high school diploma while earning credits toward a college degree.

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

Point's 13,500 square foot facility in Peachtree City is located 10 miles south of I-85 at the intersection of GA-54 and GA-74, directly adjacent to The Avenue, a large outdoor mall area featuring numerous shopping and dining options. The site hosts Access adult studies programs while also providing support to online students.

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

Housed in the Savannah Christian Church, this site offers Access programs for adult learners, core curriculum for traditional students, and dual credit enrollment courses for high school students.

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

Point University offers Access programs at the Church of the Highlands' Greystone Campus in Birmingham, Alabama. This location provides day and evening options for students in a nontraditional format. Christian Ministries programs include valuable practicum opportunities under the mentorship of Point instructors and Highlands staff.

ACCESS ACADEMIC CALENDAR

Access Program Academic Calendar 2015-2016	
Monday, July 27, 2015	Fall Session 1 Begins
Thursday, August 27, 2015	Fall Session 1 Ends
Monday, August 31, 2015	Fall Session 2 Begins
Monday - Friday, September 7 - September 11	Labor Day Fall Break
Thursday, October 8, 2015	Fall Session 2 Ends
Monday, October 12, 2015	Fall Session 3 Begins
Thursday, November 12, 2015	Fall Session 3 Ends
Monday, November 16, 2015	Fall Session 4 Begins
Monday - Friday, November 23 - November 27	Thanksgiving Break
Monday - Friday, December 21 - January 1	Christmas/New Year Break
Thursday, January 7, 2016	Fall Session 4 Ends
Monday, January 11, 2016	Spring Session 1 Begins
Monday - Friday, January 18 - January 22	MLK Holiday Winter Break
Thursday, February 18, 2016	Spring Session 1 Ends
Monday, February 22, 2016	Spring Session 2 Begins
Thursday, March 24, 2016	Spring Session 2 Ends
Monday, March 28, 2016	Spring Session 3 Begins
Thursday, April 28, 2016	Spring Session 3 Ends
Monday, May 9, 2016	Summer Session 1 Begins
Monday, May 30, 2016	Memorial Day
Thursday, June 23, 2016	Summer Session 1 Ends
Monday, July 5, 2016	Summer Session 2 Begins
Thursday, July 18, 2016	Summer Session 2 Ends

Note: All dates are subject to change through appropriate processes.

ABOUT ACCESS

The goal of Point's Access program is to provide quality courses that integrate faith and learning in a nontraditional format for the adult student. We understand the unique challenges faced by adults who want to pursue their degrees. We strive to serve our students and look to assist them as they seek a Christ-centered education.

Our program has been developed to serve the adult student. We recognize that adults 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 one night each week, and progress at an accelerated pace.

The Access program at Point is designed for the working adult, 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 Access program is specifically designed to be flexible in order to meet the needs of adults 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.

As an Access student, you will join a small cohort of adult students who will track through their degree program together. Each cohort follows a sequential schedule. Each course is taught one night a week from 6:00 to 10:00p.m. and lasts five weeks. Cohorts take one course at a time, meeting on the same night and at the same time and place every week. Having classes on the same night every week gives you the convenience to plan events based on a regular schedule. The small class format provides peer support, as well as faculty who are focused on student learning.

If you desire to attend a college where you can complete your associate or bachelor's degree quickly while receiving individual attention from faculty and staff, Point University is the place for you. New cohorts are forming every other month, so you can get started right now!

Remember, we care about your academic progress and your personal success. We aspire to give every student the support he or she needs -- from your first contact to the day you receive your diploma!

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 goals of Point University, the admission process seeks reliable confirmation of a student's academic preparation, social development, and openness to spiritual formation in a Christian context.

Admission policy and decisions for the Access program are administered by the Access Admission Committee. A student's admission does not guarantee successful completion of any particular program of study. Admission to the University's other educational programs (traditional or online) is a different process.

All applicants must have basic computer proficiency including email and internet usage.

Application Procedures

GENERAL PROCEDURES: To apply for admission to the Access Program, a person must:

1. Be at least 21 years old.
2. Complete an Application for Admission.
3. Submit an official high school transcript showing graduation OR an official copy of passing scores on the GED from the GED Testing Service OR an official college transcript with 12 or more semester hours (18 or more quarter hours) of transferable credit.
4. Submit an official academic transcript from every postsecondary school, college and/or university previously attended.
5. Provide at least one of the following:
 - a. A 2.00 or higher cumulative grade point average at high school graduation;
 - b. A 2.00 or higher cumulative grade point average for 12 or more semester hours (18 or more quarter hours) of postsecondary or college courses; or
 - c. Official scores on the ACT Compass placement test for Reading, Writing, and Pre-Algebra (or equivalent scores on a recognized placement test).
6. Report at least one year of relevant work and/or volunteer experience.
7. Supply one personal reference.

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

Access Admission Office. Failure to receive all official transcripts would result in a delay in processing an admission application.

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

PROBATIONARY ADMISSION: A limited number of applicants who are not able to meet at least one of the three requirements in #5 (above) may be admitted on a probationary status based on the submission of other documented evidence of the ability to succeed at Point. Probationary admission requires the student to have earned a 2.00 grade point average at the end of the first enrolled term (12 semester hours) at Point. A student who does not meet that required grade point average for the first term will be suspended from enrollment at the University. For more information about the probationary admission and the possibilities for other documented evidence, contact the Access Admission Office.

PROOF OF ENGLISH PROFICIENCY: If English is not the student's first language, he or she must show proof of English proficiency by at least one of the following:

- a) Graduation from a high school with instruction in English;
- b) Passing scores for the GED taken in English;
- c) ACT Compass scores of 62 or higher for Writing and 79 or higher for Reading;
- d) An SAT critical reading score of 430 or higher;
- e) An ACT English score of 18 or higher, Reading score of 22 or higher, and Writing score of 7 or higher;
- f) Grades of C or higher for the equivalent of freshman-level English composition courses at Point (ENG 101 and 102, Critical Reading & Writing I and II) on the student's academic transcript from an accredited U.S. college or from a foreign institution of higher education where English is the primary language;
- g) A TOEFL iBT (Internet-based) total score of 80 or higher with a minimum score of 20 in each section (skill area);
- h) A TOEFL PBT (paper-based) total score of 550 or higher with a minimum score of 55 or higher in each skill area and a TWE essay score of ___ or higher;
- i) An IELTS overall band score of 6.5 or higher with a minimum score of 6.5 in the Reading, Listening and Speaking sections and of 5.5 in the Writing section; or
- j) An iTEP Academic overall assessment level score of 4.0 or higher with a minimum level score of 4.0 in each section (skill area).

READMISSION POLICY: Students who have not been in attendance at Point University for greater than ten consecutive weeks may apply for readmission. Students who have been previously enrolled in any Point University program may apply for re-admission. The Application for Readmission must be completed and filed with the appropriate off-site location and all requested documents submitted for consideration. It is important to include the names of any academic institutions attended since enrollment at Point University. Students approved for readmission will be assigned an individual start date according to their academic standing.

Students will be considered for readmission who:

1. Receive approval that all previous business and academic matters have been resolved (clearance will be obtained from the University's Financial Aid, Registrar and Student Accounts 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 ten weeks.

International Students

The Access program is not accepting international students at this time.

FINANCIAL INFORMATION

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

Application for Financial Aid

The Financial Aid Office coordinates the university-wide administration of all financial aid programs. Many Access 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.
2. Georgia residents should complete the application for state aid on the Internet at 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.

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. 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 Access 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.

REFUND POLICY FOR VETERANS: The Refund Policy for Veterans Administration (VA) students enrolled in the Access program is based upon the "module" attended. A module is a 5 week cycle which meets one night per week within the overall 20-week term by which the student is initially charged. When a refund calculation is performed, charges for unattended modules are refunded at 100%."

Satisfactory Academic Progress for Federal Financial Aid

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

1. A student is required to maintain satisfactory academic progress to remain eligible for financial aid. Satisfactory progress has two components, quality and quantity.

- The quality of satisfactory academic progress is measured by cumulative grade point average (GPA) from the beginning of enrollment at Point University. The “cumulative” GPA includes *all* grades received at Point University. To satisfy the quality standard, students must maintain a minimum cumulative GPA of at least 2.0 on a 4-point scale. (*REMINDER:* Students must achieve a minimum cumulative GPA of 2.0 to graduate from Point University). Students whose cumulative GPA falls below 2.0 are placed on financial aid warning. Students may receive financial aid for *one* term while on warning. However, if the cumulative GPA remains below 2.0 for two consecutive terms, or if the student withdraws for two consecutive terms, all financial aid is suspended. The quality of satisfactory academic progress is monitored at the end of each term by reviewing students’ grade reports.

NOTE: Associate’s degree students who receive the HOPE Scholarship must maintain a minimum 3.0 GPA pursuant to Georgia Student Finance Commission regulations.

- Quantitative satisfactory academic progress is defined as the completion of at least 67 percent of the cumulative credit hours on which the payment of financial aid was based. “Cumulative” credit hours include *all* credit hours attempted at Point University. “Completed” credit hours includes courses with grades of A, B, C, or D. Grades of F, WF, WP, W, or I (Incomplete) are not considered “completed” hours. Failure to complete at least 67 percent of the scheduled cumulative credit hours places the student on warning status. Students may receive financial aid for *one* term while on warning. Failure to complete at least 67 percent of cumulative credit hours for two consecutive terms places the student on financial aid probation, whereby students will not receive financial aid for the next term of attendance. Quantitative satisfactory academic progress is monitored at the end of each term by reviewing students’ grade reports.
2. Students must complete their program of study within a maximum timeframe of no more than 150 percent of the required length of the program.
 3. Federal regulations governing the Pell Grant Program state that non-credit remedial courses cannot be covered by the Grant unless the student is enrolled in an eligible program at the school and the remedial coursework is required by the school.
 4. Students who become ineligible to receive financial aid have the right to appeal by submitting the required documentation to the Financial Aid Office.
 5. The school may consider individual mitigating circumstances in determining a student’s satisfactory progress. Mitigating circumstances may include personal injury, student illness, death of a relative, or undue hardship as the result of special circumstances. These mitigating circumstances are considered through appeals. Students should contact the Financial Aid Office to begin the appeal process.

POLICY FOR RE-ESTABLISHING ELIGIBILITY FOR FINANCIAL AID FOR STUDENTS WHO FAIL TO MAINTAIN SATISFACTORY PROGRESS: Students placed on financial aid suspension may re-establish eligibility by (a) completing one or more terms without financial aid, (b) maintaining a minimum cumulative GPA of 2.0, *and* (c) successfully completing 67 percent of cumulative credit hours.

POLICY FOR TRANSFER STUDENTS: Transfer credits are included in the cumulative GPA calculation (described above) and the 67 percent calculation (described above).

APPEAL OF PROBATION 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.

Students are not be allowed to receive a diploma or transcripts after graduation until they have settled all indebtedness to the University through the Student Accounts Office.

All charges for the entire session are to be paid prior to the University established payment deadline or set up on satisfactory payment arrangements, which could include the receipt of financial aid arrangements and/or a payment plan. 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.

ACADEMIC INFORMATION

Academic Policies and Procedures

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 Access student can attend a course only when he or she has been registered and paid for the course. New students participate in orientation on campus before being registered for their programs.

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.

SEMESTERS AND CREDIT HOURS: Point University's Academic Calendar is based on a 12 credit hour semester. Courses are offered on a semester-hour basis. Three semester hours (or three credit hours) signifies that a course meets for one four-hour period per week for five weeks, with additional outside assignments completed with their peers in a project team.

SEMESTERS AND COURSE LOAD: The standard course load per semester for a student is 12 credit hours. A semester is composed of four (4) sessions of five (5) weeks each (a total of 20 weeks in each semester). In order to achieve a 12 credit hour semester load, a student must register for one (1) three credit hour course in each of the four sessions in the semester:

Session One (5 weeks)	3 semester credit hours
Session Two (5 weeks)	3 semester credit hours
Session Three (5 weeks)	3 semester credit hours
<u>Session Four (5 weeks)</u>	<u>3 semester credit hours</u>
Total (20 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 provide a signature verifying 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 21 credit hours. Only in extreme circumstances will approval be given for more than 21 semester hour in a given semester. A student may take a maximum of two classes per each five week period regardless of the total number of credit hour the overload is approved for.

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 Access 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 a add/drop form, which is available online or through the Access Registrar's office.

NOTE: *Students should consult the Access Registrars 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.*

Students may add/change/drop a course(s) during a semester with the following provisions:

- They may drop/change/add a current Access course during the first week of a course without penalty.
- They may drop a current Access course during the second and third weeks with an assigned grade of WP (Withdraw Passing) or WF (Withdraw Failing).
- They may drop subsequently registered Access courses within a semester during a currently enrolled course.
- Students cannot voluntarily change/drop a currently enrolled Access course during the fourth and fifth weeks of the course. If the student is failing the course during this period, the student must be assigned a grade of WF.

[NOTE TO ACCESS FINANCIAL AID AND REGISTRAR PERSONNEL: See above under "Academic Calendar" for the financial aid "swim lanes" associated with the Access program (p. 10). For purposes of this policy, a semester is a "parent term" and a course is a "child term."]

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 period do not appear on the transcript for that semester. A refund of tuition is possible during this period.

NOTE: *The student's enrollment at the end of the drop period is counted as that semester's "attempted hours" in financial aid considerations, especially the HOPE Scholarship, even if a course is later dropped with a "W" or "WP" or "WF".*

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 Learning website and in the Registrar's Office. If a student wishes to withdraw from the entire program **before** the first class meeting, the student must fill out a program withdrawal form available on the Point Learning website and in the Registrar's Office and billing charges will be adjusted.

TEN-WEEK RULE: Students are permitted to schedule ten or fewer weeks away from class without formally requesting leave. A student who does not attend class for more than 10 consecutive weeks will be automatically withdrawn from school if they have not submitted a previous request for a leave of absence (see "Leave of Absence Policy" following this section).

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 of Academic Affairs, and submitted within 24 hours of the Registrar's notification. The decision of the Vice President of Academic Affairs 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 life 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.

LEAVE OF ABSENCE POLICY: Point University's Access 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 ranging from 11 – 20 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 Access 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 Access Registrar Office or may be downloaded from the University website.

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 made prior to the start of the leave (first day of class);
- The reason for the request must be one approved by the Registrar (military, medical, jury duty, loss of job, family emergency, employment emergency, or other reasons as approved);
- 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 20 weeks in a 12-month period. Time in excess of 20 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 and Financial Aid Offices.

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.

READMIT POLICY: Students who have not been in attendance at Point University for ten consecutive weeks may be eligible for re-admission. Students who have been previously enrolled in any Point University program may apply for re-admission. The Application for Readmission must be completed and filed with the appropriate off-site location and all requested documents submitted for consideration. It is important to include the names of any academic institutions attended since enrollment at Point University. The request for readmission must be submitted thirty (30) days prior to the intended cohort start date.

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 must be obtained from Point University's Student Accounts, Financial Aid, and Registrar's 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 ten weeks.

CLASS ATTENDANCE, ABSENCES AND LATENESS: Class attendance is mandatory. The nature of the adult studies program requires that students be present for each class and participate in all group activities and team meetings. If you miss a class, you have missed more than just a lecture. Sharing your personal work, life and ministry experience is a critical part of adult education. If you are not in class, it impacts the entire class. While attendance is crucial for success, an extreme circumstance may occur that will prevent a student attending a class. The following policy has been developed to assist students in understanding the importance of class attendance and the potential consequences of excessive class absences:

- Class attendance is collected and recorded by the professor for each night of class.
- Students arriving after class has started or leaving prior to the class being dismissed should talk to their instructor at break or after class to catch up on any missed information. *Being late or leaving prior to class dismissal will be recorded in the student's attendance.*
- Students are expected to be present when class begins, and remain the entire class session. Faculty members reserve the right to factor lateness, early departures and class attendance into a student's grade, as long as it is addressed in the syllabus.
- Students are expected to make up all class work missed due to an absence. It is the student's responsibility to find out what work was missed and to contact the professor on how to complete it.
- Under emergency circumstances, a student may be allowed one entire class absence and an additional hour of class time not to exceed five hours of class time or 25% of the course. The student is responsible for contacting the faculty member concerning the absence and for all make-up work.
- A student who misses five or more hours of class time (25% or more of scheduled class time) will be automatically withdrawn from class and receive a grade of WF or WP.
- A student who appears on the class roll but does not attend the first two class sessions will be automatically withdrawn from the class by the Registrar's Office.

NOTE: While most classes allow for one absence, it is intended to be used for an emergency or unforeseen circumstance. It is not intended to be used by the student to miss class for any other reason. Students who elect to use their one absence to miss class for any other reason and then find that they must miss a second class due to an emergency or other unforeseen circumstance are subject to automatic withdrawal for missing more than 25 percent of scheduled class time.

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”
AU		Audit	-not calculated in GPA
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 Access 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”).

AUDIT OF COURSES: A student who has been accepted into a Point University Access degree program as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The audit fee per credit hour must accompany the registration. Audit fees are \$65 per credit hour for any Access BS program; \$50 per credit hour for any Access AA program.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's University transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.
- The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.

- The student must meet course prerequisites or be approved by the Chief Academic Officer
- No change may be made from audit to credit or credit to audit, after registration closes.

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.

To give a student an Incomplete in a course, the professor submits a grade of "I-B," "I-C," "I-D," or "I-F." The second letter indicates the grade the student would have received if all incomplete work had been given a score of zero in the normal grading system for that course. For the purpose of calculating a student's GPA, an Incomplete grade will be given the grade point value of the letter after the "I." When the student has completed the work, the professor then submits a final grade. At the end of the 30 days, any Incomplete not replaced by a submitted final grade will automatically and permanently convert to the letter grade after the "I" which was initially submitted by the professor. The professor and the Registrar are not responsible for notifying or reminding the student regarding an Incomplete.

ACCESS 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.

RETAKES: 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 make register an academic appeal by the following:

1. The student must file a written academic appeal with the Director of Instructional Support using the Academic Appeal Form. The Academic Appeal Form may be downloaded from the Point University website, and/or may be emailed to a student upon request. *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 the Vice President of Academic Affairs.
4. Upon receipt of the request, the Vice President of 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 on or off campus.
- Being rude or disrespectful toward an instructor or fellow-student.
- Misusing advanced technology in class (e.g., a laptop computer for non-class-related purposes).
- Using a cell phone, sleeping, inattentiveness, doing non-class-related work or activity, or other such inappropriate classroom behavior.
- Children in the classroom during evening class hours or unescorted children in Point University buildings at any time.

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

In all cases of academic misconduct, the faculty member will inform the Director of Academics in writing of the occurrence and how it was resolved at the class level. Director of Academics for the Access program 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 Access 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 Director of Instructional Support. 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 Director of Instructional Support will investigate and respond to the appeal with a decision in a timely manner. 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 to Point from institutions accredited as degree-granting by a recognized accrediting body for higher education at the time the coursework was

completed. Credits from colleges that are accredited by other accrediting bodies are considered on a case-by-case basis. Credits from non-accredited colleges are usually not transferable.

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

Only credits taken at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. The credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (see Honors, p. 35).

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

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

1. The testing program/examination is recommended as the basis for awarding University academic credit by the American Council on Education (ACE): e.g., Advanced Placement (AP), College Level Examination Program (CLEP), DSST, and military courses. The number of semester hours awarded is normally determined according to the ACE recommendation and University requirements for the specific course.
2. The credit awarded by another institution of higher education on the basis of examination is recorded on the student's academic transcript in the same way as that institution's regular course credits, which usually includes a normal catalog course number, the specific number of credit hours awarded, and a letter grade of "C-" or higher or that institution's designated letter or symbol for credit-by-exam or credit earned without a letter grade (such as "CR" or "P"). Generic credit hours awarded by examination or course requirements waived on the basis of examination cannot be accepted.
3. The International Baccalaureate (IB) examination result for a specific discipline/course is at or above the level (standard or higher level) and score charted by the Registrar for course-and-credit equivalency based on common practices by peer institutions.
4. Credits earned by external examination are placed on the student's transcript and treated as transfer credits. Credit earned by external testing will be designated on the transcript by a grade of "Pass."

5. A maximum of 25 percent of the semester hours required for a traditional degree may be satisfied by external examinations.

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

Associate-level students who have earned 45 semester hours or more are ineligible for transient study; bachelor's-level students who have earned 90 semester hours or more are also ineligible for transient study.

A student in the Access program wishing to take a course in the traditional program at Point University should receive permission through the Registrar's Office by completing the process as a transient student.

Change of Campus: Students may take courses at any Access instructional site.

Learning Assistance

Point University is focused on helping students achieve academic success. Educational Resource Centers, Writing Labs, and Computer Labs provide 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.

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 that not all hearing impaired students need sign language interpreters for all classes. Some students can tape-record lectures and have volunteers transcribe the tapes. Some students can have fellow students take notes for them. Furthermore, other auxiliary aids and services, including hearing aids and voice-recognition devices, may provide meaningful access to classroom lectures without the need for a sign-language interpreter. Finally, the University recognizes its obligation to the larger University community to provide auxiliary aids and services in the most cost-

effective and least disruptive manner to its academic programs as possible while still providing meaningful access to classroom lectures for students with disabilities.

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

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

The person making any decision 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.

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 Act of 1973 (29 U.S.C. 794) ("Section 504"). Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Any person who believes 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).

General procedure for filing a Section 504 grievance is as follows:

1. A grievance should be filed in writing, stating the name and address of the person 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.

Campus Technology

Point University provides modern, well-equipped computer facilities for student use at all education sites. At each location, every computer designated for student use is connected to the Internet through the University's high-speed network with access to software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

Wireless Internet access is available throughout all locations. Students may register for classes, check grades or transcripts, and update their personal information online.

Student Communications: All student correspondence with instructors, participation in online/hybrid courses or programs, and submission of course requirements (e.g., written assignments, tests, projects, etc.) must occur via the student's assigned Point University e-mail account or through Point's electronic course platforms. Students should check their Point e-mail accounts regularly for messages from the University.

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 Dean for Academic and Student Services. The decision of the Dean for Academic and Student Services 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. Normally, the minimum number of semester hours required at Point University are the last hours 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. Provide an application for graduation to the Registrar. The completed application must be turned in by the appropriate deadlines as published for each graduation session and be accompanied by the graduation fee set for that academic year. If the student does not complete the requirements for graduation, a new application will be required, plus the amount of any graduation fee increase(s) since the initial application. If the student's enrollment is interrupted after an application for graduation is made, the student is subject to the University's readmission processes and policies and a new application for graduation must be submitted.
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 Access program.
7. Meet all financial obligations or make satisfactory arrangements for payment with the Business Office. Diplomas will not be awarded and transcripts will not be released if a student owes money to the University.

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

Other Policies

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.

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.

INCLEMENT WEATHER POLICY: The official word on canceling classes or closing offices because of inclement weather will be placed on the University web site and Charger Learning. Text and e-mails will be sent and designated local media outlets will be contacted whenever such a decision is made.

STUDENT LIFE INFORMATION

The *Covenant for a Christian Community* is the University's official publication regarding student life. 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 Access 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

Student services include, but are not limited to:

- Point University's Center for Calling and Career, in West Point, Atlanta, and online
- Parking
- Personal counseling services (Atlanta location)
- Access Chapels
- Prayer and devotions
- Prayer Requests on PointLearning
- Beverages and snacks
- Leisure, commons areas
- Referral to off-campus services (e.g., personal counseling, housing, health and social services, student employment 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 Access 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 Access Administrative Office, may be downloaded from the Access 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.

DEGREE PROGRAMS

Point University offers nontraditional students both Associate of Arts and Bachelor of Science degrees. 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 Access degree programs are based on a General Education Component and Biblical Studies courses.

DEGREE STRUCTURE AND CREDIT REQUIREMENTS: Point University's Associate of Arts (A.A.) degree programs typically consist of three primary components: (1) a General Education Component, which includes coursework in Essential Skills, Humanities & Fine Arts, Natural Sciences & Humanities, Social & Behavioral Sciences, and Biblical Studies; (2) a Professional Component consisting of coursework related to the student's chosen professional field or discipline; and (3) Free Electives. The A.A. in General Studies includes additional Arts & Sciences coursework in place of the Professional Component.

Point University's Bachelor of Science (B.S.) degree programs consist of three primary components: (1) a General Education Core, which includes coursework in Essential Skills, Humanities & Fine Arts, Natural Sciences & Humanities, Social & Behavioral Sciences, and Biblical Studies; (2) a Professional Major consisting of coursework related to the student's chosen professional field or discipline; and (3) Free Electives.

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.

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.

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 Access Office.

Degree Programs in Access *

ASSOCIATE OF ARTS DEGREES:

Business Administration
Child Development
Christian Ministries
Criminal Justice

General Studies
Human Relations
Organizational Leadership
Psychology

BACHELOR OF SCIENCE DEGREES:

Business Administration
Child Development
Christian Ministries
Criminal Justice
General Studies
Human Relations
Organizational Leadership
Psychology

**NOTE: Not all degrees are offered at all off-site locations. Please contact the off-site location of choice for the latest information on degrees offered.*

General Education Core

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

Essential Skills

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

Humanities & Fine Arts

HUMA 101 Introduction to Humanities	3
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Natural Sciences & Mathematics

MATH 103 College Mathematics	3
MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3

Social & Behavioral Sciences

HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3

Biblical Studies

BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	<u>3</u>

TOTAL GENERAL EDUCATION CORE CREDITS: 39

Relationship of the Core to Point's General Education Competencies.

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

The student will be able to:	Assessment measure(s)
1. Communicate effectively.	ETS <i>Proficiency Profile</i> , subscores in Writing and Reading
2. Operate in the areas of humanities, social science, and natural science.	ETS <i>Proficiency Profile</i> , subscores in Humanities, Social Science, and Natural Science
3. Demonstrate skills in critical thinking and mathematics.	ETS <i>Proficiency Profile</i> , subscores in Critical Thinking and Mathematics
4. Demonstrate an awareness of the major movements within the biblical narrative and their implications for the Christian life.	Point's <i>Bible Content Test</i>

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

Associate of Arts in Business Administration

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

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

Objective 4.2: Graduates apply sound accounting principles.

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

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

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

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

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

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

<i>Natural Sciences & Mathematics</i>	
MATH 103 College Mathematics	3
MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
<i>Social & Behavioral Sciences</i>	
HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3
<i>Professional Component (15 credits)</i>	
<i>Prerequisite (3 credits)</i>	
MATH 110 College Algebra (3) (or equivalent)	
<i>Business Administration (45 credits)</i>	
BUSI 238 Business Communication [WE*]	3
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Management Information Systems	3
BUSI 230 Principles of Management	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60

**Writing Emphasis courses*

Bachelor of Science in Business Administration

Overview. The Business Administration Major provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A. or Master of Accountancy.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Business Administration Major prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions.

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

Goal 1: Develop professionals who can utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.

Objective 1.1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 1.2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 1.3: Graduates engage constructively and collaboratively with others.

Objective 1.4: Graduates communicate effectively across modes and platforms, including letters, reports, e-mails, speeches, and presentations.

Goal 2: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 2.1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2.2: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

- Objective 2.3:* Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.
- Objective 2.4:* Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.
- Objective 2.5:* Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.
- Goal 3:* Produce graduates who demonstrate knowledge of accounting, finance, and marketing principles and their applications.
- Objective 3.1:* Graduates apply sound accounting and financial principles.
- Objective 3.2:* Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.
- Objective 3.3:* Graduates understand the interplay and integration of business functions, including management.
- Goal 4:* Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.
- Objective 4.1:* Graduates integrate biblical ethical principles into the conduct of their business activities.
- Objective 4.2:* Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.
- Objective 4.3:* Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.
- Goal 5:* Prepare graduates to utilize computer technology and apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.
- Objective 5.1:* Graduates demonstrate proficiency with hardware and software utilized in current business practice.
- Objective 5.2:* Graduates understand principles of statistics and probability, and can apply them to make business decisions.
- Objective 5.3:* Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

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

Prerequisite (3 credits)

MATH 110 College Algebra (3) *(or equivalent)*

Business Administration (45 credits)

BUSI 238	Business Communication [WE*]	3
BUSI 211	Financial Accounting	3
BUSI 212	Managerial Accounting	3
BUSI 214	Management Information Systems	3
BUSI 230	Principles of Management	3
BUSI 202	Business Statistics	3
BUSI 347	Principles of Marketing	3
BUSI 336	Principles of Finance	3
BUSI 320	Principles of Microeconomics	3
BUSI 321	Principles of Macroeconomics	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics [WE*]	3
BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management and Planning	3
<i>TOTAL CREDITS IN MAJOR:</i>		<i>45</i>

**Writing Emphasis courses*

B.S. in Business Administration. To earn the B.S. in Business Administration degree, students must complete the following degree components:

General Education Core	39 credits
Business Administration Major	45 credits
Free Electives	<u>36 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Associate of Arts in Child Development

Overview. The Associate of Arts in Child Development provides students with foundational coursework in human development, education, and sociocultural contexts. Career possibilities include supervising infants, toddlers, preschoolers, and young children in day care centers, community-based programs such as the YMCA and Boys & Girls Club, and nonprofit early childhood programs such as church preschools.

Modality. Point University offers the A.A. in Child Development in *Access* (hybrid) format. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Child Development program at the following education sites: Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, along with Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The A.A. in Child Development prepares Christian men and women to provide developmentally-appropriate, Christ-centered care and nurturing to young children.

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Develop Christ-centered workers who serve young children and their families with competence and sensitivity.

Objective 4.1: Graduates articulate a basic knowledge of the proper growth and development principles as they apply to young children from birth through age 8.

Objective 4.2: Graduates demonstrate key understandings in the basic care and nurturing of infants, toddlers, preschoolers, and young children.

Objective 4.3: Graduates respond appropriately to the needs expressed by families with young children who have diverse ethnic and socio-economic backgrounds.

Goal 5: Develop capable mentors of young children who are skilled observers of their physical, social, emotional, and cognitive development.

Objective 5.1: Graduates serve young children with developmentally-appropriate choices in nutrition, proper rest, movement, and other physical needs.

Objective 5.2: Graduates provide developmentally-appropriate contexts for young children's healthy social and emotional development.

Objective 5.3: Graduates plan developmentally-appropriate activities and environments to promote young children's cognitive development.

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

General Education Component (39 credits)

Essential Skills

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

<i>Humanities & Fine Arts</i>	
HUMA 101 Introduction to Humanities	3
<i>Natural Sciences & Mathematics</i>	
MATH 103 College Mathematics	3
MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
<i>Social & Behavioral Sciences</i>	
HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3
<i>Professional Component (15 credits)</i>	
EDUC 102 Educational Foundations	3
HREL 202 The Family	3
EDUC 203 Child Development	3
EDUC 201 Principles & Methods of Teaching	3
EDUC 300 Educational Psychology [WE*]	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60
*Writing Emphasis course	

Bachelor of Science in Child Development

Overview. The Child Development Major equips students to work with very young children (birth through 3rd grade) in a variety of settings, preparing activities and environments that foster children’s development physically, socially, emotionally, spiritually, and cognitively. Coursework is designed to lead students toward becoming Christ-centered, service-focused mentors to young children and their families. Constructivist philosophy is emphasized, which focuses on learners as individuals with unique skills, needs, and learning styles. Graduates of the program are equipped to work in preschools, camps, daycare centers, private Christian schools, churches, non-profit programs, community organizations, and other settings that serve children and their families. Upon completion, students are eligible to apply for an Early Education (Birth through PreK) Teacher Certificate from the Association of Christian Schools International (ACSI). A bachelor’s degree in Child Development meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom.

Modality. Point University offers the B.S. in Child Development in *Access* (hybrid) format. *Access* students combine online studies with live class sessions that meet on Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. Point offers the *Access* version of the Child Development program at the following education sites: Atlanta, McDonough, Peachtree City, Savannah, and West Point, Georgia, along with Birmingham, Alabama.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Child Development Major prepares students to be Christ-centered, service-focused mentors to young children, focused on fostering their development physically, socially, emotionally, spiritually, and cognitively.

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

Goal 1: Develop professionals who can evaluate and respond to young children’s behavior, communication, and characteristics in the context of developmentally-appropriate expectations.

Objective 1.1: Graduates demonstrate familiarity with the milestones of physical, social, emotional, spiritual, and cognitive development children are expected to display from birth through age 8.

Objective 1.2: Graduates accurately assess whether or not individual children are progressing appropriately in their growth, behavior, communication, and interactions with others.

Objective 1.3: Graduates use appropriate measures in response to children’s development to maximize positive outcomes for them.

Goal 2: Develop professionals who use constructivist philosophy in preparing materials, environments, curricula, and activities to foster and enhance young children’s growth and development.

- Objective 2.1:* Graduates define constructivist philosophy in the context of learning, and the implications of constructivism for teachers of young children.
- Objective 2.2:* Graduates design organized lesson plans that include goals, materials, procedures, and assessments appropriate for the learners.
- Objective 2.3:* Graduates are familiar with a variety of curricula, methods, and materials that can be used effectively with young children.
- Objective 2.4:* Graduates skillfully manage the setup and implementation of environments and activities for young children.
- Objective 2.5:* Graduates are proactive in managing children's behavior and use appropriate responses when necessary.
- Objective 2.6:* Graduates practice the skills associated with being an educator of young children by engaging in preparation, implementation, management, and assessment as an intern in an appropriate environment.
- Goal 3:* Develop professionals who are familiar with and able to apply knowledge about the key elements of history, philosophical models, laws, trends, and issues related to young children's development and education.
- Objective 3.1:* Graduates are able to describe a variety of philosophies about human development, and apply Christian principles when relevant.
- Objective 3.2:* Graduates are familiar with the historical figures and important events that shaped the establishment of schools and the education and spiritual development of children.
- Objective 3.3:* Graduates are familiar with significant laws that govern educational requirements, the credentials and behavior of educators and those who work with young children, and the operation of schools and facilities that serve children.
- Objective 3.4:* Graduates are able to describe the current trends and issues that are prominent and credible with regard to the care and education of young children.
- Goal 4:* Develop professionals who act as mentors and role models as they minister to children and their families, demonstrating a Christ-centered, service-focused attitude of collegiality, professionalism, reflection, and ethical behavior.
- Objective 4.1:* Graduates demonstrate professional dispositions appropriate for leaders of young children.
- Objective 4.2:* Graduates demonstrate qualities associated with being a caring mentor to the children and families they serve, using Christ as the role model.

- Objective 4.3:* Graduates display an attitude of ministry toward the children, families, peers, and supervisors with whom they interact.
- Objective 4.4:* Graduates communicate in oral and written contexts with professionalism.
- Objective 4.5:* Graduates use reflection to effectively self-assess their strengths and needs and respond to constructive criticism.
- Objective 4.6:* Graduates are positive, productive colleagues who contribute creatively to any team.

Goal 5: Develop professionals who are prepared to respond appropriately, lovingly, and non-judgmentally to the diverse needs, abilities, individual characteristics, and cultural practices of the young children and families they serve.

- Objective 5.1:* Graduates demonstrate the belief that all children can learn, regardless of ability.
- Objective 5.2:* Graduates are able to describe and demonstrate appropriate responses while interacting with children and families who are from cultures that have different expectations and practices than the student's.
- Objective 5.3:* Graduates are able to describe the healthy development of gender identity, and display an awareness of the appropriate responses to boys and girls when gender is a relevant factor.
- Objective 5.4:* Graduates are well-prepared to accommodate and serve children with special needs.
- Objective 5.5:* Graduates demonstrate a Christ-like attitude of ministry toward the children and families of all backgrounds whom they serve.

Required Courses. The Child Development Major consists of the following courses:

<i>Child Development (33 credits)</i>		
EDUC 102	Educational Foundations	3
HREL 202	The Family	3
EDUC 203	Child Development	3
EDUC 201	Principles & Methods of Teaching	3
EDUC 300	Educational Psychology [WE*]	3
COMM 305	Media Effects on Children & Adolescents	3
EDUC 310	Preschool Methods & Materials	3
ECHL 314	Creative Arts for Early Childhood	3
EDUC 401	The Exceptional Child	3
EDUC 407	Classroom Management	3
ESLA 442	Culture & Education [WE*]	3
<i>Supervised Practica (12 credits)</i>		
EDUC 490	Child Development Practicum I	6
EDUC 491	Child Development Practicum II	<u>6</u>

TOTAL CREDITS IN MAJOR:

45

**Writing Emphasis courses*

B.S. in Child Development. To earn the B.S. in Child Development degree, students must complete the following degree components:

General Education Core	39 credits
Child Development Major	45 credits
Free Electives	<u>36 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Practicum. The Child Development program culminates with a combination of two practicum experiences. Students may complete the two experiences in one setting, or they may opt to complete each experience in a different setting. Each experience totals 90 hours (15 weeks x 6 hours per week). Students will be supervised, observed, and evaluated by a Point University professor and an on-site supervisor. Proof of tort liability and a background check will be required one term before the practicum begins.

Students must apply in advance to give the supervising professor time to make arrangements for the practicum experience. Deadlines for applying are August 1 for fall practica, December 1 for spring practica, and May 1 for summer practica.

ACSI Certification. Upon completion of the Child Development degree, students are eligible to apply for an Early Education (Birth through PreK) Teacher Certificate from the Association of Christian Schools International (www.acsi.org). A bachelor's degree in Child Development also meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom (www.dec.state.ga.us).

Associate of Arts in Christian Ministries

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

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

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

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

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

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

Natural Sciences & Mathematics

MATH 103 College Mathematics 3

MATH 104 Math Modeling 3

NSCI ??? Science Course with Lab 3

Social & Behavioral Sciences

HIST 203 U.S. History 3

PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation & Service	3
<i>Professional Component (15 credits)</i>	
BIBL 203 Biblical Interpretation	3
MINI 207 Practical Ministries	3
BIBL 202 Life of Jesus	3
MINI 235 Administration & Leadership in Ministry	3
PREA 201 Introduction to Preaching [WE*]	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60

*Writing Emphasis course

Bachelor of Science in Christian Ministries

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BIBL 203	Biblical Interpretation	3
MINI 207	Practical Ministries	3
BIBL 202	Life of Jesus	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching [WE*]	3
BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 445	Theology: Sin & Salvation [WE*]	3
MINI 417	Pastoral Care	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

**Writing Emphasis courses*

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

General Education Core	39 credits
Christian Ministries Major	45 credits
Free Electives	<u>36 credits</u>
TOTAL:	120 credits

Associate of Arts in Christian Ministries

Birmingham Church of the Highlands Version

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

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

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

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

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

Objective 4.5: Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

Natural Sciences & Mathematics

MATH 103 College Mathematics 3

NSCI ??? Science Course with Lab 3

Social & Behavioral Sciences

HIST 203 U.S. History 3

PSYC 103 Introduction to Psychology 3

<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation & Service	3
<i>Professional Component (15 credits)</i>	
BIBL 203 Biblical Interpretation	3
MINI 207 Practical Ministries	3
BIBL 202 Life of Jesus	3
MINI 235 Administration & Leadership in Ministry	3
PREA 201 Introduction to Preaching [WE*]	3
<i>Practicum Component (12 credits)</i>	
MINI 101 Ministry Practicum I	3
MINI 102 Ministry Practicum II	3
MINI 204 Ministry Practicum III	3
MINI 205 Ministry Practicum IV	<u>3</u>
TOTAL DEGREE CREDITS:	60

*Writing Emphasis course

Bachelor of Science in Christian Ministries

Birmingham Church of the Highlands Version

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BIBL 203	Biblical Interpretation	3
MINI 207	Practical Ministries	3
BIBL 202	Life of Jesus	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching [WE*]	3
BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 445	Theology: Sin & Salvation [WE*]	3
MINI 417	Pastoral Care	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

**Writing Emphasis courses*

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

MINI 101	Ministry Practicum I	3
MINI 102	Ministry Practicum II	3
MINI 204	Ministry Practicum III	3
MINI 205	Ministry Practicum IV	<u>3</u>
TOTAL CREDITS IN PRACTICUM:		12

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

General Education Core	39 credits
Christian Ministries Major	45 credits
Free Electives (<i>including practicum if applicable</i>)	<u>36 credits</u>
TOTAL:	120 credits

Associate of Arts in Criminal Justice

Overview. The Associate of Arts in Criminal Justice equips students with a broad grounding in the Liberal Arts, along with foundational knowledge and skills in human relations and Criminal Justice. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Criminal Justice.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Criminal Justice equips students with a broad grounding in the Liberal Arts, along with foundational knowledge and skills in human relations and Criminal Justice.

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in human relations and Criminal Justice.

Objective 4.1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 4.2: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 4.3: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

Objective 4.4: Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

Objective 4.5: Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

<i>Humanities & Fine Arts</i>	
HUMA 101 Introduction to Humanities	3
<i>Natural Sciences & Mathematics</i>	
MATH 103 College Mathematics	3
MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
<i>Social & Behavioral Sciences</i>	
HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3
<i>Professional Component (15 credits)</i>	
HREL 320 Group Dynamics	3
PSYC 325 Interpersonal Effectiveness	3
CJUS 200 Criminal Justice	3
CJUS 210 Criminology	3
CJUS 220 Constitutional Law	3
<i>Free Electives (6 credits)</i>	
Elective Courses (The faculty recommends additional CJUS courses.)	<u>6</u>
TOTAL DEGREE CREDITS:	60

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*).

- For students pursuing the A.A. in Criminal Justice, academy training fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).
- For students pursuing the B.S. in Criminal Justice, academy training fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).
- For students enrolled in other degree programs, academy training fulfills the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

Bachelor of Science in Criminal Justice

Overview. The Criminal Justice Major takes an interdisciplinary approach to the field of law enforcement that focuses on human relations, crime, criminal law, criminal procedures, and criminal behavior. The program emphasizes the social and psychosocial context of criminal behavior, and its impact on individuals and society, to provide students with a balanced approach to understanding and effectively addressing criminal behavior. Spiritual principles embedded in the program assist students to grow personally and spiritually, enabling them to live out their faith in their chosen profession. Graduates are prepared to assume a variety of positions in law enforcement organizations and to pursue graduate studies in related disciplines. Potential career paths include local, state, or federal law enforcement officer; department of corrections; private law enforcement agency; executive law enforcement leadership; protection and security; and crime scene technician.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Criminal Justice Major equips students with a working knowledge and professional skills in human relations and Criminal Justice.

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

Goal 1: Equip students with a theoretical foundation for understanding social problems and issues in human relations.

Objective 1.1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 1.2: Graduates evaluate the nature, extent, causation, and prevention of crime and other social problems, including the ability to apply and critique the major theories relevant to those causes.

Goal 2: Equip students with a working knowledge of the U.S. criminal justice system, along with professional skills in this field.

Objective 2.1: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 2.2: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

- Objective 2.3:* Graduates apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary participants
- Objective 2.4:* Graduates explain the tools and procedures used by various agencies within the criminal justice system.
- Objective 2.5:* Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.
- Objective 2.6:* Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.
- Objective 2.7:* Graduates articulate and apply biblically-based ethical principles pertinent to social problems and the criminal justice system.

Required Courses. The Criminal Justice Major consists of the following courses:

HREL 320	Group Dynamics	3
PSYC 325	Interpersonal Effectiveness	3
CJUS 200	Criminal Justice	3
CJUS 210	Criminology	3
CJUS 220	Constitutional Law	3
SOCI 350	Social Problems [WE*]	3
SOCI 355	Human Behavior & the Social Environment	3
BUSI 436	Business Ethics [WE*]	3
HREL 437	Conflict Management	3
PSYC 341	Abnormal Psychology	3
CJUS 400	Criminal Law	3
SOCI 420	Race, Ethnicity & Gender	3
CJUS 410	Criminal Procedure	3
PSYC 429	Violence & Society	3
CJUS 420	Police Administration	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

**Writing Emphasis courses*

B.S. in Criminal Justice. To earn the B.S. in Criminal Justice degree, students must complete the following degree components:

General Education Core	39 credits
Criminal Justice Major	45 credits
Free Electives	<u>36 credits</u>
TOTAL:	120 credits

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*).

- For students pursuing the A.A. in Criminal Justice, academy training fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).
- For students pursuing the B.S. in Criminal Justice, academy training fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).
- For students enrolled in other degree programs, academy training fulfills the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

Associate of Arts in General Studies

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

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

Essential Skills

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

Humanities & Fine Arts

HUMA 101 Introduction to Humanities	3
ENGL 250 Modern Short Stories	3
MUSI 102 Music Appreciation	3
COMM 205 Public Speaking	3

Natural Sciences & Mathematics

MATH 103 College Mathematics	3
MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
PHED 105 Fitness & Wellness	3

Social & Behavioral Sciences

HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
SOCI 103 Introduction to Sociology	3

Biblical Studies

BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3

Free Electives (6 credits)

Elective Courses	<u>6</u>
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TOTAL DEGREE CREDITS: 60

Associate of Arts in Human Relations

Overview. The Associate of Arts in Human Relations equips students with a broad grounding in the Liberal Arts, along with a foundational knowledge of the helping profession. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Human Relations, Psychology or Criminal Justice.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Human Relations equips students with a broad grounding in the Liberal Arts, along with foundational knowledge of Human Relations and sociology.

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in human relations and related fields.

Objective 4.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings. (DEV PSYC)

Objective 4.2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 4.3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4.4: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 4.5: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

Natural Sciences & Mathematics

MATH 103 College Mathematics 3

MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
<i>Social & Behavioral Sciences</i>	
HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3
<i>Professional Component (15 credits)</i>	
PSYC 204 Developmental Psychology	3
HREL 301 Introduction to Counseling	3
HREL 323 Biblical Resources for Counseling	3
HREL 304 Introduction to Research [WE-QEP*]	3
HREL 308 Life, Work, & Ethics of the Helping Professions	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60

*Writing Emphasis course

Bachelor of Science in Human Relations

Overview. The Human Relations Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions, such as behavioral health agencies, education, human resources, law enforcement, and social services. It also prepares students for graduate studies in Human Relations and related fields.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Human Relations Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions.

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

Goal 1: Equip students with a theoretical foundation for understanding issues in human relations and related fields.

Objective 1.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 1.2: Students demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

Objective 1.3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 1.4: Students integrate psychological and sociological theory with biblical and theological insights. (*Alongside the Human Relations Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.*)

Objective 1.5: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Goal 2: Equip students with basic skills and professional attitudes pertinent to helping professions.

Objective 2.1: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

- Objective 2.2:* Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.
- Objective 2.3:* Students assess client needs and recommend services designed to meet those needs.
- Objective 2.4:* Students analyze and utilize scholarly research to explore contemporary issues in Human Relations and related fields.

Required Courses. The Human Relations Major consists of the following courses:

Prerequisite (3 credits)

PSYC 103 Introduction to Psychology (3) *[included in the General Education Core]*

Psychology Major (45 credits)

PSYC 204	Developmental Psychology	3
HREL 301	Introduction to Counseling	3
HREL 323	Biblical Resources for Counseling	3
HREL 304	Introduction to Research <i>[WE-QEP*]</i>	3
HREL 308	Life, Work, & Ethics of the Helping Professions	3
HREL 320	Group Dynamics	3
HREL 414	Human Sexuality	3
HREL 312	Counseling Diverse Populations <i>[WE*]</i>	3
HREL 396	Counseling Theory & Procedures <i>[WE-QEP*]</i>	3
PSYC 325	Interpersonal Effectiveness	3
PSYC 341	Abnormal Psychology	3
PSYC 442	Personality Theory	3
HREL 445	Case Management <i>[WE*]</i>	3
HREL 497	Human Relations Practicum	3
HREL 498	Human Relations Internship—Fieldwork	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

**Writing Emphasis courses*

B.S. in Human Relations. To earn the B.S. in Human Relations degree, students must complete the following degree components:

General Education Core	39 credits
Human Relations Major	45 credits
Free Electives	<u>36 credits</u>
TOTAL:	120 credits

Associate of Arts in Organizational Leadership

Overview. The Associate of Arts in Organizational Leadership equips students with a broad grounding in the Liberal Arts, along with first-level preparation for business leadership and management. Graduates may also continue their studies to earn the Bachelor of Science degree in Organizational Leadership.

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

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

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

Objective 4.2: Graduates apply sound accounting principles.

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

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

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

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

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

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

Natural Sciences & Mathematics

MATH 103 College Mathematics 3

MATH 104 Math Modeling	3
NSCI ??? Science Course with Lab	3
<i>Social & Behavioral Sciences</i>	
HIST 203 U.S. History	3
PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation & Service	3
<i>Professional Component (15 credits)</i>	
<i>Prerequisite (3 credits)</i>	
MATH 110 College Algebra (3) (or equivalent)	
<i>Business Administration (45 credits)</i>	
BUSI 338 Business Communication [WE*]	3
BUSI 211 Financial Accounting for Leaders	3
BUSI 352 Organizational Behavior	3
BUSI 314 Management Information Systems	3
BUSI 230 Principles of Management	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60

*Writing Emphasis course

Bachelor of Science in Organizational Leadership

Overview. The Organizational Leadership Major provides a broad preparation for Christians to lead and serve in business and society. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations, exemplifying Christian character and influence. They are also prepared to pursue graduate degrees in business, such as the M.B.A.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Organizational Leadership Major prepares students to glorify God through Christ-centered leadership in for-profit and non-profit environments.

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

Goal 1: Equip students with a foundation in the liberal arts and sciences, biblical theology, and worldview issues.

Objective 1.1: Graduates communicate effectively orally and in writing.

Objective 1.2: Graduates operate in the areas of humanities, social science, and natural science.

Objective 1.3: Graduates demonstrate skills in critical thinking, mathematics, and computer literacy.

Objective 1.4: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 1.5: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 2: Develop professionals who can manage human, financial, and physical resources to achieve stated objectives.

Objective 2.1: Graduates apply sound principles of planning, decision-making, entrepreneurship, and change navigation.

Objective 2.2: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2.3: Graduates apply sound accounting principles.

Objective 2.3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

- Objective 2.5:* Graduates effectively manage people, time, and resources.
- Goal 3:* Produce graduates who demonstrate knowledge of basic accounting, finance, and marketing principles and their applications.
- Objective 3.1:* Graduates apply sound accounting and financial principles.
- Objective 3.2:* Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.
- Objective 3.3:* Graduates understand the interplay and integration of business functions, including management.
- Goal 4:* Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.
- Objective 4.1:* Graduates integrate biblical ethical principles and missional concerns into the conduct of their business activities.
- Objective 4.2:* Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.
- Objective 4.3:* Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.
- Goal 5:* Prepare graduates to utilize computer technology in business enterprises.
- Objective 5.1:* Graduates demonstrate proficiency with hardware and software utilized in current business practice.
- Objective 5.2:* Graduates utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.
- Objective 5.3:* Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

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

BUSI 338	Business Communication [WE*]	3
BUSI 211	Financial Accounting for Leaders	3
BUSI 352	Organizational Behavior	3
BUSI 314	Management Information Systems	3
BUSI 230	Principles of Management	3
BUSI 347	Principles of Marketing	3
BUSI 375	Business as Mission	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics [WE*]	3
BUSI 443	Entrepreneurship	3
BUSI 450	Human Resources Management	3
BUSI 455	Change Management	3

BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management & Planning	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		45

**Writing Emphasis courses*

B.S. in Organizational Leadership. To earn the B.S. in Organizational Leadership degree, students must complete the following degree components:

General Education Core	39 credits
Organizational Leadership Major	45 credits
Free Electives	<u>36 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Associate of Arts in Psychology

Overview. The Associate of Arts in Psychology equips students with a broad grounding in the Liberal Arts, along with a foundational knowledge of psychology and sociology. Graduates are prepared for entry-level positions in helping professions. They may also continue their studies to earn the Bachelor of Science degree in Psychology or Human Relations.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Psychology equips students with a broad grounding in the Liberal Arts, along with foundational knowledge of psychology and sociology.

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

Objective 3.1: Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

Goal 4: Equip students with a basic theoretical foundation for understanding issues in psychology and related fields.

Objective 4.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 4.2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4.3: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 4.4: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

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

General Education Component (39 credits)

Essential Skills

APSP 105 Introduction to Adult Learning 3

APSP 110 Effective Thinking 3

ENGL 101 Critical Reading & Writing I 3

ENGL 102 Critical Reading & Writing II 3

Humanities & Fine Arts

HUMA 101 Introduction to Humanities 3

Natural Sciences & Mathematics

MATH 103 College Mathematics 3

MATH 104 Math Modeling 3

NSCI ??? Science Course with Lab 3

Social & Behavioral Sciences

HIST 203 U.S. History 3

PSYC 103 Introduction to Psychology	3
<i>Biblical Studies</i>	
BIBL 101 Old Testament Survey	3
BIBL 102 New Testament Survey	3
MINI 201 Vocation and Service	3
<i>Professional Component (15 credits)</i>	
HREL 202 The Family	3
SOCI 103 Introduction to Sociology	3
EDUC 300 Educational Psychology [WE*]	3
HREL 304 Introduction to Research [WE-QEP*]	3
HREL 308 Life, Work, & Ethics of the Helping Professions	3
<i>Free Electives (6 credits)</i>	
Elective Courses	<u>6</u>
TOTAL DEGREE CREDITS:	60

**Writing Emphasis courses*

Bachelor of Science in Psychology

Overview. The Psychology Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions, such as behavioral health agencies, education, human resources, law enforcement, and social services. It also prepares students for graduate studies in Psychology and related fields. Coursework included in the Psychology Major aligns with the content areas of the National Counselor Examination for Licensure and Certification (NCE) developed by the National Board for Certified Counselors.

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

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Psychology Major provides an undergraduate knowledge base and foundational skills for careers in academia, research, and various helping professions.

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

Goal 1: Equip students with a theoretical foundation for understanding issues in psychology and related fields.

Objective 1.1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 1.2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 1.3: Students integrate psychological and sociological theory with biblical and theological insights. (*Alongside the Psychology Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.*)

Objective 1.4: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Goal 2: Equip students with basic skills and professional attitudes pertinent to psychology and helping professions.

Objective 2.1: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 2.2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 2.3: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Required Courses. The Psychology Major consists of the following courses:

Prerequisite (3 credits)

PSYC 103 Introduction to Psychology (3) *[included in the General Education Core]*

Psychology Major (45 credits)

HREL 202	The Family	3
SOCI 103	Introduction to Sociology	3
EDUC 300	Educational Psychology <i>[WE*]</i>	3
HREL 304	Introduction to Research <i>[WE-QEP*]</i>	3
HREL 308	Life, Work, & Ethics of the Helping Professions	3
HREL 320	Group Dynamics	3
PSYC 204	Developmental Psychology	3
HREL 301	Introduction to Counseling	3
HREL 396	Counseling Theory & Procedures <i>[WE-QEP*]</i>	3
HREL 323	Biblical Resources for Counseling	3
PSYC 341	Abnormal Psychology	3
PSYC 442	Personality Theory	3
SOCI 355	Human Behavior and the Social Environment <i>[WE*]</i>	3
PSYC 497	Psychology Practicum	3
PSYC 498	Psychology Internship—Fieldwork	3
<i>TOTAL CREDITS IN MAJOR:</i>		45

**Writing Emphasis courses*

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

General Education Core	39 credits
Psychology Major	45 credits
Free Electives	<u>36 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

COURSE DESCRIPTIONS

Each course description includes a course number, name, the number of credit 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.

Corequisite: A student must be enrolled in the listed corequisite 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)

Biblical Studies (BIBL)

Business (BUSI)

Christian Education (CHED)

Communication (COMM)

Criminal Justice (CJUS)

English (ENGL)

Foundations of Education (FEDU)

History (HIST)

Human Relations (HREL)

Humanities (HUMA)

Intercultural Awareness (ICST)

Mathematics (MATH)

Ministry (MINI)

Missions & Evangelism (MSEV)

Music (MUSI)

Natural Science (NSCI)

Preaching Ministry (PREA)

Psychology (PSYC)

Social Sciences (SOCI)

ASPS 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.

ASPS 110 Effective Thinking (3)

ASPS 110 helps students develop skills to objectively recognize, understand, apply, and ultimately analyze truth claims.

ASPS 305 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.

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.

BUSI 101 Introduction to Business (3)

This course introduces students to topics and issues in business. It is designed to provide an overview of the key functional areas of business.

BUSI 202 Business Statistics (3)

This course focuses on research methodologies, statistical analyses, and the appropriate usage of statistical methods, with primary emphasis on the ability to use statistical methods to measure and improve business performance. *Prerequisites: BUSI 314 Management Information Systems and MATH 110 College Algebra or equivalent.*

BUSI 210 Principles of Accounting (3)

An introductory study of accounting examining basic concepts and principles underlying preparation and use of financial statements, including income determination, cash flow analysis and asset valuation, and interrelationships between financial statements.

BUSI 211 Financial Accounting (3)

This course provides an introductory study of accounting with emphasis on accounting cycle, accounting terminology, collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 212 Managerial Accounting (3)

Building on BUS 211 Financial Accounting, this course includes an introductory study of accounting concepts that furnish management with the necessary "tools" to plan and control activities. *Prerequisite: BUS 211 Financial Accounting.*

BUSI 214 Management Information Systems (3)

This course focuses on the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include basic business productivity software, telecommunications and networking, systems analysis and design, and the strategic use of information systems, with emphasis on the exploration of real-life business scenarios involving information technology (IT).

BUSI 225 Personal Financial Management (3)

A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BUSI 256 Case Studies in Business (3)

An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUSI 230 Principles of Management (3)

This course focuses on management functions and processes applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change.

BUSI 238 Business Communication (3)

This course focuses on communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisite: ENGL 102 Critical Reading & Writing II. Special Consideration: BUSI 338 is a Writing Emphasis course.*

BUSI 308 Financial Accounting for Leaders (3)

This course is intended to be a one-course introduction to financial accounting. It will provide managers with the ability to understand and use financial statements, financial reports, and budgets.

BUSI 314 Management Information Systems (3)

A study of the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include telecommunications and networking, systems analysis and design, and the strategic use of information systems, with emphasis on the exploration of real-life business scenarios involving IT.

BUSI 320 Principles of Microeconomics (3)

This course provides an introduction to consumer behavior and demand, organization of production, market structures, factor markets, and the world economy in relation to microeconomics. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 321 Principles of Macroeconomics (3)

This course provides an introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and the world economy in relation to macroeconomics. *Prerequisite: MATH 110 College Algebra or equivalent.*

BUSI 325 Principles of Management (3)

Students will study the nature of management principles and their application through the use of biblical concepts. Motivational theory and application, leadership qualities and styles and negotiation will receive special attention.

BUSI 336 Principles of Finance (3)

This course surveys financial management and decision-making, with an emphasis on financial analysis, budgeting and capital management. *Prerequisites: BUSI 202 Business Statistics, BUSI 314 Management Information Systems, and BUSI 212 Managerial Accounting.*

BUSI 338 Business Communication (3)

A study of the communication processes within organizations with an emphasis on skills in oral and written communication.

BUSI 347 Principles of Marketing (3)

Students survey marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising, and marketing strategy.

BUSI 426 International Business (3)

Students explore the international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues.

Prerequisites: Principles of Macroeconomics, and BUSI 347 Principles of Marketing.

BUSI 434 Business Law (3)

This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. *Prerequisite: BUSI 325 Principles of Management.*

BUSI 436 Business Ethics (3)

This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions.

Prerequisites: BUSI 325 Principles of Management, BUSI 347 Principles of Marketing, and BUSI 336 Principles of Finance. Special Consideration: BUSI 436 is a Writing Emphasis course.

BUSI 352 Organizational Behavior (3)

An overview of how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, organizational development and creating effective work groups.

BUSI 460 Organizational Leadership (3)

Participants learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior, and “new leadership” development. *Prerequisite: BUSI 325 Principles of Management.*

BUSI 375 Business as Mission (3)

This course is an examination of the emerging role of business in missions. The general themes covered in this course include: 1) the theology of business as missions; 2) practical issues related to using business as a vehicle for cross-cultural missions, and 3) specific for-profit business models and case studies. By the end of the course the student will have a better understanding of the opportunities and challenges associated with integrating business and missions.

BUSI 421 Consumer Behavior (3)

A study of the dynamics of blending psychology and the consumer in a marketing format. This course will examine buyer behavior based on demographics, gender, economics and psychographics.

BUSI 426 International Business (3)

A study of the international operations of American businesses, international competition in the domestic market, and related economic, political, legal, and cultural issues.

BUSI 434 Business Law (3)

A study of the legal environment of business, the development and change of laws relating to business, substantive law relating to liability, employment, contracts, property, and government.

BUSI 436 Business Ethics (3)

A study of the ethical problems, considerations, and principles in the business environment. The basic ethical principles and the accompanying value system used are biblically based.

BUSI 443 Entrepreneurship (3)

An examination of the process of starting a new business and then effectively managing it. This course reviews the traits of entrepreneurs, creating the business plan, start-up challenges, researching and evaluating markets, forms of ownership, market positioning, financial controls and sources of revenue, and promotion.

BUSI 450 Human Resources Management (3)

An overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline, and termination.

BUSI 455 Change Management (3)

A study of the systematic discipline needed for building, maintaining and extending competitive advantage through the managerial process. The case study method is stressed. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes.

BUSI 460 Organizational Leadership (3)

Participants will learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include: strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior and "new leadership" development.

BUSI 465 Strategic Management and Planning (3)

This course focuses on 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. *Prerequisite: BUSI 325 Principles of Management, BUSI 347 Principles of Marketing, and BUSI 336 Principles of Finance.*

BUSI 490 Studies in Christian Leadership (3)

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

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.

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*

COMM 305 Media Effects on Children & Adolescents (3)

This course is a study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

CJUS 300 Criminal Justice (3)

This course is an introduction to the basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

CJUS 310 Criminology (3)

A study of the theories and practices surrounding crime, its nature and causes, and the nature and causes of the crimes and offenders. This course examines how law enforcement works to curtail these crimes. *Prerequisite: CJUS 300 Criminal Justice.*

CJUS 320 Constitutional Law (3)

A study of the powers and civil rights granted by the United States Constitution to both government entities afforded by the Bill of Rights. *Prerequisite: CJU 300 Criminal Justice.*

CJUS 400 Criminal Law (3)

A study of the necessary elements of crime in modern society. *Actus reus, mens rea*, intent, causation, concurrence and other principles are examined in addition to various criminal defenses used in courts of law. *Prerequisite: CJU 320 Constitutional Law.*

CJUS 410 Criminal Procedure (3)

A study of rules and regulations surrounding the criminal justice system. Topics include arrest, interrogation, search and seizure, arrest and search warrants and the various rights of a suspected offender. *Prerequisite: CJU 310 Criminology.*

CJUS 420 Police Administration (3)

Students examine theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources processes, resource management, and other critical administrative issues are addressed.

ECHL 314 Creative Arts for Early Childhood (3)

This course provides an overview of the principles of creativity in art, music, and drama. Students learn techniques utilized in integrating creative arts in the general curriculum areas of early childhood, including how to facilitate the development of sensitivity and perception, as well as the communication of ideas and feelings.

EDUC 102 Educational Foundations (3). This course provides an introductory study of the foundations of American education that covers issues related to the areas of pedagogy, historical and philosophical movements in education, and social factors that influence classroom interactions.

EDUC 201 Principles & Methods of Teaching (3)

This course emphasizes principles of teaching and learning, providing insight into various methods of teaching and their effective use.

EDUC 203 Child Development (3). Students explore the physical, social, emotional, and cognitive development of the child from conception and the prenatal period through age 8. *Prerequisite: PSY 103 Introduction to Psychology.*

EDUC 300 Educational Psychology (3)

Students explore learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. The course emphasizes factors that facilitate and/or interfere with the learning process. *Prerequisite EDUC 203 Child Development. Special Consideration: ESLA 442 is a Writing Emphasis course.*

EDUC 310 Preschool Methods & Materials (3)

This course provides an overview of the elements necessary to plan, administrate, and implement programs for infants, toddlers, and preschoolers. *Prerequisite EDUC 300 Educational Psychology.*

EDUC 401 The Exceptional Child (3)

Students learn the characteristics by which exceptional children are identified in the school setting and special needs of children with learning disabilities. Students also survey learning disorders, assessment techniques, and the use of appropriate instructional strategies and materials.

EDUC 407 Classroom Management (3)

This course includes a study of the interaction process and patterns of communication in the classroom. It is designed to increase student and teacher effectiveness as an influence in the learning process. It also gives attention to both preventive and remedial techniques for handling discipline problems in the classroom.

EDUC 490 Child Development Practicum I (6)

The student spends a total of 90 hours in a setting of infants, toddlers, or prekindergartners observing children's development and assisting the lead teacher in planning, implementing, managing, and assessing activities. *Prerequisite EDUC 300 Educational Psychology.*

EDUC 491 Child Development Practicum II (6)

The student spends a total of 90 hours in a setting of infants, toddlers, or prekindergartners practicing the dispositions and skills necessary for leading young children. *Prerequisite EDUC 490 Child Development Practicum I.*

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 Critical Reading & Writing I.*

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.

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.

ESLA 442 Culture & Education (3)

This course offers a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. *Special Consideration: ESLA 442 is a Writing Emphasis course.*

HIST 201 Church History I (3)

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.

HREL 202 The Family (3). Students explore courtship, marriage, and family relationships from both a biblical and cultural perspective. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

HREL 211 Foundations of Helping Relationships (3)

This course is designed to introduce students to the extensive body of knowledge related to communication and helping relationships. Self-understanding as a basic for effective communication will be emphasized.

HREL 292 Careers in Helping Professions (3)

A course which exposes a student to career opportunities in various fields of human services and counseling.

HREL 301 Introduction to Counseling (3)

Students gain foundational knowledge and skills for facilitating personal growth in others. The course is designed for those who work with people in helping relationships.

HREL 304 Introduction to Research (3)

This course focuses on research methodologies and statistical analyses, with primary emphasis on the ability to read and understand research, and the appropriate usage of research methods in a variety of applications. *Special Consideration: HREL 304 is a Writing Emphasis Course.*

HREL 308 Life, Work, & Ethics of the Helping Profession (3)

This course in applied ethics focuses on personal, professional, and moral/religious aspects of the self.

HREL 310 Family Counseling (3)

A study of courtship, marriage, and family relationships from both a biblical and cultural perspective, the family as a system, and the development of healthy and unhealthy relationships.

HREL 312 Counseling Diverse Populations (3)

This course broadens the counselor's understanding and skills for working with people of various backgrounds. Students consider approaches to working with ethnic groups, women, homosexuals, and people with various handicaps.

HREL 320 Group Dynamics (3)

Students learn how groups work and how to improve relationships in order to function effectively with all groups.

HREL 323 Biblical Resources for Counseling (3)

Students explore insights and applications of Scriptural truths and perspectives, which guide and may be used by the Christian counselor.

HREL 396 Counseling Theory & Procedures (3)

This course focuses on various counseling theories and an evaluation of those theories from the perspective of a Christian worldview. *Prerequisite: HREL 301 Introduction to Counseling.*

HREL 414 Human Sexuality (3)

Students explore male and female differences with regard to emotions, perceptions, attitudes of relationships, and power of sexuality. The course focuses on psychological and socio-cultural influences on human sexuality and incorporates a lifespan perspective.

HREL 423 Biblical Resources for Counseling (3)

A study of the insights and applications of Scriptural truths and perspectives which guide and may be used by the Christian counselor.

HREL 431 Counseling Diverse Age Groups (3)

A course designed to broaden the counselor's understanding and skills when counseling people of various age levels; different approaches to counseling will be considered with regard to children, adolescents, adults, and the elderly.

HREL 437 Conflict Management (3)

This course is designed to equip students with the understanding and skills that may be used in personal, interpersonal, intra-group and inter-group conflict situations.

HREL 445 Case Management (3)

This study focuses on how service providers assess the needs of a client and the client's family, as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs. *Prerequisites: HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures.*

HREL 497 Human Relations Practicum (3)

This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. *Prerequisites: senior standing and successful completion of HREL 308 Life, Work & Ethics of the Helping Profession; HREL 312 Counseling Diverse Populations; HREL 396 Counseling Theory & Procedures; and HREL 423 Biblical Resources for Counseling.*

HREL 498 Human Relations Internship—Fieldwork (3)

Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Grade: Pass/Fail. *Prerequisite: HREL 497 Human Relations Practicum.*

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.

ICST 203 Intercultural Awareness Skills (3)

This course provides an introduction to communication between people from different cultures. Course content focuses on the application of theory and research intercultural communication.

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)

MATH 104 is an introduction to mathematical modeling that uses elementary mathematics—numbers and measurement, algebra, geometry and data exploration—and graphing-calculator technology to investigate real-world problems and questions.

MATH 110 College Algebra (3)

Topics include equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences. *Prerequisite: Lower level MTH course or satisfactory math placement assessment.*

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 Principles and Methods of Teaching (3)

This study emphasizes the principles of teaching and learning, providing insight into various methods of teaching and their effective use. *Prerequisite EDUC 203 Child Development.*

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.

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.

MUSI 102 Music Appreciation (3)

A survey of various styles and forms of music, including non-western, popular and art music. Emphasis is placed on the coordinated training of the ear, eye, memory and mind for participatory listening.

MUSI 415 Worship Leadership (3)

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

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.

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.

PSYC 103 Introduction to Psychology (3)

This study of psychological structures and functions helps 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)

This study focuses on human growth and development from conception and the prenatal period through adulthood. *Prerequisite: PSYC 103 Introduction to Psychology.*

PSYC 305 Adolescent Psychology (3)

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

PSYC 325 Interpersonal Effectiveness (3)

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

PSYC 341 Abnormal Psychology (3)

This course includes a study of the physiological, social, and psychological nature of abnormal behavior, as well as an understanding of the diagnosis and treatment of mental disorder. *Prerequisite: HREL 396 Counseling Theory & Procedures.*

PSYC 429 Violence & Society (3)

This course focuses on the nature of violence and violent crimes in contemporary society. Students examine how the American criminal justice system attempts to prevent violent acts, and the nature and treatment of the offenders.

PSYC 442 Personality Theory (3)

This course surveys major theories of personality from Freud to the present, including psychodynamic theory, influences of genetic and biochemical factors on behavior, social learning and environmental influences, and internal versus external locus of control. *Prerequisite: PSYC 204 Developmental Psychology.*

PSYC 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.

PSYC 497 Psychology Practicum (3)

This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. *Prerequisites:*

senior standing and successful completion of *HREL 308 Life, Work & Ethics of the Helping Profession*; *HREL 396 Counseling Theory & Procedures*; and *HREL 423 Biblical Resources for Counseling*.

PSYC 498 Psychology Internship—Fieldwork (3)

Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Grade: Pass/Fail. *Prerequisite: PSYC 497 Psychology Practicum.*

SOCI 103 Introduction to Sociology (3)

Students explore the effects of group relations on human behavior with special emphasis on developing a Christian worldview.

SOCI 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.

SOCI 350 Social Problems (3)

This course provides an overview of contemporary problems in society, including addiction, race relations, prejudice, overpopulation, mental health, and ageism. Students examine how sociological methods and analyses are applied to social problems in an effort to create solutions to the problems.

SOCI 355 Human Behavior & the Social Environment (3)

This course provides an overview of theories on various aspects of human behavior and their effects on cognitive development. Students examine how various social influences—economics, religion, politics, and other demographics—cause deviations from supposed human norms. *Prerequisite: SOCI 103 Introduction to Sociology.*
Special Consideration: SOCI 355 is a Writing Emphasis Course.

SOCI 420 Race, Ethnicity, & Gender (3)

This course provides a survey of sociological theories and problems surrounding race, ethnicity, and gender in contemporary society, including stereotypes of each classification.

UNIVERSITY LEADERSHIP

University Administration and Staff

Administrative Officers:

Dean C. CollinsPresident
Stacy A. Bartlett, Ph.D..... Vice President for Enrollment Management
Christopher A. Davis, D.Min., Ph.D... Vice President for Graduate & Professional Studies
Lance H. Francis..... Chief Operating Officer
Daniel R. Frazier..... Vice President for Finance
Dennis E. Glenn, Ph.D. Vice President for Institutional Effectiveness & Accreditation
W. Darryl Harrison, Ed.D.Chief Academic Officer
Samuel W. (Wye) Huxford.. Vice President for Spiritual Formation & Dean of the Chapel

Administrative Staff (partial listing):

Michael L. Bain.....Library Director
Christopher Beirne Director of Student Life
Kathleen D. David Director of Disability Services and Educational Resource Centers
Bill Dorminy Director of Information Technology
Ana Gilleylen Site Director, Birmingham, Alabama
Ross Haralson Site Director, Peachtree City
Margaret Hodge Human Resources Manager
Douglass Johnson Site Director, Lindbergh Center, Atlanta
John Lanier Director of Student Finances
Jessica M. Mazaheri Director of the Educational Resource Center, West Point
Roxanne Pace Site Director, Savannah
Leon M. (Lee) Reese, Jr., D.Min. Assistant Vice President for Professional Studies
Melissa C. Roberts..... Site Director, McDonough
Suzanne Shaw..... Registrar
Sylvia Smith.....Director of Financial Aid
Yolanda Steele Director of Student Accounts
Blair Walker.....Site Director, West Point
Valarie Price Williams Director of Online Learning and Instructional Design
Tiffany Wood..... Assistant Vice President for Enrollment Management

Faculty Department Chairs, Non-Traditional Programs:

Donald B. Cook, Jr., M.Ed..... Chair, Arts & Sciences Department
Maurita M. Hodge, Ed.D..... Chair, Social & Behavioral Sciences Department
Samuel W. (Wye) Huxford, M.Div. Chair, Bible & Ministry Department
Lacey Ann Southerland, Ph.D. Chair, Education Department
[Vacant]..... Chair, Business & Leadership Department

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.

Beach, Forrest B. (Butch): Professor of Criminal Justice (2012).

B.S. in Criminal Justice, Troy State University; M.S. in Criminal Justice, Troy State University; M.P.A. in Justice Administration, Columbus State University; D.P.A. in Public Sector Leadership, Valdosta State University.

Berry, Kristen J. R.: Instructor of Communication (2006).

B.A. in Communications, Johnson C. Smith University; M.A. in Human Communication Studies, Howard University.

Carey, Holly J.: 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, Donald B., Jr., Assistant Professor of Natural Science, Arts & Sciences Department Chair (2011).

B.S. in Psychology, Mississippi State University; M.Ed. in Sciences, Mississippi College.

Craft, Jennifer A.: Assistant Professor of Humanities and Theology (2010).

B.A. in Biblical Studies and Humanities, Point University; M.Litt. Theology, Imagination and the Arts, University of St. Andrews; Ph.D. in Theology and the Arts, University of St. Andrews.

Donovan, James C.: Professor of Education (1984).

B.A., B.Th., Point University; M.Ed., Georgia State University; Ph.D. in Education, Georgia State University.

Dycus, Dallas J., Jr.: Associate Professor of English & Humanities (1998).

B.A. in English, Milligan College; M.A. in English, East Tennessee State University; PhD in English, Georgia State University.

Dycus, Tammy J.: Instructor of Mathematics (2013)

B.S. in Mathematics, B.S. Computer Science, Milligan College; M.S. Mathematics, Nicholls State University.

Haverly, Jeffrey A.: Professor of Business (1997).

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

- Hodge, Maurita M., LPC: Social & Behavioral Sciences 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.
- Huxford, Samuel W. “Wye”: Professor of Biblical Studies, V.P. for Spiritual Formation & Dean of the Chapel; Chair, Department of Bible & Ministry (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
- Kemper, Alan E.: Assistant Professor of Business (2010).
B.S. 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, 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, Assistant Vice President for Professional Studies (2009).
B.A. in Psychology, Piedmont College; M.Div, Assemblies of God Theological Seminary; D.Min., McAfee School of Theology at Mercer University.
- Scott, Matthew D., Sr.: Instructor in Christian Ministries (2015).
B.S. in Elementary Education, Jacksonville State University; M.Div. in Ministry, The Southern Baptist Theological Seminary; D.Min. in Evangelism/Church Growth, The Southern Baptist Theological Seminary.
- Southerland, Lacey Ann: Professor of Education, Education Department Chair (1998).
B.S. in Elementary Education/TYC, Stephen F. Austin State University; M.Ed. in Early Childhood Education, Stephen F. Austin State University; Ph.D. in Early Childhood Education, Georgia State University.

Thompson-Lewis, Shirley A.: Instructor in Human Relations (2012).
B.S.W., Loyola University (1982); Master of 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)

Bartlett, Stacy: Instructor of Business; Vice President of Enrollment Management (2005).

BS in Human Relations, Point University; Master of Business Administration, Liberty University; Ph.D. in higher education leadership Mercer University.

Boyd, Mark: Instructor of Christian Ministries, Financial Aid Specialist (2013).

B.A. in Bible, Blue Mountain College; M.A. in Theological Studies, Liberty University.

Bumpers, Richard: Instructor of Human Relations, Director of Development (2013).

B.A. in Urban Youth Studies; Eastern University; M.S. in Counseling, Capella University; D.Min., t United Theological Seminary.

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.

Harrison, W. Darryl: Chief Academic Officer and Professor (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.

Rodenbeck, Jason C.: Instructor of Biblical Studies (2008).

B.A. in Biblical Research, Central Christian College of the Bible; M.A. in Contemporary Theology and Philosophy, Lincoln Christian Seminary

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.

Valarie Price Williams: Instructor of Education; Director of Online Learning and Instructional Design (2015).
B.S. in Secondary Education, Jacksonville State University; M.S. in Instructional Technology, Troy University; Research Fellowship (Ph.D. coursework) in Instructional Design and Development, University of South Alabama

Adjunct Teaching Faculty

Adkins, Michele: Instructor of Psychology, M.Ed.
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.
Billups, Derrick: Instructor of Christian Ministries, M.Div.
Betz, Rachel: Instructor of Biology, M.Ed.
Boyd, Joshua: Instructor of Music; Ph.D.
Bussey, Kevin: Instructor of Christian Ministries; M.Div.
Cannon, Tonya, Instructor of Organizational Leadership, M.B.A.
Chapel, Paul: Instructor of Bible and Ministry; M.Div.
Cook, Jennifer: Instructor of Human Relations; M.S.
Crosby, Jo. Instructor of Human Relations, M.Ed.
Davis, Bethany: Instructor of Business M.S.
Davis, Rex: Instructor of Humanities; M.A.
Davis, Yolanda A.: Instructor of Christian Ministries; M.Div.
Dawkins, Sharon: Instructor of Human Relations; M.A.
Denson, Heather: Instructor of Mathematics; M.A.
Duncan, Angel: Instructor of Organizational Leadership; M.B.A., D.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.
Feemster, Dwight: Instructor of Organizational Leadership; J.D.
Felsberg, David C.: Instructor of Organizational Leadership; M.B.A.
Fields, Phillip E.: Instructor of Human Relations; M.A.
Ford, Toni: Instructor of Human Relations, M.Ed.; 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.
Frazier, Michael: Instructor of Music; M.C.M.
Furman, Paul: Instructor of Mathematics; M.A.
Gibson, Ella: Instructor of Organizational Leadership; M.Acc.
Griffin, Gordon E.: Instructor of Christian Ministries; M.Div., D.Min.
Grisson, Terry: Instructor of History; M.A.
Hill, Terry: Instructor of Christian Ministries, M.Div.
Holley, Jamie: Instructor of Mathematics; M.S.
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.
Jury, Joanna: Instructor of History; M.A.
Knapp-Grosz, Tamara: Instructor of Human Relations; M.A., Ph.D.
Larson, Sherrill: Instructor of Biblical Studies; M.Div.
Lecesne, Marianne: Instructor of Mathematics; M.Ed.
Leftwich, Lynne: Instructor of Human Relations; M.A.
Lindsey, Keith: Instructor of Bible and Ministry; M.Div.
Lushington, Kristen: Instructor of English; M.A.
Macenczak, Lee: Instructor of Organizational Leadership; M.S., Ph.D.
McPherson, Traci G.: Instructor of English; M.Ed.
Murphy, Phillip: Instructor of Bible and Ministry; M.Div.
Nicholson, Gina R.: Instructor of Human Relations; M.A.
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.
Roberts, Daniel: Instructor of Organizational Leadership; M.A., Ed.D.
Rigdon, Kenda: Instructor of Natural Science; Ph.D.
Ross, Chris: Instructor of Biblical Studies; M.Div., M.S.
Sauers, Ryan: Instructor of Organizational Leadership; M.S.
Schernekau, Pat: Instructor of English; M.A., Ed.S.
Shelton, James: Instructor of Christian Ministry; M.Div.; M.A.
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.
Splittgerber, Johnathan, Instructor of English, M.A.
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.
Walker, Jennifer; Instructor of Adult Education; M.P.H.
Williams, Aisha: Instructor of Human Relations; Ph.D.
Winters, Chip: Instructor of English; M.A.
Withers, Diane: Instructor of History; M.A.
Woodruff, Timothy R.: Instructor of Christian Ministries; Ed.D.
Wozniak, A. Rachel: Instructor of Christian Ministries; M.A.
Wilson, Paul: Instructor of Business; M.S.