Point University

College of Graduate & Professional Studies

ACADEMIC CATALOG 2017-2018

Effective July 1, 2017 – June 30, 2018

Education Sites

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ONLINE

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

How to Interpret and Use These Catalogs. The academic catalogs serve as reference guides. Information contained in the catalogs is accurate as of the date of publication. As part of its quality control systems, Point University constantly reviews, assesses, and revises its educational programs and policies to meet changing world needs. Accordingly, the statements set forth in the catalogs are not to be construed as the basis of a contract between the student and the institution. Point reserves the right to change any policy, procedure, provision, student expense, course, degree program, and/or graduation requirement at any time through appropriate processes. Every effort will be made to publicize changes. The University further reserves the right to ask a student to withdraw at any time.

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

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

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

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GENERAL INFORMATION
POINT UNIVERSITY

History

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

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

Following its founding, Point University devoted attention primarily to the education of ministers, missionaries and other church-related workers. In 1965, the University became an accredited member of the American Association of Bible Colleges (AABC, now the Association for Biblical Higher Education or ABHE). In 1990, in conjunction with a broadening of the curriculum, the University was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and voluntarily withdrew from AABC membership.

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

To accommodate this growth, Point organized the College of Graduate & Professional Studies (CGPS) in 2015 to oversee its non-traditional (*Point Online* and *Point Connect*) and graduate programs. Traditional programs, along with Dual Credit Enrollment (DCE) programs for high school students, remain under the oversight of the University College.

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

Mission Statement

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

Goals

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

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

Vision

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

Church Identification

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

Doctrinal Position

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

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

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

Spiritual Formation at Point University

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

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

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

- Concern for the poor
- Concern for social justice
- Seeing themselves first as citizens of God's Kingdom;
- Racial reconciliation
- Concern for peacemaking, from personal disputes to world war
- Concern for victims of economic disparity
- Concern for educational issues such as literacy, high school dropout rates, and basic moral values

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

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

- Practice the idea of the priesthood of all believers
- See vocation, regardless of what it is, as mission
- Learn how to effectively bear witness to their faith in any setting, without being overbearing
- Learn in every course the relationship of the subject at hand to Christian faith
- Ensure that no student graduates without having been exposed to the ideal of integration of faith and vocation

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

- Church settings as preachers, worship leaders, educational leaders, spiritual formation facilitators, student and children's ministers, administrators, and in other roles;
- Global settings as missionaries, campus ministers, church planters, relief workers, educators, health workers, and in other roles; and
- Parachurch settings such as colleges, seminaries, camps, convalescent centers, orphanages, relief agencies, urban ministries, campus ministries, and other Kingdom endeavors.

The diagram below (see next page) also highlights important aspects of spiritual maturity promoted by Point University.

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

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

One University, One Mission, Two Colleges

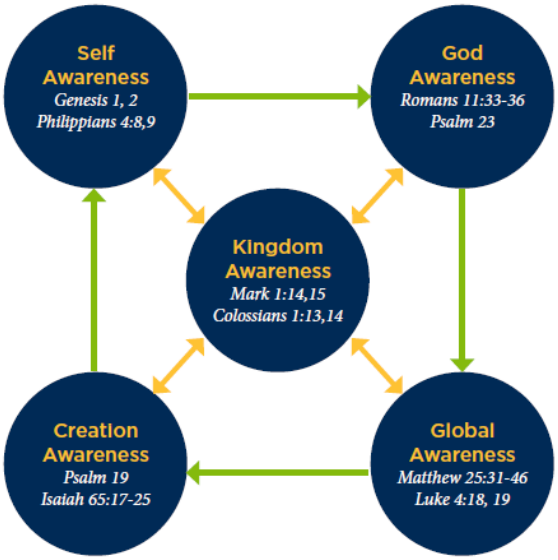
The academic division of Point University is organized into two colleges, which work together to advance the mission and goals of the institution:

- *The University College* advances Point's mission by overseeing its traditional residential programs, which are primarily based at the main campus in West Point, Georgia. The University College also oversees Dual Credit Enrollment (DCE) programs for high school students completing college coursework.

Point UNIVERSITY

SPIRITUALLY MATURING POINT GRADUATES

What We Want to Look Like



Self Awareness	
• Image of God • Sinner • Loved for who I can become, not who I am	Marked by: • Humility • Contentment • Patience • Healthy relationships • Appropriately transparent
God Awareness	
• Worships God as creator and redeemer of the world • Solitude • Gratitude • Simplicity	Places importance upon: • Bible reading and study • Prayer
Kingdom Awareness	
• Hopeful • Hospitable • Curious • Generous	Expresses kingdom awareness by being: • Engaged in a viable kingdom outpost • Christ-centered, not sectarian • Spirit-filled
Global Awareness	
• Concern for the poor • Concern for injustice • Concern for war • Concern for diseases	Places value upon being a believer who is: • Community minded – locally and beyond • Missional in lifestyle
Creation Awareness	
• Concern for waste • Concern for pollution • Concern for natural resources	These ideas are rooted in: • The goodness of creation • Our call to participate in God's plan of renewal for creation • The testimony about God in the way the world was made

- *The College of Graduate & Professional Studies (CGPS)* advances Point's mission by overseeing non-traditional programs, including *Point Online* undergraduate and graduate programs, as well as *Point Connect* undergraduate programs. CGPS personnel operate these programs from the main campus and other Point sites.

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

One University, Multiple Sites

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

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

Founded in 1832, the idyllic town of West Point is home to 3,500 residents along a scenic stretch of the Chattahoochee River on the I-85 corridor, just an hour's drive from

the capital cities of Atlanta and Montgomery, Alabama, and four hours from the Gulf Coast beaches and Georgia mountains. Part of the Greater Valley Area, West Point straddles Troup and Harris Counties in Georgia and sits just minutes from the Alabama cities of LaFayette, Lanett, and Valley.

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

Atlanta, Georgia (Lindbergh Center, 2450 Piedmont Road NE, Suite 200, Atlanta, GA 30324; Telephone: 404-761-8861). Point's Atlanta campus is strategically located at the Lindbergh Center in the heart of Buckhead. This state of the art location is conveniently situated one block from the Lindbergh Marta metro train station for easy access. It functions as a service center providing support for adult students in *Point Online* and *Point Connect* programs.

Peachtree City, Georgia (800 Commerce Drive, Peachtree City, GA 30269; Telephone: 678-593-3100). Point's 13,500 square foot facility in Peachtree City is located 10 miles south of I-85 at the intersection of GA-54 and GA-74, directly adjacent to The Avenue, a large outdoor mall area featuring numerous shopping and dining options. The site hosts dual credit enrollment programs while also providing support for adult students in *Point Online* and *Point Connect* programs.

Savannah, Georgia (Compassion Christian Church, Adult Ministry Center, 55 Al Henderson Blvd., Savannah, GA 31419; *Telephone:* 912-629-3855). Located on the campus of Compassion Christian Church, this site offers core curriculum for traditional students, dual credit enrollment courses for high school students, and support for adult students in *Point Online* and *Point Connect* programs.

Other Sites. Alongside the primary education sites, Point offers occasional courses at other locations, such as ministry practica hosted by church partners.

Accreditation & Authorizations

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

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

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

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

- Point is authorized by name to operate educational programs beyond secondary education in Georgia by the Governor's executive order of June 28, 2013.
- Point is authorized to operate in Alabama by the Alabama Commission on Higher Education (Non Resident Institution Certificate of Approval, dated November 4, 2014) and by the Department of Postsecondary Education (Private School License, dated October 15, 2014).

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

- Submitting an Authorized School Complaint Form found on the GNPEC website (http://gnpec.org);
- Calling the GNPEC at (770) 414-3300; or
- Visiting the GNPEC at the following address during normal office hours with a scheduled appointment:

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

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

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

2. Calling the Division at 334-293-4651;
3. Visiting the Division at the address below to fill out a complaint form;
4. Emailing the Division's compliance monitor at mitchell@dpe.edu;
5. Faxing a complaint letter to 334-293-4663; or
6. Mailing a complaint letter to:

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

State Authorization for Online Learning. Point University complies with all applicable state regulations governing online programs offered across state lines. Point is a member of SARA, the State Authorization Reciprocity Agreement, at both the state level in Georgia (GA-SARA, https://gnpec.org/ga-sara) and the national level (NC-SARA, http://nc-sara.org). SARA membership and other state authorizations currently allow Point to offer online programs in 49 states—all U.S. states except for Massachusetts. For further information, contact the Vice President for Graduate & Professional Studies.

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

Memberships

Point University is a member of the Council for Christian Colleges & Universities (CCCU, www.ccu.org).

Consumer Information

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

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

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

- Student demographics
- Student achievement
- Tuition and fees
- Accreditation
- Federal and state authorizations
- Student privacy rights under the Family Educational Rights and Privacy Act (FERPA)
- Campus health, safety, and security policies
- Drug and alcohol abuse prevention and intervention policies related to the 1989 amendments to the federal Drug-Free Schools and Communities Act (DFSCA)
- Disability services related to Title IX (http://point.edu/titleix) of the Educational Amendments of 1972 and subsequent re-authorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act

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

- Security, confidentiality, and release of student information (FERPA)
- Title IX (http://point.edu/titleix)
- The Campus Sexual Violence Elimination (SaVE) Act of 2013
- The Violence Against Women Reauthorization Act of 2013 (VAWA)
- Written Complaints

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

Nondiscrimination Policy

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

Disability Support Services

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (http://point.edu/titleix) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (http://point.edu/disclosures) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, Ms. Jessica Mazaheri, by telephone at 706-385-1480 or by email at Jessica.Mazaheri@Point.edu.

Policy on Student Privacy and Release of Information

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

Student Grievance Policies

Types of Grievances. A student who believes s/he has been unjustly treated may seek resolution of the issue through policies and procedures established by Point University for that purpose. The University has adopted a number of policies which address specific types of unjust treatment. These policies may be found on the *MyPoint* intranet and/or in the academic catalogs posted on the University website. They include, for example, policies for academic appeals (http://intranet.point.edu/academicappeal), Americans with Disabilities Act Section 504 appeals (https://point.edu/disability/grievance), and Title IX sexual harassment appeals (http://intranet.point.edu/titleix). Point University's full policy regarding "Written Complaints" likewise appears in the "Institutional Policies" section of *MyPoint*.

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

1. The student must submit a *General Grievance Form* available on the *MyPoint* intranet (http://intranet.point.edu/grievance). This form will go to the Vice President for Institutional Effectiveness, who will send it to the immediate supervisor of the employee with whom the grievance is held or to appropriate

administrator, based on the nature of the grievance. A general grievance MUST be received within 10 business days from the date the grievance occurred regardless of whether the student attempted an informal resolution or not). The university will not consider appeals filed after that date.

2. Upon receipt of the appeal, the supervisor/administrator may speak to the employee, the student, or both in an effort to resolve the issue. After investigating the appeal, the supervisor/administrator will make a written response to the student (either by letter or email) within 7 days of receipt of the written *General Grievance Form*.
3. If the supervisor/administrator is not able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Vice President for Graduate & Professional Studies.
4. Upon receipt of the request, the Vice President will forward the written *General Grievance Appeal Form* to the Grievance Appeals Committee for consideration. The committee may convene a hearing in which the student may present his/her case for the appeal. Students are allowed to bring any documentation, witnesses, or other materials that support their case. The Committee may also speak to the employee with whom the grievance is held.
5. After hearing and considering all the information presented, the Grievance Appeals Committee will render a decision and respond to the student in writing concerning the disposition of the appeal within 10 days of the hearing date. The decision of the Grievance Appeals Committee is final.

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

Academic Organization

Senior Academic Administrators. The Chief Academic Officer (CAO) leads the academic division of Point University. He reports to the President and directly administers the University College, which oversees the traditional residential programs based primarily on the main campus in West Point, Georgia. He also oversees Dual Credit Enrollment (DCE) programs for high school students completing college coursework. The Vice President for Graduate & Professional Studies reports to the CAO and serves alongside him on the President's Senior Leadership Team. The Vice President directly administers the College of Graduate & Professional Studies (CGPS), which oversees non-traditional undergraduate and graduate programs in *Point Online* and *Point Connect* formats. The Vice President's primary responsibility is to align every aspect of CGPS academic operations with the university mission, including programs, personnel, policies, facilities, and finances.

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

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

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

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

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

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

Director of Online Student Services—Ross Haralson, B.S.
Director of Online Learning & Instructional Design—Valarie Price Williams, M.S.
Director of Educational Resource Centers & Disability Services—Jessica M. Mazaheri, M.A.
Assistant Director of Educational Services & Disability Services—Stacie Whalen, M.Div.
Vice President of Enrollment Management— Stacy A. Bartlett, Ph.D.

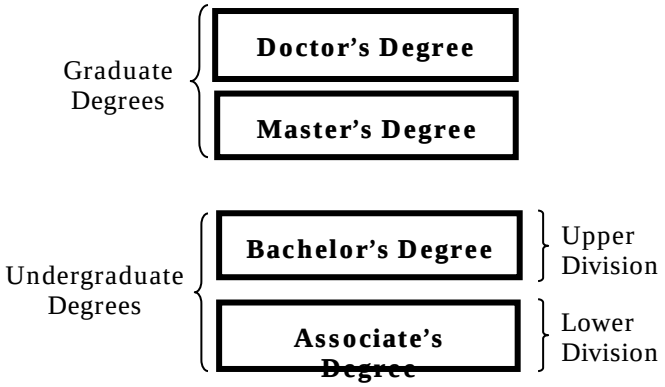
Types of Degree Programs

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

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

Associate's Degrees. The first degree beyond secondary education is the associate's degree, which includes a minimum of 60 credit hours. Some associate's degrees provide a broad foundation without specialization, while other "professional" associate's degrees include specific competencies for particular vocations. CGPS associate's degrees typically include four major components: (1) a 31-credit General Education Core that

lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 9-credit Biblical Studies Component that grounds



students in the Christian Scriptures and promotes spiritual formation; (3) a 15-credit Professional Component that develops foundational competencies related to the student's chosen vocation or discipline; and (4) 5 credits of General Electives, which enable students to explore additional areas of interest.

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

- Essential habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; work well with others; and maintain a healthy lifestyle
- Basic content and methodologies of the principal areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics
- Biblical and theological foundations for a Christian worldview and faith integration
- Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ's redemptive work
- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures
- Where applicable, foundational professional knowledge and skills (professional associate's degree programs)
- Knowledge, skills, and competencies needed to pursue a bachelor's degree

Bachelor's Degrees. The bachelor's or "baccalaureate" degree includes a minimum of 120 credit hours (60 hours beyond the associate's degree). CGPS baccalaureate degrees typically include four major components: (1) a 31-credit General Education Core that lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 15-credit Biblical Studies Minor that grounds students in the Christian Scriptures, promotes spiritual formation, and integrates faith and vocation; (3) a 45-credit Professional Major consisting of focused studies in a given

academic discipline or professional field; and (4) 29 credits of General Electives, which enable students to explore additional areas of interest.

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

- Highly developed habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; work well with others; and maintain a healthy lifestyle
- Basic content and methodologies of the principal areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral Sciences, Natural Sciences, and Mathematics
- Biblical and theological foundations for a Christian worldview and faith integration
- Foundations for spiritual formation—that is, being with Christ, becoming like Christ, and participating in Christ's redemptive work
- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures
- A theological foundation, theoretical framework, and practical skills for Christian leadership
- A philosophical and theoretical framework for practicing one's chosen discipline or profession
- An ethical and theological framework for exercising one's discipline or profession as a servant of Christ (integration of faith and vocation)
- General acquaintance with professional tools and literature, along with basic research skills
- Entry- and intermediate-level knowledge, skills, and competencies for one's chosen discipline or profession
- Practical experience in one's chosen discipline or profession
- Knowledge, skills, and competencies needed to pursue a master's degree

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

- Advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to mentor others in that profession
- A highly developed philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways
- A highly developed ethical and theological framework for exercising one's profession as a servant of Christ (integration of faith and vocation)

- Active involvement with professional tools and literature, along with advanced research skills
- Advanced practical experience in one's chosen discipline or profession
- Advanced expertise in a specialized discipline, which enables them to conduct research in the field
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations
- Knowledge, skills, and competencies needed to pursue a doctor's degree, a professional credential, and/or licensure

Doctor's Degrees. Point currently offers no doctoral degrees. However, a doctor's degree or "doctoral degree" or "doctorate" typically includes no fewer than 60 credit hours beyond the bachelor's degree (including the prerequisite master's degree). Doctoral programs develop advanced expertise in a specialized discipline, which enables students to conduct research and make original contributions to the theory and/or practice of that field

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

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

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

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

- *Breadth*—understanding the extent of a discipline and how it relates to other fields of study
- *Foundations*—principles, terms, methods, literature, and perspectives of a discipline as a basis for more specialized study; basic analytical thinking and theoretical application

- *General Competencies*—essential skills, attitudes, and practices (such as reading, writing, speaking, critical thinking, and problem solving) as preparation for more advanced studies and lifelong learning
- *Knowledge, Comprehension, Interpretation, and Application*—a focus on acquiring and remembering basic facts and concepts related to a discipline, understanding those facts in context and relating them to other fields and processes, and applying this knowledge to new situations
- *Academic Rigor and Dependence*—rigor appropriate for foundational courses with students dependent on instructors as subject matter experts
- *Preparation*—courses typically require few college-level prerequisites

Upper Division courses generally display the following characteristics:

- *Depth*—in-depth study of a discipline's theories and methods, including understanding of the applications and limitations of those theories and methods; awareness and use of scholarly literature in the field
- *Specialization*—intellectual and professional abilities necessary for success and progress in a given field; intellectual and professional skills necessary for graduate studies
- *Refinement of Competencies*—applying general competencies and skills more discerningly and in more challenging contexts
- *Analysis, Evaluation, Synthesis, and Creation*—a focus on advanced analytical and evaluative skills, integrating and synthesizing knowledge and insights from a variety of sources, and solving problems creatively
- *Increased Rigor and Independence*—greater responsibility and independent learning on the part of the student
- *Preparation*—courses often require Lower Division prerequisites

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

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

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

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

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

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

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

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

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

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

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

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

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

only once or twice per week. Point University offers both "traditional" and "non-traditional" academic programs.

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

- *Traditional On-Ground*—Point's undergraduate University College offers most of its courses in traditional on-ground formats in which students typically meet face-to-face with instructors at a Point education site for about 3 hours each week.
- *Point Online*—Point's College of Graduate & Professional Studies (CGPS) offers most of its undergraduate and graduate courses in a fully-online format called *Point Online*. Online students engage in educational activities through a customized *Point Online* course website that facilitates interaction between students, their instructor, and their fellow learners. Students may access their *Point Online* courses at any time from any location with an internet connection. Students *must* log into their course sites every week to register attendance and complete assignments. They *should* log in nearly every day to participate in ongoing class discussions and other interactive learning activities. However, *Point Online* courses are "asynchronous" in that they do not require all students to log in at the same time. This arrangement offers more flexibility for students who have different work schedules or live in different time zones.
- *Point Connect*—CGPS also offers some courses in *Point Connect* format, which features a weekly live, synchronous, 2-hour class session supplemented by asynchronous learning activities offered through the online course website. For most *Point Connect* courses, the live session takes the form of a "virtual meeting" or videoconference allowing two-way, face-to-face interactions between students, their instructor, and their fellow learners ("*Point Connect Virtual*"). For other *Point Connect* courses, the live session takes the form of an on-ground session at a Point education site ("*Point Connect Ground*"). Live sessions typically meet one evening per week from 6:00 to 8:00 or 8:00 to 10:00 p.m. Students *must* participate in the weekly live sessions to register attendance and engage in interactive learning activities. They should also log into the course site regularly throughout the week—at the times of their choosing—to complete other assignments. This blend of synchronous and asynchronous elements offers students the "best of both worlds"—the flexibility of an online program with the benefit of a weekly gathering.

Which modality is best for a given student depends partly on that student's personal circumstances, maturity, motivation, and learning style. In choosing a format, students should consider the following factors:

- Numerous research studies show that, in terms of educational effectiveness (meeting student learning objectives), *Traditional On-Ground* and *Point Online* modalities are nearly equal. Some studies rate online a bit higher than on-ground because, in an

online course, students cannot "hide in the back of the classroom" but must actively engage in all course learning activities. Nearly all studies give the highest rating to the blended *Point Connect* format, which combines the best features of asynchronous and synchronous learning.

- In *Point Connect*, the live class sessions are *mandatory* and student participation is essential to the instructional design. Accordingly, students who cannot commit to attend the weekly sessions should choose *Point Online*.
- All CGPS courses are intentionally designed to incorporate educational "best practices" and accommodate a variety of learning styles. For more information, see below under "Instructional Design."

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

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

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

Overview of CGPS Associate's and Bachelor's Degree Structure

CGPS undergraduate degrees include four types of courses—namely, General Education Core courses, Biblical Studies, Professional Studies, and General Electives. Associate's degrees are "nested" within bachelor's degrees in that all A.A. coursework also applies to the corresponding B.S. degree. In the diagram below (see next page), a 60-credit associate's degree *typically* includes the coursework in the shaded areas. Students then complete the remaining courses to earn a 120-credit bachelor's degree.

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

Biblical Studies. Biblical Studies ground students in the Christian Scriptures as a foundation for spiritual formation, faith integration, and a Christian worldview. CGPS

associate's degrees typically include 9 credits of Biblical Studies. Bachelor's students complete an additional 6 credits to earn a 15-credit Biblical Studies Minor. For a detailed description of the Biblical Studies Minor, see below under "Department of Bible & Ministry."

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE
General Education Core (31 credits)	**General Education Core** (31 credits)
Biblical Studies Component	**Biblical Studies Minor**
Introductory Studies (9 credits)	Introductory Studies (9 credits)
	Advanced Studies (6 credits)
Professional Component	**Professional Major**
Introductory Studies (15 credits)	Introductory Studies (15 credits)
	Advanced Studies (30 credits)
General Electives	**General Electives**
AA Electives (5 credits)	AA Electives (5 credits)
	Additional BS Electives (24 credits)

Professional Studies. CGPS associate's degrees typically include 15 credits of Professional Studies focusing on the student's chosen field or discipline. Bachelor's students complete an additional 30 credits to earn a 45-credit Professional Major. Point offers majors in a variety of fields, such as business, leadership, ministry, child development, psychology, and human relations. For a complete list, see below under "Academic Programs." Detailed descriptions of professional programs appear in the sections of this catalog devoted to each CGPS academic department.

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

Total Credits. Students must complete a minimum of 60 credit hours to earn an associate's degree and 120 credit hours to earn a bachelor's degree from Point University. If the General Education Core, Biblical Studies Minor, and the student's chosen Professional Major total fewer than 120 credits, the student must complete enough General Electives to meet the minimum requirement. Some bachelor's degree programs, such as teacher education degrees, include more than 120 credits.

Characteristics of CGPS Professional Majors and Graduate Programs

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

- Specialized knowledge, skills, and attitudes pertinent to a given field or discipline
- Philosophical approaches and theoretical models for engaging in that field or discipline
- Significant practical experiences in that field or discipline
- Legal and ethical issues related to that professional field or discipline
- Worldview issues raised by that professional field or discipline
- Integration of faith and learning—that is, the ongoing quest to understand the discipline in all of its complexity from within the framework of a Christian worldview, and then to live out its moral and spiritual implications at the levels of intellectual assumptions, motivations, and applications
- Biblical principles, theoretical bases, and practical skills for Christ-like servant leadership in that field or discipline
- Contemporary models and case studies of how Christians have used that discipline or profession to promote the Kingship of God and carry out His redemptive work in the world
- Development of the student's personal philosophy for practicing that discipline or profession as a Christian ambassador for the Lord

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

Instructional Design & Delivery

Technology-Mediated Learning. As noted above, Point's College of Graduate & Professional Studies (CGPS) offers academic programs in two modalities:

- *Point Online* courses are designed for fully-online *asynchronous* learning. They accommodate students in different time zones who must navigate a variety of work schedules and family responsibilities. Each 8-week *Point Online* course has its own customized website through which students interact with their instructor and classmates, access course materials, explore digital library resources, engage in a variety of interactive learning activities, submit assignments, receive feedback and grades, and access various student support services.
- *Point Connect* courses combine a weekly live, *synchronous*, 2-hour class session with *asynchronous* learning activities offered throughout the week in the online course site. For most *Point Connect* courses, the live session takes the form of a "virtual meeting" or videoconference allowing two-way, face-to-face interactions between students, their instructor, and their fellow learners (*Point Connect Virtual*). For

other *Point Connect* courses, the live session takes the form of an on-ground session at a Point education site (*Point Connect Ground*). Live sessions typically meet one evening per week from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Student learning objectives and course content are virtually identical in *Point Online* and *Point Connect* programs. When creating courses, the CGPS faculty first develops the *Point Online* version. They then decide which of the weekly learning activities would be most appropriate for the live class session. They remove those elements from the online site and place them in the faculty guide, resulting in the *Point Connect* version of the course.

***Sakai* Online Learning Management System (LMS).** *Point Online* and *Point Connect* utilize *Sakai*, an open source Learning Management and Collaboration system (LMS) authored and supported by a large number of major research universities (http://sakaiproject.org).

Longsight Partnership. Point's *Sakai* instance is hosted by the Longsight Group (www.longsight.com), a professional hosting service dedicated to supporting higher education open source tools. Longsight offers comprehensive technical support, collaborative development services, and robust learning tools. Point University is able to provide all these powerful services at a very low price funded through technology fees.

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

Students enter *Point Online* and *Point Connect* courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course.

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

Course Andragogy. To deliver such courses, CGPS has adopted a "flipped classroom" or "high tech, high touch" model. In this model, faculty members move away from the traditional role of the "the sage on the stage," who spends class time delivering information through lectures ("chalk and talk"). Instead, most course-related information appears on the course website, where students can access it at will in the

form of readings or audio-visual presentations ("high tech"). This frees faculty to spend their time acting as educational "guides" and "facilitators" and "mentors" by engaging with students, discussing concepts, answering questions, offering timely feedback on assignments, and otherwise facilitating student learning ("high touch"). The goal is for instructors to offer (1) substantive interaction and feedback (2) to each and every student (3) each and every week. Thus, *the CGPS model emphasizes "faculty presence," which studies show is a key to educational effectiveness, student satisfaction, and student retention*. This "high tech, high touch" model supports human connection, communication, reflection, and engagement. Content interaction, faculty interaction, and student interaction help to build a strong learning communities, which strengthen motivation and retention.

Accordingly, CGPS discourages course designers from using synchronous live *Point Connect* class sessions for lectures or mere delivery of information, which can just as well be communicated online ("high tech") and tend to place students in the *passive* role of "listener." Instead, CGPS directs course designers to take advantage of the times when students are physically or "virtually" present with one other to engage them in more *active and interactive* learning experiences.

Academic Calendar

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

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

Traditional Academic Year

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December.
- Each 16-week term includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2."
- Within this common University framework, Point offers courses of varying lengths according to the needs of a given academic program. To illustrate:
  - Traditional undergraduate students typically enroll in several courses during Fall 1-2 and Spring 1-2 (the traditional academic year), with optional "summer school" courses during the Summer Term. Traditional courses are 15 weeks in length, allowing for holidays within the 16-week term.

- Non-traditional students enrolled in undergraduate *Point Online* or *Point Connect* programs—or graduate-level master's programs—typically complete one or two courses each session year-round. Non-traditional and graduate courses are 8 weeks in length, consisting of a "preview week" and 7 additional weeks, all containing a variety of focused learning activities. During the "preview week," students must log onto the course website, introduce themselves to their fellow learners, review the syllabus, participate in the course orientation, complete any initial assignments, and work ahead if they wish. In most CGPS courses, *major* assignments are not due during preview week to give students time to get oriented and plan their educational strategy.

  NOTE: Due to the way the CGPS calendar aligns with the University College calendar, the "preview week" for Summer Session 1 is actually the final week of the preceding term. However, from a student perspective, a course always begins with "preview week" and then continue with seven additional weeks of learning activities.

- Course "weeks" begin on Monday and end on Sunday.
- If a major holiday (most often July 4 or Independence Day) falls on a day of the week when a *Point Connect* live class session normally meets, Point will cancel the synchronous class session and conduct all learning activities in asynchronous online format during that week (see calendar below).
- For purposes of state and federal financial aid, Point is an attendance-taking school and students are considered to be on a "standard term semester system."
- For undergraduate students, 12 credits per term constitute "full-time" status. For master's students, 6 credits per term constitute "full-time" status.

2017-2018 Academic Calendar. The 2017-2018 academic calendar for CGPS non-traditional programs appears below:

ACADEMIC CALENDAR 2017-2018 **College of Graduate & Professional Studies** **Point University** **8-Week *Point Online* and *Point Connect* Undergraduate and Graduate Programs**	
Summer Term 2017 (May 8 – August 20)	
Summer Session 1 (May 8 – June 25)	
Preview Week for Summer Session 1	May 1-7
Courses Continue	May 8
Last Day to Add/Drop Course without Notation	May 19, 5:00 p.m.
Memorial Day Holiday	May 29
Last Day to Withdraw from Course	June 8

Courses End	June 25
Final Grades Due (award letter grade or "Incomplete" by this date)	June 30, 12:00 p.m.
Summer Session 2 (June 26 – August 20)	
Preview Week for Summer Session 2	June 26 – July 2
Courses Continue	July 3
Independence Day Holiday (no on-ground classes)	July 4
Last Day to Add/Drop Course without Notation	July 7, 5:00 p.m.
Last Day to Withdraw from Course	August 4
Courses End	August 20
Final Grades Due (award letter grade or "Incomplete" by this date)	August 21, 12:00 p.m.
Fall Term 2017 (August 21 – December 17)	
Fall Session 1 (August 21 – October 15)	
Preview Week for Fall Session 1	August 21-27
Courses Continue	August 28
Last Day to Add/Drop Course without Notation	September 1, 5:00 p.m.
Labor Day Holiday	September 4
Last Day to Withdraw from Course	September 29
Courses End	October 15
Final Grades Due (award letter grade or "Incomplete" by this date)	October 20, 12:00 p.m.
Fall Session 2 (October 16 – December 17)	
Preview Week for Fall Session 2	October 16-22
Courses Continue	October 23
Last Day to Add/Drop Course without Notation	October 27, 5:00 p.m.
Thanksgiving Break	November 20 – 26
Last Day to Withdraw from Course	December 1
Courses End	December 17
Fall Commencement	December 16
Final Grades Due (award letter grade or "Incomplete" by this date)	December 22, 12:00 p.m.
Christmas Break	December 18 – January 7

Spring Term 2018 (January 8 – May 6)	
Spring Session 1 (January 8 – March 4)	
Preview Week for Spring Session 1	January 8-14
Dr. Martin Luther King, Jr. Holiday	January 15
Courses Continue	January 16
Last Day to Add/Drop Course without Notation	January 19, 5:00 p.m.
Last Day to Withdraw from Course	February 9
Courses End	March 4
Final Grades Due (award letter grade or "Incomplete" by this date)	March 9, 12:00 p.m.
Spring Session 2 (March 5 – May 6)	
Preview Week for Spring Session 2	March 5-11
Courses Continue	March 12
Last Day to Add/Drop Course without Notation	March 16, 5:00 p.m.
Good Friday Holiday	March 30
Last Day to Withdraw from Course	April 6
Courses End	April 29
Final Grades Due (award letter grade or "Incomplete" by this date)	May 4, 12:00 p.m.
Spring Commencement	May 5
Spring Break	April 30 – May 6
Summer Term 2018 (May 7 – August 19)	
Summer Session 1 (May 7 – June 24)	
Preview Week for Summer Session 1	April 30 - May 6
Courses Continue	May 7
Last Day to Add/Drop Course without Notation	May 18, 5:00 p.m.
Memorial Day Holiday	May 28
Last Day to Withdraw from Course	June 8
Courses End	June 24
Final Grades Due (award letter grade or "Incomplete" by this date)	June 29, 12:00 p.m.
Summer Session 2 (June 25 – August 19)	
Preview Week for Summer Session 2	June 25 – July 1
Courses Continue	July 2

Independence Day Holiday	July 4
Last Day to Add/Drop Course without Notation	July 6, 5:00 p.m.
Last Day to Withdraw from Course	August 3
Courses End	August 19
Final Grades Due (award letter grade or "Incomplete" by this date)	August 20, 12:00 p.m.

Course Delivery System

Course Carousels. One perennial challenge of adult education is: How does the university provide the courses students need to complete their programs in a timely manner when each student needs a different combination of courses, depending on their program, start date, transfer credits, location, and other factors? The College of Graduate & Professional Studies (CGPS) meets this challenge by offering most of its courses in carousel format. *A "carousel" consists of a series of 8-week courses offered continuously on a rotating basis.* CGPS' master course schedule includes multiple carousels running parallel to one another. There are five basic types of carousels:

- *Adult Learning Carousels* include three courses designed to prepare adult students for university success—namely, APSP 105 Introduction to Adult Learning, APSP 110 Effective Thinking, and the highly recommended elective CISM 105 Introduction to Academic Technologies. CGPS offers APSP 105 every session throughout the year, and it offers APSP 110 and CISM 105 every other session throughout the year. This schedule allows new students to begin every 8 weeks in a "continuous enrollment" model.
- *General Education Carousels* include courses required to meet undergraduate General Education Core requirements.
- *Professional Carousels* include professional coursework required for professional associate's degrees and baccalaureate majors. (See below for a more detailed description of Professional Carousels.)
- *Elective Carousels* include courses students may use to fulfil General Elective requirements or requirements for the A.A. in General Studies.
- *Graduate Carousels* include courses required for CGPS master's degrees.

Students typically complete the Adult Learning Carousel first, then move to the General Education Carousel, and then proceed to the more advanced Professional Carousel for their chosen major. This sequence intentionally moves students from lower order to higher order thinking skills.

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

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

- *Point Connect Carousels*—There are Adult Learning, General Education, and Professional Carousels offering a combination of asynchronous online learning and weekly synchronous live class sessions. For some *Point Connect* Carousels, the live sessions take the form of a "virtual meeting" or videoconference (*Point Connect Virtual*). For others, the live session takes the form of an on-ground meeting at a Point education site (*Point Connect Ground*).

Again, the many course carousels run parallel to one another on a continuous rotation. This system offers maximum flexibility for course scheduling. To illustrate: On-ground students may hop onto a General Education Carousel for several sessions to complete core courses at their home site, step over to an Online Carousel for one session to complete an Elective of interest to them, move into a Professional Carousel for several sessions to complete their undergraduate major, and then shift to an Elective Carousel to complete their degree requirements. When new students enter Point, Enrollment Specialists and members of the Online Student Services team listen to their educational goals and then guide them through the carousel system, creating a clear "roadmap" from start to graduation. The system operates as a "continuous enrollment model" (rather than a cohort model) in that new students may enter the system at the beginning of any 8-week session throughout the year.

Most undergraduate students complete two courses per session in *Point Online* or *Point Connect* formats. Most graduate students complete one course per session in online format.

Point Connect courses include one 2-hour live session per week conducted either as an online virtual meeting (*Point Connect Virtual*) or on-ground at a Point site (*Point Connect Ground*). Live sessions are typically scheduled for 6:00-8:00 p.m. or 8:00-10:00 p.m. in the evening. With careful planning a student could, for example, complete (1) two courses between 6:00 and 10:00 p.m. one evening per week, (2) or one course at 8:00-10:00 p.m. on one evening and a second course at 8:00-10:00 p.m. on another evening, (3) or one course at 6:00-8:00 p.m. in the evening and a second course online, (4) or two courses online. Using the flexibility of the carousel system, Enrollment Specialists and the Online Student Services team help build a schedule that enables students to work their jobs, meet their family responsibilities, and reach their educational goals.

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

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

- *Introductory Carousels* include the professional courses required for associate's degrees—that is, the first five courses in the baccalaureate major. Thus, associate's and bachelor's students often study together in the Introductory Carousels.
- *Advanced Carousels* include the remaining professional courses required for a baccalaureate major. Thus, Advanced Carousels include only Upper Division bachelor's students—with an occasional associate student completing an advanced course as a General Elective.

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

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

- *Introductory Carousels*—Before enrolling in Introductory Carousel courses, students must complete the following courses or their equivalents: (1) APSP 105 Introduction to Adult Learning, (2) APSP 110 Effective Thinking, (3) ENGL 101 Critical Reading & Writing I, (4) ENGL 102 Critical Reading & Writing II, and (5) MATH 103 College Mathematics or MATH 110 College Algebra.
- *Advanced Carousels*—Before enrolling in Advanced Carousel courses, students must complete a minimum of 45 university credits, including the following courses or their equivalents: (1) APSP 105 Introduction to Adult Learning, (2) APSP 110 Effective Thinking, (3) ENGL 101 Critical Reading & Writing I, (4) ENGL 102 Critical Reading & Writing II, and (5) MATH 103 College Mathematics or MATH 110 College Algebra.

Course Weeks. All CGPS courses are offered in either *Point Online* (fully-online) or *Point Connect* format (weekly live session supplemented by online learning activities). All CGPS courses are 8 weeks in length consisting of a "preview week" and seven additional weeks, all containing a variety of focused learning activities.

> *NOTE:* Due to the way the CGPS calendar aligns with the University College calendar, the "preview week" for certain courses is actually the final week of the preceding session or term. However, from a student perspective, a course always begins with "preview week" and then continue with seven weeks of learning activities.

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

- Online course sites open to students on the Monday of "preview week." During this week, students must log onto the course website, introduce themselves to their fellow learners, review the syllabus, participate in the course orientation, complete any initial assignments, and work ahead if they wish. In most CGPS courses, *major* assignments are not due during preview week to give students time to get oriented and plan their educational strategy.
- Online course sites close 5 weeks after the course ends, allowing time for students to review course materials and final grades as desired. If students want to keep any of their research papers or other learning products, they should retrieve them from the

course site during this 5-week period because they will no longer be accessible afterwards.

- The first day of a course or session does not necessarily coincide with the first live class session of a *Point Connect* course. To illustrate: The first live class session may not take place until Thursday evening, but the course still starts on Monday morning. Accordingly, students should log into the course website and begin working on Monday because some course assignments may be due prior to Thursday.
- Unless stated otherwise in the course syllabus, all weekly assignments are due by midnight on Sunday, Eastern Standard Time (EST).
- *CGPS highly recommends that students begin logging in to the course website and working on assignments early in the week, doing a little each day. Waiting until the end of the week to complete assignments can be overwhelming.*

Academic Programs

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

ACADEMIC PROGRAMS
COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

ONL = *Point Online* asynchronous format—the most common format used in CGPS

PC-V = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning

PC-G = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning

*** = pending SACSCOC approval**

CGPS DEPARTMENT/PROGRAM	MODALITIES		
Arts & Sciences Department	**ONL**	**PC-V**	**Notes**
• General Education Core *(all baccalaureate programs)*	X		PC-G elements at North Highland Church in Columbus, GA
• A.A. in General Studies	X		PC-V elements available
• A.S. in Information Technology	X		
• B.S. in Information Technology with Concentration in Information Systems Security	X		
• B.S. in Information Technology with Concentration in Network Administration	X		
Bible & Ministry Department	**ONL**	**PC-V**	**Notes**
• Biblical Studies Minor *(all baccalaureate programs)*	X	X	PC-G elements at North Highland Church in Columbus, GA
• A.A. in Applied Ministry			consists of online courses plus an extended on-ground ministry practicum at designated sites

• A.A. in Christian Ministries	X	X	
• A.A. in Youth Ministry	X		
• B.S. in Applied Ministry			consists of online courses plus an extended on-ground ministry practicum at designated sites
• B.S. in Christian Ministries	X	X	
• Master of Strategic Ministry*			launching May 2018 pending SACSCOC approval; includes extended ministry apprenticeship at Christ's Church of the Valley in Phoenix, AZ, plus online elements
• Master of Transformative Ministry	X		
Business & Leadership Department	**ONL**	**PC-V**	**Notes**
• Social Media Marketing Certificate	X		
• A.A. in Accounting	X		
• A.A. in Business Administration	X		
• A.A. in Healthcare Administration	X		
• A.A. in Organizational Leadership	X	X	
• A.A. in Social Media Marketing	X		
• B.S. in Accounting with Concentration in Forensics & Fraud	X		
• B.S. in Business Administration	X		
• B.S. in Healthcare Administration	X		
• B.S. in Management	X		
• B.S. in Marketing	X		
• B.S. in Organizational Leadership	X	X	
• B.S. in Social Media Marketing	X		
• Graduate Certificate/Human Resource Mgmt*	X		launching online August 2018 pending SACSCOC approval
• Point University Lean Six Sigma Green Belt Certification (LSSGB)	X		
• Point University Lean Six Sigma Black Belt Certification (LSSBB)	X		
• M.B.A. in Business Transformation	X		
• M.S. in Human Resource Management*	X		launching online August 2018 pending SACSCOC approval
• Master of Management	X		launching online August 2018 pending SACSCOC approval

• M.P.A. in Public Administration with Concentration in Crisis Management*	X		launching online August 2018 pending SACSCOC approval
• M.B.A. in Strategic Management & Leadership*	X		launching online August 2018 pending SACSCOC approval
Education Department	**ONL**	**PC-V**	**Notes**
• A.A. in Child Development		X	
• B.S. in Child Development		X	
Health Sciences Department	**ONL**	**PC-V**	**Notes**
• A.A. in Public Health	X		
• B.S. in Public Health	X		
Social & Behavioral Sciences Department	**ONL**	**PC-V**	**Notes**
• A.A. in Criminal Justice	X		
• A.A. in Human Relations	X	X	
• A.A. in Psychology	X		
• B.S. in Criminal Justice	X		
• B.S. in Human Relations	X	X	
• B.S. in Psychology	X		

ARTS & SCIENCES DEPARTMENT

Personnel

Chair of the CGPS Department of Arts & Sciences

Valarie Price Williams, M.S. in Instructional Technology (CGPS)—Director of Online Learning and Instructional Design, Instructor in Education (CGPS)

Point University Full-Time Faculty, Department of Arts & Sciences

Kristen J. R. Berry, M.A. in Human Communication Studies—Instructor in Communication (UC)
Byron J. Cartwright, D.M.A. in Voice—Professor of Music (UC)
Katie L. Cartwright, Ph.D. in Music—Professor of Music (UC)
Donald B. Cook, Jr., M.Ed. in Science Education, Ed.D. candidate in Teaching and Curriculum—Assistant Professor of Natural Science (UC)
Dallas J. ("D.J.") Dycus, Ph.D. in English—Professor of English and Humanities (UC)
Tammy J. Dycus, M.S. in Mathematics—Instructor in Mathematics (UC)
Sarah G. Huxford, Master of Mass Communications—Assistant Professor of Communications (UC)
Kimberly P. Macenczak, Ph.D. in Social Foundations of Education—Professor of History and Education (UC)
Philip Partain, M.S. in Management/Information Systems Security; M.Div. candidate in Ministry—Assistant Professor of in Information Technology
Carlye Anne Schock, M.A. in English—Instructor in English (UC)
William Grant Vickery, M.A. in English—Instructor in English (UC)

CGPS Part-Time Faculty, Department of Arts & Sciences

Wayne Ackerson, Ph.D. in History—Adjunct Instructor in History
David P. Adams, Ph.D. in History and Sociology of Medicine—Adjunct Instructor in History
Carol Ashburner, M.A. in Speech Communication—Adjunct Instructor in Communication
Ann Marie Brezina, M.S. in Science Education—Adjunct Instructor in Science
Caryn L. Brown, M.Ed. in Literacy Education, Ed.D. candidate in College Teaching and Learning—Adjunct Instructor in Education
Greg A. Burlile, M.A. in Mathematics—Adjunct Instructor in Mathematics
Bobbi R. Bush, M.A. in English—Adjunct Instructor in English
Michael Daniell, M.C.M. in Church Music—Adjunct Instructor in Music
W. Corey Eubanks, Master of Applied Mathematics—Adjunct Instructor in Mathematics
Connie Fragoso, M.A.T. in Mathematics—Adjunct Instructor in Mathematics

Ingrid Gamboa de Arce, M.A. in Spanish—Adjunct Instructor in Spanish and TESOL (UC)
Randall George Howell, M.Ed. in Biological Sciences—Adjunct Instructor in Biology
Caston I. Jackson II, M.S. in Organizational Leadership in Biosciences—Adjunct Instructor in Biology
David H. Leonard, Ph.D. in Philosophy—Adjunct Instructor in Humanities and Bible
James Chance McPherson, M.Ed. in Adolescent Education, Education Specialist in Instructional Design—Adjunct Instructor in Mathematics
Luann Mullins Gladden, M.A. in Secondary English Education—Adjunct Instructor in English
Terry Grissom, M.A. in History—Adjunct Instructor in History
Kimyetta E. Hayden, M.A. in Communications 2014, Doctor of Strategic Leadership candidate—Adjunct Instructor in Communication
Jamie Anderson Holley, M.S. in Post-Secondary Education Mathematics—Adjunct Instructor in Mathematics
Anna K. Ivey, M.A. in Liberal Studies, Ph.D. candidate in Creative Writing—Adjunct Instructor in English and Humanities
Joanna Jury, M.A. in Classics, Ph.D. candidate in History—Adjunct Instructor Humanities and History
Kristen Parsons Lushington, M.A. in English Literature—Adjunct Instructor in English Literature
Shelley McNeight, M.A. in English Education—Adjunct Instructor in English
Traci Garrett McPherson, M.Ed. in Adolescent Education with Concentration in English and Language Arts—Adjunct Instructor in English
Leslie Ann Newhouse, B.S. in Mathematics; M.M. candidate in Applied and Industrial Mathematics—Adjunct Instructor in Mathematics
Charles C. Powers, M.A. in History—Adjunct Instructor in History
Kenda L. Rigdon, Ph.D. in Microbiology—Adjunct Instructor in Biology
Jennifer Rinkenberger, M.Ed. in Mathematics Education—Adjunct Instructor in Mathematics
Margaret (“Meg”) M. Rodgers, Master of Social Science (History and Political Science)—Adjunct Instructor in History
Patricia Schernekau, M.A. in English, Ed.S. in Educational Leadership—Adjunct Instructor in English
Pamela Jones Snow, (2013), M.A. in Education—Adjunct Instructor in English Literature
Sandra Swindall, Ed.S. in Science Education—Adjunct Instructor in Biology
Jennifer Perkins Tyler, M.A. in Teaching—Adjunct Instructor in Physical Education
Ashley C. Williams, M.Ed. in Secondary Mathematics—Adjunct Instructor in Mathematics
Edward (“Chip”) Winters, M.A. in English—Adjunct Instructor in English
Diane Hendon Withers, M.A. in History—Adjunct Instructor in History
Murphy M. Wood, MA. in History—Adjunct Instructor in History
Marvin Dale Wortz, M.A.T. in Mathematics Education, Ed.D. in Curriculum and Instruction/Educational Leadership—Adjunct Instructor in Mathematics
Angela Yonce, M.Ed. in Secondary English Education—Adjunct Instructor in English

CGPS Interdisciplinary Faculty

Rebecca L. Aquino, D.O. in Osteopathy—Adjunct Instructor in Science

Christopher L. Banks, Ed.S. in Physical Education—Adjunct Instructor in Health Science

James William ("Bill") Dorminy, Sr., M.B.A. in Technology Management—Adjunct Instructor in Information Technology

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

Allison M. Kemper, D.P.T. in Physical Therapy—Associate Professor of Exercise Science (UC)

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

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

Dedra R. Woolfolk, Ph.D. in Biological and Biomedical Science (Pharmacology)—Professor of Natural Science (UC)

Point University Administrative Faculty

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

Blair G. Walker, M.P.H. in Public Health—Instructor in Physical Fitness, Associate Director of Online Student Services (CGPS)

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

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

Kyle Malmberg, M.S. in Curriculum and Instruction with Specialization in Education Technology—Instructor in Adult Education, Assistant Instructional Designer

Jessica M. Mazaheri, M.A. in English Literature—Instructor in English, Director of Educational Resource Centers and Disability Services (UC)

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

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

Academic Programs

The Arts & Sciences Department oversees the following academic programs:

Point University **ACADEMIC PROGRAMS** **CGPS ARTS & SCIENCES DEPARTMENT**			
ONL = *Point Online* asynchronous format—the most common format used in CGPS **PC-V =** *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	**PC-G =** *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning *** = pending SACSCOC approval**		
CGPS DEPARTMENT/PROGRAM	**MODALITIES**		
Arts & Sciences Department	**ONL**	**PC-V**	**Notes**
• General Education Core *(all baccalaureate programs)*	X		PC-G elements at North Highland Church in Columbus, GA
• A.A. in General Studies	X		PC-V elements available
• A.S. in Information Technology	X		
• B.S. in Information Technology with Concentration in Information Systems Security	X		
• B.S. in Information Technology with Concentration in Network Administration	X		

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 *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources.

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

Essential Skills

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

Humanities & Fine Arts

Choose one: 3

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3)	
Social & Behavioral Sciences	
HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
TOTAL GENERAL EDUCATION CORE CREDITS:	*31*

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

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

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

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

Writing Emphasis Courses. In the Lower Division, undergraduate students gain university-level writing skills through ENGL 101-102 Critical Reading & Writing I-II,

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

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

- CGPS introduces the latest edition of the *MLA Handbook* in its Introduction to Adult Learning and Critical Reading & Writing courses. This widely-used guide is produced by the Modern Language Association (https://www.mla.org/MLA-Style). Students continue to use MLA style in certain Arts & Sciences courses, as well as in CGPS Bible & Ministry programs.
- Students are also introduced to the latest edition of the *Publication Manual of the American Psychological Association* (http://www.apastyle.org). Students follow APA guidelines in courses related to Business & Leadership, Education, and Social & Behavioral Sciences.

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

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

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

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

Associate of Arts in General Studies

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

Modality. Point University offers the A.A. in General Studies in *Point 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 *Point Connect* format, which combines online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
- *Objective 1.2:* Graduates employ effective study habits and time management skills.
- *Objective 1.3:* Graduates locate and use information resources
- *Objective 1.4:* Graduates demonstrate basic computer literacy.
- *Objective 1.5:* Graduates read with understanding, think critically, and develop reasoned arguments.
- *Objective 1.6:* Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

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

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

General Education Component (42 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4

Typically NSCI 105 Introduction to Biology with Lab (4)

PHED 105 Fitness & Wellness	3

Mathematics	
Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3)	
Social & Behavioral Sciences	
HIST 203 United States History	3
PSYC 103 Introduction to Psychology	3
SOCI 103 Introduction to Sociology	3
Biblical Studies Component (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
General Elective Component (8 credits)	
Elective Courses	8
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

Associate of Science in Information Technology (IT)

Overview. The Associate of Science in Information Technology (IT) equips students with a broad grounding in the Liberal Arts, along with a foundational working knowledge of computer systems and devices, networks, operating systems, IT support, troubleshooting, and security. The A.S. program is specifically designed to prepare students to earn two highly respected professional certifications from the Computing Technology Industry Association (CompTIA)—namely, CompTIA Linux and CompTIA A+ (see details below). Graduates are prepared for tier 1 positions in business, non-profit, church, or parachurch organizations. Examples include IT helpdesk representative, IT support technician, and field or service technician. They may also continue their studies to earn the Bachelor of Science degree in Information Technology with a Concentration in Network Administration or Information Systems Security.

Modality. Point University offers the A.S. in Information Technology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Science in Information Technology (IT) equips students with a broad grounding in the Liberal Arts, along with a foundational working knowledge of computer systems and devices, networks, operating systems, IT support, troubleshooting, and security.

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

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

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

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

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

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

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

Goal 4: Equip students with foundational knowledge and skills in information technology.

- *Objective 4.1:* Students locate and survey industry-related tools and resources.
- *Objective 4.2:* Students identify and describe a variety of information technologies, support services, and operating systems.

Goal 5: Equip students to apply basic principles and methods for information technology support, including legal and ethical standards for IT professionals.

Objective 5.1: Students describe the role of technology in the workplace.

Objective 5.2: Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Goal 6: Equip students to utilize functions and components of a desktop personal computing device.

Objective 6.1: Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.

Objective 6.2: Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

Required Courses. The A.S. in Information Technology (IT) consists of the following courses:

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3) *[required for BS in Information Technology]*	

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

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

THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
CISM 100 Introduction to Information Technology	3
CISM 210 Information Technology Applications I	3
CISM 220 Information Technology Operating Systems	3
CISM 215 Information Technology Applications II	3
CISM 230 Technical Writing *[WE*]*	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis course*

Professional Certifications. Courses within the A.S. in Information Technology program are specifically designed to prepare students to earn up to two highly respected professional certifications from the Computing Technology Industry Association (CompTIA), a leading IT industry trade organization. Point strongly urges students to complete the certification exams as they progress through the academic program because these high-demand industry certifications will give them a significant advantage in the job market. The certifications, the Point courses that support them, and the current exam costs appear below. Point does not guarantee that students will pass every exam. However, if they master the knowledge and skills taught in the Point courses, students should be well-prepared to complete the exams successfully.

Professional Certifications	Supporting Courses	Current Cost
CompTIA Linux+ (exams LXO-103 and LXO-104)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems	$194 per exam
CompTIA A+ (exams 801, 802, 901, and 902)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 215 Information Technology Applications II	$199 per exam

Bachelor of Science in Information Technology (IT) with a Concentration in Information Systems Security

Overview. The Information Technology (IT) Major with a Concentration in Information Systems Security offers students a broad foundation in networks, network administration, and data management, along with specialized expertise in systems security, risk mitigation, and disaster recovery. The B.S. program is specifically designed to prepare students to earn six highly respected professional certifications from the Computing Technology Industry Association (CompTIA) and from Microsoft—namely, CompTIA Linux, CompTIA A+, CompTIA Security+, CompTIA Network+, MCSA Installing & Configuring Windows Server, and MCSA Administering Windows Server (see details below). Graduates are prepared for mid- to senior-level positions in business, non-profit, church, or parachurch organizations. Examples include IT helpdesk representative, IT support technician, field or service technician, IT administrator, and IT security consultant. They are also prepared to pursue graduate degrees, such as the M.S. in Computer Science, M.S. in Information Technology, or M.S. in IT Management.

Modality. Point University offers the B.S. in Information Technology/Information Systems Security in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Information Technology (IT) Major with a Concentration in Information Systems Security prepares students to glorify God through Christ-centered ethical leadership and vocational excellence in the IT field, with an emphasis on networks, network administration, data management, systems security, risk mitigation, and disaster recovery.

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 foundational knowledge and skills in information technology.

- *Objective 1.1:* Students locate and survey industry-related tools and resources.
- *Objective 1.2:* Students identify and describe a variety of information technologies, support services, and operating systems.

Goal 2: Equip students to apply basic principles and methods for information technology support, including legal and ethical standards for IT professionals.

- *Objective 2.1:* Students describe the role of technology in the workplace.
- *Objective 2.2:* Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Goal 3: Equip students to utilize functions and components of a desktop personal computing device.

Objective 3.1: Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.

Objective 3.2: Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

Goal 4: Equip students with fundamental knowledge of computer networks and troubleshooting.

Objective 4.1: Students identify network configurations, topologies, and protocols.

Objective 4.2: Students explain connectivity and communication standards.

Objective 4.3: Students apply troubleshooting techniques and tools to network installation, maintenance, and configuration of devices.

Objective 4.4: Students compare and contrast servers, administration (deployment, management, directories, storage), and recovery solutions.

Goal 5: Equip students with specialized expertise in systems security, risk mitigation, and disaster recovery.

Objective 5.1: Students identify network classifications (e.g. LAN, WAN, MAN) and network typologies.

Objective 5.2: Students recognize security vulnerabilities and preventive measures.

Objective 5.3: Students create effective, usable security policies and procedures for troubleshooting, maintenance, and prevention.

Objective 5.4: Students understand and describe the proper implementation of advanced security applications, such as Intrusion Detection and Prevention Systems, Network and System Firewalls, Anti-Virus, Security Information and Event Management (SIEM), and data encryption.

Objective 5.5: Students perform risk analyses and assessments to create disaster recovery and business continuity plans reflecting “best practices.”

Required Courses. The Information Technology Major with a Concentration in Information Systems Security consists of the following courses:

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Information Technology/Information Systems Security (45 credits)

CISM 100	Introduction to Information Technology	3
CISM 210	Information Technology Applications I	3
CISM 230	Technical Writing *[WE*]*	3
CISM 215	Information Technology Applications II	3

CISM 220	Information Technology Operating Systems	3
CISM 300	Networking Fundamentals	3
CISM 410	Introduction to Data Management	3
CISM 320	Introduction to Network Security	3
CISM 315	Risk Mitigation & Security Policy *[WE*]*	3
CISM 325	Network Security Applications	3
CISM 415	Advanced Security Applications	3
CISM 420	Network Management	3
CISM 435	Information Systems Disaster Recovery	3
CISM 440	Server Administration	3
CISM 475	Capstone Project in Secure Information Systems	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

B.S. in Information Technology/Information Systems Security. To earn the B.S. in Information Technology with a Concentration in Information Systems Security, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Information Technology Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Professional Certifications. Courses within the Information Technology/Information Systems Security Major are specifically designed to prepare students to earn up to four highly respected professional certifications from the Computing Technology Industry Association (CompTIA), the leading IT industry trade organization. They also prepare students to become a Microsoft Certified Systems Administrator (MCSA) in two key areas. Point strongly urges students to complete the certification exams as they progress through the academic program because these high-demand industry certifications will give them a significant advantage in the job market. The certifications, the Point courses that support them, and the current exam costs appear below. Point does not guarantee that students will pass every exam. However, if they master the knowledge and skills taught in the Point courses, students should be well-prepared to complete the exams successfully.

Professional Certifications	Supporting Courses	Current Cost
CompTIA Linux+ (exams LXO-103 and LXO-104)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems	$194 per exam

CompTIA A+ (exams 801, 802, 901, and 902)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 215 Information Technology Applications II	$199 per exam
MCSA: Installing & Configuring Windows Server	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications CISM 420 Network Management	$165
MCSA: Administering Windows Server	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications CISM 420 Network Management CISM440 Server Administration	$165
CompTIA Security+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications	$311
CompTIA Network+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals	$285

Students may also pursue additional security-related certifications from professional associations such as ISACA, (ISC)2, and the SANS Institute. Point encourages students to discuss the range of career options with the IT Program Coordinator.

Bachelor of Science in Information Technology (IT) with a Concentration in Network Administration

Overview. The Information Technology (IT) Major with a Concentration in Network Administration offers students a broad foundation in networks, security, web development, project and data management, and network administration. The B.S. program is specifically designed to prepare students to earn seven highly respected professional certifications from the Computing Technology Industry Association (CompTIA) and from Microsoft—namely, CompTIA Linux, CompTIA A+, CompTIA

Project+, CompTIA Security+, CompTIA Network+, MCSA Installing & Configuring Windows Server, and MCSA Administering Windows Server (see details below). Graduates are prepared for mid- to senior-level positions in business, non-profit, church, or parachurch organizations. Examples include IT helpdesk representative, IT support technician, field or service technician, IT administrator, and IT consultant. They are also prepared to pursue graduate degrees, such as the M.S. in Computer Science, M.S. in Information Technology, or M.S. in IT Management.

Modality. Point University offers the B.S. in Information Technology/Network Administration in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Information Technology (IT) Major with a Concentration in Network Administration prepares students to glorify God through Christ-centered ethical leadership and vocational excellence in the IT field, with an emphasis on networks, security, web development, project and data management, and network administration.

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 foundational knowledge and skills in information technology.

- *Objective 1.1:* Students locate and survey industry-related tools and resources.
- *Objective 1.2:* Students identify and describe a variety of information technologies, support services, and operating systems.

Goal 2: Equip students to apply basic principles and methods for information technology support, including legal and ethical standards for IT professionals.

- *Objective 2.1:* Students describe the role of technology in the workplace.
- *Objective 2.2:* Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Goal 3: Equip students to utilize functions and components of a desktop personal computing device.

- *Objective 3.1:* Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.
- *Objective 3.2:* Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

Goal 4: Equip students with fundamental knowledge of computer networks and troubleshooting.

- *Objective 4.1:* Students identify network configurations, topologies, and protocols.
- *Objective 4.2:* Students explain connectivity and communication standards.

Objective 4.3: Students apply troubleshooting techniques and tools to network installation, maintenance, and configuration of devices.

Objective 4.4: Students compare and contrast servers, administration (deployment, management, directories, storage), and recovery solutions.

Goal 5: Equip students with basic knowledge of website development and hosting.

Objective 5.1: Students write web content for a target audience.

Objective 5.2: Students examine a variety of web layouts using Cascading Syle Sheets (CSS) and Hypertext Markup Language (HTML).

Objective 5.3: Students evaluate methods for hosting and maintaining a website.

Goal 6: Equip students to apply security protocols and procedures to computer networks.

Objective 6.1: Students identify network classifications (e.g. LAN, WAN, MAN) and network typologies.

Objective 6.2: Students recognize security vulnerabilities and preventive measures.

Objective 6.3: Students create effective security policies and procedures for troubleshooting, maintenance, and prevention.

Goal 7: Equip students to develop information technology management and business management strategies.

Objective 7.1: Students analyze all phases of project management during a system's life cycle.

Objective 7.2: Students explain managing quality assurance and customer service for helpdesk and support environments.

Goal 8: Equip students to apply basic programming knowledge and data management skills.

Objective 8.1: Students identify data structures, algorithms, and paradigms.

Objective 8.2: Students survey a variety of programming languages and their uses.

Objective 8.3: Students compare and contrast differentiations of data.

*Objective 8.*4: Students explain the use of Standard Query Language (SQL), Data Definition Language (DDL), and Data Manipulation Language (DML).

Required Courses. The Information Technology Major with a Concentration in Network Administration consists of the following courses:

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Information Technology/Network Administration (45 credits)		
CISM 100	Introduction to Information Technology	3
CISM 210	Information Technology Applications I	3
CISM 220	Information Technology Operating Systems	3
CISM 215	Information Technology Applications II	3
CISM 230	Technical Writing *[WE*]*	3
CISM 300	Networking Fundamentals	3
CISM 330	Foundations of Website Development	3
CISM 320	Introduction to Network Security	3
CISM 325	Network Security Applications	3
CISM 400	Introduction to Programming	3
CISM 420	Network Management	3
CISM 410	Introduction to Data Management	3
CISM 430	Technical Project Management *[WE*]*	3
CISM 440	Server Administration	3
CISM 480	Information Technology Capstone Project	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

B.S. in Information Technology/Network Administration. To earn the B.S. in Information Technology with a Concentration in Network Administration, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Information Technology Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Professional Certifications. Courses within the Information Technology/Network Administration Major are specifically designed to prepare students to earn up to five highly respected professional certifications from the Computing Technology Industry Association (CompTIA), the leading IT industry trade organization. They also prepare students to become a Microsoft Certified Systems Administrator (MCSA) in two key areas. Point strongly urges students to complete the certification exams as they progress through the academic program because these high-demand industry certifications will give them a significant advantage in the job market. The certifications, the Point courses that support them, and the current exam costs appear below. Point does not guarantee that students will pass every exam. However, if they master the knowledge and skills taught in the Point courses, students should be well-prepared to complete the exams successfully.

Professional Certifications	Supporting Courses	Current Cost
CompTIA Linux+ (exams LXO-103 and LXO-104)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems	$194 per exam
CompTIA A+ (exams 801, 802, 901, and 902)	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 215 Information Technology Applications II	$199 per exam
CompTIA Project+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 215 Information Technology Applications II CISM 230 Technical Writing CISM 430 Technical Project Management	$285
MCSA: Installing & Configuring Windows Server	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications CISM 420 Network Management	$165
MCSA: Administering Windows Server	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications CISM 420 Network Management CISM440 Server Administration	$165
CompTIA Security+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications	$311
CompTIA Network+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals	$285

BIBLE & MINISTRY DEPARTMENT

Personnel

Chair of the CGPS Department of Bible & Ministry

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

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

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

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

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

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

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

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

Joshua F. Rice, Ph.D. in New Testament Studies—Instructor in Biblical Studies, Bible & Ministry Program Coordinator (CGPS)

CGPS Part-Time Faculty, Department of Bible & Ministry

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

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

Mark J. Anthony, M.A. in Ministerial Leadership 2013, Doctor of Intercultural Studies—Adjunct Instructor in Intercultural Ministry

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

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

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

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

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

Jonathan Cortez Frazier, D.Min. in Missions and Cross-Cultural Studies—Adjunct Instructor in Bible and Ministry
Michael L. Gregg, D.Min. in Contextualized Ministry—Adjunct Instructor in Bible and Ministry
David Hemingway, M.Div. in Ministry—Adjunct Instructor in Intercultural Ministry
Darryl Randall ("Randy") Hemphill, D.Min. in Ministry—Adjunct Instructor in Bible and Ministry
Terry W. Hill, M.Div. in Ministry—Adjunct Instructor in Bible and Ministry
Jeffrey M. Horner, M.A. in Theological Studies, M.Litt. in Religious History, Ed.D. in Education and Leadership—Adjunct Instructor in Bible and Ministry
John David Hull, D.Min. in Ministry—Adjunct Instructor in Bible and Ministry
Ernest Bailey ("Jay") Jones, M.A. in Ministry—Adjunct Instructor in Bible and Ministry
Mike Kofahl, M.A. in Ministerial Leadership—Adjunct Instructor in Ministry
Dennis B. Lacy, M.A. in Christian Ministry—Adjunct Instructor in Ministry
Sherrill Ann Larson, M.Div. in Biblical Studies, D.Min. candidate in Ministry—Adjunct Instructor in Bible and Ministry
Mark D. Lundgren, M.Mus. in Choral Conducting—Adjunct Instructor in Music and Worship
Immanuel P. Marsh, M.Div. in Ministry, M.A. in Counseling—Adjunct Instructor in Bible and Ministry
David Mark Miller, M.S.M. in Sacred Music—Adjunct Instructor in Worship Music and Theology
Phillip Clayton Murphy, M.Div. in Ministry—Adjunct Instructor in Bible and Ministry
Matthew D. Scott, Sr., D.Min. in Evangelism and Church Growth—Adjunct Instructor in Christian Ministry
James Grady E. Shelton, M.A. in New Testament Exposition and Preaching, M.Div. in Ministry, D.Min. candidate in Christian Spirituality—Adjunct Instructor in Bible and Ministry
John T. ("Tim") Spurlock, M.Ed. in Education Administration—Adjunct Instructor in Christian Ministries
Eric Stangland, M.Div. in Theology—Adjunct Instructor in Bible and Ministry
Jason Tatlock, Ph.D. in Near Eastern Studies—Adjunct Instructor in Bible
Betty W. Williams, D.Min. in Spirituality—Adjunct Instructor in Ministry
Timothy R. Woodruff, M.A. in Religion, M.S. in Human Resource Development, Ed.D. in Leadership—Adjunct Instructor in Christian Ministries
Andrea Rachel Wozniak, M.A. in Biblical Studies—Adjunct Instructor in Biblical Studies

CGPS Interdisciplinary Faculty

David H. Leonard, Ph.D. in Philosophy—Adjunct Instructor in Humanities and Bible
Daniel J. Roberts, M.Div. in Ministry, Ed.D. in Organizational Leadership—Assistant Professor of Organizational Leadership
Shirley Thompson-Lewis, M.A. in Christian Studies, M.S.W in Social Work, Ed.D. candidate in Pastoral Community Counseling, LISW-S—Instructor in Human Relations (CGPS)

Point University Administrative Faculty

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

Mark Boyd, M.A. in Theological Studies; D.Min. candidate in Ministry—Instructor in Christian Ministries, Instructional Support Technician

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

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

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

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

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

Academic Programs

The Bible & Ministry Department oversees the following academic programs:

Point University

ACADEMIC PROGRAMS

CGPS BIBLE & MINISTRY DEPARTMENT

ONL = *Point Online* asynchronous format—the most common format used in CGPS

PC-V = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning

PC-G = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning

*** = pending SACSCOC approval**

CGPS DEPARTMENT/PROGRAM	MODALITIES		
Bible & Ministry Department	**ONL**	**PC-V**	**Notes**
• Biblical Studies Minor *(all baccalaureate programs)*	X	X	PC-G elements at North Highland Church in Columbus, GA
• A.A. in Applied Ministry			consists of online courses plus an extended on-ground ministry practicum at designated sites

• A.A. in Christian Ministries	X	X	
• A.A. in Youth Ministry	X		
• B.S. in Applied Ministry			consists of online courses plus an extended on-ground ministry practicum at designated sites
• B.S. in Christian Ministries	X	X	
• Master of Strategic Ministry*			launching May 2018 pending SACSCOC approval; includes extended ministry apprenticeship at Christ's Church of the Valley in Phoenix, AZ, plus online elements
• Master of Transformative Ministry	X		

Biblical Studies Minor

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

Modality. Point University offers the Biblical Studies Minor in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Students demonstrate familiarity with significant cultural and theological developments (e.g. Abrahamic promises, Mosaic Law, messianic hope, synagogue, New Covenant, the Church), with a

special emphasis on the coming of the Messiah and the emerging Kingship of God.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Objective 4.*5: Students articulate their personal philosophy for practicing their chosen discipline or profession in ways that promote the Kingship of God and advance His redemptive work in the world.

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

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

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

Associate of Arts in Applied Ministry

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

Modality. Point University offers the A.A. in Applied Ministry in fully-online format (excluding the on-ground ministry practicum). Various church partners host the practicum components. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. [*NOTE:* Point University also offers a traditional dual credit enrollment (DCE) version of this program.]

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Objective 5.*5: Students articulate their personal philosophy for practicing their chosen discipline or profession in ways that promote the Kingship of God and advance His redemptive work in the world.

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

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

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

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

Professional Practicum Component (12 credits)

Columbus (GA) Ministry Practicum—North Highland Church

MINI 105A Columbus Ministry Practicum 1A	1.5
MINI 105B Columbus Ministry Practicum 1B	1.5
MINI 105C Columbus Ministry Practicum 1C	1.5

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

OR

Peachtree City (GA) Ministry Practicum—Southside Church

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

OR

Newnan (GA) Ministry Practicum—Crossroads Church

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

General Elective Component (8 credits)

Elective Courses	8

The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).

TOTAL DEGREE CREDITS: *60*

Associate of Arts in Christian Ministries

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

Modality. Point University offers the A.A. in Christian Ministries in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or

on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

*Objective 4.*3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

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

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)		
BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 304	Scripture: How We Use It	3
Professional Component (15 credits)		
THEO 301	Theological Foundations for the Christian Life	3
MINI 207	Practical Ministries	3
MINI 235	Administration & Leadership in Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3
BIBL 303	Acts of the Apostles	3
General Elective Component (5 credits)		
Elective Courses		5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).		
TOTAL DEGREE CREDITS:		*60*

**Writing Emphasis course*

Associate of Arts in Youth Ministry

Overview. The Associate of Arts in Youth Ministry equips students with a broad grounding in the Liberal Arts, along with foundational preparation for effective service in Christian ministry with an emphasis on youth. Graduates may continue their studies to earn the Bachelor of Science degree in Christian Ministries.

Modality. Point University offers the A.A. in Youth Ministry in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Youth Ministry equips students with a broad grounding in the Liberal Arts, along with foundational competencies for Christian ministry to young people.

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

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

- *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
- *Objective 1.2:* Graduates employ effective study habits and time management skills.
- *Objective 1.3:* Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

Goal 2: Equip students to apply basic content, principles, and methodologies of primary areas of knowledge, including the Humanities, Fine Arts, Social and Behavioral 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 apply mathematical concepts and methods to investigate and solve real-world problems and questions.

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

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

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

Goal 4: Equip students with foundational competencies for effective Christian ministry with an emphasis on ministry to youth.

Objective 4.1: Students demonstrate understanding of biblical concepts of ministry and servant leadership, along with the ability to apply those principles in ministry environments.

Objective 4.2: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 4.3: Students assess contemporary approaches to youth ministry in a variety of contexts from theological, philosophical, and practical viewpoints.

Objective 4.4: Students apply a basic working knowledge of human development to the task of helping young people grow to maturity in Christ.

Objective 4.5: Students demonstrate practical skills for ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 4.6: Students apply interpersonal skills important for ministry, such as volunteer mobilization and classroom management.

Objective 4.7: Students utilize tools and resources appropriate for their ministry goals.

Objective 4.8: Students articulate principles for effective leadership and service in multicultural ministry environments.

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

General Education Component (30 credits)

Essential Skills

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

Humanities & Fine Arts

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

Mathematics

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

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 304	Scripture: How We Use It	3

Professional Component (21 credits)

THEO 301	Theological Foundations for the Christian Life	3
MINI 213	The Practice of Christian Ministry	3
PREA 201	Introduction to Preaching *[WE*]*	3
PSYC 204	Developmental Psychology	3
YMIN 205?	Contemporary Models for Youth Ministry	3
YMIN 305	Adolescent Growth & Maturation	3
YMIN 310	Practical Skills for Youth Ministers	3

YMIN 315 Interpersonal Skills for Youth Ministers	3
General Elective Component (3 credits)	
Elective Course	3
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis course*

Bachelor of Science in Applied Ministry

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

Modality. Point University offers the B.S. in Applied Ministry in fully-online format (excluding the on-ground ministry practicum). Various church partners host the practicum components. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. [*NOTE:* Point University also offers a traditional dual credit enrollment (DCE) version of this program. [*NOTE:* Point University also offers a traditional dual credit enrollment (DCE) version of this program.]

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.
- *Objective 1.2:* Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

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

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

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

*Objective 2.*3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

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

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

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

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

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

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

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

**Writing Emphasis courses*

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

Columbus (GA) Ministry Practicum—North Highland Church		
MINI 105A	Columbus Ministry Practicum 1A	1.5
MINI 105B	Columbus Ministry Practicum 1B	1.5
MINI 105C	Columbus Ministry Practicum 1C	1.5
MINI 105D	Columbus Ministry Practicum 1D	1.5
MINI 205A	Columbus Ministry Practicum 2A	1.5
MINI 205B	Columbus Ministry Practicum 2B	1.5
MINI 205C	Columbus Ministry Practicum 2C	1.5
MINI 205D	Columbus Ministry Practicum 2D	1.5
	OR	
Peachtree City (GA) Ministry Practicum—Southside Church		
MINI 106A	Peachtree City Ministry Practicum 1A	1.5
MINI 106B	Peachtree City Ministry Practicum 1B	1.5
MINI 106C	Peachtree City Ministry Practicum 1C	1.5
MINI 106D	Peachtree City Ministry Practicum 1D	1.5
MINI 206A	Peachtree City Ministry Practicum 2A	1.5
MINI 206B	Peachtree City Ministry Practicum 2B	1.5
MINI 206C	Peachtree City Ministry Practicum 2C	1.5
MINI 206D	Peachtree City Ministry Practicum 2D	1.5
	OR	
Newnan (GA) Ministry Practicum—Crossroads Church		
MINI 108A	Newnan Ministry Practicum 1A	1.5
MINI 108B	Newnan Ministry Practicum 1B	1.5
MINI 108C	Newnan Ministry Practicum 1C	1.5
MINI 108D	Newnan Ministry Practicum 1D	1.5
MINI 208A	Newnan Ministry Practicum 2A	1.5
MINI 208B	Newnan Ministry Practicum 2B	1.5
MINI 208C	Newnan Ministry Practicum 2C	1.5
MINI 208D	Newnan Ministry Practicum 2D	1.5
TOTAL CREDITS IN PRACTICUM:		*12*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Christian Ministries Major	45 credits
General Electives *(including practicum if applicable)*	29 credits
TOTAL:	*120 credits*

Bachelor of Science in Christian Ministries

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

Modality. Point University offers the B.S. in Christian Ministries in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.
- *Objective 1.2:* Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

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

- *Objective 2.1:* Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.
- *Objective 2.2:* Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.
- *Objective 2.*3: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.
- *Objective 2.4:* Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.
- *Objective 2.5:* Students apply biblical principles of worship in planning meaningful worship experiences.
- *Objective 2.6:* Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.
- *Objective 2.7:* Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

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

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

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Christian Ministries Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Master of Strategic Ministry

(launching May 2018 pending SACSCOC approval*)

Overview. Christian leaders minister in a complex and rapidly changing world. Effective leadership in this context requires a biblically-based philosophy of ministry, skillful analysis of cultural dynamics, the capacity to think and plan strategically, and the ability to lead and equip people to extend the Kingdom of God in His world. Point University's Master of Strategic Ministry program involves a partnership between the academy and the church that equips students for this kind of effective, strategic Christian leadership.

The program includes biblical and theological foundations for ministry, a study trip to Israel, and a 9-month ministry apprenticeship at Christ's Church of the Valley (CCV) in Peoria, Arizona (http://ccv.church). Students complete a Strategic Ministry Leadership Core and choose one of nine Ministry Concentrations in children and family ministry, church administration, church planting, intercultural ministry, pastoral ministry, special needs ministry, sports ministry, worship ministry, or youth ministry.

Throughout the program, apprentices are mentored by Point University instructors, some of whom serve on the CCV staff.

Modality. Students complete the one-year, 34-credit Master of Strategic Ministry program in three phases: (1) The program begins during Summer Term with a 3-credit online course focusing on biblical and theological foundations for ministry. (2) It continues during Fall and Spring Terms with a 30-credit graduate ministry apprenticeship at Christ's Church of the Valley (CCV) in Peoria, Arizona. It concludes with a 1-credit online capstone course in which students reflect on their experience, refine their personal philosophy of ministry, and prepare for the next stage of strategic ministry.

***Accreditation.** The new Master of Strategic Ministry program has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body toward the goal of launching the program in May 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Strategic Ministry program equips Christian graduate students with theological foundations and advanced skills in strategic leadership, missional ministry, and effective management of people and resources to extend the Kingship of God among all nations.

Strategic Ministry Leadership Core

Goal 1: Equip students with biblical and theological foundations for ministry centered on the emerging Kingship of God.

- *Objective 1.1:* Students summarize the biblical metanarrative and Christians' role in it.
- *Objective 1.2:* Students perceive the redemptive movement of God's Spirit in large and small manifestations of God's Kingship.

Goal 2: Prepare students to integrate the character traits Jesus' exemplified in His ministry into their own lives, leadership styles, and ministries.

- *Objective 2.1:* Students research the historical context and character of Jesus' ministry through the Gospel records, scholarly insights, and a guided study tour of Israel.
- *Objective 2.2:* Students implement concrete steps toward growth in Christlikeness.

Goal 3: Equip students to analyze biblical teachings and contemporary approaches to leadership to develop their own philosophies of strategic ministry.

- *Objective 3.1:* Students analyze the ministry practices of Christ and of Christians with a proven track record of effective, strategic leadership.
- *Objective 3.2:* Students discern how lessons learned during their 9-month apprenticeship can translate into various ministry contexts.

Objective 3.3: Students synthesize advanced studies in ecclesiology, congregational research, leadership principles, ministry experience, and spiritual formation into a clear personal philosophy of ministry.

Goal 4: Develop professional competencies that increase students' effectiveness in ministry.

Objective 4.1: Students articulate best practices for recruiting, developing, and managing paid ministry staff.

Objective 4.2: Students articulate and apply best practices for mobilizing unpaid volunteers for ministry.

Objective 4.3: Students design, plan, manage, and evaluate ministry projects and events, employing sound principles of project management.

Children & Family Ministry Concentration

Goal 5: Equip students to implement effective strategies for helping children and their families live as disciples of Jesus.

Objective 5.1: Students analyze and apply effective classroom management strategies that motivate children and facilitate their growth.

Objective 5.2: Students equip parents to provide spiritual guidance for their children.

Objective 5.3: Students design and implement safety and security strategies for specific ministry contexts.

Church Administration Concentration

Goal 6: Prepare students to provide effective administrative oversight and support for the church and ministry programs.

Objective 6.1: Students utilize creative technologies in communication and marketing.

Objective 6.2: Students create personal and program budgets that reflect biblical principles of generosity and stewardship.

Objective 6.3: Students design and implement safety and security strategies for specific ministry contexts.

Church Planting Concentration

Goal 7: Prepare students to expand a church's ministry through multiple sites and/or the planting of new congregations.

Objective 7.1: Students create personal and program budgets that reflect biblical principles of generosity and stewardship.

Objective 7.2: Students analyze the context and apply best practices for launching a new church site.

Objective 7.3: Students develop and implement sound principles, policies, and strategies for evangelism and pastoral care.

Objective 7.4: Students develop and implement personal strategies for maintaining life balance and their personal relationship with God.

Intercultural Ministry Concentration

Goal 8: Equip students to lead churches in planning and implementing effective mission strategies.

Objective 8.1: Students evaluate mission contexts and choose strategies that empower a particular church or ministry to make a global impact.

Objective 8.2: Students assess local needs and implement neighborhood ministry projects aimed at Kingdom impact.

Objective 8.3: Students design and lead a global outreach effort, such as a short-term mission trip or ministry project.

Pastoral Ministry Concentration

Goal 9: Equip students to provide pastoral leadership and service in the church and community.

Objective 9.1: Students synthesize skills in biblical interpretation, cultural interpretation, practical application, homiletical organization, and public speaking to write and deliver effective sermons to large groups.

Objective 9.2: Students assess local needs and implement neighborhood ministry projects aimed at Kingdom impact.

Objective 9.3: Students develop and implement sound principles, policies, and strategies for evangelism and pastoral care.

Objective 9.4: Students develop and implement personal strategies for maintaining life balance and their personal relationship with God.

Special Needs Ministry Concentration

Goal 10: Prepare students to provide leadership for meaningful ministries with people who have special needs.

Objective 10.1: Students demonstrate basic working knowledge of applications, methods, and strategies for teaching exceptional students with mild to moderate disabilities.

Objective 10.2: Students analyze and apply sound techniques for managing and motivating behaviors among people with special needs.

Objective 10.3: Students equip parents to provide spiritual guidance for their special needs children.

Objective 10.4: Students assess needs and design programs and events for special needs people and their families.

Sports Ministry Concentration

Goal 11: Prepare students to plan and direct sports-related ministries that extend the church's influence into its community.

Objective 11.1: Students evaluate sports ministry opportunities and develop those that will best help a church minister to people in its particular community.

Objective 11.2: Students analyze the best possible ways to operate sports ministry programs both on and off campus, utilizing existing community resources and systems.

Objective 11.3: Students promote a sports ministry event and evaluate the effectiveness of these promotion efforts.

Objective 11.4: Students design and implement safety and security strategies for sports ministry contexts.

Worship Ministry Concentration

Goal 12: Equip students to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers.

Objective 12.1: Students develop the proper heart and perspective needed to be a well-grounded pastor and performer of worship and the arts.

Objective 12.2: Students integrate lessons learned about worship leadership into the planning and directing of worship services.

Objective 12.3: Students utilize media/video production skills to create content for a variety of church ministries.

Youth Ministry Concentration

Goal 13: Equip students to implement effective strategies for helping adolescent youth and their families live as disciples of Jesus.

Objective 13.1: Students design and execute effective educational experiences for adolescent youth and families.

Objective 13.2: Students equip parents to provide spiritual guidance for their children as youth and young adults.

Objective 13.3: Students assess pastoral needs and implement strategies for care and growth.

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

Strategic Ministry Leadership Core Curriculum (25 credits)

†STMN 500	Strategic Ministry Orientation	0
†THEO 510	The Emerging Kingship of God	3
STMN 511A-D	Strategic Leadership Practices	3
STMN 521A-D	Strategies for Church Expansion	3
STMN 522A-D	Mobilizing Volunteers for Ministry	3
STMN 523A-D	Ministry Staff Development	3

STMN 524A-D	Event & Project Management	3
STMN 531A-D	Advanced Strategic Leadership	3
STMN 540	Character & Ministry of Jesus: Israel Study Tour	3
†STMN 590	Strategic Ministry Capstone	1
Choose one of the following nine concentrations (9 credits):		*9*
STMN 561A-D	Children & Family Ministry (9)	
STMN 562A-D	Church Administration (9)	
STMN 563A-D	Church Planting (9)	
STMN 564A-D	Intercultural Ministry (9)	
STMN 565A-D	Pastoral Ministry (9)	
STMN 567A-D	Special Needs Ministry (9)	
STMN 568A-D	Sports Ministry (9)	
STMN 569A-D	Worship Ministry (9)	
STMN 570A-D	Youth Ministry (9)	
TOTAL DEGREE CREDITS:		*34*

†Delivered online. All other courses are delivered on-ground at the CCV campus or in Israel.

CCV Partnership. The Master of Strategic Ministry involves a partnership between Point University and Christ's Church of the Valley (http://ccv.church). CCV's Leadership Institute hosts the apprenticeship and provides housing and other support. Prior to the apprenticeship, students complete the online course THEO 510 The Emerging Kingship of God. During the final two months of the apprenticeship, they complete online the STMN 590 Strategic Ministry Capstone.

Acceptance into the CCV Leadership Institute is required, but does not guarantee admission into Point University's Master of Strategic Ministry program. For application materials and further information, see the Institute website (http://my.ccv.church/leadershipinstitute) or contact Rick Penny, CCV Leadership Institute Lead Pastor (email: RickPenny@ccv.church).

Master of Transformative Ministry

Overview. The interdisciplinary Master of Transformative Ministry program equips students for dynamic leadership roles in churches and parachurch organizations. Under the guidance of experienced ministry professionals, students learn to partner with the Holy Spirit to transform individuals, communities, and organizations as they embrace the emerging Kingship of God. Course and project options allow students to explore personal interests, applying course insights to their own ministry contexts. The program is designed for men and women entering Christian leadership as a second career, experienced pastors who desire to upgrade their knowledge and skills, and young ministers seeking a deeper foundation for effective Kingdom work.

Modality. Point University offers the Master of Transformative Ministry degree in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

- *Objective 1.1:* Students summarize the biblical metanarrative and Christians' role in it.
- *Objective 1.2:* Students perceive the redemptive movement of God's Spirit in large and small manifestations of God's Kingship.
- *Objective 1.3:* Students describe biblical and historical examples of holistic ministry and social action that embody God's Kingship.
- *Objective 1.4:* Students articulate a personal philosophy of ministry rooted in the Christian Scriptures and the *Missio Dei.*
- *Objective 1.5:* Students employ sound exegetical and hermeneutical principles in interpreting and applying the Christian Scriptures.
- *Objective 1.6:* Students promote the Kingship of God through biblically-grounded teaching and preaching.

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

- *Objective 2.1:* Students engage with classic spiritual disciplines and writings that promote spiritual formation (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ).
- *Objective 2.2:* Students articulate and apply principles of servant leadership after the model of Christ.
- *Objective 2.3:* Students articulate and apply strategies for developing spiritually mature Christian leaders.
- *Objective 2.4:* Students demonstrate a working knowledge of legal and ethical standards for ministry professionals.

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

- *Objective 3.1:* Students demonstrate understanding of human development across the lifespan and the characteristics of "healthy" relationships.
- *Objective 3.2:* Students apply basic family systems theory to analyze interpersonal dynamics and nurture healthy relationships in common ministry situations.
- *Objective 3.3:* Students demonstrate "cultural agility" by articulating the key elements of a "culture," analyzing the culture of a given

community, and forming ministry strategies appropriate for the cultural context.

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

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

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

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

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

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

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

or

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

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

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

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

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

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

MINI 500	Graduate Ministry Orientation	0
Theology of Transformation		
THEO 510	The Emerging Kingship of God	3

THEO 525 The Church as God's Agent of Transformation	3
PREA 510 Preaching & Teaching for Change	3
Personal Transformation	
Choose one:	3
THEO 535 Promoting Spiritual Formation & Discipleship (3) *or*	
THEO 530 "Life Together" Retreat (3)	
BUSI 542 Servant Leadership Theory & Development	3
Community Transformation	
MINI 530 Applied Family Systems Theory & Discipleship	3
ICST 510 Reading & Redeeming Culture	3
MINI 510 Contemporary Models for Holistic Ministry	3
Organizational Transformation	
Choose one (3)	3
MINI 520 Church Administration (3) *or*	
BUSI 544 Nonprofit Management (3)	
BUSI 562 Strategic Planning & Change Management	3
BUSI 552 Organizational Innovation & Creativity	3
Choose one (3)	3
MINI 591 Mentored Practicum (3) *or*	
MINI 592 Supervised Project (3) *or*	
MINI 593 Research Project (3)	
TOTAL CREDITS IN DEGREE:	*36*

BUSINESS & LEADERSHIP DEPARTMENT

Personnel

Chair of the CGPS Department of Business & Leadership

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

Point University Full-Time Faculty, Department of Business & Leadership

Bethany Huxford Davis, Ph.D. in Organizational Leadership—Instructor in Business and Organizational Leadership (CGPS)

Jeffrey A. Haverly, D.Mgt. in Management, CPA, CMA—Professor of Business (UC)

Thomas George Javarinis, Ph.D. in General Business, CM, LSSBB, SCM—Professor of Business, MBA Program Coordinator (CGPS)

Alan E. Kemper, D.B.A. in Business Administration, CAPM, Lean Six Sigma Black Belt Certification (LSSBB)—Assistant Professor of Business, Pracademics Program Director (UC)

Kristie Roberts-Lewis, Ph.D. in Public Policy and Administration—Professor of Public Administration

S. Todd Weaver, Ph.D. in Marketing, OMCP—Professor of Business, UC Business Department Chair (UC)

CGPS Part-Time Faculty, Department of Business & Leadership

Kathy Castille Aliffi, M.S. in Nursing Family Practice, D.N.P. in Nursing Practice candidate, Critical Care Registered Nurse (CCRN), Board Certified Family Nurse Practitioner—Adjunct Instructor in Healthcare Administration and Nursing

Timothy L. Anderson, D.B.A. in International Business—Adjunct Instructor in Business

Vernie Andrew, D.B.A. in Finance, CPA—Adjunct Instructor in Business

Alexcius J. Branch, D.B.A. in Business Administration with a Specialization in Marketing, Six Sigma Green Belt—Adjunct Instructor in Business

Tina H. Boosel, M.B.A. in Business—Adjunct Instructor in Business and Leadership

Melody Bourne, D.B.A. in Business Administration—Adjunct Instructor in Business and Leadership

Bethany G. Broderick, Master of Technical and Professional Communication—Adjunct Instructor in Business Communications

Russ Carfagno, M.B.A. in Business Administration, Ph.D. candidate in Organizational Leadership—Adjunct Instructor in Business and Leadership

Joseph Chavez, D.P.A. in Public Administration—Adjunct Instructor in Business and Public Administration

Claudette Chin-Loy, D.B.A. with Human Resource Management Specialization—Adjunct Instructor in Human Resource Management

Stephanie Colbry, Ph.D. in Organizational Leadership/Nonprofit Management—Adjunct Instructor in Business & Leadership
Paul A. Cole, M.B.A. in Management—Adjunct Instructor in Business
Stefanie Cook, M.B.A. in Business Administration—Adjunct Instructor in Business, Director of Academic Athletic Support Services
Princess M. Cullum, M.B.A. in Strategic Management and Marketing, Ph.D. in Learning Technologies and Instructional Design—Adjunct Instructor in Business and Leadership
Wilhelmenia D. Devone-Harvey, M.Div. in Divinity, J.D. in Jurisprudence—Adjunct Instructor in Criminal Justice and Business Law
Yvonne Downer, Master of Accounting and Financial Management, D.B.A. in Healthcare Fraud candidate, Certified Internal Controls Auditor, Certified Fraud Examination License—Adjunct Instructor in Accounting
Carole Embden-Peterson, M.A. in Communication Studies, Ph.D. candidate in Organization and Management—Adjunct Instructor in Business and Communication
Lindsay B. Erwin, J.D. in Jurisprudence—Adjunct Instructor in Business Law
Marguerite Russell Faulk, D.B.A. in Management and Marketing—Adjunct Instructor in Business and Leadership
David Felsberg, M.B.A. in Finance—Adjunct Instructor in Business
Peter M. Garibaldi, M.S. in Systems Management, Master of Strategic Studies, D.Mgt. candidate in Organizational Leadership—Adjunct Instructor in Business
Ella N. Gibson, M.Acc. in Accountancy, CPA—Adjunct Instructor in Business and Accounting
Donna Gwaltney, M.S. in Human Resource Development and Administration, Ph.D. in Organizational Leadership, SPHR, SHRM-SCP—Adjunct Instructor in Organizational Leadership and Human Resource Management
Terry Hughes, D.B.A. in Management—Adjunct Instructor in Business
Katherine E. Hyatt, D.B.A. in Management—Adjunct Instructor in Business and Management
Angeliki Javarinis, M.B.A. in Business Administration with Accounting Forensics and Fraud Concentration, M.B.A. in Business Administration with Healthcare Management Concentration, CM—Adjunct Instructor in Business
Queena N. Jenkins, M.B.A. in Business Administration, M.Acc. in Accounting, CPA—Adjunct Instructor in Accounting
Carolyn Ann Koepke, M.B.A. in Management—Adjunct Instructor in Business
Mimi Lewis, M.Ed. in Educational Leadership, Ed.D. in Post-Secondary and Higher Education—Adjunct Instructor in Leadership and Management
Eleanor Marschke, D.B.A. in Business Administration with a Specialization in Human Resource Management, SHRM-CP, Six Sigma Yellow Belt—Adjunct Instructor in Business and Human Resource Management
Carol D. Minor, M.B.A. in Business Administration with Specialization in Human Resource Management—Adjunct Instructor in Business
Lam D. Nguyen, D.Mgt. in Management—Adjunct Instructor in Business and Management
Sam Nwosu, Ph.D. in Organization and Management with a Specialization in e-Business—Adjunct Instructor in Business

Carla Patton, M.B.A. in Business Administration—Adjunct Instructor in Business
Veronica Paz, D.B.A. in Business Administration with a Concentration in Accounting, CPA, CITP, CFF, CGMA—Adjunct Instructor in Accounting
Christopher Peak, D.B.A. in Business Administration with Concentration in Accounting—Adjunct Instructor in Accounting
David A. Peiffer, Juris Doctor—Adjunct Instructor in Business Law and Ethics
Daniel J. Roberts, Ed.D. in Organizational Leadership—Adjunct Instructor in Business and Leadership
Cheryl N. Ross, Ed.D. in Interdisciplinary Leadership—Adjunct Instructor in Leadership and Management
Ryan T. Sauers, M.S. in Organizational Leadership; Ph.D. candidate in Organizational Leadership—Adjunct Instructor in Business and Leadership
Kimberly Schave, M.A. in Religion, Ph.D. candidate in Organizational Leadership, CPA—Adjunct Instructor in Organizational Leadership
Ashia R. Sims, M.B.A. in Business Administration—Adjunct Instructor in Social Media Marketing
Larry Singh, D.B.A. in International Business—Adjunct Instructor in Business
E. Denise R. Smith, Doctorate in Healthcare Administration and Policy, CPA—Adjunct Instructor in Accounting. Finance, and Healthcare Administration
S. Adam Stovall, Master of Accounting—Adjunct Instructor in Accounting
Yolanda Strayhorn, M.S. in Library and Information Studies—Adjunct Instructor in Management Information Systems
Jason B. Thompson, J.D. in Jurisprudence—Adjunct Instructor in Criminal Justice and Business Law
Debra Touhey, M.S. in Accountancy, D.B.A. with Concentration in Finance, CFE—Adjunct Instructor in Accounting and Finance
Christy Turner, M.B.A. in Business—Adjunct Instructor in Business
Daisy Valentin, M.B.A. in Business Administration with Specialization in Accounting, D.B.A. in Business Administration with Concentration in Accounting candidate—Adjunct Instructor in Accounting and Finance
James B. Vernon, M.B.A. in Business; Ed.D. in Leadership—Adjunct Instructor in Business and Leadership
Aubury R. Webb, Sr., D.B.A. in Business Administration with Concentration in International Business—Adjunct Instructor in Business
Natasha Webster, M.S. in Healthcare Administration, Ph.D. candidate in Organizational Leadership with a Concentration in Education—Adjunct Instructor in Healthcare Administration
Michael J. Weiss, M.A. in Organizational Leadership, M.A. in Global Leadership—Adjunct Instructor in Organizational Leadership
Helen L. White, M.B.A. in Business Administration with Concentration in Human Resources, M.Acc. in Accountancy, Ph.D. in Business Administration with Concentration in Management—Adjunct Instructor in Accounting
Stacey Dean Williams, M.B.A. in Business Administration, LSSGB—Adjunct Instructor in Business and Leadership
Kathryn A. Yancey, Master of Professional Accountancy in Public Accounting, CPA—Adjunct Instructor in Accounting

Christopher R. Zapalski, Doctor of Law, D.B.A. in Business Administration candidate, M.B.A. in Business Administration, Master of Accounting, M.P.A. in Public Administration, Master of Information Systems Management, Master of Human Resource Management, M.S. in Criminal—Adjunct Instructor in Business and Business Law

CGPS Interdisciplinary Faculty

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

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

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

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

Point University Administrative Faculty

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

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

Nneka K. Carter-Young, M.B.A. in Business Administration—Instructor in Business and Leadership, Assistant Dean of Students

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

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

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

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

Academic Programs

The Business & Leadership Department oversees the following academic programs:

Point University

ACADEMIC PROGRAMS

CGPS BUSINESS & LEADERSHIP DEPARTMENT

ONL = *Point Online* asynchronous format—the most common format used in CGPS

PC-V = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning

PC-G = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning

*** = pending SACSCOC approval**

CGPS DEPARTMENT/PROGRAM	MODALITIES		
Business & Leadership Department	**ONL**	**PC-V**	**Notes**
• Social Media Marketing Certificate	X		
• A.A. in Accounting	X		
• A.A. in Business Administration	X		
• A.A. in Healthcare Administration	X		
• A.A. in Organizational Leadership	X	X	
• A.A. in Social Media Marketing	X		
• B.S. in Accounting with Concentration in Forensics & Fraud	X		
• B.S. in Business Administration	X		
• B.S. in Healthcare Administration	X		
• B.S. in Management	X		
• B.S. in Marketing	X		
• B.S. in Organizational Leadership	X	X	
• B.S. in Social Media Marketing	X		
• Graduate Certificate in Human Resource Management*	X		launching online August 2018 pending SACSCOC approval
• Point University Lean Six Sigma Green Belt Certification (LSSGB)	X		
• Point University Lean Six Sigma Black Belt Certification (LSSBB)	X		
• M.B.A. in Business Transformation	X		
• M.S. in Human Resource Management*	X		launching online August 2018 pending SACSCOC approval
• Master of Management	X		launching online August 2018 pending SACSCOC approval

• M.P.A. in Public Administration with Concentration in Crisis Management*	X		launching online August 2018 pending SACSCOC approval
• M.B.A. in Strategic Management & Leadership*	X		launching online August 2018 pending SACSCOC approval

Social Media Marketing Certificate

Overview. The Social Media Marketing Certificate develops professional skills in using social media as a tool for marketing products and services. As part of this program, students are introduced to HootSuite, a social media management system for executing campaigns across multiple social networks. They also have the opportunity to qualify for certification as a Hootsuite Social Media Consultant. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Associate of Arts or Bachelor of Science degree in Social Media Marketing.

Modality. Point University offers the Social Media Marketing Certificate in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

Objective 1.1: Graduates apply sound marketing principles.

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

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

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

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

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

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

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

BUSI 272	Social Media Marketing: Twitter	3
BUSI 274	Social Media Marketing: LinkedIn	3
BUSI 275	Social Media Marketing: Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
TOTAL CERTIFICATE CREDITS:		*24*

Associate of Arts in Accounting

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

Modality. Point University offers the A.A. in Accounting in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 4.2: Graduates prepare and interpret basic financial statements.

Objective 4.3: Graduates apply sound accounting principles.

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts	
Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
Natural Sciences	
NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
MATH 110 College Algebra	3
Social & Behavioral Sciences	
HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Component (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 332 Accounting Information Systems	3
BUSI 364 Income Tax Accounting	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

Associate of Arts in Business Administration

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

Modality. Point University offers the A.A. in Business Administration in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

Objective 4.2: Graduates apply sound accounting principles.

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

MATH 110 College Algebra	3

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 238 Business Communication *[WE*]*	3
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis courses*

Associate of Arts in Healthcare Administration

Overview. The Associate of Arts in Healthcare Administration equips students with a broad grounding in the Liberal Arts, along with foundational skills in the healthcare industry. Graduates are prepared for entry-level positions in healthcare administration. They may also continue their studies to earn the Bachelor of Science in Healthcare Administration.

Modality. Point University offers the A.A. in Healthcare Administration in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Art in Healthcare Administration equips students with a broad grounding in the Liberal Arts, along with foundational elements of healthcare administration.

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

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

- *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
- *Objective 1.2:* Graduates employ effective study habits and time management skills.
- *Objective 1.3:* Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

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

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

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

Objective 4.2: Graduates apply sound accounting principles.

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

Objective 4.4: Graduates 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.

Goal 6: Develop professionals with a working knowledge of the healthcare industry necessary for reaching career objectives.

Objective 6.1: Graduates reflect on the historical development of the health-care industry and forces that have shaped it, including the significant role of the Church in offering healthcare to glorify God and serve the human community in the name of Christ.

Objective 6.2: Graduates demonstrate a foundational working knowledge of contemporary healthcare sectors, systems, service delivery structures, and issues.

Objective 6.3: Graduates effectively utilize professional literature, tools, and resources, including those available through the American College of Healthcare Administration (ACHCA) and other professional associations.

Objective 6.4: Graduates explore career opportunities within the healthcare industry and prepare to develop and follow their personal career path.

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

MATH 110 College Algebra	3

Social & Behavioral Sciences

HIST 203 United States History	3

Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Component (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 201 Introduction to the Healthcare Industry	3
BUSI 208 Communication & Relationship Mgmt. in HCA *[WE*]*	3
BUSI 304 Contemporary Issues in U.S. Healthcare Administration	3
BUSI 316 Personal & Professional Accountability in HCA	3
BUSI 324 Human Resource Management in HCA	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

ACHCA Membership. Students who enroll in the Healthcare Administration program are assessed a $25 annual fee to secure membership in the American College of Healthcare Administration (ACHCA), the leading professional organization for this field since 1962.

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, Business Administration, Management, Marketing, or Social Media Marketing.

Modality. Point University offers the A.A. in Organizational Leadership in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

Objective 4.2: Graduates apply sound accounting principles.

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

MATH 110 College Algebra	3

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

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

Professional Component (15 credits)	
BUSI 238 Business Communication *[WE*]*	3
BUSI 211 Financial Accounting	3
BUSI 352 Organizational Behavior	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis course*

Associate of Arts in Social Media Marketing

Overview. The Associate of Arts in Social Media Marketing equips students with a broad grounding in the Liberal Arts, along with professional skills in using social media as a tool for marketing products and services. As part of this program, students are introduced to HootSuite, a social media management system for executing campaigns across multiple social networks. They also have the opportunity to qualify for certification as a Hootsuite Social Media Consultant. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Bachelor of Science degree in Social Media Marketing.

Modality. Point University offers the A.A. in Social Media Marketing in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
- *Objective 1.2:* Graduates employ effective study habits and time management skills.
- *Objective 1.3:* Graduates locate and use information resources
- *Objective 1.4:* Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

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

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

Objective 4.1: Graduates apply sound marketing principles.

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics

MATH 110 College Algebra 3

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

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

Professional Component (21 credits)

BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3
BUSI 272	Social Media Marketing: Twitter	3
BUSI 274	Social Media Marketing: LinkedIn	3
BUSI 275	Social Media Marketing: Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3

TOTAL DEGREE CREDITS: *61*

Bachelor of Science in Accounting with a Concentration in Forensics & Fraud

Overview. The Accounting Major with a Concentration in Forensics & Fraud provides a foundation by which forensic accounting principles may be applied in diverse financial transactions, such as mergers and acquisitions, bankruptcies, and contract disputes. It prepares students to enrich the accounting profession through examining, scrutinizing, inspecting, and investigating fraud. Applied learning is crucial, and course projects frequently involve identifying how forensic accounting findings are currently used in court cases to detect business scandals and prosecute white-collar criminals. 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 Accounting/Forensics & Fraud in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Accounting Major with a Concentration in Forensics & Fraud prepares students to glorify God through Christ-centered ethical leadership and vocational excellence in the accounting profession, with an emphasis on forensics and fraud aimed at improving and optimizing organizational performance across business functions.

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 graduates with theoretical foundations, sound principles, and practical skills for the accounting profession.

- *Objective 1.1:* Graduates demonstrate broad understanding of the accounting field and career opportunities it holds, including the role played by each accounting specialty.
- *Objective 1.2:* Graduates articulate, interpret, and apply sound financial management and accounting concepts and principles, including the Generally Accepted Accounting Principles (GAAP).
- *Objective 1.3:* Graduates effectively perform essential accounting functions, such as processing transactions, reconciling accounts, computing assets and liabilities, analyzing cash flow, producing and interpreting financial statements, assessing organizational performance, and creating reports that inform managerial decision-making.
- *Objective 1.4:* Graduates develop and implement processes, procedures, and models useful for forecasting, planning and control, cost analysis, performance evaluation, and other managerial functions.

Objective 1.5: Graduates demonstrate the capacity to develop, communicate, and execute an integrated financial plan for an organization based on sound accounting principles.

Objective 1.6: Graduates apply sound auditing standards and financial controls.

Objective 1.7: Graduates distinguish between government, for-profit, and nonprofit accounting, including procedures associated with internal and external reviews and reporting.

Objective 1.8: Graduates apply sound principles for preparing individual income tax returns.

Objective 1.9: Graduates apply quantitative, technological, analytical, and critical thinking skills to problem-solving and decision-making in the accounting field.

Goal 2: Develop professionals with specialized expertise in forensic accounting, who can detect and prevent fraud in financial operations.

Objective 2.1: Graduates articulate theoretical foundations for forensic accounting, including crime causation theories.

Objective 2.2: Graduates apply strategies and tools to detect and deter fraud, such as the fraud triangle, internal controls, and various investigative techniques.

Goal 3: Develop professionals who can utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.

Objective 3.1: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Objective 3.2: Graduates engage constructively and collaboratively with others.

Goal 4: Equip graduates with foundational technological skills for business and accounting enterprises.

Objective 4.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 4.2: Graduates demonstrate proficiency with hardware and software utilized in current accounting practice, including the Financial Accounting Standards Board (FASB) Codification Database.

Objective 4.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Objective 4.4: Graduates apply theoretical concepts of information systems.

Goal 5: Develop graduates who identify and apply ethical, legal, regulatory, and professional considerations governing accounting practices.

Objective 5.1: Graduates comply with legal and regulatory requirements governing the accounting field.

Objective 5.2: Graduates integrate God-honoring ethical and professional standards, informed by Christian perspectives, into their accounting practice.

Objective 5.3: Graduates effectively utilize professional literature, tools, and resources, including those available through the Financial Accounting Standards Board (FASB) and the Association of Certified Fraud Examiners (ACFE).

Required Courses. The Accounting Major with a Concentration in Forensics & Fraud consists of the following courses:

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Accounting/Forensics & Fraud (45 credits)

BUSI 211	Financial Accounting	3
BUSI 212	Managerial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 332	Accounting Information Systems	3
BUSI 364	Income Tax Accounting	3
BUSI 261	Legal & Ethical Responsibilities in Professional Accounting *[WE*]*	3
BUSI 311	Intermediate Accounting I	3
BUSI 312	Intermediate Accounting II	3
BUSI 313	Intermediate Accounting III	3
BUSI 395	Cost Accounting	3
BUSI 425	Auditing	3
BUSI 433	Fraud Examination & Fraud Schemes *[WE*]*	3
BUSI 448	Governmental & Nonprofit Accounting	3
BUSI 451	Detection & Prevention of Fraudulent Financial Statements	3
BUSI 456	Forensic & Investigative Accounting	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

B.S. in Accounting with a Concentration in Forensics & Fraud. To earn the B.S. in Accounting with a Concentration in Forensics & Fraud, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Accounting Major/Forensics & Fraud	45 credits
General Electives*	29 credits
TOTAL:	*120 credits*

**The faculty highly recommends that students preparing to pursue a master's degree (e.g. the M.B.A. in Accounting or Master of Accountancy) complete the following courses as part of their General Electives: BUSI 202 Business Statistics, BUSI 230 Principles of Management, BUSI 320*

Principles of Microeconomics, BUSI 321 Principles of Macroeconomics, BUSI 347 Principles of Marketing, and BUSI Business Statistics & Management.

Professional Memberships. Accounting majors are assessed a $25 annual fee for student membership in the Institute of Management Accountants (IMA), a leading professional organization in the field (www.imanet.org). IMA offers the Certified

Management Accountant (CMA) certification, the global benchmark for management accountants and financial professionals.

The faculty also urges Accounting majors to join the American Institute of Certified Public Accountants (AICPA), the professional organization that sets ethical standards, auditing standards, and develops the CPA exam (www.aicpa.org). Membership is free for full- and part-time students enrolled in a domestic or Non-U.S. college or university.

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 Master of Management, M.B.A., M.S. in Human Resource Management. Or M.P.A. in Public Administration.

Modality. Point University offers the B.S. in Business Administration in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.
- *Objective 1.2:* Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.
- *Objective 1.3:* Graduates engage constructively and collaboratively with others.
- *Objective 1.4:* Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

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

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

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

Objective 2.3: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 2.4: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.5: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Goal 3: Produce graduates who demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 3.1: Graduates apply sound accounting and financial principles.

Objective 3.2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

*Objective 3.*3: Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 4.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

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

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

Objective 5.2: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

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

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Business Administration (45 credits)

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

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Business Administration Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Bachelor of Science in Healthcare Administration

Overview. The Healthcare Administration Major provides a foundation in major facets of business administration with a special focus on the healthcare industry. Emphases include healthcare systems, communication, financial management, human resource management, risk management, patient advocacy, quality improvement, accountability, legal and regulatory issues, and professional ethics. The program prepares students to

enrich the healthcare profession by applying best principles and practices in the industry. Students gain tremendous value from an interdisciplinary and integrated learning approach that explores the realities of the healthcare system. 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 Master of Management, M.B.A., Master of Healthcare Administration, Master of Healthcare Management, or Master of Public Health.

Modality. Point University offers the B.S. in Healthcare Administration in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Healthcare Administration Major prepares students to glorify God through Christ-centered leadership and professional excellence in the healthcare industry.

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 with a working knowledge of the healthcare industry necessary for reaching career objectives.

- *Objective 1.1:* Graduates reflect on the historical development of the healthcare industry and forces that have shaped it, including the significant role of the Church in offering healthcare to glorify God and serve the human community in the name of Christ.
- *Objective 1.2:* Graduates demonstrate a foundational working knowledge of contemporary healthcare sectors, systems, service delivery structures, and issues.
- *Objective 1.3:* Graduates effectively utilize professional literature, tools, and resources, including those available through the American College of Healthcare Administration (ACHCA) and other professional associations.
- *Objective 1.4:* Graduates explore career opportunities within the healthcare industry and prepare to develop and follow their personal career path.

Goal 2: Develop professionals who can effectively utilize communication and relational skills in a business environment.

- *Objective 2.1:* Graduates communicate effectively in written and oral modes, such as reports, emails, social media, interviews, elevator speeches, and presentations.
- *Objective 2.2:* Graduates engage constructively and collaboratively with others.
- *Objective 2.3:* Graduates apply interrelational soft skills to demonstrate networking, interviewing, and critical thinking abilities.

Goal 3: Equip graduates with foundational technological skills for administering healthcare business enterprises.

Objective 3.1: Graduates demonstrate proficiency with hardware and software utilized in current healthcare business practice.

Objective 3.2: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 4: Equip graduates with theoretical foundations and practical skills for leadership, administration, and management of healthcare operations.

Objective 4.1: Graduates articulate and apply principles of servant leadership after the model of Christ.

Objective 4.2: Graduates critique various theories and styles of administration and management.

Objective 4.3: Graduates apply sound principles of organizational analysis, planning, decision-making, entrepreneurship, and change navigation in the healthcare field.

Objective 4.4: Graduates apply sound principles of performance assessment and quality improvement in the healthcare field.

Objective 4.5: Graduates apply sound principles of organizational behavior and human resource management to create, develop, and support productive work teams and a healthy organizational culture.

Objective 4.6: Graduates recognize, appreciate, and cultivate a collaborative spirit and God-honoring diversity in the workplace.

Objective 4.7: Graduates apply sound budgeting, accounting, and financial management principles for the healthcare industry.

Objective 4.8: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for a healthcare organization.

Objective 4.9: Graduate apply knowledge and advocacy skills essential for supporting patients, families, and caregivers utilizing healthcare systems.

Objective 4.10: Graduates apply sound principles and techniques for negotiating and facilitating favorable agreements while minimizing conflict.

*Objective 4.*11: Graduates understand the interplay and integration of business functions, including administration and management.

Objective 4.12: Graduates apply analytical, and critical thinking skills to problem-solving and decision-making in healthcare administration.

Goal 5: Develop graduates who can identify and apply ethical, legal, and regulatory considerations governing business operations in the healthcare industry.

Objective 5.1: Graduates develop, implement, and follow policies and procedures that inform and guide operations, maintain legal and regulatory compliance, and minimize organizational risk while promoting ethical practices.

Objective 5.2: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Required Courses. The Bachelor of Science in Healthcare Administration Major consists of the following courses:

BUSI 201	Introduction to the Healthcare Industry	3
BUSI 208	Communication & Relationship Mgmt. in HCA *[WE*]*	3
BUSI 304	Contemporary Issues in U.S. Healthcare Administration	3
BUSI 316	Personal & Professional Accountability in HCA	3
BUSI 324	Human Resource Management in Healthcare Admin.	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 334	Financial Management in Healthcare Administration	3
BUSI 347	Principles of Marketing	3
BUSI 432	Ethical & Legal Environment of Healthcare Admin. *[WE*]*	3
BUSI 460	Organizational Leadership	3
BUSI 445	Patient Advocacy in Healthcare Administration	3
BUSI 440	Risk Management in Healthcare Administration	3
BUSI 453	Facilitation & Negotiation in Healthcare Administration	3
BUSI 458	Quality Improvement in Healthcare Administration	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Healthcare Administration Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

NOTE: The CGPS Associate of Arts degree in Business Administration or the A.A. in Organizational Leadership can serve as a fine springboard into the B.S. program in Healthcare Administration. The A.A. includes the entire General Education Core, three of the five courses required for the Biblical Studies Minor, and two of the professional courses required for the Healthcare Administration Major.

ACHCA Membership. Students who enroll in the Healthcare Administration Major are assessed a $25 annual fee to secure membership in the American College of Healthcare Administration (ACHCA), the leading professional organization for this field since 1962.

Practicum and Internship Opportunities. The Healthcare Administration Major does not at this time require students to complete a practicum or internship. However, Point faculty will help explore for-credit, mentored healthcare practica or internships for students who desire this experience. Students should discuss such opportunities with the CGPS Business & Leadership Department Chair.

Bachelor of Science in Management

Overview. The Business Management Major provides a broad foundation in the major facets of business, including organizational leadership, business administration, planning, communication, marketing, finance, law, ethics, supply chain management, operations management, and business policy. 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., Master of Management, M.S. in Human Resource Management, or M.P.A. in Public Administration.

Modality. Point University offers the B.S. in Management in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Management Major prepares students to glorify God through Christ-centered leadership and vocational excellence in business management.

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

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

- *Objective 1.1:* Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.
- *Objective 1.2:* Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.
- *Objective 1.3:* Graduates engage constructively and collaboratively with others.
- *Objective 1.4:* Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

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

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

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

Objective 2.3: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 2.4: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

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 and economic 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 probability and can apply them to make business decisions.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 6: Produce graduates who demonstrate knowledge of operations management, supply chain management, and business policy.

Objective 6.1: Graduates apply sound operational management principles.

Objective 6.2: Graduates demonstrate the capacity to formulate a supply chain network system.

Objective 6.3: Graduates understand the nature, functions and realities of business policies.

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

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Management (45 credits)

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 352	Organizational Behavior	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 340	Operations Management	3
BUSI 342	Supply Chain Management	3
BUSI 347	Principles of Marketing	3
BUSI 450	Human Resource Management	3
BUSI 455	Change Management	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 442	Business Policy	3
BUSI 465	Strategic Management & Planning	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Management Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Bachelor of Science in Marketing

Overview. The Marketing Major provides a broad foundation in business disciplines, including management, communication, accounting, law, and ethics, while also providing in-depth training in various aspects of marketing, such as retailing, services marketing, digital marketing, global marketing, and marketing analytics. It develops in 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 marketing positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A., Master of Management, or Master of Science in Marketing.

Modality. Point University offers the B.S. in Marketing in fully online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Marketing Major prepares students to glorify God through Christ-centered leadership and vocational excellence in marketing and business.

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

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

- *Objective 1.1:* Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.
- *Objective 1.2:* Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.
- *Objective 1.3:* Graduates engage constructively and collaboratively with others.
- *Objective 1.4:* Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Goal 2: Produce graduates who can apply managerial and financial principles and best practices to achieve organizational objectives.

- *Objective 2.1:* Graduates apply sound management principles.
- *Objective 2.2:* Graduates apply sound accounting principles in managing organizational resources.
- *Objective 2.*3: Graduates understand the interplay and integration of business functions, including marketing.
- *Objective 2.4:* Graduates employ critical thinking, analysis, and decision-making to assess and improve organizational performance.

Goal 3: Prepare graduates to utilize computer technology and apply mathematical and statistical concepts for problem-solving and decision-making in business enterprises.

Objective 3.1: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 3.2: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 3.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 4: Develop professionals who can employ marketing theories, principles, and tactics to achieve business objectives.

*Objective 4.*1: Graduates explain essential theories, principles, and concepts of consumer behavior developed in psychology, economics, sociology, and anthropology.

*Objective 4.*2: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 4.3: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 4.4: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 4.5: Graduates demonstrate understanding of the unique demands and requirements for global marketing, including cross-cultural differences in consumer behavior and business practices.

Objective 4.6: Graduates utilize current digital marketing technologies to understand and interact with business and consumer buyers.

Objective 4.7: Graduates employ critical thinking, research techniques, analytics, and decision-making to evaluate qualitative and quantitative marketing data to assess marketing performance.

Goal 5: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 5.1: Graduates integrate biblical ethical principles into the conduct of their business and marketing activities.

Objective 5.2: 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 5.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

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

Prerequisite (3 credits)
MATH 110 College Algebra (3) *[included in the General Education Core]*

Marketing Major (45 credits)

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 202	Business Statistics	3
BUSI 347	Principles of Marketing	3
BUSI 354	Consumer Behavior	3
BUSI 365	Marketing Research	3
BUSI 374	Services Marketing	3
BUSI 384	Foundations of Retailing	3
BUSI 431	Digital Marketing	3
BUSI 441	Marketing Analytics	3
BUSI 461	Global Marketing	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Marketing Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

American Marketing Association (AMA) Membership. Students pursuing the B.S. in Marketing are assessed an annual fee of $50.00 for membership in the National Chapter of the American Marketing Association (AMA). The AMA is one of the largest marketing associations in the world, with over 30,000 members who work, teach, and study in the field. By becoming a member, students gain access to a vast body of marketing knowledge, high-quality training programs, the latest tools and tactics, exposure to leading-edge thinking, and opportunities to interact with marketing peers around the world.

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 fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Graduates communicate effectively orally and in writing.
- *Objective 1.2* Graduates operate in the areas of Humanities, Social Science, and Natural Science.
- *Objective 1.3:* Graduates demonstrate skills in critical thinking, mathematics, and computer literacy.
- *Objective 1.4:* Graduates demonstrate a basic understanding of the content of the Old and New Testaments.
- *Objective 1.5:* Graduates demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

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

- *Objective 2.1:* Graduates apply sound principles of planning, decision-making, entrepreneurship, and change navigation.
- Objective 2.2: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.
- *Objective 2.3:* Graduates apply sound accounting principles.
- *Objective 2.3:* Graduates employ effective communication and organizational skills to promote high levels of organizational performance.
- *Objective 2.5:* Graduates effectively manage people, time, and resources.

Goal 3: Produce graduates who demonstrate knowledge of basic accounting, finance, and marketing principles and their applications.

- *Objective 3.1:* Graduates apply sound accounting and financial principles.
- *Objective 3.2:* Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 3.3: Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1: Graduates integrate biblical ethical principles and missional concerns into the conduct of their business activities.

Objective 4.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Goal 5: Prepare graduates to utilize computer technology in business enterprises.

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

Objective 5.2: Graduates utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

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

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 352	Organizational Behavior	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 375	Business as Mission	3
BUSI 443	Entrepreneurship	3
BUSI 347	Principles of Marketing	3
BUSI 450	Human Resource Management	3
BUSI 455	Change Management	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management & Planning	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Organizational Leadership Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Bachelor of Science in Social Media Marketing

Overview. The Social Media Marketing Major provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics, as well as an emphasis on using social media as a tool for marketing products and services. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. As part of this program, students are introduced to HootSuite, a social media management system for executing campaigns across multiple social networks. They also have the opportunity to qualify for certification as a Hootsuite Social Media Consultant. 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 Management.

Modality. Point University offers the B.S. in Social Media Marketing in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Social Media Marketing Major prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions, with an emphasis on employing social media platforms as part of an integrated marketing strategy.

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

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

- *Objective 1.1:* Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.
- *Objective 1.2:* Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.
- *Objective 1.3:* Graduates engage constructively and collaboratively with others.

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

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

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

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

Objective 2.3: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 2.4: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 2.5: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Goal 3: Produce graduates who demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 3.1: Graduates apply sound accounting and financial principles.

Objective 3.2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

*Objective 3.*3: Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations, laws, and regulations governing business operations.

Objective 4.1: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 4.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 4.3: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Goal 5: Prepare graduates to utilize computer technology and apply mathematical and economic 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 demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 6: Prepare graduates to utilize social media platforms as part of an integrated marketing strategy to develop long-term, mutually-beneficial relationships with customers and other constituencies.

Objective 6.1: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Objective 6.2: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

Objective 6.3: Graduates understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.

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

Prerequisite (3 credits)
MATH 110 College Algebra (3) or equivalent *[included in the General Education Core]*

Social Media Marketing Major (54 credits)

BUSI 238	Business Communication *[WE*]*	3
BUSI 211	Financial Accounting	3
BUSI 212	Managerial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 336	Principles of Finance	3
BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3
BUSI 272	Social Media Marketing: Twitter	3
BUSI 274	Social Media Marketing: LinkedIn	3
BUSI 275	Social Media Marketing: Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
BUSI 400	Social Media Marketing Capstone	3
BUSI 490	Social Media Marketing Capstone	3
BUSI 436	Business Ethics *[WE*]*	3
BUSI 434	Business Law	3
BUSI 465	Strategic Management & Planning	3
TOTAL CREDITS IN MAJOR:		*54*

**Writing Emphasis courses*

B.S. in Social Media Marketing. To earn the B.S. in Social Media Marketing degree, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Social Media Marketing Major	54 credits
General Electives	20 credits
TOTAL:	*120 credits*

Point University
Human Resource Management Certificate (HRMC)

(launching August 2018 pending SACSCOC approval*)

Overview. Point University's graduate-level Human Resource Management Certificate (HRMC) is designed for persons preparing to enter the Human Resource Management (HRM) field, those new to supervision of employees, and those wanting to enhance their current skills. The certificate represents mastery of key HRM competencies at Point University. Students develop a theoretical and practical framework consistent with Servant Leader Human Resource Management principles (SLHRM) informed by Christian faith-based perspectives. They are prepared to assume additional managerial responsibility within their organizations. Certificate students may further develop their skills by enrolling in Point's M.S. in Human Resource Management degree program.

Modality. Point University offers the Human Resource Management Certificate (HRMC) in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

***Accreditation.** The new Human Resource Management Certificate (HRMC) has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body toward the goal of launching the program in August 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Human Resource Management Certificate (HRMC) prepares students to glorify God as servant leaders who exercise HRM professional skills in ways that promote human dignity.

Goal 1: Equip students to identify, demonstrate, and integrate human resource management (HRM) practices from a strategic perspective.

- Objective 1.1: Graduates align HRM practices with the mission, vision, and strategy of an organization.
- Objective 1.2: Graduates develop an HRM framework and conceptual model appropriate to the organizational context.

Objective 1.3: Graduates integrate Christian faith-based Servant Leader Human Resource Management principles (SLHRM) in their professional practice.

Goal 2: Equip students to understand the ethical and legal framework of employment and labor relations within human resource management (HRM).

Objective 2.1: Graduates demonstrate an understanding of the complex terrain of federal and state employment laws.

Objective 2.2: Graduates apply sound ethical standards/behaviors as a catalyst for resolving tough choices through self-reflection and integration of HRM principles.

Goal 3: Equip students to utilize data analytics to enhance talent acquisition and strategic staffing initiatives within human resource management (HRM).

Objective 3.1: Graduates apply data analytics to improve workforce planning, talent acquisition, and retention cycles.

Objective 3.2: Graduates leverage the talent pool through the use of data analytics.

Goal 4: Equip students with a working knowledge of organizational development, change management, and consulting in the implementation of human resource management (HRM) principles and practices.

Objective 4.1: Graduates apply sound principles of organizational development with the HRM field.

Objective 4.2: Graduates critique human resource management challenges that occur during organizational change.

Objective 4.3: Graduates analyze organizational capabilities given internal organizational constraints and external competitive factors using a consultative methodology.

Required Courses. The Human Resource Management Certificate program (HRMC) consists of the following courses:

Human Resource Management Core (12 credits)

HURM 500	Graduate Human Resource Management Orientation	0
HURM 510	Strategic Human Resource Management	3
HURM 515	Employment Law & Ethical Practices	3
HURM 520	Workplace Planning & Talent Management	3
HURM 550	Organizational Development, Managing Change & Consulting	3

HRM Electives—choose two (6 credits) *6*

HURM 525 Strategic Staffing (3)
HURM 530 Compensation & Benefits: Total Rewards Practices (3)
HURM 535 Performance Management (3)
HURM 540 Training & Development (3)
HURM 545 Workplace Safety, Health & Security (3)
HURM 555 Employee & Labor Relations (3)

HURM 560 Global Human Resource Management (3)
HURM 565 Human Resource Information Systems (3)
HURM 570 Human Resource Metrics & Measurements (3)*

**Note: HURM 565 is a prerequisite for HURM 570.*

TOTAL CERTIFICATE CREDITS: *18*

Society of Human Resource Management (SHRM) Membership. HRMC students are assessed a $35 annual fee for membership in the National Chapter of the Society of Human Resource Management (SHRM).

Professional Certifications. The HRMC program is the first step in preparing students to earn two highly-sought professional certifications offered by the Society of Human Resource Management (https://shrm.org). Students may continue their preparation by enrolling in the M.S. program in Human Resource Management (described below). By completing the necessary exams, students may become an SHRM Certified Professional (SHRM-CP) and/or an SHRM Senior Certified Professional (SHRM-SCP).

Point University
Lean Six Sigma Green Belt Certification (LSSGB)

Overview. Point University's graduate-level Lean Six Sigma Green Belt Certification program (LSSGB) produces competent Six Sigma practitioners who successfully apply business improvement tools and methodologies informed by Christian perspectives.

Modality. Point University offers the Lean Six Sigma Green Belt (LSSGB) certification program in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Lean Six Sigma Green Belt Certification program (LSSGB) prepares students to apply Lean Six Sigma continuous improvement methodologies and tools in effective, ethical, God-honoring ways.

Goal 1: Prepare graduates to function as a team unit and build responsive Lean Six Sigma organizations.

- *Objective 1.1:* Graduates identify Lean Six Sigma principles and analyze strategic planning methods.
- *Objective 1.2:* Graduates investigate various methods of collecting customer data in preparation for quality improvement.
- *Objective 1.3:* Graduates integrate key drivers for business success as a means of translating a vision and providing feedback to various stakeholders.

Goal 2: Prepare graduates to collect, analyze, and interpret business performance data.

- *Objective 2.1:* Graduates effectively design and execute quantitative and qualitative research to answer business questions.

Objective 2.2: Graduates use appropriate statistical tests to analyze business data.

Objective 2.3: Graduates interpret research results to make sound business decisions.

Goal 3: Prepare graduates to apply innovative, leading-edge Six Sigma frameworks and techniques to optimize organizational performance.

Objective 3.1: Graduates apply the DMAIC methodology (Define-Measure-Analyze-Improve-Control), along with the relevant tools, to solve real world problems.

Objective 3.2: Graduates apply the DFSS (Design for Six Sigma) approach to designing products and services.

Objective 3.3: Graduates create a team project report utilizing the Lean Six Sigma methodologies.

Objective 3.4: Graduates demonstrate a working knowledge of Lean Six Sigma methodologies and tools by passing the Lean Six Sigma Green Belt (LSSGB) certification exam.

Goal 4: Prepare graduates to apply Judeo-Christian ethics in leading business improvement and optimization.

Objective 4.1: Graduates integrate Judeo-Christian ethical principles into their continuous improvement efforts.

Required Courses. The Point University Lean Six Sigma Green Belt certification program (LSSGB) consists of the following components:

BUSI 520	Quantitative Analysis for Decision-Making	3
BUSI 526	Lean Six Sigma Methodology for Business Transformation I	3
BUSI 527	Lean Six Sigma Methodology for Business Transformation II	3
	Lean Six Sigma Green Belt Certification Exam	*0*
	TOTAL CREDITS IN CERTIFICATION:	*9*

Point University Lean Six Sigma Green Belt Certification. BUSI 520, 526, and 527 prepare students to complete the Lean Six Sigma Green Belt Certification Exam. Final Team Project and test scores are reviewed by the Point University Lean Six Sigma Certification Board. With a passing grade of "B" (Team Project and Test Scores), students are awarded Point's LSSGB Certification.

Point University Lean Six Sigma Black Belt Certification. After earning the Green Belt, students may further their Six Sigma education by completing the Point University Lean Six Sigma Black Belt (LSSBB) certification. The Black Belt requires two additional courses—namely, BUSI 692 Lean Six Sigma Black Belt Project I and BUSI 694 Lean Six Sigma Black Belt Project II. In these courses, students complete a Lean Six Sigma DMAIC (Define-Measure-Analyze-Improve-Control) or DFSS (Design for Six Sigma) project. Projects vary from student to student, but must demonstrate a mastery of the Lean Six Sigma methodologies and tools. Students are encouraged to conduct a

project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. Students who do not finish their capstone projects by the end of the second 8-week sessions must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete. For a full description of the LSSBB program, see below.

Point University M.B.A. in Business Transformation. Students who desire to continue their education may apply all credits earned through the Green Belt and Black Belt programs to an M.B.A. in Business Transformation from Point University. The two belts fulfil approximately one-third of the requirements for the M.B.A. degree. For a full description of the M.B.A. program, see below. If students intend to complete the full M.B.A., the faculty recommends they enroll in the degree program—rather than the freestanding belt programs—for the optimal course sequence. They will earn the Green Belt in the middle of the program and the Black Belt at the end.

Point University
Lean Six Sigma Black Belt Certification (LSSBB)

Overview. Point University's graduate-level Lean Six Sigma Black Belt Certification program (LSSBB) produces Six Sigma master practitioners who successfully apply business improvement tools and methodologies informed by Christian perspectives.

Prerequisite Lean Six Sigma Green Belt. Before entering the Black Belt program, students must earn the Lean Six Sigma Green Belt Certification (LSSGB) from Point University or another approved provider. A full description of Point's online LSSGB program appears above.

Modality. Point University offers the Lean Six Sigma Black Belt (LSSBB) certification program in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Lean Six Sigma Black Belt Certification program (LSSBB) prepares students to demonstrate mastery of Lean Six Sigma continuous improvement methodologies and tools in effective, ethical, God-honoring ways.

Goal 1: Prepare graduates to transfer previous Lean Six Sigma Green Belt (LSSGB) continuous improvement methodology knowledge to the Lean Six Sigma Black Belt Certification program (LSSBB).

- *Objective 1.1:* Graduates demonstrate knowledge of LSSGB concepts in a real-world context and apply to LSSBB techniques.
- *Objective 1.2:* Graduates apply team attributes, engage Lean Six Sigma principles, and analyze strategic planning methods.
- *Objective 1.3:* Graduates assist in identifying project opportunities and refining project details and scope.

Objective 1.4: Graduates support champions and process owners with project selection, project management, and Six Sigma administration.

Goal 2: Prepare graduates to execute and monitor project plan objectives.

Objective 2.1: Graduates effectively execute the project from the tasks assigned.

Objective 2.2: Graduates use appropriate statistical (qualitative and quantitative research) tests to analyze business data.

Objective 2.3: Graduates apply research results to make sound business decisions.

Goal 3: Prepare graduates to produce a transformation project in a business environment linked to Lean Six Sigma Black Belt (LSSBB) principles.

Objective 3.1: Graduates justify the DMAIC methodology (Define-Measure-Analyze-Improve-Control), along with the relevant tools, to solve real world problems.

Objective 3.2: Graduates apply the DFSS (Design for Six Sigma) approach to designing products and services in a business environment.

Objective 3.3: Graduates demonstrate mastery of Lean Six Sigma methodologies and tools by planning and executing a substantive project that earns them the Lean Six Sigma Black Belt (LSSBB).

Goal 4: Prepare graduates to apply Judeo-Christian ethics in leading business improvement and optimization.

Objective 4.1: Graduates integrate Judeo-Christian ethical principles into their continuous improvement efforts.

Required Courses. The Point University Lean Six Sigma Black Belt certification program (LSSBB) consists of the following components:

Prerequisite
Lean Six Sigma Green Belt (described above)

Black Belt Requirements

BUSI 692 Lean Six Sigma Black Belt Project I	3
BUSI 694 Lean Six Sigma Black Belt Project II	3
Lean Six Sigma Black Belt Certification Exam	*0*
TOTAL CREDITS IN CERTIFICATION:	*6*

Point University Lean Six Sigma Black Belt Certification. In BUSI 692 and BUSI 694 (Lean Six Sigma Black Belt Project I-II), students complete a Lean Six Sigma DMAIC (Define-Measure-Analyze-Improve-Control) or DFSS (Design for Six Sigma) project. Projects vary from student to student, but must demonstrate a mastery of the Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional

business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. With a passing grade of "B" (Team Project and Test Scores), students are awarded Point's LSSBB Certification. Students who do not finish their projects by the end of the second 8-week sessions must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.

Point University M.B.A. in Business Transformation. Students who desire to continue their education may apply all credits earned through the Green Belt and Black Belt programs to an M.B.A. in Business Transformation from Point University. The two belts fulfil approximately one-third of the requirements for the M.B.A. degree. For a full description of the M.B.A. program, see below. If students intend to complete the full M.B.A., the faculty recommends they enroll in the degree program—rather than the freestanding belt programs—for the optimal course sequence. They will earn the Green Belt in the middle of the program and the Black Belt at the end.

Master of Business Administration (M.B.A.) in Business Transformation

Overview. The M.B.A. in Business Transformation degree prepares business professionals to conceptualize, initiate, and manage organizational transformation initiatives, ranging from continuous improvement in a successful business to turnaround efforts in a failing business. Graduates understand how to lead such efforts in ways consistent with Judeo-Christian ethics and principles of wise stewardship of the resources entrusted to them. As part of the program, students have the opportunity to earn the Lean Six Sigma Green Belt (LSSGB) and Lean Six Sigma Black Belt (LSSBB)—two globally-recognized industry certifications highly sought by employers. If companies sponsor students, they may complete certification projects that benefit the sponsor. Graduates are prepared to assume leadership roles across functional areas in a wide range of for-profit and non-profit organizations. Examples include service as a business consultant, management analyst, operations research analyst, market research analyst, actuary, logistician, administrative service manager, industrial production manager, director of operational excellence, business continuity planner, senior project manager, operating system specialist, warehouse operations manager, manufacturing engineer, and entrepreneur.

Modality. Point University offers the M.B.A. in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Students typically complete the program by taking one course per session over a two-year period.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.B.A. in Business Transformation prepares students to glorify God in business vocations by enabling them to improve and optimize organizational performance across business functions effectively and ethically.

Goal 1: Prepare graduates to collect, analyze, and interpret business performance data.

Objective 1.1: Graduates effectively design and execute quantitative and qualitative research to answer business questions.

Objective 1.2: Graduates use appropriate statistical tests to analyze business data.

Objective 1.3: Graduates interpret research results to make sound business decisions.

Goal 2: Prepare graduates to apply innovative, leading-edge frameworks and techniques to initiate and execute business transformation.

Objective 2.1: Graduates demonstrate knowledge of Six Sigma principles.

Objective 2.2: Graduates apply Six Sigma principles to carry out a real-world business change effort.

Objective 2.3: Graduates demonstrate proficiency with current leadership principles and techniques.

Objective 2.4: Graduates exhibit knowledge of creative thinking and innovation frameworks to envision business process improvements and market innovations.

Goal 3: Prepare graduates to manage human capital and effectively lead change during business transformation.

Objective 3.1: Graduates apply appropriate techniques to create productive work culture and to facilitate employee engagement.

Objective 3.2: Graduates use effective persuasion and negotiation techniques to achieve business objectives.

Goal 4: Prepare graduates to understand markets and consumers, and to apply marketing principles to create transformative market solutions.

Objective 4.1: Graduates demonstrate knowledge of current marketing strategy and practice, including mobile and social media marketing.

Objective 4.2: Graduates use marketing research to uncover unmet consumer needs and to evaluate marketing programs intended to satisfy them.

Objective 4.3: Graduates execute new product/service development processes to satisfy unmet consumer needs.

Goal 5: Prepare graduates to utilize data analytics to enhance financial decision-making and to support financial transformation.

Objective 5.1: Graduates apply sound statistical and analytical techniques to understand and interpret financial data.

Objective 5.2: Graduates use data analytics to make financial decisions that increase economic value and improve financial results.

Goal 6: Prepare graduates to apply Judeo-Christian ethics in leading business transformation.

Objective 6.1: Graduates integrate Judeo-Christian ethical principles into their leadership of organizational change efforts.

Objective 6.2: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Required Courses. The M.B.A. in Business Transformation degree program consists of the following courses:

Foundational Courses (3 credits)

BUSI 500	Graduate Business Orientation	0
*BUSI 505	Foundations for Business Administration	3

**Students must pass the Foundations course with a grade of 80% on each learning module before proceeding to other courses in the program. For students with a business background, the Graduate Admission Committee may grant a waiver from part or all of the Foundations course modules (see details below).*

M.B.A. Courses (42 credits)

BUSI 510	Ethics & Professional Issues in Business	3
BUSI 515	Business Intelligence	3
BUSI 520	Quantitative Analysis for Decision-Making	3
BUSI 526	Lean Six Sigma Methodology for Business Transformation I	3
BUSI 527	Lean Six Sigma Methodology for Business Transformation II	3
BUSI 530	Persuasion & Negotiation	3
BUSI 535	Financial Statement Analysis & Valuation	3
BUSI 540	Strategic Management & Leadership	3
BUSI 545	Strategic Marketing	3
BUSI 550	Business Innovation & Creativity	3
BUSI 555	Cost Management & Decision-Making	3
BUSI 560	Applied Leadership: Change Management & Organizational Culture	3
BUSI 690	Capstone Transformation Project I	3
BUSI 695	Capstone Transformation Project II	3
TOTAL CREDITS IN DEGREE:		*42-45*

Waiver from BUSI 505 Foundations for Business Administration. BUSI 505 includes seven online learning modules designed to equip students for success in the M.B.A. in Business Transformation program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, (4) Foundations of Management (5) Foundations of Management Information Systems, (6) Foundations of Managerial Accounting, and (7) Foundations of Marketing. The online Foundations course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test for each module to assess their strengths and weaknesses. The online system then produces a customized learning

module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. *Students must pass every module in the Foundations course with a score of 80% in order to proceed to later courses in the master's program*. Through use of the learning modules, many students have developed the necessary competencies even with no prior background in the business field.

For students who already possess these foundational competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. *To secure a waiver, students must complete the Application for Waiver included in the admission documents and attach evidence of the specific competencies for which they seek a waiver*. Such evidence could include, for example, (1) an accredited undergraduate business degree, (2) transcripts showing college-level courses in the competency areas, (3) training certificates, (4) a résumé or CV documenting significant work experience with a written explanation of how the student gained *specific competencies*, (5) work products, and/or (6) a recommendation on company letterhead from an employer vouching for their abilities in *specific areas*. Point has also created an online Business Proficiency Exam (BPE) for each Foundations module. For a fee, applicants may complete BPEs and submit the scores to support a waiver (contact an Enrollment Specialist for details).

The Graduate Admission Committee will notify applicants in their acceptance letter of any waivers granted. Applicants may appeal the committee's decision by submitting further evidence supporting their appeal.

Point University Lean Six Sigma Green Belt Certification. Point University has integrated its Lean Six Sigma Green Belt (LSSGB) certification into the M.B.A. program. Every M.B.A. candidate completes courses required for the LSSGB—namely, BUSI 520 Quantitative Analysis for Decision-Making, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, and BUSI 527 Lean Six Sigma Methodology for Business Transformation II. Students may then take the LSSGB Certification Exam in which they demonstrate mastery of the content and concepts of the Lean Six Sigma Methodology, as well as the requisite statistical processes and software for being a competent Six Sigma practitioner. Test scores are reviewed by the Point University Lean Six Sigma Certification Board. With a passing grade, students are awarded Point's LSSGB Certification.

While the LSSGB Certification Exam is integrated into the M.B.A. degree, passing the certification exam is not a requirement for earning the degree.

Students who have already earned the LSSGB at Point University are exempt from BUSI 526-BUSI 527, but may choose to enroll to sharpen their skills. Students who have already earned the LSSGB elsewhere may test out of BUSI 526-BUSI 527 or take them as refresher courses.

Point University Lean Six Sigma Black Belt Certification. After earning the Green Belt, M.B.A. candidates may further their Six Sigma education by completing the Lean Six Sigma Black Belt (LSSBB) certification track in BUSI 690 Capstone Transformation Project I and BUSI 695 Capstone Transformation Project II. In this

track, students complete a Lean Six Sigma DMAIC (Define-Measure-Analyze-Improve-Control) or DFSS (Design for Six Sigma) project. Projects vary from student to student, but must demonstrate a mastery of the Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within the two 8-week sessions, the supervising professor evaluates student progress at the end of the second session for purposes of assigning a course grade. However, Black Belt certification will not be conferred until the project is completed to the satisfaction of the Board. Students who do not finish their capstone projects by the end of the second 8-week sessions must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete. Again, while LSSBB certification is integrated into the M.B.A. program, seeking certification is not a requirement for earning the degree.

Master of Science in Human Resource Management

and Point University Human Resource Management Certificate (HRMC)

(launching August 2018 pending SACSCOC approval*)

Overview. The Master of Science in Human Resource Management program (MS-HRM) equips students with professional skills required by today's employers. The HRM field centers on a conceptual model and strategies that place high value on human assets within organizations. Students develop a theoretical and practical framework consistent with Servant Leader Human Resource Management principles (SLHRM) informed by Christian faith-based perspectives. As part of the program, students earn the Point University Human Resource Management Certificate (HRMC), which represents an additional level of mastery and competency in the field of HRM. Graduates are prepared to assume HR and leadership roles across functional areas in a wide range of for-profit, non-profit, and private organizations. Examples include service as a business or HR consultant, human resource specialist, training and development specialist, training and development manager, labor relations specialist, compensation and benefits manager, HR generalist, social and community service manager, administrative services manager, recruitment manager, Equal Employment Opportunity Commission (EEOC) specialist, Human Resources Information System (HRIS) consultant, benefits analysts, job analysis specialist, and industrial relations specialist.

Modality. Point University offers the M.S. in Human Resource Management in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

***Accreditation.** The new M.S. in Human Resource Management has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body toward the goal of launching the program in August 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.S. in Human Resource Management (MS-HRM) prepares graduate students to glorify God as HRM professionals who promote human dignity and servant leadership within organizations.

Goal 1: Prepare graduates to identify, analyze, and evaluate human resource management (HRM) practices strategically and globally.

- Objective 1.1: Graduates align HRM practices with the mission, vision, and strategy of an organization.
- Objective 1.2: Graduates develop an HRM framework and conceptual model appropriate to the organizational context.
- Objective 1.3: Graduates integrate Christian faith-based Servant Leader Human Resource Management principles (SLHRM) in their professional practice.
- Objective 1.4: Graduates identify the linkage between business strategy and global human resource management practices to make sound business decisions.
- Objective 1.5: Graduates analyze workforce challenges faced by multinational corporations to expand opportunities and form alliances beyond their borders.

Goal 2: Prepare graduates to understand the ethical and legal framework of employment and labor relations within human resource management (HRM).

- Objective 2.1: Graduates demonstrate an understanding of the complex terrain of federal and state employment laws.
- Objective 2.2: Graduates apply sound ethical standards/behaviors as a catalyst for resolving tough choices through self-reflection and integration of HRM principles.
- Objective 2.3: Graduates explore foundations of labor relations, including laws that govern unions and organizational behavior.
- Objective 2.4: Graduates broaden their understanding of industrial relations and employee labor relation procedures.

Goal 3: Prepare graduates to manage a human resource information system (HRIS) and successfully apply human resource metrics and measurement (HRMM) to human resource management (HRM) initiatives.

- Objective 3.1: Graduates explore the basic principles for developing, implementing, and maintaining an HRIS.
- Objective 3.2: Graduates recognize the collaborative intersection of HRM and Information Technology (IT) as strategic partners.

Objective 3.3: Graduates recognize integration and harmonization of HRIS technology and people management as a distinct competitive advantage for the organization.

Objective 3.4: Graduates demonstrate the linkage between HRM practices and data-based organizational performance.

Objective 3.5: Graduates explore the theory and practice of choosing, implementing, and using metrics to improve decision-making.

Objective 3.6: Graduates employ LAMP methodology (Logic, Analytics, Measures, and Process) as a tool to manage, measure, and analyze the strategic value of HR investments.

Goal 4: Prepare graduates to utilize data analytics to enhance talent acquisition and strategic staffing initiatives within human resource management (HRM).

Objective 4.1: Graduates apply data analytics to improve workforce planning, talent acquisition, and retention cycles.

Objective 4.2: Graduates leverage the talent pool through the use of data analytics.

Objective 4.3: Graduates apply actionable insights into sourcing, recruiting, retaining, and promoting exceptional talent for the organization.

Objective 4.4: Graduates display a working knowledge of the competitive business environment of staffing, including the subsets of recruitment and selection.

Objective 4.5: Graduates apply strategic staffing to acquire, deploy, retain the workforce, and create a positive impact on organizational effectiveness.

Objective 4.6: Graduates apply sound tools to evaluate the KSAOCs (knowledge, skills, abilities, and other characteristics) of prospective candidates needed to execute the business strategy.

Goal 5: Equip graduates with theoretical foundations and practical skills for leadership, administration, and management of HRM operations.

Objective 5.1: Graduates recognize the general components of total rewards and are able to identify types of compensation.

Objective 5.2: Graduates demonstrate a grounded understanding of compensation and benefits practices and the environments in which business professionals plan, implement, and evaluate compensation systems.

Objective 5.3: Graduates identify the components of performance management systems.

Objective 5.4: Graduates apply sound principles of performance evaluation, development, coaching, and training within the performance management system.

Objective 5.5: Graduates evaluate training and development, and discuss their strategic importance to the organization.

Objective 5.6: Graduates recognize the differences between training and development as tools for meeting competitive challenges and preparing employees with job-related competencies.

Objective 5.7: Graduates identify key elements of safety, health, and security as they relate to assessing, controlling, minimizing, preventing, and eliminating risks in the workplace.

Objective 5.8: Graduates prepare a violence prevention plan and demonstrate skills necessary to overcome the roadblocks of rationalizations, objections, and denials.

Objective 5.9: Graduates recognize and appreciate the need for safety and health awareness that minimizes loss and protects human and other physical assets in the workplace.

Objective 5.10: Graduates apply sound principles associated with organizational development, managing change, and consulting in the human resource management field.

Objective 5.11: Graduates critique important leadership and human resource management challenges that occur during organizational change.

Objective 5:12: Graduates analyze organizational capabilities given internal organizational constraints and external competitive factors using a consultative methodology.

Goal 6: Equip graduates to incorporate and apply KSAOCs (knowledge, skills, abilities, and other characteristics), HRM theories, and analytical problem-solving skills within the human resource management field.

Objective 6.1: Graduates apply their KSAOCs (knowledge, skills, abilities, and other characteristics) to real-life organizational issues and challenges in the field of HRM.

Objective 6.2: Graduates apply HRM theories, analytical problem-solving skills, and role playing in a simulated human resource work environment as proof of mastery.

Required Courses. The M.S. in Human Resource Management degree program consists of the following courses:

Foundational Courses (3 credits)

HURM 500	Graduate Human Resource Management Orientation	0
*HURM 505	Foundations for Human Resource Management	3

**Students must pass the Foundations course with a grade of 80% on each learning module before proceeding to other courses in the program. For students with a business background, the Graduate Admission Committee may grant a waiver from part or all of the Foundations course modules (see details below).*

M.S. in Human Resource Management Courses (42 credits)		
HURM 510	Strategic Human Resource Management	3
HURM 515	Employment Law & Ethical Practices	3
HURM 520	Workplace Planning & Talent Management	3
HURM 525	Strategic Staffing	3
HURM 530	Compensation & Benefits: Total Rewards Practices	3
HURM 535	Performance Management	3
HURM 540	Training & Development	3
HURM 545	Workplace Safety, Health & Security	3
HURM 555	Employee & Labor Relations	3
HURM 550	Organizational Development, Managing Change & Consulting	3
HURM 560	Global Human Resource Management	3
HURM 565	Human Resource Information Systems	3
HURM 570	Human Resource Metrics & Measurements	3
HURM 690	Human Resource Management Capstone Project	3
TOTAL CREDITS IN DEGREE:		*42-45*

Waiver from HURM 505 Foundations for Human Resource Management. HURM 505 includes four online learning modules designed to equip students for success in the M.S. in Human Resource Management program. The modules are (1) Foundations of Business Law, (2) Foundations of Human Resource Management, (3) Foundations of International Business, and (4) Foundations of Organizational Behavior. The online Foundations course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test for each module to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. *Students must pass every module in the Foundations course with a score of 80% in order to proceed to later courses in the master's program*. Through use of the learning modules, many students have developed the necessary competencies even with no prior background in the business field.

For students who already possess these foundational competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. *To secure a waiver, students must complete the Application for Waiver included in the admission documents and attach evidence of the specific competencies for which they seek a waiver*. Such evidence could include, for example, (1) an accredited undergraduate business degree, (2) transcripts showing college-level courses in the competency areas, (3) training certificates, (4) a résumé or CV documenting significant work experience with a written explanation of how the student gained *specific competencies*, (5) work products, and/or (6) a recommendation on company letterhead from an employer vouching for their abilities in *specific areas*. Point has also created an online Business Proficiency Exam (BPE) for each Foundations module. For a fee, applicants may complete BPEs and submit the scores to support a waiver (contact an Enrollment Specialist for details).

The Graduate Admission Committee will notify applicants in their acceptance letter of any waivers granted. Applicants may appeal the committee's decision by submitting further evidence supporting their appeal.

Society of Human Resource Management (SHRM) Membership. MS-HRM students are assessed an annual fee of $35 for membership in the National Chapter of the Society of Human Resource Management (SHRM).

Human Resource Management Certificate. The Point University Human Resource Management Certificate includes the following courses: (1) HURM 510 Strategic Human Resource Management; (2) HURM 515 Employment Law & Ethical Practices; (3) HURM 520 Workplace Planning & Talent Management; (4) HURM 550 Organizational Development, Managing Change & Consulting; and (5-6) any *two* of the other courses included in the MS-HRM program, excluding HURM 690 Human Resource Management Capstone Project. Point has integrated the HRMC into the MS-HRM degree program. After completing the program, students are issued the certificate, which represents mastery of key HRM competencies at Point University.

Professional Certifications. The MS-HRM program prepares students to earn two highly-sought professional certifications offered by the Society of Human Resource Management (https://shrm.org). By passing the necessary exams, students may become an SHRM Certified Professional (SHRM-CP) and/or an SHRM Senior Certified Professional (SHRM-SCP).

Master of Management

(launching August 2018 pending SACSCOC approval*)

Overview. The Master of Management (M.Mgt.) equips students with managerial principles and competencies necessary to compete effectively in the 21st century's dynamic, challenging, and competitive organizational environment. It is a graduate degree in general management without specialization designed for individuals with modest experience in the field, such as those preparing for a second career. The M.Mgt. program focuses on (1) management concepts, tools, techniques, and processes; (2) how organizations use management devices to develop competitive advantage and effect strategic change; (3) current issues facing organizations and management; and (4) developing one's personal philosophy of management informed by ethical principles. As part of the program, students join the Society for the Advancement of Management (SAM), which provides opportunities to learn and perfect the latest in management theory, practice, and communication skills. Graduates are prepared to assume management roles in a wide range of for-profit, non-profit, and private organizations. Examples include careers as administrative services managers, post-secondary education administrators, preschool and childcare center directors, purchasing managers, sales managers, social and community service managers, and department managers.

Modality. Point University offers the Master of Management in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

***Accreditation.** The new Master of Management has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body toward the goal of launching the program in August 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Management prepares students to glorify God through Christ-centered leadership and professional excellence in management.

Goal 1: Prepare graduates to communicate successfully within an organization both formally and informally.

- Objective 1.1: Graduates engage constructively and collaboratively with others to build on core written and oral communication skills.
- Objective 1.2: Graduates apply effective written techniques that persuade others towards achievement of business objectives.
- Objective 1.3: Graduates communicate effectively across various modes and platforms, including reports, email, presentations, PowerPoint decks, web meetings, and conference calls.
- Objective 1.4: Graduates create a well-researched report using text and graphics to influence an audience.

Goal 2: Equip graduates with the principle ideas and developments in management theory and practice.

- Objective 2.1: Graduates research and analyze key ideas expressed or developed by management theorists.
- Objective 2.2: Graduates integrate concepts drawn from a variety of sources to understand the development of management.
- Objective 2.3: Graduates critically examine a wide range of contemporary management issues drawing on the scholarly literature of the field.
- Objective 2.4: Graduates develop their personal philosophy of management informed by Christian principles.

Goal 3: Prepare graduates with fundamental and practical skills for management of human resource management (HRM) operations.

- Objective 3.1: Graduates demonstrate an understanding of the broader contextual issues affecting the human resource management functions.
- Objective 3.2: Graduates recognize their role in directly managing other employees as critical for ensuring both company and personal success.
- Objective 3.3: Graduates identify effective HRM practices that result in greater value for shareholders and employees.

Goal 4: Prepare graduates to understand markets and consumers, and to apply marketing management principles to create market solutions.

- Objective 4.1: Graduates demonstrate a working knowledge of current marketing strategy and practice.
- Objective 4.2: Graduates use marketing research to uncover unmet consumer needs and to evaluate marketing programs intended to satisfy them.
- Objective 4.3: Graduates execute new product decision-making and provide managerial service development processes to satisfy unmet consumer needs.

Goal 5: Equip graduates with an understanding of business law and the legal framework for management.

- Objective 5.1: Graduates demonstrate how legal concepts apply to everyday business practices.
- Objective 5.2: Graduates broaden their understanding of the theory of how laws work versus the reality.
- Objective 5.3: Graduates critique and think independently of court decisions when analyzing legal cases.

Goal 6: Prepare graduates with a working knowledge of the core operational structures of management and how leaders shape and utilize those structures.

- Objective 6.1: Graduates analyze, interpret and predict the behavior of people working in organizations in an integrated way designed to enhance learning and retention of concepts and skills.
- Objective 6.2: Graduates apply organizational behavior strategies and techniques relevant to managers.
- Objective 6.3: Graduates apply managerial accounting and decision-making principles to make sound financial choices.
- Objective 6.4: Graduates examine issues of organizational culture, personality conflicts, struggles over scarce resources, and the need to design solution-oriented processes.
- Objective 6.5: Graduates apply conflict resolution prevention and management techniques that foster and facilitate collaboration.
- Objective 6.6: Graduates apply tools and best practices for identifying operational risks, managing those risks, and implementing a successful operational risk plan.
- Objective 6.7: Graduates research business ethics programs for solutions to ethical challenges faced by management and organizations.
- Objective 6.8: Graduates integrate ethics, including Christian principles, into strategic business decisions to promote responsible business conduct.

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

MGMT 500	General Management Orientation	0
MGMT 510	Communications in Management	3
MGMT 520	Management Theories & Practices	3
MGMT 530	Principles of Human Resource Management	3
MGMT 540	Organizational Behavior & Management	3
MGMT 550	Business Law & the Legal Environment	3
MGMT 560	Managerial Accounting & Decision-Making	3
MGMT 570	Marketing Management	3
MGMT 580	Conflict Management	3
MGMT 590	Operational Risk Management	3
MGMT 600	Capstone: Ethical Decision-Making in Management	3
TOTAL CREDITS IN DEGREE:		*30*

Society for the Advancement of Management (SAM) Membership. Master of Management students are assessed an annual fee of $30 for membership in the Society for the Advancement of Management (http://samnational.org). Established in 1912, SAM is one of the oldest professional management associations in the world. Its mission is to provide opportunities for members to deepen their professional expertise through programs and services designed to improve leadership and management skills.

Master of Public Administration (M.P.A.) with a Concentration in Crisis Management

(launching August 2018 pending SACSCOC approval*)

Overview. The Master of Public Administration (M.P.A.) degree with a Concentration in Crisis Management prepares students to plan, direct, and coordinate the activities of organizations in the role of a Public Administrator and Crisis Manager. The public sector is in dire needs of educated and resilient leaders who can make decisions and transform organizations. The M.P.A. equips students called to serve in management/ leadership careers in public service. Graduates are prepared to enhance the safety and security of the nation in the face of a wide range of dangers and threats—all through the lens of an education centered in a Christian worldview. With sharpened talents, skills, and knowledge, MPA/Crisis Management graduates may advance to middle- and upper-level management positions across functional areas in a wide range of for-profit and non-profit organizations. Examples include service as a business consultant, public health administrator, grant writer, transportation manager, personnel administrator, policy analyst, crisis recovery manager, disaster program manager, emergency preparedness coordinator, and managers of various departments.

Modality. Point University offers the M.P.A. in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

***Accreditation.** The new Master of Public Administration has been approved by the Point University faculty, administration, and board of trustees. Point has applied for

approval from its SACSCOC regional accrediting body toward the goal of launching the program in August 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.P.A. in Public Administration with a Concentration in Crisis Management prepares graduate students to glorify God through serving, encouraging, and effectively managing public and nonprofit organizations.

Goal 1: Prepare graduates with the foundational knowledge necessary to develop a broader understanding of public policy, financial measurement, and personnel administration.

- *Objective 1.1:* Graduates demonstrate a basic understanding of the field of Public Administration and Management.
- *Objective 1.2:* Graduates assess the honest, lawful, and moral human characteristics of decision-making in the public sector.
- *Objective 1.3:* Graduates evaluate management, accounting, and budget procedures to determine the financial direction of an organization.
- *Objective 1.4:* Graduates critically examine and interpret financial statements and determine the relationship to policy and governance.
- *Objective 1.5:* Graduates identify the role and responsibility of human resource management in public organizations.
- *Objective 1.6:* Graduates evaluate laws and policies within the organizations municipal operation.

Goal 2: Prepare graduates to research, lead, and manage public projects and programs.

- *Objective 2.1:* Graduates communicate effectively orally and in writing.
- *Objective 2.2:* Graduates demonstrate skills in critical thinking, applied research, and analysis.
- *Objective 2*.3: Graduates articulate a basic knowledge of leadership theories and practices in public organizations, including coordination of efforts between community organizations, interest groups, and public entities.
- *Objective 2*.4: Graduates comprehend the different behavioral components of profit and non-profit work settings.
- *Objective 2*.5: Graduates examine ongoing reform in public sector programs.
- *Objective 2*.6: Graduates develop an understanding of best practices in government programs.

Goal 3: Prepare graduates with a foundation of legal and regulatory public law.

- *Objective 3.1:* Graduates demonstrate an understanding of laws and legal processes pertinent to public administration.

Objective 3.2: Graduates examine requirements to administer proper procedures of the law.

*Objective 3.*3: Graduates integrate laws and policies in a public administration environment.

Goal 4: Prepare graduates to assess situational issues in the management of mass terrorism readiness.

Objective 4.1: Graduates identify real-world characteristics of mass terrorism management preparedness and response.

Objective 4.2: Graduates collect and interpret information regarding mass terrorism response.

*Objective 4.*3: Graduates prepare and reinforce disaster procedures for terrorism response.

Goal 5: Prepare graduates to understand business crises and manage the risks associated with public administration.

Objective 5.1: Graduates demonstrate an understanding of diverse forms of crises.

Objective 5.2: Graduates develop an incident management plan to combat crises and risk.

*Objective 5.*3: Graduates analyze various crisis plans to control weaknesses in the environment.

Objective 5.4: Graduates critique the role of media in crisis management.

Objective 5.5: Graduates examine crises or disasters that impact a business and government entity.

*Objective 5.*6: Graduates evaluate case studies of crises and disasters to determine solutions.

Goal 6: Graduates demonstrate the ability to work effectively in the arena of public administration and crisis management through a mentored capstone project.

Objective 6.1: Graduates assess and solve problems associated with public or non-profit organizations.

Objective 6.2: Graduates formulate sound recommendations for action based on sound principles of public administration and crisis management.

Objective 6.3: Graduates integrate Judeo-Christian principles into managing problems faced by public or non-profit organizations.

Required Courses. The M.P.A. degree program with a Concentration in Crisis Management consists of the following courses:

Foundational Courses (3 credits)

PACM 500	Graduate Public Administration Orientation	0
*PACM 505	Foundations for Public Administration	3

**Students must pass the Foundations course with a grade of 80% on each learning module before proceeding to other courses in the program. For students with a business background, the Graduate Admission Committee may grant a waiver from part or all of the Foundations course modules (see details below).*

M.P.A. Courses (21 credits)

PACM 510	Public Administration & Management	3
PACM 520	Finance & Administration of Public Funds	3
PACM 525	Human Resource Management in the Public Sector	3
PACM 530	Research & Writing in Public Administration	3
PACM 535	Leadership Development in Public Organizations	3
PACM 540	Managing Public Projects & Programs	3
PACM 545	Public Administration: Law & Policy	3

Crisis Management Concentration (15 credits)

PACM 550	Management of Mass Terrorism Preparedness & Response	3
PACM 555	Business Crisis & Continuity Management	3
PACM 560	Managing Risk & Crisis	3
PACM 565	Case Studies of Crises & Disasters	3
PACM 690	Capstone in Public Administration	3
TOTAL CREDITS IN DEGREE:		*36-39*

Waiver from PACM 505 Foundations for Public Administration. PACM 505 includes four online learning modules designed to equip students for success in the Master of Public Administration program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, and (4) Foundations of Management. The online Foundations course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test for each module to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. *Students must pass every module in the Foundations course with a score of 80% in order to proceed to later courses in the master's program*. Through use of the learning modules, many students have developed the necessary competencies even with no prior background in the business field.

For students who already possess these foundational competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. *To secure a waiver, students must complete the Application for Waiver included in the admission documents and attach evidence of the specific competencies for which they seek a waiver*. Such evidence could include, for example, (1) an accredited undergrad-

uate business degree, (2) transcripts showing college-level courses in the competency areas, (3) training certificates, (4) a résumé or CV documenting significant work experience with a written explanation of how the student gained *specific competencies*, (5) work products, and/or (6) a recommendation on company letterhead from an employer vouching for their abilities in *specific areas*. Point has also created an online Business Proficiency Exam (BPE) for each Foundations module. For a fee, applicants may complete BPEs and submit the scores to support a waiver (contact an Enrollment Specialist for details).

The Graduate Admission Committee will notify applicants in their acceptance letter of any waivers granted. Applicants may appeal the committee's decision by submitting further evidence supporting their appeal.

Master of Business Administration (M.B.A.) in Strategic Management & Leadership

(launching Fall 2018 pending SACSCOC approval*)

Overview. The M.B.A. in Strategic Management & Leadership prepares business professionals to theorize and implement the process of developing strategic leadership in the workplace. It develops three dimensions necessary for transitioning into strategic leadership positions—namely, technical expertise, relationship management**,** and business savvy. Emphases include building a base of personal competence, barriers to building credibility, and building organizational capacity. As part of the program, students have the opportunity to earn the Certified Manager® (CM®) credential through the Institute of Certified Professional Managers (http://www.icpm.biz). The CM professional credential is recognized worldwide as a sign of managerial competency and leadership potential. Graduates of the M.B.A. program are prepared to assume leadership roles across functional areas in a wide range of for-profit and non-profit organizations. Examples include service as a business owner, entrepreneur, sales manager, manager of human resources, general manager, hotel/motel manager, operations manager, management analyst, merchandise manager, and administrative services manager.

Modality. Point University offers the M.B.A. in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

***Accreditation.** The new M.B.A. in Strategic Management & Leadership program has been approved by the Point University faculty, administration, and board of trustees. Point has applied for approval from its SACSCOC regional accrediting body toward the goal of launching the program in Fall 2018. For the status of this application, contact the Vice President for Institutional Effectiveness and Accreditation.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.B.A. in Strategic Management & Leadership prepares students to apply tools and techniques effectively, think and lead strategically in uncertain business environments, and establish and sustain a competitive advantage while embracing servant leadership and Christian faith-based perspectives.

Goal 1: Equip graduates with a working knowledge of the qualities and functions of strategic leaders and managers.

Objective 1.1: Graduates articulate strategic, situational, transformational, and adaptive leadership theories.

Objective 1.2: Graduates evaluate the qualities associated with strategic leaders and justify why leadership is both an organizational and an individual issue.

Objective 1.3: Graduates evaluate leaders' activities while in situations of power and control.

Objective 1.4: Graduates establish expertise through the use of best principles and practices in leadership and management.

Goal 2: Equip graduates with a working knowledge of the core operational structures of businesses and how leaders shape and utilize those structures.

Objective 2.1: Graduates design and propose effective organizational mission, vision, and value statements, and their alignment with strategy and tactics.

Objective 2.2: Graduates apply strategic planning principles and methods.

Objective 2.3: Graduates explain corporate governance mechanisms and how they are used to monitor and control managerial decision-making.

Objective 2.4: Graduates interpret organizational structure and determine sound operational guidance and decisional approaches to strategic implementation.

Objective 2.5: Graduates assess the strategies leaders must envision and then implement to develop high performance teams within the organization.

Objective 2.6: Graduates apply marketing management strategies that place the organization in a positive and competitive position to influence and to improve industry desirability.

Objective 2.7: Graduates accomplish industry goals through financial evaluation and cost management.

Objective 2.8: Graduates utilize active communication skills for influence and persuasion in their negotiation practices.

Objective 2.9: Graduates apply strategies for leading and managing organizational change within disruptive environments.

Objective 2.10: Graduates integrate servant leadership, professional ethics, and Christian faith-based perspectives within the organization.

Goal 3: Prepare graduates for effective human resource management within business organizations.

Objective 3.1: Graduates recognize the human capital assets of the business and articulate how the organization leads those assets.

Objective 3.2: Graduates evaluate human resource assets and competencies of the organization in relationship to strategic goals and justifiable economic benefits.

Objective 3.3: Graduates argue how key tenets of strategic analysis and leadership can improve the performance of employees with an organization.

Goal 4: Prepare graduates to implement entrance strategies and tactics for developing worldwide industry opportunities while making vertical and horizontal changes in the organization.

Objective 4.1: Graduates propose the type of organizational culture leaders must create to build a successful global organization.

Objective 4.2: Graduates prioritize key organization metrics and argue how leaders can keep them as a central organization focus.

Objective 4.3: Graduates relate applicable environmental methods and procedures to construct a dynamic organizational philosophy and culture committed to servant leadership.

Required Courses. The M.B.A. in Strategic Management & Leadership degree program consists of the following courses:

Foundational Courses (3 credits)

STML 500	Graduate Strategic Management & Leadership Orientation	0
*STML 505	Foundations for Strategic Management & Leadership	3

**Students must pass the Foundations course with a grade of 80% on each learning module before proceeding to other courses in the program. For students with a business background, the Graduate Admission Committee may grant a waiver from part or all of the Foundations course modules (see details below).*

M.B.A. Courses

BUSI 540	Strategic Management & Leadership	3
STML 510	Strategic Marketing Management	3
STML 515	Ethics in Management & Leadership	3
STML 525	Strategic Analysis in a Global Environment	3
STML 600	Management Skills I: Foundations of Management	3
STML 545	Strategic Planning	3
STML 550	Teamwork: Leading & Managing Teams	3
HURM 510	Strategic Human Resource Management	3
BUSI 520	Quantitative Analysis for Decision-Making	3
STML 610	Management Skills II: Planning & Organizing	3
BUSI 535	Financial Statement Analysis & Valuation	3
BUSI 555	Cost Management & Decision-Making	3
BUSI 560	Applied Leadership: Change Management & Organizational Culture	3
STML 615	Management Skills III: Leading & Controlling	3

STML 690 Visionary Leadership Capstone	3
TOTAL CREDITS IN DEGREE:	*45-48*

Waiver from STML 505 Foundations for Strategic Management & Leadership. STML 505 includes six online learning modules designed to equip students for success in the M.B.A. in Strategic Management & Leadership program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, (4) Foundations of Managerial Accounting, (5) Foundations of Marketing, and (6) Foundations of Management. The online Foundations course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test for each module to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. *Students must pass every module in the Foundations course with a score of 80% in order to proceed to later courses in the master's program*. Through use of the learning modules, many students have developed the necessary competencies even with no prior background in the business field.

For students who already possess these foundational competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. *To secure a waiver, students must complete the Application for Waiver included in the admission documents and attach evidence of the specific competencies for which they seek a waiver*. Such evidence could include, for example, (1) an accredited undergraduate business degree, (2) transcripts showing college-level courses in the competency areas, (3) training certificates, (4) a résumé or CV documenting significant work experience with a written explanation of how the student gained *specific competencies*, (5) work products, and/or (6) a recommendation on company letterhead from an employer vouching for their abilities in *specific areas*. Point has also created an online Business Proficiency Exam (BPE) for each Foundations module. For a fee, applicants may complete BPEs and submit the scores to support a waiver (contact an Enrollment Specialist for details).

The Graduate Admission Committee will notify applicants in their acceptance letter of any waivers granted. Applicants may appeal the committee's decision by submitting further evidence supporting their appeal.

Certified Manager (CM) Certification. As part of the M.B.A. in Strategic Management & Leadership program, students have the opportunity to earn the Certified Manager® (CM®) credential through the Institute of Certified Professional Managers (ICPM), a business center of James Madison University's College of Business (http://www.icpm.biz). The certification is governed by a Board of Regents comprised of industry representatives, business executives, and academicians. The CM professional credential is recognized worldwide as a sign of managerial competency and leadership potential. Students earn the CM by paying a fee and passing a three-part certification exam. Students may complete one part of the exam after passing each of the following three courses: STML 600 Management Skills I: Foundations of Management, STML 610

Management Skills II: Planning & Organizing, and STML 615 Management Skills III: Leading & Controlling.

EDUCATION DEPARTMENT

Personnel

Chair of the CGPS Department of Education

Lacey Ann Southerland, Ph.D. in Early Childhood Education—Professor of Education (CGPS/UC)

Point University Full-Time Faculty, Department of Education

James C. Donovan, Ph.D. in Educational Leadership—Professor of Education, UC Education Department Chair (UC)

Tia W. Herrington, Ed.D in Teacher Leadership—Associate Professor of Education (UC)

Susan S. Ryan, M.A. in English, Ed.D. in Curriculum Studies—Professor of English and Education (UC)

CGPS Part-Time Faculty, Department of Education

Katherine M. Brown, Ed.D. in Instructional Leadership—Adjunct Instructor in Education

Edward W. Clark, Jr., M.Ed. in Specific Learning Disabilities K-12, M.Ed. in Administration—Adjunct Instructor in Education

Stephanie Y. Golden, Ed.D. in Instructional Leadership—Adjunct Instructor in Education

Kaitlyn Groover, M.S. in Education—Adjunct Instructor in Education

Kathryn (“Kate”) J. Nelson, Ph.D. in Adult Education—Adjunct Instructor in Education

Jennifer (“Jenny”) Walker, M.Ed. in Early Childhood Education with Reading Endorsement—Adjunct Instructor in Education

CGPS Interdisciplinary Faculty

James L. Street, Ph.D. in Child and Family Development—Adjunct Instructor in Human Relations and Education

Point University Administrative Faculty

Joshua (“Josh”) Boyd, Ed.D. In Teaching Learning—Instructor in Educational Foundations, Director of Athletic Bands

Sharon Hall, M.Ed. in Middle Grades Education—Instructor in Education

Valarie Price Williams, M.S. in Instructional Technology, Secondary Professional Educator Certification—Instructor in Education, Director of Online Learning and Instructional Design, Chair of the CGPS Arts & Sciences Department

Lynn H. Wiseley, M.Ed. in Early Childhood Education—Instructor in Education, Director of the Teacher Media Center

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

Academic Programs

The Education Department oversees the following academic programs:

Point University **ACADEMIC PROGRAMS** **CGPS EDUCATION DEPARTMENT**			
ONL = *Point Online* asynchronous format—the most common format used in CGPS **PC-V =** *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	**PC-G =** *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning *** = pending SACSCOC approval**		
CGPS DEPARTMENT/PROGRAM	**MODALITIES**		
Education Department	**ONL**	**PC-V**	**Notes**
• A.A. in Child Development		X	
• B.S. in Child Development		X	

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 fully-online format with a live 2-hour videoconference each Tuesday evening from 6:00 to 8:00 p.m. Apart from the videoconference, online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates throughout the week.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	

Mathematics

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

Social & Behavioral Sciences

HIST 203 United States History	3

Choose one:		3
PSYC 103 Introduction to Psychology (3)		
SOCI 103 Introduction to Sociology (3)		
Biblical Studies Component (9 credits)		
BIBL 103	Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)		
EDUC 102	Educational Foundations	3
HREL 202	The Family	3
EDUC 203	Child Development	3
EDUC 201	Principles & Methods of Teaching	3
EDUC 300	Educational Psychology *[WE*]*	3
General Elective Component (5 credits)		
Elective Courses		5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).		
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 fully-online format with a live 2-hour videoconference each Tuesday evening from 6:00 to 8:00 p.m. Apart from the videoconference, online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates throughout the week.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

Objective 2.1: Graduates define constructivist philosophy in the context of learning, and the implications of constructivism for teachers of young children.

Objective 2.2: Graduates design organized lesson plans that include goals, materials, procedures, and assessments appropriate for the learners.

Objective 2.3: Graduates are familiar with a variety of curricula, methods, and materials that can be used effectively with young children.

Objective 2.4: Graduates skillfully manage the setup and implementation of environments and activities for young children.

Objective 2.5: Graduates are proactive in managing children's behavior and use appropriate responses when necessary.

Objective 2.6: Graduates practice the skills associated with being an educator of young children by engaging in preparation, implementation, management, and assessment as an intern in an appropriate environment.

Goal 3: Develop professionals who are familiar with and able to apply knowledge about the key elements of history, philosophical models, laws, trends, and issues related to young children's development and education.

Objective 3.1: Graduates are able to describe a variety of philosophies about human development, and apply Christian principles when relevant.

Objective 3.2: Graduates are familiar with the historical figures and important events that shaped the establishment of schools and the education and spiritual development of children.

Objective 3.3: Graduates are familiar with significant laws that govern educational requirements, the credentials and behavior of educators and those who work with young children, and the operation of schools and facilities that serve children.

Objective 3.4: Graduates are able to describe the current trends and issues that are prominent and credible with regard to the care and education of young children.

Goal 4: Develop professionals who act as mentors and role models as they minister to children and their families, demonstrating a Christ-centered, service-focused attitude of collegiality, professionalism, reflection, and ethical behavior.

Objective 4.1: Graduates demonstrate professional dispositions appropriate for leaders of young children.

Objective 4.2: Graduates demonstrate qualities associated with being a caring mentor to the children and families they serve, using Christ as the role model.

Objective 4.3: Graduates display an attitude of ministry toward the children, families, peers, and supervisors with whom they interact.

Objective 4.4: Graduates communicate in oral and written contexts with professionalism.

Objective 4.5: Graduates use reflection to effectively self-assess their strengths and needs and respond to constructive criticism.

Objective 4.6: Graduates are positive, productive colleagues who contribute creatively to any team.

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

Objective 5.1: Graduates demonstrate the belief that all children can learn, regardless of ability.

Objective 5.2: Graduates are able to describe and demonstrate appropriate responses while interacting with children and families who are from cultures that have different expectations and practices than the student's.

Objective 5.3: Graduates are able to describe the healthy development of gender identity, and display an awareness of the appropriate responses to boys and girls when gender is a relevant factor.

Objective 5.4: Graduates are well-prepared to accommodate and serve children with special needs.

Objective 5.5: Graduates demonstrate a Christ-like attitude of ministry toward the children and families of all backgrounds whom they serve.

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

EDUC 102	Educational Foundations	3
HREL 202	The Family	3
EDUC 203	Child Development	3
EDUC 201	Principles & Methods of Teaching	3
EDUC 300	Educational Psychology *[WE*]*	3
COMM 305	Media Effects on Children & Adolescents	3
EDUC 310	Preschool Methods & Materials	3
ECHL 314	Creative Arts for Early Childhood	3
EDUC 401	The Exceptional Child	3
EDUC 407	Classroom Management	3
ESLA 442	Culture & Education *[WE*]*	3
EDUC 490	Child Development Practicum I	6
EDUC 491	Child Development Practicum II	6
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Child Development Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

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

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

ACSI Certification. Upon completion of the Child Development degree, students are eligible to apply for an Early Education (Birth through PreK) Teacher Certificate from the Association of Christian Schools International (www.acsi.org). A bachelor's degree

in Child Development also meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom (www.decal.ga.gov).

HEALTH SCIENCES DEPARTMENT

Personnel

Chair of the CGPS Department of Health Sciences

Dina M. Swearngin, Ed.D. in Higher Education Management, M.S.N. in Nursing Education, B.S.N. in Nursing, Registered Professional Nurse—Professor of Nursing (CGPS)

Point University Full-Time Faculty, Department of Health Sciences

Allison M. Kemper, D.P.T. in Physical Therapy—Associate Professor of Exercise Science (UC)

Dedra R. Woolfolk, Ph.D. in Biological and Biomedical Science (Pharmacology)—Professor of Natural Science (UC)

CGPS Part-Time Faculty, Department of Health Sciences

Rebecca L. Aquino, D.O. in Osteopathy—Adjunct Instructor in Science

Christopher L. Banks, Ed.S. in Physical Education—Adjunct Instructor in Health Science

Christopher D. Forbes, M.S. in Nursing, Doctor of Nursing Practice in Nursing Administration with Educator Concentration, RN—Adjunct Instructor in Nursing and Public Health

CGPS Interdisciplinary Faculty

Kathy Castille Aliffi, M.S. in Nursing Family Practice, D.N.P. in Nursing Practice candidate, Critical Care Registered Nurse (CCRN), Board Certified Family Nurse Practitioner—Adjunct Instructor in Nursing and Healthcare Administration

Point University Administrative Faculty

Blair G. Walker, M.P.H. in Public Health—Instructor in Physical Fitness, Associate Director of Online Student Services (CGPS)

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

Academic Programs

The Health Sciences Department oversees the following academic programs:

Point University **ACADEMIC PROGRAMS** **CGPS HEALTH SCIENCES DEPARTMENT**			
ONL = *Point Online* asynchronous format—the most common format used in CGPS **PC-V =** *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	**PC-G =** *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning *** = pending SACSCOC approval**		
CGPS DEPARTMENT/PROGRAM	**MODALITIES**		
Health Sciences Department	**ONL**	**PC-V**	**Notes**
• A.A. in Public Health	X		
• B.S. in Public Health	X		

Associate of Arts in Public Health

Overview. The public health profession focuses on helping individuals and communities improve and maintain their overall health and wellness using a holistic approach. The Associate of Arts in Public Health equips students with foundational knowledge and skills needed to help others make healthy lifestyle decisions. Students may continue their education by seeking the Bachelor of Science in Public Health.

Modality. Point University offers the A.A. in Public Health in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Arts in Public Health equips students with a broad grounding in the Liberal Arts, along with foundational skills for meeting physical and spiritual needs of the community through healthy lifestyle decisions.

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

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

Objective 3.3: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Goal 4: Equip students to apply sound principles of lifetime health and fitness.

Objective 4.1: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion.

Objective 4.2: Students identify the principal factors contributing to diseases and health-related conditions affecting one's lifetime health and wellness, and develop strategies for practicing healthy lifestyle behaviors.

Objective 4.3: Students acquire and apply principles of physical fitness in pursuit of achieving optimal health and wellness.

Objective 4.4: Students acquire and apply principles of nutrition and weight management in pursuit of achieving optimal health and wellness.

Goal 5: Students develop skills to identify, evaluate and acquire valid sources of health information to achieve health literacy.

Objective 5.1: Students critically evaluate the validity of health information, consumer products, and services in light of sound research methodologies.

Objective 5.2: Students examine different sources of health information and determine appropriate materials to be used when working with diverse groups of individuals.

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

Choose one: 3

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

Natural Sciences

NSCI 105	Introduction to Biology with Lab	4

Mathematics

Choose one: 3

MATH 103 College Mathematics (3) *[required for Public Health Major]*
MATH 110 College Algebra (3) *[recommended for Public Health Major]*

Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

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

Professional Component (18 credits)

PBHE 210	Introduction to Public Health	3
PBHE 215	Anatomy & Physiology for Public Health Professionals	3
PHED 105	Fitness & Wellness	3
MATH 302	Statistics	3

PBHE 301 Nutrition & Wellness	3
PBHE 304 Biostatistical Research	3
General Elective Component (2 credits)	
Elective Courses	2
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis course*

Bachelor of Science in Public Health

Overview. Public health professionals focus on helping individuals and communities improve and maintain their overall health and wellness using a holistic approach. In contrast to the "clinical" approach doctors and other healthcare professionals take to cure disease, public health educators focus on "preventive" measures designed to minimize illness and promote long-term wellbeing.

The Bachelor of Science in Public Health equips students to influence and empower others by providing the education, skills, and resources needed to make healthy lifestyle decisions. Students who successfully complete the program may pursue graduate studies in the field or choose from a variety of career paths, including entry-level employment in a variety of settings, such as community-based health programs, state and local health departments and agencies, hospitals, nursing homes, voluntary health agencies, religious organizations, and mission agencies. The bachelor's program also prepares students to see graduate degrees, such as the Master of Public Health.

Modality. Point University offers the B.S. in Public Health in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Public Health Major prepares students for entry-level positions in a variety of settings, such as state and local health departments, nursing homes, hospitals, voluntary health agencies, fitness centers, community-based health programs, religious organizations, and mission agencies.

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

Goal 1: Equip students to apply sound principles of lifetime health and fitness.

Objective 1.1: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Objective 1.2: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion.

Objective 1.3: Students identify the principal factors contributing to diseases and health-related conditions affecting one's lifetime health and wellness, and develop strategies for practicing healthy lifestyle behaviors.

Objective 1.4: Students acquire and apply principles of physical fitness in pursuit of achieving optimal health and wellness.

Objective 1.5: Students acquire and apply principles of nutrition and weight management in pursuit of achieving optimal health and wellness.

Objective 1.6: Students acquire and apply effective methods and strategies for preventing the spread of infectious diseases.

Objective 1.7: Students acquire and apply effective drug abuse prevention methods and strategies in pursuit of achieving optimal health and wellness.

Objective 1.8: Students assess the social, cultural, economic, political, and physical environments in applying holistic approaches to community health and wellness.

Goal 2: Students develop skills to identify, evaluate and acquire valid sources of health information to achieve health literacy.

Objective 2.1: Students critically evaluate the validity of health information, consumer products, and services in light of sound research methodologies.

Objective 2.2: Students examine different sources of health information and determine appropriate materials to be used when working with diverse groups of individuals.

Goal 3: Equip students with practical knowledge and skills for planning, implementing, and evaluating disease prevention and health promotion programs within diverse communities.

Objective 3.1: Students assess need, plan, implement, and evaluate disease prevention and health promotion programs utilizing evidence-based strategies.

Objective 3.2: Students employ instructional methods and strategies appropriate for the context, considering factors such as age, gender, ethnicity, culture, and physical environment.

Goal 4: Equip students with practical knowledge and skills for utilizing health care systems.

Objective 4.1: Students demonstrate a foundational working knowledge of health care systems within the United States, including

similarities and differences to the systems employed in other countries.

Objective 4.2: Students demonstrate a working knowledge of leadership and management skills appropriate for public health organizations, such as budgeting, resource management, and grant writing.

Objective 4.3: Students critically examine issues related to the intersection of public health, legal standards, faith, and ethics in professional practice.

Required Courses. The Public Health Major consists of the following courses:

Prerequisites included in the General Education Core (10 credits)
NSCI 105 Introduction to Biology with Lab (4)
PSYC 103 Introduction to Psychology (3)

Choose one:
MATH 103 College Mathematics (3) *[minimum requirement]*
MATH 110 College Algebra (3) *[recommended]*

Public Health Major (45 credits)

PBHE 210	Introduction to Public Health	3
PBHE 215	Anatomy & Physiology for Public Health Professionals	3
PHED 105	Fitness & Wellness	3
MATH 302	Statistics	3
PBHE 301	Nutrition & Wellness	3
PBHE 304	Biostatistical Research	3
PBHE 350	Global & Environmental Health	3
PBHE 320	Principles of Epidemiology	3
PBHE 322	Public Health & Aging	3
PBHE 405	Drugs & Society	3
PBHE 410	Health Care Systems	3
PBHE 415	Health Education for Diverse Populations *[WE*]*	3
PBHE 423	Health Services Administration	3
PBHE 430	Legal & Ethical Issues in Public Health *[WE*]*	3
PBHE 495	Public Health Capstone	3
TOTAL CREDITS IN MAJOR:		*45*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Public Health Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

CHES Certification. The National Commission for Health Education Credentialing (NCHEC, www.nchec.org) offers an exam through which public health professionals may earn the designation Certified Health Education Specialist (CHES). Applicants must hold a bachelor's, master's or doctoral degree from an accredited college or university. They must also send NCHEC an official transcript detailing their health education coursework. After health educators pass the CHES exam, they must complete 75 hours of continuing education during a 5-year time frame in order to maintain certification. The B.S. in Public Health prepares graduates to meet some of the requirements for this certification.

SOCIAL & BEHAVIORAL SCIENCES DEPARTMENT

Personnel

Chair of the CGPS Department of Social & Behavioral Sciences

Maurita M. Hodge, Ed.D. in Counseling Psychology, LPC—Associate Professor of Human Relations (CGPS)

Point University Full-Time Faculty, Department of Social & Behavioral Sciences

Forrest B. ("Butch") Beach, M.S. in Criminal Justice, M.P.A. in Justice Administration, D.P.A. in Public Administration—Professor of Criminal Justice (UC)

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

Gregory K. Moffatt, Ph.D. in Educational Psychology, LPC—Professor of Counseling and Human Services (UC)

Andrea Pope-Smith, M.S.W. in Social Work—Instructor in Sociology and Social Work (UC)

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

CGPS Part-Time Faculty, Department of Social & Behavioral Sciences

Michele Worthington Adkins, M.Ed. in Guidance and Counseling—Adjunct Instructor in Psychology

Tony M. Bailey, B.S. in Administration of Criminal Justice, M.S. in Strategic Leadership, police officer certifications and licensures, Chief of Police of West Point, Georgia—Adjunct Instructor in Criminal Justice

Sara Banks, M.S. in Counseling—Adjunct Instructor in Psychology

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

Jennifer M. Cook, M.S. in Education with Major in Educational Counseling Psychology—Adjunct Instructor in Counseling and Human Relations

Shawanna Francis-Cox, Ed.D. in Counselor Education and Supervision, LPC—Adjunct Instructor in Psychology and Human Relations

Monica Gray, Ed.D. in Counselor Education and Supervision, LPC, PCS, AMS—Adjunct Instructor in Human Relations

Sallie Livingston, M.S.W. in Social Work—Instructor in Sociology

Brandi R. Moody, M.S.W. in Social Work, LMSW—Adjunct Instructor in Social Work

Kacey L. Moore, M.A. in Counseling with Emphasis in Professional Mental Health Counseling—Adjunct Instructor in Adult Learning—Adjunct and Human Relations

Emily K. Plank, M.S. in Professional Counseling, ALPC—Adjunct Instructor in Counseling and Human Services (UC)
Nia Reed, M.A. in Gerontology, Ph.D. candidate in Sociology—Adjunct Instructor in Sociology
James L. Street, Ph.D. in Child and Family Development—Adjunct Instructor in Human Relations and Education
Felicia J. Tuggle, M.S.W. in Social Work, Ph.D. in Human Development and Family Studies, LMSW—Adjunct Instructor in Human Relations
Tanesha Wells, M.S. in Marriage and Family Therapy—Adjunct Instructor in Human Relations
Aisha Delores Williams, M.Mgt. in Management, Ph.D. in Social Work—Adjunct Instructor in Human Relations and Management

CGPS Interdisciplinary Faculty

Wilhelmenia D. Devone-Harvey, M.Div. in Divinity, J.D. in Jurisprudence—Adjunct Instructor in Criminal Justice and Business Law

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

Academic Programs

The Social & Behavioral Sciences Department oversees the following academic programs:

Point University **ACADEMIC PROGRAMS** **CGPS BIBLE & MINISTRY DEPARTMENT**			
ONL = *Point Online* asynchronous format—the most common format used in CGPS **PC-V =** *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	**PC-G =** *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning *** = pending SACSCOC approval**		
CGPS DEPARTMENT/PROGRAM	**MODALITIES**		
Social & Behavioral Sciences Department	**ONL**	**PC-V**	**Notes**
• A.A. in Criminal Justice	X		
• A.A. in Human Relations	X	X	

• A.A. in Psychology	X		
• B.S. in Criminal Justice	X		
• B.S. in Human Relations	X	X	
• B.S. in Psychology	X		

Associate of Arts in Criminal Justice

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

Modality. Point University offers the A.A. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3
Humanities & Fine Arts	
Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
Natural Sciences	
NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3)	
Social & Behavioral Sciences	
HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
HREL 320 Group Dynamics	3
PSYC 325 Interpersonal Effectiveness	3
CJUS 200 Criminal Justice	3
CJUS 210 Criminology	3
CJUS 220 Constitutional Law	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

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

Associate of Arts in Human Relations

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

Modality. Point University offers the A.A. in Human Relations in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

Objective 1.3: Graduates locate and use information resources

Objective 1.4: Graduates demonstrate basic computer literacy.

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

Objective 1.6: Graduates communicate effectively orally and in writing.

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

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

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

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

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

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

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

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

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

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

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

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

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 (31 credits)

Essential Skills

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

Humanities & Fine Arts

Choose one: 3

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

Natural Sciences

NSCI xxx Natural Science Course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics

Choose one: 3

MATH 103 College Mathematics (3)
MATH 110 College Algebra (3)

Social & Behavioral Sciences

HIST 203 United States History 3

Choose one: 3

PSYC 103 Introduction to Psychology (3) *[required for BS in Hum. Relat.]*
SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

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

Professional Component (15 credits)

PSYC 204	Developmental Psychology	3
HREL 301	Introduction to Counseling	3
HREL 323	Biblical Resources for Counseling	3
HREL 304	Introduction to Research *[WE-QEP*]*	3
HREL 308	Life, Work & Ethics of the Helping Professions	3

General Elective Component (5 credits)

Elective Courses 5

The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).

TOTAL DEGREE CREDITS: *60*

**Writing Emphasis course*

Associate of Arts in Psychology

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

Modality. Point University offers the A.A. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

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

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

- *Objective 2.1:* Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.
- *Objective 2.2:* Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

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

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

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

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

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

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

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

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

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

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

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI xxx Natural Science Course with Lab	4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics	
Choose one:	3
MATH 103 College Mathematics (3)	
MATH 110 College Algebra (3)	
Social & Behavioral Sciences	
HIST 203 United States History	3
PSYC 103 Introduction to Psychology	3
Biblical Studies Component (9 credits)	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
PSYC 204 Developmental Psychology	3
HREL 202 The Family	3
SOCI 103 Introduction to Sociology	3
HREL 304 Introduction to Research *[WE-QEP*]*	3
HREL 308 Life, Work & Ethics of the Helping Professions	3
General Elective Component (5 credits)	
Elective Courses	5
The CGPS faculty highly recommends that students complete the following electives early in their program: CISM 105 Introduction to Academic Technologies (3) and CISM 110 Intermediate Academic Technologies (2).	
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis courses*

Bachelor of Science in Criminal Justice

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

Modality. Point University offers the B.S. in Criminal Justice in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.
- *Objective 1.2:* Graduates evaluate the nature, extent, causation, and prevention of crime and other social problems, including the ability to apply and critique the major theories relevant to those causes.

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

- *Objective 2.1:* Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.
- *Objective 2.2:* Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.
- *Objective 2.3:* Graduates apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary participants
- *Objective 2.4:* Graduates explain the tools and procedures used by various agencies within the criminal justice system.
- *Objective 2.5:* Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.
- *Objective 2.6:* Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.
- *Objective 2.7:* Graduates articulate and apply biblically-based ethical principles pertinent to social problems and the criminal justice system.

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

HREL 320	Group Dynamics	3
PSYC 325	Interpersonal Effectiveness	3
CJUS 200	Criminal Justice	3
CJUS 210	Criminology	3
CJUS 220	Constitutional Law	3
SOCI 350	Social Problems *[WE*]*	3
SOCI 355	Human Behavior & the Social Environment	3
CJUS 430	Professionalism & Ethics in Criminal Justice *[WE*]*	3
HREL 437	Conflict Management	3
PSYC 341	Abnormal Psychology	3
CJUS 400	Criminal Law	3
SOCI 420	Race, Ethnicity & Gender	3
CJUS 410	Criminal Procedure	3
CJUS 429	Violence & Society	3
CJUS 420	Police Administration	3
TOTAL CREDITS IN MAJOR:		*45*

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Criminal Justice Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

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

Bachelor of Science in Human Relations

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

Modality. Point University offers the A.A. in Human Relations in both *Point Online* and *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.
- *Objective 1.*2: Students demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.
- *Objective 1.3:* Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.
- *Objective 1.4:* Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Human Relations Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*
- *Objective 1.5:* Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

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

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

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

Objective 2.3: Students assess client needs and recommend services designed to meet those needs.

*Objective 2.*4: Students analyze and utilize scholarly research to explore contemporary issues in Human Relations and related fields.

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

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

Human Relations Major (45 credits)

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

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Human Relations Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

Bachelor of Science in Psychology

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

fields. Coursework included in the Psychology Major aligns with the content areas of the National Counselor Examination for Licensure and Certification (NCE) developed by the National Board for Certified Counselors.

Modality. Point University offers the B.S. in Psychology in fully-online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose, Goals, and Student Learning Objectives

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

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

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

- *Objective 1.1:* Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.
- *Objective 1.2:* Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.
- *Objective 1.3:* Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Psychology Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*
- *Objective 1.4:* Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

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

- *Objective 2.1:* Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.
- *Objective 2.2:* Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.
- *Objective 2.3:* Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

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

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

Psychology Major (45 credits)

PSYC 204	Developmental Psychology	3
HREL 202	The Family	3

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

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Psychology Major	45 credits
General Electives	29 credits
TOTAL:	*120 credits*

ACADEMIC POLICIES & PROCEDURES

Behavioral Standards

Student Conduct. Students, by their voluntary membership in Point's Christian community, assume responsibility to abide by all University regulations. They should also use personal discretion regarding any activities that may be morally or spiritually destructive, or may reflect poorly on the University. For specific guidelines, see the *Covenant for a Christian Community* posted on the Point University website (https://point.edu/wp-content/uploads/2015/04/covenant.pdf).

Academic Integrity. Because Point seeks to develop mature Christian leaders and scholars, the University strictly upholds the principles of truth, honesty, diligence, and academic integrity. The primary rule of academic integrity is that all members of the University community must do their own work, executed to the best of their ability, exclusively for the assignment for which it is presented, in order to achieve the full development of each student's potential. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and the students' best interest. Whenever a faculty member, student, or staff member becomes aware of academic misconduct, that person should report the misbehavior to the course instructor or another appropriate University official. Examples of academic misconduct include but are not limited to:

- *Plagiarism*. Students commit plagiarism when they deliberately submit the writing of someone else as their own work. This offense may involve either submission of a paper written by someone else or directly copying from a printed source without using quotation marks or appropriate documentation. For demonstrable plagiarism in a paper, students receive a minimum penalty of "F" on that paper. The penalty may include a failing grade for the course. The matter will also be reported to the Assistant Vice President for Professional Studies. Disciplinary action may lead to suspension or dismissal from Point University.
- *Excessive Collaboration*. To write more effectively, students (like most writers) may discuss their ideas and plans for papers with others or may read a paper (or a section of a paper) to friends, making revisions based on their responses. Normally such collaboration improves writing. However, excessive collaboration prevents instructors from recognizing the real ability and progress of their students, thus inhibiting effective teaching and learning. Students may receive the grade of "F" on a paper which shows unmistakable evidence of excessive collaboration. Since students often practice excessive collaboration without a deliberate intention to deceive, an instructor, after conferring with the student, may allow a rewrite of the paper.
- *Insufficient Documentation.* Honesty and courtesy require that writers acknowledge their debt for information and opinions they draw from other sources.

Documentation of sources provides both an acknowledgment of this debt and a kind of support for the ideas expressed in a paper. Appropriate documentation may range from the mere mention of a name or title to the extensive footnotes and bibliography required in a fully-documented paper. Insufficient or inaccurate documentation constitutes a serious weakness in a paper and normally results in a lowered grade. Students may receive the grade of "F" on a paper where insufficient documentation overwhelms the communication.

- *Inadequate Paraphrase.* In paraphrasing, students should carefully change the words and sentence structure of the original source while retaining the source's meaning. Instructors treat inadequate paraphrase like any other writing deficiency, provided it does not also involve insufficient documentation. Students may receive the grade of "F" on a paper where inadequate paraphrase makes up most of the communication. In such instances, professors may require the student to rewrite the paper. Inadequate paraphrase without documentation usually constitutes plagiarism.
- *Other Violations of Academic Integrity*. Examples of other forms of academic dishonesty include (1) padding a bibliography by adding resources not actually used in the paper; (2) buying, selling, loaning, or sharing a copy of an examination or information about an examination, whether past or current; (3) copying another student's work on an exam; (4) giving answers to another student during an exam; (5) using unauthorized notes during an exam; and (6) working on the same homework with other students when the instructor does not allow it.

Other Forms of Misconduct. Point students should also refrain from other forms of detrimental behavior, such as (1) providing false or inaccurate information to an instructor or other academic personnel, including marking an attendance sheet for an absent student; (2) altering an academic transcript, grade report, or other University document; (3) disrupting classroom, field trip, advising, or other academic activities on campus, off campus, or online; (4) being rude or disrespectful toward an instructor or fellow student; (5) inattentiveness or sleeping in class; (6) misusing technology in class by, for example, employing a cell phone or laptop computer for non-class-related purposes; (7) engaging in non-class-related work or activities during class; (8) having children in the classroom during class hours or unescorted children in Point University buildings at any time; and (9) other inappropriate, disruptive, or destructive behaviors.

Disciplinary Action for Misconduct. In all cases of misconduct, the instructor informs the Assistant Vice President for Professional Studies in writing of the occurrence and how it was resolved at the course level. The Assistant Vice President records information regarding instances of academic dishonesty. For the first offense of academic dishonesty, the student will be subject to disciplinary action, including a grade of "zero" for the assignment. For a second offense, the student will receive a failing grade for the course in which the academic dishonesty occurred. For a third offense, the student will be dismissed from Point University. The Assistant Vice President may also impose a penalty for other forms of misconduct, including disciplinary suspension from the University.

Appeals for Academic Misconduct. A student who believes an error has been made by an instructor in a case of misconduct (e.g., a student who denies the misconduct, disputes the facts of the case, or believes the sanction inappropriate) may appeal the decision and corrective action of an instructor to the Assistant Vice President for Professional Studies. The appeal must be made in writing and received within one week of the instructor's decision, stating evidence for the alleged error. A duplicate copy of the appeal letter should be submitted to the course instructor. The Assistant Vice President for Professional Studies will investigate and respond to the appeal within seven business days. The student may and should continue attending and participating in class sessions while an official appeal is pending.

A CGPS student may appeal a dismissal from Point University to the Vice President for Graduate & Professional Studies and then to the President of the University, whose decision is final.

Student Communications

All electronic communications from the University are sent to students' official Point University email addresses. Students are responsible for checking their University email daily.

Education Sites

Sites. Point University currently operates four primary education sites. The main campus lies in West Point, Georgia. Other sites are located in Atlanta (the Lindbergh Center), Peachtree City, and Savannah, Georgia. For a description of each site, see the section of this catalog devoted to "One University, Many Sites" (above).

Alongside the four primary education sites, Point offers occasional courses at other locations, such as ministry practica hosted by church partners.

Student Support Centers. Every site is equipped to serve as a support center for both on-ground and online students. Students are generally served by personnel based at the site closest to their home. Students may complete courses needed for graduation at any site offering those courses.

Academic Calendar

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

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

Traditional Academic Year

- Each calendar year includes three 16-week "terms" (excluding special events and school holidays). "Spring Term" typically extends from early January through early May, "Summer Term" from early May through late August, and "Fall Term" from late August through mid-December.
- Each 16-week term includes two 8-week "sessions" referred to as "Spring 1, Spring 2, Summer 1, Summer 2, Fall 1, and Fall 2."
- Within this common University framework, Point offers courses of varying lengths according to the needs of a given academic program. To illustrate:
  - Traditional undergraduate students typically enroll in several courses during Fall 1-2 and Spring 1-2 (the traditional academic year), with optional "summer school" courses during the Summer Term. Traditional courses are 15 weeks in length, allowing for holidays within the 16-week term.
  - Non-traditional students enrolled in undergraduate *Point Online* or *Point Connect* programs—or graduate-level master's programs—typically complete one or two courses each session year-round. Non-traditional and graduate courses are 8 weeks in length, consisting of a "preview week" and seven additional weeks, all containing a variety of focused learning activities. During "preview week," students must log onto the course website, introduce themselves to their fellow learners, review the syllabus, participate in the course orientation, complete any initial assignments, and work ahead if they wish. In most CGPS courses, *major* assignments are not due during preview week to give students time to get oriented and plan their educational strategy.

    NOTE: Due to the way the CGPS calendar aligns with the University College calendar, the "preview week" for certain courses is actually the final week of the preceding session or term. However, from a student perspective, a course always begins with "preview week" and then continue with seven weeks of learning activities.
- Course "weeks" begin on Monday and end on Sunday.
- For purposes of state and federal financial aid, Point is an attendance-taking school and students are considered to be on a "standard term semester system."
- For undergraduate students, 12 credits per term constitute "full-time" status. For master's students, 6 credits per term constitute "full-time" status.

Current Academic Calendar. The current academic calendar for CGPS appears in this *Catalog* under "Introduction to Academics."

Credit Hour Definition

Point students earn "credit hours" or "credits" by successfully completing university courses. Most Point courses are 3-credit courses. The University defines a "credit hour" in a manner consistent with traditional practice in the United States (the "Carnegie Unit") and with regulations issued by the U.S. Department of Education.

Undergraduate Credit Hour. At the undergraduate level, Point University defines a "credit hour" to include about 37.5 clock hours of learning activities per session, including live classes and/or online assignments. Accordingly, a typical 3-

credit course represents an average time commitment of about 112.5 hours per 8-week session (37.5 hours x 3 credits) or 14 hours per week (112.5 hours / 8 weeks). Two 3-credit courses represent a time commitment of about 28 hours per week. To meet these requirements, most students devote several hours each weekday plus a significant portion of the weekend to their studies.

Graduate Credit Hour. At the graduate level, Point defines a "credit hour" to include a minimum of 50 clock hours of learning activities per session. Accordingly, a typical 3-credit course represents a time commitment of about 150 hours per 8-week session (50 hours x 3 credits) or 18 hours per week (150 hours / 8 weeks). Two 3-credit courses represent a time commitment of about 36 hours per week.

Academic Advising

Declaring Programs and Majors. Each degree-seeking student chooses a program of study when admitted or as soon as possible thereafter. Those who do not are designated "undecided" until a program is declared. Students may change programs or majors by completing the *CGPS Continuance/Degree Change Form* (http://intranet.point.edu/degree-change) and submitting it to the Registrar's Office.

Course Schedules. Point's flexible course "carousels" (described above under "Course Delivery System") provide a variety of course options at various sites and online. Enrollment Specialists, in conversation with faculty and members of the Online Student Services team, assist students in developing a personalized course schedule covering their entire program—a complete "roadmap" from initial enrollment to graduation. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student.

Academic Advising. Once students are enrolled, program coordinators and other members of the faculty provide academic advising on request. They are assisted by the Director of Online Student Services and his Associate Directors, who guide students through their educational programs by providing online student orientations, explaining requirements and procedures, suggesting coursework appropriate to students' career goals, aiding with course registration (described below), and recommending ways to improve academic performance. They also link students with other support services, such as financial counseling, learning assistance, and career services. Students may contact the Online Student Services team by telephone, email, videoconference, or face-to-face meetings at a Point University Service Center:

Online Student Services
Telephone: Office (678) 593-3112
Email: OSS@Point.edu or OnlineStudentServices@Point.edu

Mr. Ross Haralson, Director of Online Student Services
Telephone: Office (404) 460-2470; Cell (706) 501-8046
Email: Ross.Haralson@point.edu

Mr. Douglass Johnson, Associate Director of Online Student Services
Telephone: Office (404) 460-2467; Cell (678) 237-2925
Email: Doug.Johnson@point.edu

Mr. Blair Walker, Associate Director of Online Student Services
Telephone: Office (678) 593-3111; Cell (404) 514-9712
Email: Blair.Walker@point.edu

Students may also seek assistance from the site directors at a Point University Service Center:

Peachtree City – (678) 593-3118
Ms. Terri Carroll – Terri.Carroll@point.edu

Savannah – (912) 629-3855
Ms. Roxane Pace – Roxane.Pace@point.edu

Student Responsibilities. Prior to registration for each term, students communicate with their faculty advisors and/or the Online Student Services team concerning their status and upcoming courses. However, *students are ultimately responsible for their own academic progress*. The following list outlines students' responsibilities in the advising process:

- Read the *Academic Catalog* and other academic information provided by Point University and the College of Graduate & Professional Studies (CGPS).
- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.
- Review the course schedule and discuss course options with faculty advisors and/or a member of the Online Student Services team.
- Contact the Online Student Services team in a timely fashion for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines set by the Registrar.
- Contact the Online Student Services team immediately with concerns about academic progress in particular courses or progress toward a degree.

Course Registration

Registration Dates and Process. Students are required to register for courses prior to the beginning of each session or term. They register through the Online Student Services team. The team notifies students of the registration dates and process through their Point email accounts. Registration dates also appear on the academic calendar. Registration for the next term typically begins shortly after the midpoint of the current term.

At the time of their initial enrollment, Enrollment Specialists assist students to develop a course schedule covering their entire program—a complete "roadmap" from initial enrollment to graduation. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student. In later sessions, the registrar staff automatically enrolls students in the planned courses unless students contact them

to change their plan. Students typically complete foundational General Education Core courses first before progressing into general electives and more advanced professional courses.

Through Campus Nexus (the online enrollment management system used by Point University), students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. If students have questions, they should contact the Online Student Services team.

Depending on the student's program, registration may also include other preparations, such as participating in orientation sessions, providing insurance and directory information, taking yearbook and I.D. photos, and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

Academic Overload. As noted above (under "Credit Hour Definition"), most CGPS undergraduate students complete two courses per 8-week session, which represents an average weekly time commitment of approximately 28 hours. Most graduate students complete one course per session for a weekly time commitment of about 18 hours.

Those able to devote more time to their studies may register for one additional course per session with the approval of the Online Student Services team and the faculty program coordinator or department chair who oversees their academic program. Students should realize that this "academic overload" represents the equivalent of a "full-time job"—that is, about 48 hours per week for undergraduates and 42 hours per week for graduate students.

To register for an academic overload, students must:

- Hold a cumulative grade point average (GPA) of 3.0 or better,
- Inform the Online Student Services team or registrar staff, who will consult with the appropriate faculty department chair. The chair will approve or deny the request.

Course Schedule Changes. Students may change their course schedules during the registration period and at the beginning of the new session or term.

Directed Independent Studies

Individual students or groups of students may request a Directed Independent Study (DIS) under the supervision of a Point University instructor. Such studies provide an opportunity to remedy unavoidable course scheduling conflicts or to explore an area of interest not covered by Point's standard curricula. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g. enrolling in a DIS to avoid a late evening class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

Students initiate a DIS by completing the *Independent Study Approval Form* (http://intranet.point.edu/independent-study-approval-form). The form must be accompanied by a DIS course syllabus designed by the intended instructor. The DIS must be approved by the instructor, the appropriate faculty department chair, the Online Student Services team, and the Assistant Vice President for Professional Studies.

Point University can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

Students are assessed a $50 per credit DIS fee—above and beyond normal tuition—which compensates the faculty supervisor. The Assistant Vice President may waive the fee if Point created the need for the DIS through, for example, an unavoidable course scheduling conflict.

Applying Graduate Courses to Undergraduate Degrees ("Swing Courses")

Point University occasionally allows senior undergraduate students to enroll in master's courses. The University allows a maximum of 12 graduate units to apply to a bachelor's degree and a maximum of 6 graduate units to apply to *both* a master's degree and a bachelor's degree. Enrollment in these "swing courses" must be approved by the instructor, the Online Student Services Team, and the appropriate faculty department chair. Students enrolled in a bachelor's program complete such "swing courses" at the undergraduate tuition rate. (*NOTE:* Completing "swing courses" does not exempt students from graduate admission requirements if they later decide to enroll in a master's degree program.)

Auditing Courses

Audit Policy. Students may audit ("listen in on") Point University courses for personal enrichment without seeking academic credit. To audit a course, students must meet course prerequisites, secure written permission from the course instructor, register for the course, and pay the audit fee. The number of audit students in a given course may be limited at the discretion of the University. Students may not change from audit to credit status, or from credit to audit status, except during the drop/add period and with the permission of both the instructor and the Registrar.

Audit students may attend class sessions, complete required readings, and participate fully in on-ground and online learning activities and group discussions. Written and/or graded assignments are optional. Instructors may voluntarily grade assignments submitted by auditing students and/or give feedback on progress, but they are under no obligation to do so. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate "Audit" (AU) in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program.

Financial aid is not offered for course audits.

Applying to Audit a Course. Students who are not already enrolled at Point and who wish to audit a course must submit the following:

- The online *Application for Admission* available on the Point University website (https://point.edu/apply).
- A letter of intent explaining one's reason for auditing the course
- *Audit fee* of $70 per credit hour
- *Fees for any textbooks or course materials* the auditing student wishes to purchase

Audit students must comply with CGPS behavioral standards outlined above.

Textbooks and Materials

Textbook Service. Textbook services are offered through the Point University Store, powered by eFollett. Students may order texts and other course materials online through the Store's website (http://www.point.edu/store) or from other vendors. New, used, or eBooks are available based on supplies. Books will be shipped directly to the student's home, office, or other designated site. The Store also stocks Point apparel, schools supplies, computer accessories, and a variety of other products.

IMPORTANT: Each session as "preview week" begins, students should immediately log into their course websites and check the syllabus to see what texts are required. They should order those texts as soon as possible, so they will have them in time for later learning activities. Getting behind in one's coursework can be overwhelming.

Textbook Lists. Beginning in Fall 2018, CGPS will post all course syllabi on the Point Intranet (http://intranet.point.edu). Students will be able to access them online at any time to see what texts are required for a given course.

Grading System

Grades and Quality Points. The *standard* 4-point grade scale for Point University appears on the table below. All Point instructors use this scale unless the unique demands of their subject matter require a different approach. In such cases, the alternative grade scale appears in the course syllabus. Professors then convert final grades to the letter grade and quality point system found on this table. Grades and quality points are recorded as follows:

Grade	Scale	Points	Description
A	90-100	4.00	**Excellent.** Clearly stands out. Unusually sharp insight. Initiates thoughtful questions. Sees multiple sides of an issue. Speaks and writes logically and clearly. Integrates ideas from previous courses and other disciplines. Anticipates the next step in progression of ideas. Accomplishes significantly more than the minimum requirements. Work is of the highest quality.
B	80-89	3.00	**Good.** Displays a strong grasp of all subject matter and an above average understanding of all basic concepts. An active listener and participant in class discussions. Accomplishes more than the minimum requirements. Work is of high quality.
C	70-79	2.00	**Fair.** Displays a satisfactory comprehension of subject matter and a general understanding of all basic concepts. Accomplishes the minimum requirements. Oral and written communication skills consistent with those expected of a university student.
D	60-69	1.00	**Poor.** Quality and quantity of work are barely acceptable.
F	0-59	0.00	**Failing.** Quality and/or quantity of work are unacceptable.

P		N/A	**Passing.** Does not affect GPA.
P^		N/A	**Passing Transfer Course.** Does not affect GPA.
AU		N/A	**Audit.** Does not affect GPA (see policy on "Auditing Courses").
I		N/A	**Incomplete.** Does not affect GPA (see below).
IP		N/A	**In Progress.** Typically used for courses that continue beyond one session; replaced with a grade at course completion. Does not affect GPA (see below).
R		see at right	**Repeat.** Averaged with original grade for students receiving the Georgia HOPE scholarship; replaces original grade for others.
W		N/A	**Withdrawal** before deadline. Does not affect GPA.
WF		0.00	**Withdrawal Failing** after deadline due to poor academic performance or other considerations. Treated as "F" for GPA.
WP		N/A	**Withdrawal Passing** before deadline. Does not affect GPA.

Incomplete ("I") Grade. All assignments not completed by the end of the term automatically receive the grade of "F" unless students successfully petition the instructor for the privilege of taking an Incomplete ("I") grade. The "I" grade is a temporary grade indicating that work for the course is not yet complete, but is expected to be complete within a short period of time. This arrangement must be made *before* the end of the term.

Instructors *should* award an "I" when students are confronted with unavoidable life situations, such as a well-documented serious illness or a death in the family near the end of the term. Instructors *should not* award an "I" merely to allow students to improve on a bad grade due to poor performance to that point. Nor should Incompletes serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student's request for an Incomplete falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 75% of the coursework prior to the end date for the course.

If instructors believe the request is justified, they must submit to their department chair a *CGPS Incomplete Grade Form* (http://intranet.point.edu/incomplete-grade-form) with a course completion plan, timeline, and documentation supporting the request. The chair will grant or deny the petition. The student or instructor may appeal the chair's decision to the Assistant Vice President for Professional Studies.

The *Request Form* must include a plan and timeline for completing the remaining course requirements. Along with the "I," the instructor must submit a letter grade ("I-B," "I-C," "I-D," or "I-F") based on *all* work assigned for the course, including 0 points for missing assignments. For the purpose of calculating a student's GPA, an "Incomplete" grade is given the grade point value of the letter after the "I." If the student does not submit those missing assignments by the deadline on the *Request*, the "I" will automatically and permanently convert to the letter grade submitted by the instructor. If

the student does submit the missing assignments, the instructor adjusts the final grade accordingly.

Normally, instructors will grant an "I" for no more than 1-2 weeks. Ideally, students should plan to complete missing assignments by the end of the preview week for the next session, so as not to be overly burdened for that session. An Incomplete may extend no more than 30 days beyond the last day of the course. The instructor and Registrar are not responsible for notifying or reminding the student regarding an Incomplete.

"I" grades are awarded within the framework of the Point's Attendance Policy (see below). This means that students who exceed the total allowed absences for a course may not file an *Incomplete Grade Form*, but must withdraw from the course and retake it at a later time.

Change of Grade. Point may change an academic letter grade after the grade is submitted if the case involves an instructor's error. Grades may also be amended following a successful academic appeal by the student (see below).

Appeal of Grade. A student who believes s/he has been treated unfairly in the recording of a grade may file an academic appeal. The appeal must be based on evidence that a grade was assigned on grounds other than performance in the course. Students are urged first to address the issue with the instructor on an informal basis as most academic issues may be resolved by this approach. However, if the issue is not resolved —or if the student can provide evidence of a hostile relationship with the instructor that makes this approach not feasible—the student may register an academic appeal as follows:

- The student must file a written academic appeal with the Assistant Vice President for Professional Studies, using the *Academic Appeal Form* (http://intranet.point.edu/academicappeal). This form may be downloaded from the Point University website and/or emailed to a student upon request. *NOTE: The appeal request MUST be received within five weeks from the day the grade was officially posted for student viewing. The University will not consider appeals filed after that date.*
- Upon receipt of the appeal, the Assistant Vice President may speak to the instructor, the student, or both in an effort to resolve the issue. After investigating the appeal, he will make a written response (either by letter or email) to the student within 7 days of receipt of the written *Academic Appeal Form*.
- If the Assistant Vice President is not able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Vice President for Graduate & Professional Studies.
- The Vice President will investigate and respond to the student in writing within 10 days concerning the disposition of the appeal. The decision of the Vice President for Graduate & Professional Studies is final.

How to Compute a Grade Point Average (GPA). The student's grade point average (GPA) is an important index to academic achievement. Students must maintain a minimum GPA to remain enrolled in the University or a given academic program (see

below under "Academic Standing"). This average also determines the student's eligibility for academic honors and financial aid. In the example given below,

- The quality point value of the letter grade for each course (see above under "Grades and Quality Points") is multiplied by the number of credit hours in the course to determine the grade points for each course.
- The total grade points for all courses divided by the total credit hours yields the grade point average or "GPA" (42.0 ÷ 15 = 2.80).

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C	2.00	x	3.0	6.0
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	3.00	x	3.0	9.0
			Totals:	15.0	42.0
				GPA:	2.80

The grade point average students earn in a single term is called the "term GPA," while the GPA earned over the course of students' entire career at Point is called the "cumulative GPA."

Only credits and grades earned at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. However, credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (described below under "Undergraduate Academic Honors").

Grade Information. Students may view their grades and transcripts at any time on Campus Nexus, the online enrollment management system used by Point University.

Attendance Policy

CGPS Course Modalities. Point University's College of Graduate & Professional Studies (CGPS) offers coursework in two primary modalities:

- *Point Online* courses are designed for fully-online *asynchronous* learning. They accommodate students in different time zones who must navigate a variety of work schedules and family responsibilities. Each 8-week *Point Online* course has its own customized website through which students interact with their instructor and classmates, access course materials, explore digital library resources, engage in a variety of interactive learning activities, submit assignments, receive feedback and grades, and access various student support services.
- *Point Connect* courses combine a weekly live, *synchronous*, 2-hour class session with *asynchronous* learning activities offered throughout the week in the online course

site. For most *Point Connect* courses, the live session takes the form of a "virtual meeting" or videoconference allowing two-way, face-to-face interactions between students, their instructor, and their fellow learners. For other *Point Connect* courses, the live session takes the form of an on-ground session at a Point education site. Live sessions typically meet one evening per week from 6:00 to 8:00 or 8:00 to 10:00 p.m. at one of Point's education sites.

Attendance Philosophy. Point's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade, but is nevertheless real. Sharing personal work, life, and experience is a critical part of adult education. If one student does not participate, it impacts other students.

Summary of Attendance Policy. CGPS courses are 8 weeks in length, consisting of a "preview week" and seven additional weeks, all containing a variety of focused learning activities. Instructors report student attendance at the end of each week based on the criteria outlined below. Students are strongly urged to attend and participate *every week*, which is important for academic success. If students are reported "absent" for any two weeks of the session (including preview week), they may remain enrolled in the course. However, students who register a third absence will be automatically withdrawn from the course in accordance with federal regulations and Point policy

Modality	Absences Allowed (but not recommended) during 8-Week Session	Administrative Withdrawal
Point Online	2 online absences	3rd absence
Point Connect	2 videoconference absences (or 1 preview week plus 1 videoconference absence)	3rd absence

Registering Attendance during Preview Week. During "preview week," students must log onto the course website, introduce themselves to their fellow learners, review the syllabus, participate in the course orientation, complete any initial assignments, and work ahead if they wish. In most CGPS courses, *major* assignments are not due during preview week to give students time to get oriented and plan their educational strategy.

During "preview week," ALL students must log into the "Introduce Yourself" forum to register their attendance and trigger financial aid. If for any reason students are unable to do so, they must contact their instructor and the Online Student Services team (telephone 678-593-3112; email OSS@Point.edu) to inform them of the reason for the delay and when they expect to be able to log in and begin assignments. *Students who do not register attendance and do not notify Point may experience delays in processing financial aid.*

Students enter *Point Online* and *Point Connect* courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course.

Weekly *Point Online* Course Attendance. Following preview week, *students enrolled in CGPS fully-online courses (undergraduate or graduate) must submit at least one assignment during each academic week of the course (Monday through Sunday) to be counted present for that week.* Submitting late assignments during the Monday Grace Period does *NOT* qualify as being "present" during the prior week when the assignment was due (see below under "Late Assignment Policy"). For that reason, students should make every effort to complete at least one assignment every week (such as a discussion forum) in order to fulfil attendance requirements.

Students who do not register attendance for any three course weeks (including preview week) will be automatically withdrawn from the course with a grade of either "Withdraw Passing" (WP) or "Withdraw Failing" (WF).

Weekly *Point Connect* Course Attendance. Following preview week, *students enrolled in Point Connect courses must attend the weekly live videoconference (typically Tuesday or Thursday evening) to be counted present for that week.* Attendance in live class sessions is mandatory because these face-to-face virtual or on-ground sessions often include interactive learning activities not easily reproduced outside the group setting. Accordingly, students who cannot commit to attend the weekly sessions should enroll in a *Point Online* program, rather than *Point Connect*.

While attendance is crucial for success, an extreme circumstance may prevent a student from attending the live class session. Accordingly, the following regulations encourage faithful class attendance while making allowances for necessary absences.

- Instructors record attendance for each live class session.
- Students are expected to be present when the session begins and remain the entire class session. Faculty members reserve the right to factor attendance, lateness, and early departures into a student's grade.
- Under emergency circumstances, a student may miss up to two live videoconferences or class meetings over the course of the 8-week session. These allowed absences are not "skip days." Rather, students should hold them in reserve in case of unavoidable absences due to sickness, severe weather, family problems, weddings, funerals, and the like.
- In the case of an absence, the student is responsible for contacting the instructor and completing any make-up work. *Again, some classroom activities may not be reproducible outside the group setting, so absences may have an irreversible impact on one's final grade.*

Students who do not register attendance for any three course weeks (including preview week) will be automatically withdrawn from the course with a grade of either "Withdraw Passing" (WP) or "Withdraw Failing" (WF).

Absence Appeals. Occasionally, students must exceed the total number of allowed absences due to *extreme circumstances beyond their control,* such as a tornado, or a serious illness or injury that puts them in the hospital for several weeks. In such cases, students may submit a written *Absence Appeal* to the Registrar. Such petitions must include an explanation and appropriate documentation (e.g. a note from a physician) of the absences for which the students seek relief. If the Registrar (in consultation with the

Assistant Vice President for Professional Studies) grants the appeal, students incur no grade penalties for the absences.

Sample Applications of the Attendance Policy. The following scenarios illustrate how CGPS applies the attendance policy in different circumstances:

- QUESTION: A student is enrolled in a *Point Online* course. He does not participate in the "Introduce Yourself" forum during preview week and does not submit any assignments during the next week. Does this student remain in the course?

  ANSWER: Yes. He has already used his two allowed absences (preview week plus the next week). However, he has not yet missed a third week, which would result in an administrative withdrawal. If the student does not intend to complete the course, he should notify Online Student Services (telephone 678-593-3112; email OSS@Point.edu) and withdraw by the end of the second week of the session (the drop/add date) for a full tuition refund. If he withdraws later in the session, he is financially liable for the course.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Absent	Absent						

- QUESTION: A student is enrolled in a *Point Online* course. She does not participate in the "Introduce Yourself" forum during preview week, submits assignments during the next week, but does not submit any assignments during the third and fourth weeks. Does this student remain in the course?

  ANSWER: No. She was absent during three weeks of the course (preview week plus two other weeks), resulting in an administrative withdrawal. She will be financially liable for the course.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Absent	Present	Absent	Absent	*Admin. Withdrawal*			

QUESTION: A student is enrolled in a *Point Online* course. He participates in the "Introduce Yourself" forum during preview week, submits assignments during the next three weeks, but then does not submit any assignments during the following three weeks due to a serious illness. He remains in constant contact with the instructor about his health challenges. Does this student remain in the course?

ANSWER: Three absences would normally result in an automatic administrative withdrawal. However, Point would encourage this student to file an absence appeal based on the health issue. Point would probably grant that appeal, giving the student an "Incomplete" and extra time to finish course assignments.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Present	Present	Present	Present	Absent	Absent	Absent	*Admin. Withdrawal (Appeal)*

- QUESTION: A student is enrolled in a *Point Connect* course. She does not post in the "Introduce Yourself" forum during preview week, and she does not submit assignments or attend the live videoconference during the next week. Does she remain enrolled in the course?

  ANSWER: Yes. She has already used her two allowed absences (preview week plus the next week). However, she has not yet missed a third week, which would result in an administrative withdrawal. If the student does not intend to complete the course, she should notify Online Student Services (telephone 678-593-3112; email OSS@Point.edu) and withdraw by the end of the second week of the session (the drop/add date) for a full tuition refund. If she withdraws later in the session, she is financially liable for the course.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Absent	Absent						

- QUESTION: A student is enrolled in a *Point Connect* course. He registers his attendance during preview week and the following two weeks. For the next three weeks, he does not attend the live videoconference sessions but does submit one other assignment each week. Does he remain enrolled in the course?

  ANSWER: No. For a *Point Connect* course, missing three videoconferences constitutes three absences, which results in an automatic administrative withdrawal.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Present	Present	Present	Absent	Absent	Absent	*Admin. Withdrawal*	

- QUESTION: A student is enrolled in a *Point Connect* course. She registers her attendance during preview week and the following two weeks. For the next three weeks, she does not attend the live videoconference sessions, but she does submit all other assignments on time. She keeps in contact with the instructor about the

circumstances that caused her to miss the videoconferences. Does she remain enrolled in the course?

ANSWER: For a *Point Connect* course, missing three videoconferences constitutes three absences, which normally result in an automatic administrative withdrawal. However, it may be worthwhile for this student to file an absence appeal explaining the reason for the absences. If the student has a legitimate reason for missing the videoconferences (e.g. her military unit was called to active duty), CGPS may grant the appeal. The fact that she notified the instructor and completed her other assignments provides evidence she was making a serious effort to finish the course.

Preview Week (1st week of session)	**Week 1** (2nd week of session)	**Week 2** (3rd week of session)	**Week 3** (4th week of session)	**Week 4** (5th week of session)	**Week 5** (6th week of session)	**Week 6** (7th week of session)	**Week 7** (8th week of session)
Present	Present	Present	Absent with assignments	Absent with assignments	Absent with assignments	*Admin. Withdrawal (Appeal)*	

Severe Weather Policy

If severe weather causes Point to cancel classes or close offices, administrators will post official notices on the University website and designated local media outlets. Students may also register online to receive text message alerts through Point's e2Campus© messaging system (https://point.edu/campus-alert). Weather conditions at one's home or workplace may differ from those at the education site. Accordingly, Point encourages commuters to use good judgment in deciding whether or not to travel to campus in severe weather conditions. Students should communicate with instructors in such circumstances.

Late Assignment Policy

Rationale for Policy. In an accelerated program, it is essential for students to stay current with course assignments. There is much to do and not much time to get it done. For that reason alone, it is absolutely vital that students finish their work on time—even early if possible. Getting behind in a fast-moving program can make catching up seem almost impossible. Because of this, all assignments should be submitted on the day they are due. *Deadlines for all assignments are given in Eastern Standard Time (EST). Unless stated otherwise in the course syllabus, all weekly assignments are due by midnight on Sunday, EST.*

Penalties for Late Assignments. In order to maintain the integrity of the program and encourage students to keep up with their coursework, instructors may not accept late assignments for full credit, except in cases where emergencies absolutely necessitate lateness. *Grades for all late assignments will be reduced by 10% of the total grade per day for up to four days, including weekends. (For assignments due on Sunday, the Monday grace period applies as described below. In such cases, instructors may apply*

late penalties on Tuesday, Wednesday, or Thursday.) Students who must submit assignments late should notify the instructor by the due date.

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.

Monday Grace Period for Undergraduate Students. Since CGPS course weeks extend from Monday through Sunday, most weekly assignments are due by midnight Sunday evening. However, for undergraduate students, the faculty has agreed to waive late penalties on assignments that are due on Sunday but submitted by Monday. The faculty strongly urges students to submit assignments by the due date on Sunday, so that they may begin the next week's assignments promptly on Monday. However, instructors will offer this bit of grace to undergraduate students who need it.

NOTE: The Monday Grace Period does NOT apply to discussion forums, which are time-sensitive. Students must submit their own discussion posts and respond to others' posts within the specified timeframe.

NOTE: To comply with federal regulations, *the Monday Grace Period does NOT apply to attendance.* If students do not attend for an entire week (Monday through Sunday) and then appear the following Monday, they will be counted as absent for the prior week.

NOTE: The Monday Grace Period applies only to undergraduate students—NOT graduate students.

Adding, Dropping, or Withdrawing from Courses

Adding a Course. Students may add a course through the Registrar's Office until the date noted in the table below. Students should consult with the Online Student Services team to make certain that the course meets credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving Veterans Administration (VA) benefits must contact Point University's VA Certifying Official before adding the course. Furthermore, students are responsible for securing required textbooks and materials in a timely fashion. If a student adds a course after the start of the term or session, any class meetings missed prior to enrollment are not counted as absences.

	8-Week Session
Adding a Course	Before 5:00 p.m. EST on the second Friday after courses begin

Dropping a Course. Students may drop a course through the Registrar's Office until the date in the table below. Students should be aware that dropping a course could affect full-time student status, financial aid, and VA benefits. Students should consult with the Online Student Services team to evaluate how the dropped course affects credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications. Students receiving VA benefits must contact Point University's VA Certifying Official before dropping the course. Dropped courses do not appear on student transcripts.

	8-Week Session
Dropping a Course	Before 5:00 p.m. EST on the second Friday after courses begin

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

Administrative Drop from a Course. It is the student's responsibility to drop a course in which s/he decides not to participate. If a student does not attend and does not drop the course, the instructor reports non-attendance to the Registrar's Office and the staff removes the student from the course. The student is financially responsible.

	8-Week Session
Administrative Drop from a Course	If reported after the second Friday after courses begin

Withdrawing from a Course. Students may voluntarily withdraw from a course prior to the deadline in the table below. If they withdraw by the second Friday of the course (the "last day to drop a course without notation" noted on the academic calendar), they receive no grade and incur no charges. If they withdraw after this date, they receive a grade of "WP" (Withdrawal Passing) or "WF" (Withdrawal Failing).

Withdrawals are effective on the date the student delivers a completed *CGPS Withdrawal Form* (http://intranet.point.edu/cgps-withdrawal-form) to the Registrar's Office. Forms are available in the Registrar's Office or online.

Students are responsible for tuition and fees incurred for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, (4) and/or loss of current or future financial aid. Students should consult with the Online Student Services team, a financial aid counselor, and the VA Certifying Official prior to withdrawing.

	8-Week Session
Withdrawing from a Course	After the drop deadline, but before 5:00 p.m. EST on the fifth Friday of the course

Administrative Withdrawal from a Course. Students who do not meet attendance requirements or who violate behavioral standards may be administratively withdrawn from a course at any time during the term or session. The Registrar's Office notifies students of administrative withdrawals. Such students receive a grade of "WP" or "WF." Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, (4) and/or loss of current or future financial aid.

	8-Week Session
Administrative Withdrawal from a Course	Student has ceased participation or exceeded the total allowed time absent (25% of a course)

Appeal of Administrative Withdrawal from a Course. Students who believe an error has been made in an involuntary administrative withdrawal from a course may appeal the decision to the Registrar. The appeal must be made in writing within 48 hours of notification of the administrative withdrawal, giving evidence of the alleged error. Students may and should continue attending and participating in class sessions while an official appeal is pending. The Registrar will respond in a timely manner with a decision to reverse or uphold the involuntary withdrawal. If students contend that the Registrar's response to the appeal is incorrect, they may appeal to the Assistant Vice President for Professional Studies in writing, within 24 hours of the Registrar's notification, giving evidence of the alleged error. The decision of the Assistant Vice President of Academic Affairs will be final.

Retaking Courses

Retaking Courses. Students may repeat courses for personal enrichment or in an attempt to earn a higher grade. Students who fail a required course are encouraged to retake that course the next time it is offered.

Repeated courses and the new grades appear on student transcripts marked with an "R" for "Repeat." The grade earned the last time the student completed a given course will be used for grade point average (GPA) computations—even if it is a lower grade—because it represents the most recent measure of student competency.

Certain types of courses are not processed as repeats and cannot be used to better a grade. They include courses transferred from other colleges or universities, as well as courses applied toward a degree already conferred. Certain courses may be repeated for credit without being identified as "Repeats," including internships, applied music instruction, applied music ensembles, and 490-level "topical" courses with different content.

If a student completes a required course at Point earning a low or failing grade, and then completes an equivalent course at another institution earning a higher grade, and then transfers that course to Point to fulfil the degree requirement, the lower grade and credit hours remain on the Point transcript but are not calculated in the Point GPA. Note, however, that *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

Financial Aid Implications. According to federal regulation 34 CFR 668.2(b), financial aid eligibility depends on the grade earned for a given course. All courses for which students received a grade of "F" (Failure) may be repeated and count toward total enrollment for financial aid eligibility. In addition, all courses completed with a satisfactory grade may be repeated *once* and count toward total enrollment for financial aid eligibility if a higher grade is received the second time. If the student fails the course

after earning a satisfactory grade on the previous attempt, that course may not be included in total enrollment during future attempts for financial aid eligibility.

Again, *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

All students are subject to policies regarding "Satisfactory Academic Progress for Financial Aid Eligibility" (found in the section of this *Catalog* devoted to "Student Finances"), which requires undergraduate students to complete successfully 67% of all courses attempted and maintain a cumulative grade point average of 2.0 for their degree programs. Graduate students must complete successfully 75% of all courses attempted and maintain a cumulative grade point average of 3.0 for their degree programs.

Veterans should consult with a financial aid advisor or their Veterans Administration (VA) representative regarding the latest regulations for retaking courses. As a general rule, financial aid does not pay for a course previously completed with a passing grade ("D" or above) unless a higher grade for that course is a requirement for graduation.

Student Classifications

Undergraduate Classifications. Point University classifies *undergraduate* students according to the number of credits they have earned at Point and/or transferred from other institutions to fulfil degree requirements. To remain in good standing, students must earn the minimum cumulative grade point average (GPA) required for each level. If a student earns enough credits in a given term to move from one minimum GPA requirement to another, the higher requirement applies.

Academic classification is important for determining the level of financial aid for which students may qualify.

Academic Classification	Cumulative Credit Hours	Required Minimum GPA
Freshman	0 – 29.9 credits	1.8
Sophomore	30 – 59.9 credits	1.9
Junior	60 – 89.9 credits	2.0
Senior	90+ credits	2.0

Point University *recommends* that students not enroll in a course more than one level above their academic classification (e.g. freshmen should generally take 100- or 200-level courses, rather than 300- or 400-level courses). Undergraduate students may enroll in a 500-level graduate course only when they reach senior classification and only with written permission from the faculty department chair who oversees their major.

Graduate Students. Graduate students are enrolled for degree credit in courses at the 500 level or above.

Non-Degree Students. "Non-degree" student status is normally reserved for persons who are not seeking a degree, but who enroll in five or fewer credit hours per session for purposes of continuing education or personal enrichment. Non-degree students follow an abbreviated admission process described below under "Application & Admission." If non-degree students decide to seek a degree, enroll in more than five credit hours per

session, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

Transient Students. "Transient" status is reserved for students enrolled at one college or university temporarily studying at another institution. Point recognizes two types of transient students:

- Degree-seeking students from another college or university may temporarily attend Point to complete coursework required by the home institution. Typically, such enrollment is limited to one term—or two terms, including the summer term.
- Point University students may, with advance approval from the Registrar, complete one or more courses at another accredited institution of higher education in order to fulfil curricular requirements at Point (e.g. due to scheduling difficulties or a study abroad opportunity). Such persons are considered Point students while studying elsewhere. Credits earned as a transient student, including online or correspondence courses, are subject to Point's normal transfer credit policies (see below under "Credit for Prior Learning").

Traditional and Non-Traditional Student Status. The academic division of Point University is organized into two colleges, which work together to advance the mission and goals of the institution:

- *The University College (UC)* oversees Point's traditional residential programs, which are primarily based at the main campus in West Point, Georgia. The University College also oversees Dual Credit Enrollment (DCE) programs for high school students completing college coursework.
- *The College of Graduate & Professional Studies (CGPS)* oversees non-traditional programs, including *Point Online* and *Point Connect* undergraduate and graduate programs.

Point students enroll in either a University College program or a CGPS program. In some cases, courses required for a non-traditional CGPS program are equivalent to those required for a traditional UC program. However, tuition rates differ because student services for the two colleges differ. To illustrate: CGPS online undergraduate programs are less expensive than traditional programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by traditional residential students.

With the Registrar's permission, non-traditional CGPS students may occasionally enroll in traditional courses, and traditional UC students may occasionally enroll in non-traditional courses. To illustrate: During one 16-week term, a student could enroll in two traditional on-ground courses in West Point and two fully-online courses offered through CGPS. Students are charged tuition according to the *program* in which they are enrolled, rather than *courses* in which they are enrolled. In other words, they pay the tuition rate appropriate for the types of student services they utilize.

Course Loads and Full-Time Student Status

The number of credits in which students are enrolled in a given term ("course load")—and whether or not they carry "full-time" enrollment status—determine the length of

time to graduation, as well as the level of financial aid for which students may qualify.

Undergraduate Students. For non-traditional undergraduates in *Point Online* and *Point Connect* programs, 12 credits per term constitute "full-time" status. A normal course load is 12 credit hours per term.

Master's Students. For master's degree students, 6 credits per term constitute "full-time" status. A normal course load is 6 credit hours per term.

Academic Standing for Undergraduate Students

Good Academic Standing. To remain in "good standing," undergraduate students must earn the minimum cumulative grade point average (GPA) required for their academic classification (see table below). If a student earns enough credits in a given term to move from one minimum GPA requirement to another, the higher requirement applies. The University computes GPAs and academic standing at the end of each term.

Academic Classification	Cumulative Credit Hours	Required Minimum GPA
Freshman	0 – 29.9 credits	1.8
Sophomore	30 – 59.9 credits	1.9
Junior	60 – 89.9 credits	2.0
Senior	90+ credits	2.0

To earn an associate's or bachelor's degree, students must have a minimum cumulative grade point average (GPA) of 2.0 ("C") on a 4-point scale for the entire degree. Accordingly, students would do well to maintain their cumulative GPA at a level of 2.0 or above during their entire enrollment at Point.

Academic Warning. Undergraduate students whose *term GPA* falls below 2.00, but whose *cumulative GPA* meets the minimum standard (see table), receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

Academic Probation. Students whose *cumulative GPA* falls below the academic standard (see table) are placed on academic probation for the following term. If their *cumulative GPA* remains below the standard, but their *term GPA* is at least 2.0, they are allowed to continue on probation for another term. The Registrar notifies students in writing if they have been placed on academic probation. Such students are not eligible for an academic overload. Other conditions may also be imposed when appropriate.

Academic Suspension and Readmission. Students may be academically suspended for the following term (1) if, after one term on probation, their *cumulative GPA* remains below the standard (see table) and their *term GPA* remains below 2.00; or (2) if their *cumulative GPA* falls below 1.00, whether or not they are on academic probation. Academic suspension is a status that bars a student from continued enrollment at Point University or any other institution for one term. After the one term suspension, the student is eligible to reapply for admission on academic probation. Failure to earn a term GPA of at least 2.00 for the first term after readmission results in

suspension for one term. The Registrar notifies students in writing if they have been placed on academic suspension.

Notification of Probation or Suspension. Students who believe they have been mistakenly placed on academic probation or suspension may appeal to the Registrar in writing. The appeal should specify the suspected error or errors. If a student contends that the Registrar's response to the appeal is not correct, that student should appeal in writing to the Assistant Vice President for Professional Studies. His decision is final.

Academic Standing for Graduate Students

Good Academic Standing. Graduate students must earn a minimum cumulative grade point average (GPA) of 3.0 ("B") on a 4-point scale to graduate from any degree program. Students are therefore in "good standing" when their cumulative GPAs are 3.0 or higher. Point University computes GPAs at the end of each term.

Academic Warning: Graduate students whose *term GPA* falls below 3.00, but whose *cumulative GPA* meets the minimum standard of 3.0, receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

Academic Probation. If graduate students' cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact the faculty department chair for their program and/or the Educational Resource Center for advice on improving academic performance. In most instances, graduate students should repeat courses for which they earned a grade lower than "B."

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, students are suspended from the University for one term. At the end of the suspension, students may re-enroll and have two terms to achieve the required GPA of 3.0 or higher. Failure to achieve overall cumulative GPA of 3.0 or higher within this timeframe results in permanent suspension. Permanent suspension is reserved for students who continually fail to meet Point's expected performance requirements as measured by GPA.

Notification of Probation or Suspension. The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail. However, failure of the student to receive notification does not nullify the probation or suspension.

Changing Degree Programs, Majors, or Concentrations

Students who wish to change their degree program, major, or concentration must complete the *Continuance/Degree Change Form* (http://intranet. point.edu/degree-change) and submit it to the Registrar's Office.

Withdrawing from Point University

Voluntary Withdrawal. It is the responsibility of students who have registered for courses to participate in them or, if that is impossible, to withdraw from the University

and complete the official withdrawal form with signatures. All official withdrawals from the University are initiated through the Online Student Services team and include an exit interview. *Failure to complete the entire withdrawal process—including the exit interview with a member of the Online Student Services team or other staff member—may cause the student to forfeit any potential refunds.*

Students who officially withdraw from the University receive a grade of "W" (Withdrawal) for all courses if they complete the process prior to the deadline for withdrawing from courses (see above). If the deadline has passed, they receive a grade of "F" (Failure) for all courses.

Failure to complete withdrawal procedures results in a grade of "WX" (Withdrawn Due to Excessive Absences) for each course. Such students must complete a *Returning Student Application* before enrolling in subsequent terms.

Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decisions. Withdrawal may, for example, cause Point to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Administrative Withdrawal. The Registrar's Office may administratively withdraw a student from Point University in cases of:

- Academic suspension (described below under "Academic Standing"),
- Disciplinary suspension, or
- Failure to enroll or participate in courses for a period of more than one 16-week term without written notification of return to the Registrar's Office and verification that they have not attended another institution as anything other than a transient student.

Readmission after Withdrawal from Point

For Point's "General Readmission Policy" and policy for "Readmission of Veterans," see the section of this catalog devoted to "Application and Admission" (below).

Credit for Prior Learning

Students may fulfil degree requirements by successfully completing courses offered by Point University. Students may also secure credit for prior learning. Point accepts an unlimited number of credits for prior learning within the bounds of the University's residency requirements (see below under "Residency Requirements and Transfer Credits") and the policies outlined below. Decisions regarding the awarding of credit for prior learning are made by the Registrar's Office staff in consultation with faculty department chairs and the Vice President for Graduate & Professional Studies. The Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Note that students must complete the final 36 credits of degree requirements, including the majority of their professional requirements, during the five years immediately

preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Credit by Transfer. Point University accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions. A *tentative* evaluation of transfer credits may be made as part of the admission process. The Registrar *officially* transfers credits after the applicant has been accepted and has declared a degree program.

Other Colleges and Universities. Point University accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body (e.g. SACSCOC, HLC, MSACS, WASC), national accrediting body (e.g. ABHE), or professional accrediting body (e.g. NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give Point University a high level of confidence in their programs.

  Other educational experiences will be evaluated on a case-by-case basis according to the following criteria: course/degree content and level, faculty credentials, and student performance. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If experience shows that Point University can have confidence in a given institution, the Registrar may place it on a list of "approved" institutions, which will facilitate the transfer process. Point University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards. Credits from non-accredited institutions are usually not transferable.

- Students must have completed the transferred courses, earning a minimum grade of "C-" for undergraduate credit or "B" for graduate credit (or "P" if the courses were offered on a Pass/Fail basis).

- The transferred courses must apply to a Point University degree program as the equivalents of required courses (i.e. providing a similar knowledge base and/or competencies) or as appropriate electives.

- Point's residency requirements (see below under "Graduation Requirements") limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 67% of the required courses (typically 80 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training, and demonstrated competency (described below).

- Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For the full policy, see the discussion of "International Transcripts" in the section of this catalog devoted to "Application & Admission."
- Point University does not grant transfer credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- Point University does not grant credit for duplicated courses (e.g. Beginning Composition completed at one college *and* Freshman English completed at another).
- If a course has been repeated for credit, the last grade earned will be used in the transfer evaluation—even if it is a lower grade—because it represents the most recent measure of student competency.

Vocational Schools, Technical Colleges, or Institutes. Degree credits earned at vocational or technical institutions may be transferred to Point according to the policies stated above. Courses equivalent in content to required Point University courses may be used to fulfil General Education Core or professional major requirements. Others may be used as General Electives.

Point has partnership arrangements with certain colleges that allow students to transfer up to 36 credits as General Electives. In such cases, Point may allow substitutions for certain General Education Core courses in order to fulfil those commitments while still meeting accreditation requirements.

Concurrent Enrollment. Students may take courses at other institutions concurrently with studies at Point University, giving them the status of "transient students." To verify that credits are transferable to Point, students should follow this procedure:

- Complete a *Transient Permission Form* (http://intranet.point.edu/transient-permission-form), which includes the name of the proposed course, the place and dates it is offered, an official course description, and the Point requirement the course will fulfil.
- Secure advance approval in the form of a signature from the Registrar and the appropriate faculty department chair.
- The Registrar will then place the signed *Petition* in the student's file as a binding agreement. If the student completes the proposed course, earning the appropriate grade, the Point requirement will be fulfilled.

Transfer Guidelines for the CGPS General Education Core and Biblical Studies Minor. The faculty of Point's College of Graduate & Professional Studies (CGPS) has specifically designed each course in the General Education Core, Biblical Studies Minor, and professional programs to serve the university mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students

complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, CGPS has established transfer guidelines. The Registrar applies these guidelines in consultation with the Arts & Sciences Department Chair and Vice President for Graduate & Professional Studies.

TRANSFER GUIDELINES FOR THE CGPS GENERAL EDUCATION CORE & BIBLICAL STUDIES MINOR	
Point Requirement	**Transfer Guidelines**
Essential Skills	
APSP 105 Introduction to Adult Learning	Point normally does not accept transfer courses in place of APSP 105 because it includes adult student success skills, an introduction to *Point Online* and *Point Connect* course sites, and the *StrengthsFinder* used in later Point courses. Point may waive APSP 105 if students have completed 45+ college credits, including online courses.
APSP 110 Effective Thinking	Point accepts courses that promote metacognitive strategies, critical thinking *(*i.e. skills of analysis, conceptualization, evaluation, logical reasoning, and argumentation), or philosophical inquiry. Examples include Logic, Comparative Religion, Philosophy, or Ethics.
ENGL 101 Critical Reading & Writing I-II	Point accepts courses designed to improve students' *writing skills*. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing.
COMM 205 Public Speaking	Point accepts courses designed to improve students' *public speaking skills*. Examples include Speech, Debate, and Rhetoric.
Humanities & Fine Arts	
HUMA 101 Introduction to Humanities, ENGL 250 Modern Short Stories, or MUSI 102 Music Appreciation	Point accepts courses that focus on: • *Critical and historical examination of world cultures.* These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include History, Comparative Religion, Philosophy, Ethics, Ancient and Modern Languages, Archaeology, Political Science, and General Humanities. • *Critical analysis and interpretation of literary texts*. Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a specific genre of literature (e.g. poetry, science fiction). • *Fine Arts* (e.g. painting, sculpture, art history or appreciation) *and Performing Arts* (e.g. theater, dramatic writing, dance, music history or appreciation, film history or appreciation).

Natural Sciences	
NSCI xxx Natural Science Course w/ Lab	Point accepts courses focusing on the *physical universe*, such as Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Physiology, and Health Sciences. To earn a bachelor's degree from Point University, students must complete at least one Natural Science course that includes a laboratory.
MATH xxx Mathematics Course	Point accepts courses designed to improve students' *quantitative reasoning skills*. Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus.
Social & Behavioral Sciences	
HIST 203 United States History	Point accepts courses that focus on *historical* examination of world cultures. These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include World History, American History, European History, Chinese History and Culture.
PSYC 103 Introduction to Psychology or SOCI 103 Introduction to Sociology	Point accepts courses in any branch of the Social and Behavioral Sciences. Examples include General Psychology, Human Development, Marriage & Family, Sociology, Anthropology, Cultural Geography, Political Science, and Economics.
General Electives	Point accepts any college-level course not equivalent to another course on the student's transcript (e.g. Point will not transfer both Beginning Composition from one college and Freshman English from another).
Biblical Studies Minor	
BIBL 103 Drama of Scripture	Point accepts courses that offer broad exposure to major portions of the Christian Scriptures. Examples include Introduction to the Bible, Biblical Metanarrative, Survey of the Old or New Testament, Pentateuch, Prophets, Wisdom Literature, Pauline Epistles, General Epistles.
BIBL 202 Jesus: The Focus of Scripture	Point accepts courses focusing on Jesus. Examples include New Testament Survey, Life of Christ, the Four Gospels, Matthew, Mark, Luke or Luke-Acts, John.
THEO 310 Spiritual Formation: Kingdom Living	Point accepts courses designed to contribute to student's spiritual development (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ). Examples include Spiritual Formation, Spiritual Disciplines, Devotional Classics, and Christian Ethics.
BIBL 304 Scripture: How We Use It	Point accepts courses designed focusing on principles and skills for biblical interpretation. Examples include Hermeneutics, Exegetical Method, and Biblical Interpretation.
THEO 405 Christ, Culture & Career	Since THEO 405 integrates major elements of Point's curriculum, there are few courses that would transfer. The only course that might be considered is a senior-level integrative course.

Credit by Examination. Point University recognizes credits earned by examination from sources with known validities and reliabilities, including Advanced Placement (AP), International Baccalaureate (IB), the College Level Examination Program (CLEP), and DANTES Subject Standardized Tests (DSST). For more information regarding credit for these examination programs, see below.

Point's Peachtree City education site administers the computer-based CLEP, DSST, and College Success Point University Enrollment and Placement Assessment tests. For details, see "Standardized Testing" in the section of this catalog devoted to "Student Support Services."

Students submit official copies of examination scores to the Point University Registrar, who determines their applicability to degree requirements at Point. Please note:

- Credits earned by external examination are placed on student transcripts and treated as transfer credits. Such credits are designated on the transcript by a grade of "Pass."
- Credits by examination awarded by another institution of higher learning may be transferred to Point only if those credits are recorded on the student's academic transcript in a manner similar to regular course credits—that is, the transcript must specify (1) the course requirements fulfilled by the examination, (2) the number of credits awarded, and (3) either a letter grade of "C-" or higher or that institution's designated letter or symbol for credit-by-examination or credit earned without a letter grade, such as "CR" or "P." Point does not transfer generic credit hours awarded by examination or course requirements waived on the basis of examination.
- A maximum of 25% of the credit hours required for a Point degree may be earned through external examinations.

Point University awards AP, IB, CLEP, and DSST credit according to the following guidelines:

Advanced Placement (AP). Students who qualify through the Advanced Placement (AP) program may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

The American Council on Education recommends that colleges and universities award credit for AP grades of "3" or higher on any AP Examination. CGPS follows this recommendation. Scores below "3" are not accepted. To apply AP credit to the professional major, students must earn a score of "4." For purposes of computing grade point averages (GPA), Point assigns Advanced Placement credit a grade of "P" (Passing).

The following table lists available AP exams, the number of credits CGPS awards for successful completion of each exam, and CGPS course requirements those exams may fulfil:

	AP Examinations	Point Course Equivalents	Credits
Arts	Art History	Fine Arts Course	3
	Music Theory	Fine Arts Course MUSI 102 Music Appreciation	3
	Studio Art 2-D Design	Fine Arts Course	3
	Studio Art 3-D Design	Fine Arts Course	3
	Studio Art Drawing	Fine Arts Course	3
English	English Language & Composition	ENGL 101 Critical Reading & Writing I	3
	English Literature & Composition	Humanities Course ENGL 250 Modern Short Stories	3
History & Social Science	Comparative Government & Politics	Social & Behavioral Sciences History Course	3
	European History	Social & Behavioral Sciences History Course	3
History & Social Science	Human Geography	Social & Behavioral Sciences History Course	3
	Macroeconomics	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Microeconomics	Social & Behavioral Sciences Course BUSI 320 Principles of M1croeconomics	3
	Psychology	PSYC 103 Introduction to Psychology	3
	United States Government & Politics	Social & Behavioral Sciences History Course	3
	United States History	HIST 203 United States History	6
	World History	Social & Behavioral Sciences History Course	6
Mathematics & Computer Science	Calculus AB	MATH 2200 College Algebra	3
	Calculus BC	MATH 2200 College Algebra	3
	Computer Science A	General Elective	3
	Statistics	Mathematics Course	3
Natural Sciences	Biology	NSCI 105 Intro to Biology with Lab (4)	3 to 6
	Chemistry	Natural Sciences Course	3 to 6
	Environmental Science	Natural Sciences Course	3
	Physics C: Electricity & Magnetism	Natural Sciences Course	3
	Physics C: Mechanics	Natural Sciences Course	3
	Physics 1	Natural Sciences Course	3
	Physics 2	Natural Sciences Course	3

World Languages & Cultures	French Language & Culture German Language & Culture Italian Language & Culture Spanish Language & Culture	Humanities Course *Score: 3* 6 credits *Score: 4* 9 credits *Score: 5* 12 credits	6 to 12
	Chinese Language & Culture Japanese Language & Culture Latin Spanish Literature & Culture	*under review by AP*	0

International Baccalaureate (IB). Students who qualify through the International Baccalaureate (IB) program may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

The American Council on Education recommends that colleges and universities award credit for IB grades of 5 or higher on any IB Examination. CGPS follows this recommendation. Scores below "5" are not accepted. To apply IB credit to the professional major, students must earn a score of "6." For purposes of computing grade point averages (GPA), Point assigns IB credit a grade of "P" (Passing).

The following table lists selected IB examinations, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil. For an evaluation of other exams, consult with the Registrar.

	IB Course	**Point Course Equivalents**	**Credits**
The Arts	Dance	Fine Arts Course	3
	Film	Fine Arts Course	3
	Music	Fine Arts Course	3
	Theatre Arts	Fine Arts Course	3
	Visual Arts	Fine Arts Course	3
Experimental Sciences	Biology	NSCI 105 Introduction to Biology	4
	Chemistry	Natural Sciences Course	4
	Environmental Systems & Societies	Natural Sciences Course	4
	Physics	Natural Sciences Course	4
	Sports, Exercise & Health Science	PHED 105 Fitness & Wellness	4
Individuals & Societies	Business & Management	BUSI 230 Principles of Management	3
	Economics	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Geography	General Elective	3

Individuals & Societies (continued)	History	Social & Behavioral Sciences History Course	3
	History: Africa	Social & Behavioral Sciences History Course	3
	History: Americas	Social & Behavioral Sciences History Course	3
	History: Asia/Oceania	Social & Behavioral Sciences History Course	3
	History: Europe & Middle East	Social & Behavioral Sciences History Course	3
	History: Medieval Europe & Islamic World	Social & Behavioral Sciences History Course	3
	Information Technology in a Global Society	General Elective	3
	Philosophy	APSP 110 Effective Thinking	3
	Psychology	PSYC 103 Introduction to Psychology	3
	Social & Cultural Anthropology	Social & Behavioral Sciences Course	3
	World Religions	Humanities Course	3
Languages	Classical Languages	Humanities Course	6
	Language A: Literature (English)	Humanities Course	3
	Language A: Language & Literature (English)	Humanities Course	3
	Language A: Literature (other than English)	Humanities Course	3
	Language A: Language & Literature (other than English)	Humanities Course	3
	Language B: French	Humanities Course	6
Languages	Language B: German	Humanities Course	6
	Language B: Japanese	Humanities Course	6
	Language B: Mandarin	Humanities Course	6
	Language B: Spanish	Humanities Course	6
	Language B: Swedish	Humanities Course	6
Mathematics & Computer Science	Computer Science	Mathematics Course	3
	Further Mathematics	Mathematics Course	3
	Mathematical Studies	Mathematics Course	3
	Mathematics	Mathematics Course	3

College Level Examination Program (CLEP). Students who qualify through the College Level Examination Program (CLEP) may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

To allow time for processing before graduation, students should complete all CLEP examinations prior to their final term at Point. If a student fails a Point course and then passes a CLEP equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The table on the following pages lists available CLEP exams, the minimum scores required to earn Point University credit, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil. In setting its requirements, CGPS has taken into consideration guidelines published by the American Council on Education. For purposes of computing grade point averages (GPA), Point assigns CLEP credit a grade of "P" (Passing).

NOTE: Under "Minimum Scores," the numbers not in parentheses denote the minimum score students must earn to apply CLEP credit to CGPS General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply CLEP credit to their professional major in the College of Graduate & Professional Studies.

	CLEP Examinations	**Minimum Scores (professional major)**	**Point Course Equivalents**	**Credits**
BUSINESS	Financial Accounting	50 (65)	BUSI 211 Financial Accounting	3
	Information Systems & Computer Applications	50 (59)	BUSI 314 Management Information Systems	3
	Introductory Business Law	50 (60)	BUSI 434 Business Law	3
	Principles of Management	50 (63)	BUSI 230 Principles of Management	3
	Principles of Marketing	50 (65)	BUSI 347 Principles of Marketing	3
COMP & LIT	American Literature	50 (58)	Humanities Course	3
	Analyzing & Interpreting Literature	50 (60)	Humanities Course	3
	College Composition	50 (59)	ENGL 101 Critical Reading & Writing I and ENGL 102 Critical Reading & Writing II	6
	College Composition Modular	50 (60)	ENGL 101 Critical Reading & Writing I	3
	English Literature	50 (62)	Humanities Course	3
	Humanities	50 (56)	HUMA 101 Introduction to Humanities	3

HISTORY & SOC SCI	American Government	50 (63)	Social & Behavioral Sciences History Course	3
	History of the US I	50 (56)	HIST 203 United States History	3
	History of the US II	50 (57)	HIST 203 United States History	3
	Human Growth & Development	50 (63)	PSYC 204 Developmental Psychology	3
	Introduction to Educational Psychology	50 (62)	EDUC 300 Educational Psychology	3
	Introductory Psychology	50 (59)	PSYC 103 Introduction to Psychology	3
	Introductory Sociology	50 (59)	SOCI 103 Introduction to Sociology	3
	Principles of Macroeconomics	50 (62)	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3
	Principles of Microeconomics	50 (64)	Social & Behavioral Sciences Course BUSI 320 Principles of M1croeconomics	3
	Social Sciences and History	50 (62)	Social & Behavioral Sciences History Course	3
	Western Civilization I	50 (57)	Social & Behavioral Sciences History Course	3
	Western Civilization II	50 (56)	Social & Behavioral Sciences History Course	3
MATH	Calculus	50 (64)	MATH 2200 College Algebra	3
	College Algebra	50 (63)	MATH 110 College Algebra	3
	College Mathematics	50 (62)	MATH 103 College Mathematics	3
	Pre-Calculus	50 (61)	MATH 2200 College Algebra	3
NAT SCI	Biology	50 (57)	NSCI 105 Introduction to Biology	3 to 6
	Chemistry	50 (65)	Natural Sciences Course	3 to 6
	Natural Sciences	50 (62)	Natural Sciences Course	3 to 6
LANGUAGES	French Language Level I	50 (64)	Humanities Course	6
	French Language Level II	59 (69)	Humanities Course	12
	German Language Level I	50 (59)	Humanities Course	6
	German Language Level II	60 (67)	Humanities Course	12
	Spanish Language Level I	50 (56)	Humanities Course	6
	Spanish Language Level II	63 (68)	Humanities Course	12

DANTES Subject Standardized Tests (DSST). Students who enroll in Point University's College of Graduate & Professional Studies (CGPS) may also secure credit through the U.S. military's Defense Activity for Non-Traditional Educational Support tests (DANTES), which cover more than 50 disciplines. The American Council on Education recommends that universities award credit for the scores appearing on the table below. Point follows these recommendations.

To allow time for processing before graduation, students should complete all DSST exams prior to their final term at Point. If a student fails a Point course and then passes a DSST equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The following table lists available DSST exams, the minimum scores required to earn Point credit, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil.

NOTE: Under "Minimum Scores," the first set of numbers refers to older DSST exams completed prior to 2008. The second set of numbers refers to Updated Exams completed since 2008. The numbers not in parentheses denote the minimum score students must earn to apply DSST credit to CGPS General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply DSST credit to their CGPS professional major.

DSST Exams	Minimum Scores (professional major)	Point Course Equivalents	Credits
Art of the Western World	48 (53) 400 (434)	Fine Arts Elective	3
Astronomy	48 (52) 400 (434)	Natural Sciences Course	3
Business Ethics & Society	400 (434)	BUSI 436 Business Ethics	3
Business Law II	44 (52) 400 (434)	BUSI 434 Business Law	3
Business Mathematics	48 (49) 400 (434)	General Elective *(does not meet General Education Core math requirement)*	3
Civil War & Reconstruction	47 (52) 400 (434)	Social & Behavioral Sciences History Course	3
Criminal Justice (3)	49 (54) 400 (434)	CJUS 200 Criminal Justice	3
Drug & Alcohol Abuse (now Substance Abuse)	49 (53) 400 (434)	Social & Behavioral Sciences Course	3
Environment & Humanity	46 (53) 400 (434)	Natural Sciences Course	3

Ethics in America	46 (50) 400 (434)	Humanities Course	3
Foundations of Education	46 (50) 400 (434)	EDUC 102 Educational Foundations	3
Fundamentals of College Algebra	47 (50) 400 (434)	MATH 2200 College Algebra	3
Fundamentals of Counseling	45 (48) 400 (434)	HREL 301 Introduction to Counseling	3
Fundamentals of Cybersecurity	400 (434)	General Elective	3
General Anthropology	47 (53)	Social & Behavioral Sciences Course	3
Here's to Your Health	48 (51) 400 (434)	PHED 105 Fitness & Wellness	3
History of the Vietnam War	44 (49) 400 (434)	Social & Behavioral Sciences History Course	3
Human Resource Management	46 (53) 400 (434)	BUSI 450 Human Resource Management	3
Human/Cultural Geography	48 (54) 400 (434)	Social & Behavioral Sciences Course	3
Introduction to Business	46 (54) 400 (434)	BUSI 230 Principles of Management	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3
Introduction to Law Enforcement	45 (52) 400 (434)	CJUS 410 Criminal Procedure	3
Introduction to the Modern Middle East	47 (51)	Social & Behavioral Sciences History Course	3
Introduction to World Religions	48 (52) 400 (434)	Humanities Course	3
Lifespan Developmental Psychology	46 (51) 400 (434)	PSYC 204 Developmental Psychology	3
Management Information Systems	46 (50) 400 (434)	BUSI 314 Management Information Systems	3
Money & Banking	48 (54)	General Elective	3
Organizational Behavior	48 (52) 400 (434)	BUSI 352 Organizational Behavior	3
Personal Finance	46 (51) 400 (434)	General Elective	3
Physical Geology	46 (53)	Natural Sciences Course	3

Principles of Finance	46 (53) 400 (434)	BUSI 336 Principles of Finance	3
Principles of Financial Accounting	47 (55)	BUSI 211 Financial Accounting for Leaders	3
Principles of Physical Science	47 (52) 400 (434)	Natural Sciences Course	3
Principles of Public Speaking	47 (52) 400 (434)	COMM 205 Public Speaking	3
Principles of Statistics	48 (51) 400 (434)	Mathematics Course	3
Principles of Supervision	46 (49) 400 (434)	General Elective	3
Rise & Fall of the Soviet Union	45 (51)	Social & Behavioral Sciences History Course	3
Substance Abuse (formerly Drug & Alcohol Abuse)	400 (434)	Social & Behavioral Sciences Course	3
Technical Writing	46 (50) 400 (434)	General Elective	3
Western Europe Since 1945	45 (49)	Social & Behavioral Sciences History Course	3

Credit for Military Training. Point University evaluates military training courses according to the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* (http://www2.acenet.edu/militaryguide/CourseSearch.cfm). Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

Credit by Demonstrated Competency (CDC). The faculty recognizes that some students come to Point with university-level competencies that have been developed experientially or attained outside the traditional classroom. Students who enroll in Point University degree programs may obtain credit for such competencies by assembling a portfolio of appropriate evidence for each claimed competency and submitting it to the Vice President for Graduate & Professional Studies. *In the portfolio, students must demonstrate the knowledge, skills, and philosophical grounding articulated in the learning objectives for specific courses offered by Point University.*

The portfolio must include:

- The student's résumé and an autobiographical sketch.
- A list of Point courses for which the student desires CDC credit.
- Substantial, documented evidence of competencies related to *each course.* Such evidence may include, for example, examinations, certificates, seminars, workshops,

demonstrations, apprenticeships, formal on-the-job training, volunteer experiences, interviews, licenses, job descriptions, memoirs, papers, work products, publications, publicity, references, and other appropriate materials. For each course, students should include a written narrative explaining how the evidence demonstrates achievement of course learning objectives.

After receiving these materials, the Vice President for Graduate & Professional Studies, in consultation with the appropriate faculty department chair(s), appoints a CDC committee consisting of Point University faculty members with expertise in the area(s) under consideration. The Committee then evaluates the evidence and sends its written recommendations to the faculty department chair(s). Based upon the recommendations, the chair(s) may award academic credit according to the level of mastery displayed by the student, waive a required course(s) in the student's degree program, substitute a more advanced course in the same area, or deny the student's petition for credit based on demonstrated competency.

Students may earn a maximum of 21 credit hours through CDC assessments. Students must have successfully completed 12+ credit hours of coursework in a CGPS degree program at Point University prior to receiving CDC credit. To cover expenses associated with the CDC Committee, Point charges a fee of $75 for each credit awarded to the student. Upon receipt of this fee, a registrar records the credits on the student's transcript.

Residency Requirements and Transfer Credits

Rationale. To receive a degree from Point University, students must complete a significant portion of the required coursework at Point. These "residency requirements" ensure that academic programs reflect Point's distinctive mission, ethos, values, and educational aims, so that the student's degree may reasonably be called a "Point University degree."

Residency Requirements. Accordingly, Point's College of Graduate & Professional Studies (CGPS) has set the following residency requirements:

- To receive an associate's degree from Point University, students must complete at least 50% of the required coursework at Point (typically 30 credits).
- To receive a bachelor's degree, students must complete at least 33% of the required coursework at Point (typically 40 credits)—including at least 30 credits in the professional major. Students may transfer a maximum of 60 credits from 2-year colleges.
- To receive a master's degree, students must complete at least 66% of the required coursework at Point.
- To receive a non-degree certificate or credential, students must complete at least 25% of the required coursework at Point.

All types of Point University courses—on-ground, *Point Online*, *Point Connect*, residential, commuter, traditional, non-traditional, and dual credit enrollment courses—count toward meeting these residency requirements. Normally, the minimum number of credits required at Point are the last credits earned for the degree.

Implications for Transfer Courses. Point's residency requirements limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 67% of the required courses (typically 80 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training (detailed below).

Graduation Requirements

To earn a degree, certificate, or other credential from Point University's College of Graduate & Professional Studies (CGPS), students must complete all required coursework within the specified time limit, earn a sufficient grade point average, fulfil Point's residency requirements, and be in good standing with the University. Students must meet all financial obligations in order to receive their diplomas and transcripts.

Degree Requirements. For course requirements for each CGPS degree program, see the program descriptions included in the sections of this *Catalog* devoted to the College's five academic departments (above).

Point University academic programs must, by definition, include a minimum 60 credits for an associate's degree, 120 credits for a bachelor's degree, and 30 credits for a master's degree. In some cases, students must complete general electives to meet these standards.

Minimum Grade Point Average (GPA). To earn an associate's or bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 2.0 on a 4-point scale for the entire degree, including transfer courses. To earn a master's degree, they must earn a minimum cumulative grade point average (GPA) of 3.0, including transfer courses.

Residency Requirements. To receive a Point University degree, students must meet the institution's residency requirements, which are detailed above under "Residency Requirements and Transfer Credits." In short,

- To receive an associate's degree, students must complete at least 50% of the required coursework at Point (typically 30 credits).
- To receive a bachelor's degree, they must complete at least 33% of the required coursework at Point (typically 40 credits)—including at least 30 credits in the professional major.
- To receive a master's degree, students must complete at least 66% of the required coursework at Point (typically 24 credits).
- To receive a non-degree certificate or credential, students must complete at least 25% of the required coursework at Point.

All types of Point University courses—on-ground, *Point Online*, *Point Connect*, residential, commuter, traditional, non-traditional, and dual credit enrollment courses—

count toward meeting these residency requirements. Normally, the minimum number of credits required at Point are the last credits earned for the degree.

Time Limits for Completing Degrees. Candidates enrolling in a degree program fulfil the catalog requirements in effect at the time they enter the program. Students are responsible for arranging their schedules so as to complete those courses when they become available. Students may choose to adopt a newer catalog and its curricular requirements, but they may not combine the requirements of two catalogs.

Point recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an A.A. degree, 4 years for a bachelor's degree, and 2 years for a master's degree). Accordingly, the University permits students to complete their degrees *under the original catalog requirements* as long as they do so within 150% of the normal timeframe (e.g. 3 years for an A.A., 6 years for a bachelor's degree, and 3 years for a master's degree). If degrees are not completed within the allotted timeframe, students must fulfil the new degree requirements. Students who do not enroll in courses for 180 days return under the catalog requirements in force at the time of re-enrollment.

Students must complete the final 30 credits of degree requirements, including the majority of their professional requirements, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Senior Assessments. In order to graduate, senior undergraduates must complete both the Bible Content Test and the ETS Proficiency Profile, which are used as exit exams for institutional effectiveness research. There is no cost to the student for these exams and they do not affect student grade point averages (GPAs).

Graduates in Good Standing. Candidates for Point University degrees must meet both the academic requirements and the community standards. Accordingly, no student may graduate while on academic or disciplinary probation or suspension.

Changes in Degree Requirements. As part of its quality control systems, Point University constantly reviews, assesses, and revises its educational programs to meet changing world needs. Accordingly, this academic catalog should not be considered a contract between Point and its students. While the University fully intends to offer all the programs and courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Double Majors, Triple Majors, and Double Degrees. If an undergraduate student completes 120-149 credits that include all courses required for two Point University majors (e.g. a Human Relations Major and Psychology Major), then Point awards a single bachelor's degree with a "double major."

If an undergraduate student completes 120-149 credits that include all courses required for three Point University majors (e.g. a Human Relations Major, Psychology Major, and Child Development Major), then Point awards a single bachelor's degree with a "triple major."

If an undergraduate student completes 150+ credits that include all courses required for two Point majors, then Point awards two bachelor's degrees, each with a professional major (e.g. a B.S. in Human Relations and a B.S. in Psychology).

If an undergraduate student completes 150-179 credits that include all courses required for three Point majors, then Point awards two bachelor's degrees—one with a double major and a second bachelor's degree with a third professional major.

If an undergraduate student completes 180+ credits that include all courses required for three Point majors, then Point awards three bachelor's degrees (e.g. a B.S. in Human Relations, a B.S. in Psychology, and a B.S. in Child Development).

If an undergraduate student completes 150+ credits that include all courses required for two Point majors plus a Point minor, then Point awards two bachelor's degrees under the following conditions: One degree must include a professional major and the professional minor, and the other degree must include a professional major. Point does not award bachelor's degrees that do not include a major.

To earn a second degree, the student must complete an additional 30 credits beyond the 120 credits required for the initial bachelor's degree—that is, 150+ credits. The additional 30 credits correspond to the Point residency requirement for the second bachelor's degree, so a student earning two degrees must complete a combined total of 60+ credits at Point University.

A given course may simultaneously fulfil requirements for more than one major or minor, provided that students complete the total number of required credits for their degree(s).

Graduate students may earn multiple master's degrees from Point University, provided that no more than 50% of the coursework for one degree is applied to the other degree.

Graduation and Commencement

Students *graduate* when Point University certifies they have completed all degree requirements and posts the degree on official student transcripts. *Commencement* is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Point holds commencement ceremonies twice each year in April/May and December. The following policies govern graduation and commencement.

Graduation. Students nearing the end of their degree programs follow six steps to complete the graduation process:

Step 1: Students must submit the ***Intent to Graduate*** form by mid-term of the term prior to graduation. This form is available on the Point intranet (http://intranet.point.edu/intent-to-graduate).

Step 2: Undergraduate students must register in GRAD 400 Graduation during their final term at Point University. This zero-credit "course" notifies the registrar of their intent to graduate at the end of that term. The registrar then verifies that the student will have met the academic requirements for graduation.

Step 3: Students must submit the ***Application for Graduation*** available on the Point intranet (http://intranet.point.edu/graduation).The *Application* includes a ***Completion Plan*** showing the courses remaining for students to fulfil all graduation requirements. Deadlines for submitting the *Application for Graduation* are September 30 for fall commencement and February 28 for spring commencement. The form includes information for ordering the student's diploma, cap, and gown. Failure to submit the form in a timely fashion may cause the student to wait until the next commencement ceremony.

Step 4: The Registrar's Office conducts a ***preliminary degree audit*** to verify students' readiness for graduation. If students are not ready, the registrar assists them in revising their *Completion Plan*. If students are ready, the registrar approves the *Application for Graduation* and places the graduation fee on the student's account.

Step 5: Students fulfil their ***completion plans.***

If a student does not complete the requirements for graduation, a new *Application* will be required, along with the amount of any graduation fee increases since the initial *Application*.

Likewise, if the student's enrollment is interrupted after an *Application for Graduation* is made, the student is subject to the University's readmission processes and policies and a new *Application for Graduation* must be submitted.

Step 6: After final grades are received, the Registrar completes a ***final degree audit*** to verify that students have met all degree requirements. If so, the Registrar posts the degree at the next posting date. Once the degree is posted, students' transcripts show that they have "graduated" from Point University.

Transcripts may be ordered immediately, and graduates should receive their diplomas shortly after posting via certified U.S. mail. However, *the University will not release diplomas or transcripts until students receive clearance from the Business Office for all financial obligations incurred up to the time of graduation.*

It is the student's responsibility to complete all graduation requirements and to complete and submit the Application for Graduation.

Attendance at Commencement. All students are expected to participate in the commencement ceremony unless a written request for non-attendance is approved by the Chief Academic Officer. Those who cannot attend must nevertheless pay the graduation fee to cover the costs of diplomas and the ceremony.

Students may "walk"—that is, walk across the stage and receive their diplomas—only in the commencement ceremony immediately following the completion of their degree requirements. To illustrate: A student who completes all coursework in time for the December commencement must walk at that ceremony and may not wait until the May commencement. Under certain circumstances, students may walk prior to completing degree requirements by exercising the "early commencement" option outlined below.

Early Commencement. Point students who, at the time of commencement, do not hold a posted degree may participate in the ceremony under the following conditions:

- Students must file an *Application for Graduation* for spring or winter commencement. The *Petition* must include a *Completion Plan* and the graduation fee.
- The Registrar must approve the students' *Completion Plan*. To qualify for approval, the *Plan* must meet three criteria:
  - It must list specific coursework students will take to complete degree requirements, including the institution(s) offering those courses and the scheduled dates.
  - *It must show that students will be within 6 credits of completing all degree requirements at the time of commencement—or that they will be completing all other degree requirements simultaneously with those 6 credits.*
  - The anticipated completion date for all remaining coursework must be in reasonable proximity to the commencement ceremony—typically within one term of the ceremony.

PLEASE NOTE: Students who take advantage of this "early commencement" privilege cannot qualify for graduation honors (described below) because, technically, they are not part of the graduating class. Such honors are based on students' grade point average (GPA), and the final GPA remains unknown until all coursework is completed and the degree is posted.

Students must notify the Registrar's Office when degree requirements have been met. The degree will be posted at the end of the term in which the degree was completed.

If students do not complete their degree within one year of the commencement ceremony, they must meet the requirements of the current catalog in order to graduate.

Undergraduate Academic Honors

Academic Honor Roll. As an incentive to academic achievement, the Registrar publishes an undergraduate Academic Honor Roll at the end of each term. Full-time, degree-seeking undergraduate students who earn a Point University term grade point average (GPA) of 3.50 or higher are recognized on the Academic Honor Roll for that term. The student must complete at least 12 credit hours at Point University in a given term to qualify for this honor.

Graduation Honors. Point University awards graduation honors to students who demonstrate academic excellence throughout their undergraduate career. In recognition of this achievement, they receive a gold cord to wear at Commencement.

- Students earning a cumulative grade point average (GPA) of 3.50 to 3.699 graduate *cum laude* ("with honors").
- Students earning a GPA of 3.70 to 3.899 graduate *magna cum laude* ("with high honors").

- Students earning a GPA of 3.90 to 4.00 graduate *summa cum laude* ("with highest honors").

In determining graduation honors, Point computes students' cumulative GPAs based on all Point credits and all transfer credits *used to fulfil Point degree requirements*. The University does not include additional credits earned elsewhere that are not applied to the Point University degree.

Since final grades may not arrive in the Registrar's Office until after the commencement ceremony, Point calculates graduation honors and awards gold cords based on grades earned through the student's next-to-last term prior to graduation. If grades from the final term later show that the student has qualified for honors, Point will note that fact on the student's official transcript.

Point does not award graduation honors to master's students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

Transcripts

The Registrar's Office furnishes students with credit transcripts upon written request. *Transcript Request* forms are available on the Point University website (https://point.edu/transcripts). A nominal fee is collected for each additional transcripts. No transcripts will be furnished until all financial accounts have been settled with the University.

Policy on Student Privacy and Release of Information

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

APPLICATION & ADMISSION

General Admission Requirements

University Purpose. Point University exists to carry out a specific mission, vision, and goals:

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

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

Point's curriculum and the learning environment are designed to encourage students to grow spiritually, intellectually, socially, physically and professionally.

Admission Philosophy. In keeping with Point's mission and purpose, the admission process seeks satisfactory evidence of a student's ability to succeed in the University setting. Point does not accept all students who apply for admission, so candidates should view the application process as an opportunity to make a case for being accepted. The application of an acceptable candidate will demonstrate academic readiness, social development, maturity, motivation, integrity, and openness to spiritual formation in a Christian context.

- Applicants demonstrate *academic readiness* by submitting school transcripts, standardized test scores, and/or other documents demonstrating adequate preparation for university studies. Applicants must possess basic computer proficiency, including email and internet usage.
- Applicants demonstrate *integrity* by not providing false or misleading information. Unacceptable practices include not reporting all schools previously attended or seeking admission for purposes not in harmony with the institutional mission and values of Point University. The University will not consider for admission—and may suspend—any applicant who knowingly submits false or misleading information.
- Applicants demonstrate *maturity and motivation* through timeliness in submitting application materials and seriousness of purpose in pursuing a Christian university education.

Point's Admission Committee makes admission decisions based on a careful evaluation of *all* application materials. The administration considers it unethical to admit, retain, and collect tuition from students who do not demonstrate the "ability to benefit"—that

is, the academic ability and/or willingness to complete their chosen program of study at Point University. A student's admission to Point University does not guarantee successful completion of any particular program of study.

Prospective students who desire to apply or learn more about educational programs may communicate with admissions staff through email (cgpsenrollment@point.edu), the University website (https://point.edu/admissions), or through calling or visiting one of Point's education sites:

West Point, Georgia
(Main Campus)
507 W. 10th Street
West Point, GA 31833
Telephone: 1-706-385-1000
Email: cgpsenrollment@point.edu

Atlanta, Georgia
The Lindbergh Center
2450 Piedmont Road NE, Suite 200
Atlanta, GA 30324
Telephone: 1-404-761-8861
Email: cgpsenrollment@point.edu

Peachtree City, Georgia
800 Commerce Drive
Peachtree City, GA 30269
Telephone: 1-678-593-3100
Email: cgpsenrollment@point.edu

Savannah, Georgia
Compassion Christian Church
55 Al Henderson Blvd.
Savannah, GA 31419
Telephone: 1-912-629-3855
Email: cgpsenrollment@point.edu

CGPS Application Procedures

Undergraduate Application Procedures. To apply for admission to a *Point Online* or *Point Connect* undergraduate program offered by Point University's College of Graduate & Professional Studies (CGPS), a person must:

1. Hold a high school diploma or equivalent. (This requirement does not apply to Dual Credit Enrollment (DCE) students, who are still in the process of completing high school studies. See below for more information regarding DCE.) Applicants may document high school graduation or the equivalent with an official copy of one or more of the following:
    a. A transcript from an accredited high school with appropriate preparation for college-level education that states the date of graduation and shows a cumulative grade point average (GPA) of 2.00+ on a 4-point. Students who do not meet these GPA requirements may qualify for "Probationary Admission" (described below). However, GPA alone does not guarantee acceptance at Point since other admission requirements are also a factor.
    b. A transcript from an accredited college or university showing 12+ earned, transferable, college-level semester credit hours (or 18+ quarter credit hours), with a cumulative grade point average (GPA) of 2.00+ on a 4-point scale. Students who do not meet these GPA requirements may qualify for "Probationary Admission" (described below). However, GPA alone does not guarantee acceptance at Point since other admission requirements are also a factor.

c. A transcript from an accredited college or university stating that an associate's degree has been awarded.

d. A transcript from an International Baccalaureate (IB) Diploma Program that states the date of graduation

e. A transcript of home school education equivalent to a recognized high school curriculum with appropriate preparation for college-level work that states the date of graduation

f. A General Educational Development (GED) certificate that states the applicant's passing score, along with the score for each of the five sub-tests in the battery

g. A transcript from a foreign (non-U.S.) high school or the equivalent, translated and evaluated by an international credential translation and evaluation service (see below), that states the equivalency to a U.S. high school education and the date each credential was earned

h. The applicant's self-certifying statement via DocuSign and on a FAFSA, if completed, indicating that the applicant has graduated from high school or the equivalent and giving the date of that graduation. This certification is subject to verification by another official method of documentation if requested by Point at any time.

Applicants may submit unofficial copies of documentation (e.g. an unofficial transcript) for purposes of facilitating the admission process and receiving initial decisions regarding admission and financial aid. In all such cases, an official copy of the required documentation, as determined and requested by Point, must be submitted and received by the University prior to starting courses and receiving financial aid. Otherwise, the admission may be rescinded by the University. Applicants must contact these institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 31833.

2. Complete the online *Application for Admission* available on the Point University website (https://point.edu/apply).

3. *If applicable,* submit official academic transcripts from *every postsecondary school, technical or vocational school, community college, four-year college, and/or university previously attended.* Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 31833; Attention: Enrollment (FAX 706-645-9473; email cgpsenrollment@point.edu).

   Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For details, see below under "International Transcripts."

4. If English is not the applicant's first language, demonstrate English speaking and writing proficiency as outlined below under "English Proficiency."

5. Submit any other information the applicant may wish to provide the Admission Committee as evidence of the ability to complete university-level studies.

After *all* required items are received, Point's Admission Committee evaluates the application and notifies students of their admission status. Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the Admission Office. Failure to receive all official transcripts delays processing of an application.

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

Graduate Application Procedures. Point University seeks master's degree applicants whose goals are commensurate with both the *institutional mission* and the *intended outcomes of the desired graduate program*. Applicants express their goals in an admission essay (described below).

To apply for admission to a master's program offered by Point University's College of Graduate & Professional Studies (CGPS), a person must:

1. Hold a bachelor's degree (or higher degree) from an accredited college or university with a cumulative grade point average (GPA) of 3.00+ on a 4-point scale. Students who do not meet the GPA requirement—or who graduated from an unaccredited institution—may qualify for "Probationary Admission" (described below).
2. Complete the online *Application for Graduate Admission* available on the Point University website (http://point.edu/grad/apply).
3. Submit official academic transcripts from every college or university previously attended. Applicants must contact those institutions and request official transcripts in sealed envelopes sent *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 31833; Attention: Enrollment (telephone 706-385-1209; email cgpsenrollment@point.edu; FAX 706-645-9438.
   - Students who graduated from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For details, see below under "International Transcripts."
4. Submit a résumé or *curriculum vitae* (CV), including contact information (name, telephone number, email address) for two professional references who can speak to the applicant's character, ability, and readiness for graduate studies. *For Master of Strategic Ministry and Master of Transformative Ministry applicants,* at least one reference should be a minister or spiritual mentor, who can speak to the applicant's spiritual maturity and readiness for advanced ministry studies.
5. Submit a well-written, 1-3 page admission essay that includes:
   - A brief self-introduction
   - Reasons for pursuing the chosen master's degree at Point University
   - Educational, professional, and personal experiences that have shaped the decision and prepared the applicant for graduate studies

- Personal life and career goals, and how master's studies will help accomplish those goals
- Christian commitment, church involvement, and ministry experiences *(applies only to Master of Strategic Ministry and Master of Transformative Ministry applicants)*
- Any additional information the applicant may wish to provide the Admission Committee as it considers the application

6. If English is not the applicant's first language, demonstrate English speaking and writing proficiency as outlined below under "English Proficiency."
7. *For Master of Strategic Ministry Applicants Only:* To apply for admission to Point's Master of Strategic Ministry program (MSM), a person must meet two additional admission requirements:
   - Be a professing Christian seeking spiritual formation and ministry development.
   - Be accepted into the CCV Leadership Institute, which brings approval to work at CCV sites. To apply, visit the Institute website http://my.ccv.church/leadershipinstitute) and complete the online application. For questions or more information, contact Rick Penny, CCV Leadership Institute Lead Pastor (email: RickPenny@ccv.church).
8. *For Master of Transformative Ministry Applicants Only:* Submit evidence of higher level writing skills and qualitative skills (e.g. responsibility, flexibility, creativity, teamwork, continuous learning, research, critical thinking, and decision-making). Evidence could include, for example,
   - Samples of academic or professional research and writing ability, such as research papers, published articles, sermons, or work products
   - Official scores for standardized tests, such as the:
     - Graduate Record Examination (GRE, www.ets.org/gre), which measures verbal, quantitative reasoning, analytical writing, and critical thinking skills *(see above for average scores)*
     - Graduate Management Admissions Test (GMAT, www.gmac.com/gmat.aspx), which assesses quantitative, analytical, problem-solving abilities, reading and writing, and other skills important for business and management
     - Miller Analogies Test (MAT, www.milleranalogies.com), a high level assessment of mental ability
   - Professional licensures, certifications, or training experiences
   - Pertinent awards or achievements

After *all* required items are received, Point's Graduate Admission Committee evaluates the application and notifies students of their admission status. If needed, the Committee

may request additional information to evaluate the applicant's readiness for graduate studies.

Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the Admission Office. Failure to receive all official transcripts delays processing of an application.

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

Additional Application Procedures for Certain Categories of Students

Traditional Residential Students. Point University operates traditional residential programs at its main campus in West Point, Georgia. These traditional programs are overseen by Point's University College, rather than the College of Graduate & Professional Studies (CGPS). Accordingly, students should consult the *University College Catalog* for application procedures. Traditional students may incorporate non-traditional CGPS courses into their programs in accordance with degree requirements.

Home-Schooled Students. Point University admits students who have completed a home school program of study equivalent to a recognized high school curriculum with appropriate preparation for college-level work. Applicants must submit a transcript of the home school education and, if available, a certificate of completion or diploma from a recognized home-schooling agency or state department of education. If necessary, the Admission Committee may request additional materials needed to establish academic readiness, such as further information regarding the home school education program, standardized tests, and/or objective third-party assessments.

Dual Credit Enrollment (DCE) Students. Point University admits qualified high school juniors and seniors (and sophomores under certain conditions) into its Dual Credit Enrollment program (DCE). In this program, students complete college-level courses that simultaneous fulfil requirements for both their high school diploma and a university degree from Point. The Admission Committee evaluates candidates based on high school grades earned thus far and a recommendation from a high school guidance counselor. Course enrollments are normally coordinated with the prescribed graduation requirements of the student's high school.

The DCE programs are operated by Point's traditional University College. Accordingly, students should consult the *University College Catalog* for application procedures for those programs.

Transfer Students. Students who have attended another college or university prior to Point follow the "General Application Procedures" (above) with the following stipulation: The applicant must be in good standing with the university or universities previously attended to be admitted to Point.

For the full policy on transferring credits to Point, see "Credit for Prior Learning" under "Academic Policies & Procedures."

Veterans. Point University courses are approved for veterans' training. Credit is granted for previous college work and for schooling completed in the service through the College Level Examination Program (CLEP) sponsored by the Educational Testing Service (ETS). If veterans fail to complete a course, the amount charged for a portion of the course will not exceed the approximate pro rata portion of the total charges for tuition, fees, and other expenses. For questions, contact the School Certifying Official (SCO) for the Department of Veterans Affairs (VA).

Eligible VA students must complete formal University admission requirements and must be admitted into a degree program before they request certification for VA payment. Students should contact the Financial Aid Office for specific information about requesting VA payments for course enrollment. The Department of Veterans Affairs makes the final decision regarding approval of payments for students in special admissions categories. Students should inform the Financial Aid Office of the type and amount of any VA benefits.

To ensure receipt of benefits, eligible VA students must inform the SCO of their intention to register for courses and supply the necessary paperwork. After the appropriate paperwork has been submitted to the SCO, certification of enrollment in courses is submitted to the Department of Veterans Affairs Regional Office for processing and, generally, payment.

Procedures and forms for application and enrollment certification may be obtained online at www.gibill.va.gov. Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University.

All students receiving VA Educational Assistance payments from the Department of Veterans Affairs are responsible for immediately notifying the Director of Financial Aid of any changes in their degree program and/or credit load during a term (e.g. changing degree programs or majors, dropping or adding a course, withdrawing from the University, or auditing a course). The VA generally does not allow payment for courses not computed in a student's GPA or not counted toward graduation requirements for a student's degree program.

Non-Citizen Students. Non-citizen students include persons who enter the United States as international students holding an F-1 visa, foreign students who reside and remain outside of the United States, Permanent Resident Card holders, undocumented students, and undocumented students receiving Deferred Action for Childhood Arrivals (DACA).

Foreign Students Residing Outside the United States. Foreign students who reside and remain outside the United States may enroll in Point University's College of Graduate & Professional Studies' fully-online undergraduate or graduate programs.

F-1 Visa Holders. F-1 international students are non-immigrant students seeking to obtain an F-1 student visa to enter the United States to study at Point University *or* are currently studying in the United States on an F-1 visa and seeking to transfer to Point University. F-1 visa holders may enroll in Point University's traditional residential undergraduate programs. However, CCPS undergraduate *Point Connect* programs do not accept F-1 students at this time.

In addition to the items required under *General Application Procedures* (see above), international students must also provide:

1. Certified, translated, and evaluated copies of the academic transcripts from each non-U.S. high school and college or university attended. For details, see below under "International Transcripts."
2. Proof of English speaking and writing proficiency if English is not the applicant's first language. For details, see below under "English Proficiency."

Point's *University College Catalog* includes additional requirements for international students who desire to travel to the United States to participate in residential programs offered by Point's traditional undergraduate University College.

Permanent Resident Card Holders. Permanent Resident Card holders are non-citizen students, lawfully residing within the United States. The Permanent Resident Card, known as the "green card" or USCIS Form 1-551, is issued with an expiration date. Permanent residents may enroll in traditional, *Point Online*, *Point Connect,* or graduate programs offered by Point University.

Undocumented Students. Undocumented persons who have received a high school diploma or its equivalent in the United States may apply for admission to Point University. Undocumented students are not eligible to receive federal financial aid, but may be eligible for University scholarships or scholarships from foundations and local organizations. Undocumented students are advised that Point University cannot guarantee that completion of a Point degree program will result in the ability to secure a specific licensure or certification, such as teacher certification by the State of Georgia. The student is responsible for satisfying the requirements of the entity that grants the license or certificate, which may include documentation of citizenship or authorized residency.

Deferred Action for Childhood Arrivals (DACA) Students. DACA students are a subgroup of undocumented students holding a certificate of approval for Deferred Action who may remain and work in the U.S. temporarily. This also allows the student who has received a high school diploma or its equivalent in the United States to attend post-secondary institutions during the time period granted by Deferred Action approval. DACA students are not eligible for Federal grants and scholarships, but may be eligible for University scholarships or scholarships from foundations and local organizations. DACA students may enroll in Point University programs. DACA students are advised that Point University cannot guarantee that completion of a Point degree program will result in the ability to secure a specific licensure or certification, such as teacher certification by the State of Georgia. The student is responsible for satisfying the requirements of the entity that grants the license or certificate, which may include documentation of citizenship or authorized residency.

DACA students must present (1) their Employment Authorization Document (EAD) card, which has a 2-3 year expiration deadline and must be renewed, and (2) the Immigration approval, I-797 Notice of Action approving Deferred Action. Students are responsible for renewing their Deferred Action and providing proof of the extension of Deferred Action in order to remain enrolled.

Non-Degree Students. "Non-degree" student status is normally reserved for persons who are not seeking a degree, but who enroll in five or fewer credit hours per session for purposes of continuing education or personal enrichment. Non-degree students follow the abbreviated admission process outlined below:

1. Complete the online *Application for Admission* available on the Point University website (https://point.edu/admissions).
2. Submit one personal reference from a non-relative.
3. Submit a one-page letter of introduction explaining one's purpose for pursuing studies at Point University.

If non-degree students decide to seek a degree, enroll in more than five credit hours per session, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

One type of non-degree student is the "transient student" (described below).

Transient Students. "Transient" status is reserved for students enrolled at one college or university temporarily studying at another institution. Point recognizes two types of transient students:

- Degree-seeking students from another college or university may temporarily attend Point to complete coursework required by the home institution. Typically, such enrollment is limited to one term.
- Point University students may, with advance approval from the Registrar, complete one or more courses at another accredited institution of higher education in order to fulfil curricular requirements at Point (e.g. due to scheduling difficulties or a study abroad opportunity). Such persons are considered Point students while studying elsewhere. Credits earned as a transient student, including online or correspondence courses, are subject to Point's normal transfer credit policies (see "Credit for Prior Learning").

Persons in the process of seeking a degree from another college or university (the home institution), who are in good standing with that institution, may apply for admission to Point University as transient students. Such students follow the abbreviated admission process outlined below:

1. Complete the online *Non-Degree Student Application* available on the Point University website (https://point.edu/admissions).
2. Submit a letter from the appropriate academic official of the home institution recommending admission to Point as a transient student, including a list of courses in which the applicant intends to enroll.
3. Submit the *Transient Student Waiver* form acknowledging understanding of Point's policies. This form is also available on the Point University website (https://point.edu/transient).

Such students should be advised by the home institution regarding courses to be taken at Point.

English Proficiency. If English is not the applicant's first language, s/he must show proof of English speaking and writing proficiency in at least one of the following forms, sent directly from the issuing agency to Point:

- Transcript showing graduation from an accredited high school where English was the primary language of instruction and learning
- TOEFL CBT (Test of English as a Foreign Language, computer-based) total score of 213+ with minimum scores of 21 in Reading, 21 in Listening, and 58 in Writing (see www.ets.org/toefl)
- TOEFL iBT (internet-based) total score of 80+ with minimum scores of 20 in Reading, 20 in Listening, and 20 in Writing (see www.ets.org/toefl)
- TOEFL PBT (paper-based) total score of 550+ with minimum scores of 55 in Reading, 55 in Listening, and 24 in Writing (see www.ets.org/toefl)
- An IELTS (International English Language Testing System, www.ielts.org) overall band score of 6.5+ with minimum scores of 6.5 in Reading, 6.5 in Listening, 6.5 in Speaking, and 5.5 in Writing
- An iTEP (International Test of English Proficiency) Academic overall score of 4.0+ with minimum scores of 4.0 in each skill area (see www.itepexam.com)
- Transcript showing earned grades of "C" or higher for freshman-level English composition courses completed at an accredited U.S. college, or foreign institution of higher education where English is the primary language, and deemed equivalent to Point's ENGL 101-102 Critical Reading & Writing I-II
- Successful completion of an ESL (English as a Second Language) or Intensive English Program at a U.S. college or university with a letter of recommendation endorsing admission and enrollment in college-level courses
- Assurance of the applicant's English language competency from a University-approved source

International Transcripts. Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. Point accepts transcript evaluations only from recognized agencies, such as those that hold membership in the National Association of Credential Evaluation Services (NACES, www.naces.org) or the Association of International Academic Credential Evaluators (http://www.aice-eval.org). Agencies accepted by Point include AACRAO International Education Services (http://ies.aacrao.org), Educational Credential Evaluators, Inc. (www.ece.org), and InCred: Credential Evaluation Service for athletes (http://www.playnaia.org/InCred).

Applicants select the agency and provide the academic records to it for evaluation (and translation, if required). The agency must mail the certified translation/evaluation in a sealed envelope *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 31833. Applicants are responsible for paying all associated costs and for

ensuring timely submission to Point. Foreign credential evaluation services typically require 3-6 weeks (sometimes much longer) to provide evaluation reports.

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

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

A copy of each transcript in the native language must accompany the certified translations/evaluations.

For Point University transfer policies, see the section of this catalog devoted to "Credit for Prior Learning."

Probationary Admission

Academic Requirements for Admission. As noted above, applicants for undergraduate programs should hold a high school diploma (or equivalent), along with a high school or college cumulative grade point average (GPA) of 2.00+ on a 4-point scale. Applicants for master's programs should hold a baccalaureate degree (or higher degree) with a cumulative GPA of 3.00+ on a 4-point scale. GPA alone does not guarantee acceptance at Point since other admission requirements are also a factor (see above).

Probationary Admission. A limited number of applicants who do not meet these GPA requirements may be admitted on probationary status if their application materials include other evidence of their ability to succeed at Point.

Students who complete 12 undergraduate credit hours at Point with a 2.0+ GPA—or 9 graduate credit hours with a 3.0+ GPA—will be removed from probationary status. Students who do not meet these standards will be withdrawn from the program. For more information about probationary admission and the possibilities for documented evidence, contact the Admission Office.

Appeal of Unaccredited Bachelor's Degree. Master's degree applicants who earned their bachelor's degree from an unaccredited institution may be considered for probationary admission if they score in the 50th percentile or higher on the verbal portion of the GRE General Test and if, in the judgment of the graduate faculty, the programs and reputation of the University justify such admission. Students from

unaccredited institutions must provide evidence of the breadth, depth, and quality of their programs through, for example, course syllabi and faculty credentials.

Readmission after Withdrawal from Point

General Readmission Policy. Students who have withdrawn from Point University's College of Graduate & Professional Studies (CGPS) may apply for readmission by following the abbreviated admission process outlined below:

1. Complete the online *Application for Readmission* available on the Point University website (https://point.edu/admissions). This *Application* must be submitted no later than thirty (30) days prior to the intended course start date.
2. Submit official academic transcripts from every college and/or university attended since the last enrollment at Point. Applicants must contact those institutions and request that they send official transcripts in sealed envelopes *directly* to Admission Office, Point University, 507 West 10th Street, West Point, GA 30324; Attention: Enrollment (email cgpsenrollment@point.edu; FAX 706-645-9473). Applicants may use the *Transcript Request Form* available on the Point website (https://point. edu/wp-content/uploads/2017/03/transcript_request_form_2017.pdf).
3. Submit a one-page letter that includes the reason for leaving, the purpose for resuming studies at Point, and any other information the applicant may wish to provide to the Admission Committee.

Students will be considered for readmission if they:

- Receive clearance from the Student Accounts and Financial Aid Offices indicating that all financial issues have been resolved;
- Have a minimum cumulative grade point average (GPA) of 2.0 GPA from Point University; and
- Have not been in attendance in any Point University program for a minimum of 16 weeks.

In considering applications for readmission, the admissions committee will consult with the Vice President for Spiritual Formation, the Online Student Services Team, or other personnel regarding possible disciplinary issues or social concerns.

Readmission of Veterans. Students who leave Point University for military service may re-enter the institution upon returning from service. Such students must apply for readmission within five years of completion of military service, following the procedure outlined above. Eligible veterans are admitted into the same (or most similar) academic program with the same enrollment status (full- or part-time), same number of credits, and same academic status (satisfactory, warning, or probation) earned prior to departure. If veterans are not prepared to be readmitted, Point will make reasonable efforts to help them become prepared at no extra cost to the student. Point University is not required to readmit a veteran if Point can demonstrate through a preponderance of evidence that the student is not prepared to resume the program or will not be able to complete it.

STUDENT COSTS & FINANCIAL AID

Tuition and Fees

Tuition and fees for programs offered by the College of Graduate & Professional Studies (CGPS) are published each year on the Point University website. See the following links:

- *Point Online* undergraduate programs (https://point.edu/financialaid/tuition-online)
- *Point Connect* undergraduate programs (https://point.edu/financialaid/tuition-evening)
- Graduate programs (https://point.edu/financialaid/tuition-graduate)

Student Accounts

Student Financial Liability. Students admitted to Point University accept the terms and regulations set forth in this catalog. All students are liable for payment of all charges and fees they incur during their University stay.

Payment Policies. Students must either (1) pay all charges for a given session prior to the University-established payment deadline or (2) establish a University-approved payment arrangement, which could include receipt of financial aid and/or a payment plan. Students who have not made satisfactory arrangements with the Student Accounts Office may be administratively withdrawn from the University.

Students must pay any account balance due for the preceding session before enrolling for the next session.

Point will not issue student transcripts or diplomas until all indebtedness to the University has been settled through the Student Accounts Office.

Tuition Refund

General Information. Point University and its College of Graduate & Professional Studies (CGPS) recognize the occasional necessity for students to withdraw totally from coursework for a variety of valid reasons. Point acknowledges that a refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the institution determines its expenditure patterns and obligations. Since the University is unable to reduce its costs significantly if a student partially or totally withdraws, the refund policy includes a time schedule with reasonable and equitable withdrawal refund deadlines.

In its academic calendar, CGPS publishes the last day to add or drop a course for each 8-week session (see above under “Introduction to Academics”). The purpose of this policy

is to enable students to make necessary adjustments near the beginning of a session without undue penalty. (For more information see "Adding, Dropping, or Withdrawing from Courses" in the "Academic Policies & Procedures" section of this *Catalog*.)

Students who leave a course *prior* to the add/drop date are said to have "dropped" the course. Students who leave a course *after* the add/drop date "withdraw" from the course. Students who drop or withdraw from *all* their Point courses are said to have "withdrawn" from the University. There are financial implications for each action.

Financial charges and aid amounts are based on the total number of credits in which students are enrolled at the end of the course add/drop period. If students "drop" a course *prior* to the add/drop date, but remain enrolled in other courses, they are not held responsible for the costs of the course dropped and financial aid may adjust accordingly. If students "withdraw" from a course *after* the add/drop date, they do *not* receive a refund for the course.

Institutional Refund Policy. Students must provide official written notification to the Registrar's Office of any course drops or withdrawals. Any refunds for charges to the student's account will be granted on the basis of the date on which written notification of the student's intention was received by the Registrar's Office. Students who officially drop or withdraw from CGPS courses are entitled to *tuition* refunds according to the following policies. CGPS technology fees are non-refundable.

Dropping courses prior to the session start:	100% tuition refund
Dropping courses during the drop/add period:	100% tuition refund
Withdrawing from courses after the drop/add period:	0% tuition refund

A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges.

Active Duty Military. Military personnel who withdraw from the University as a result of a call to active duty receive a 100% refund of tuition.

Return of Financial Aid as a Result of Withdrawal

Federal Aid. Federal regulations (668.22) require that, when a student who is a recipient of federal funds withdraws, the date used to determine if federal funds must be returned is the last date of attendance (LDA) for attendance-monitoring programs. The University distributes or returns funds within the 45-day requirement.

The calculation used to determine the percentage of federal funds earned is set by federal regulations. It is based on the total number of days in the term, which includes all days from the first day of the term to the final day of the term, excluding breaks of five or more days. The percentage of federal aid earned is calculated by taking the total number of days enrolled based on either the LDA, withdrawal initiation date, or mid-term date, divided by the total number of days in the term. If students have earned more than 60% based on this calculation, they are deemed to have earned 100% of their federal aid.

Allocation of Returned Federal Aid. If it is determined that students must return federal funds, those returns will be made in the federally required order of priority:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal PLUS loan received on behalf of the student
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant
6. Any other Title IV federal program

Please note:

- The return is allocated up to the full amount the student received from a particular fund.
- If the student has a credit balance at the time of the return calculation, the University retains the funds until after the return calculation is complete.
- If a refund is due to a lender, the Financial Aid Office returns the funds for the full amount of the refund, indicating which loans should be credited.
- If a refund is due to the student, the Student Accounts Office informs the student and prepares a check for the full amount of the refund.
- If other charges and/or fines are applied to the student's account after a refund is determined, the student is responsible for those charges and/or fines.
- Once the appropriate refund amount has been determined, the refund is allocated in the federally required order. Point University distributes or returns funds within the 45-day requirement.

Refund Policy for Veterans. The Refund Policy for Veterans Administration (VA) students enrolled in the College of Graduate & Professional Studies is based on the "module" attended. A module is an 8-week course session within the overall 16-week term by which the student is initially charged. When a refund calculation is performed, charges for unattended modules are refunded at 100%.

Application Process for Financial Aid

Applying for Financial Aid. The Financial Aid Office coordinates the university-wide administration of all financial aid programs. Many students are able to meet the costs of a university education with various types of financial assistance. New and continuing students may apply for financial aid throughout the year. To ensure consideration for all types of aid and the availability of funds at the time of registration, students must complete the following applications:

Federal and State Financial Aid. For all federal and state aid, students must complete the *Free Application for Federal Student Aid (FAFSA)* at www.fafsa.ed.gov by the priority deadline of April 1 for continuing students or at least 30 days before the start of a the next term for new students. Financial aid is available to cover expenses related only to courses included in the student's degree program. Courses

taken outside of the student's degree program are not included when determining a student's enrollment status. The Point federal school code number is: 001547.

Georgia State Aid. Georgia residents may also apply directly for state aid at https://www.GACollege411.org.

Verification. Students may be selected by the federal government or the institution for a process called "verification." This process requires students or their parents to submit supporting documentation for certain parts of their completed FAFSA before any financial aid can be disbursed. The types of verification and possible documentation are listed below:

- V-1
  - Verification Worksheet
  - Tax Transcripts

    NOTE: If the student used the data retrieval tool on the FAFSA, these documents are not necessary.
- V-4
  - Verification Worksheet
  - High School Transcripts
  - Identity and Statement of Educational Purpose
  - Driver's License
- V-5
  - Verification Worksheet
  - Tax Transcripts
  - High School Transcripts
  - Identity and Statement of Educational Purpose
  - Driver's License

Financial Aid Counseling. The Financial Aid Office is open from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday. To schedule a personal appointment with a financial aid counselor, students may call the Financial Aid Office at 706-385-1018 or email financial.aid@point.edu.

Federal Aid

Federal Pell Grant. The Pell Grant is a federal program designed to assist students with high financial need. Recipients are not required to repay the grant. Baccalaureate degree holders are no longer eligible. The amount of the award is determined by completing the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). The maximum grant is $5,920 annually for full-time students. Award amounts may adjusted based on enrollment status.

FSEOG Grant. The Federal Supplementary Educational Opportunity Grant (FSEOG) is campus-based federal aid and designed to assist the neediest undergraduate students. Recipients must be eligible for the Pell Grant. Awards range from $100 to $1,500 annually, based on the availability of funds. FSEOG funds may be awarded to adult students who meet federal regulations on a need-by-need basis. However, FSEOG funds are awarded to traditional students first.

Federal Work-Study. The Federal Work-Study (FWS) program allows students who exhibit financial need to obtain certain on-campus jobs. Recipients must be eligible for the Federal Pell Grant. A limited number of community service job opportunities are also available. All work positions are eligible to work 20 hours per week. The pay rate for FWS is $8.25 per hour. Point University cannot guarantee job placement for every student, nor can it guarantee the total number of hours students will work or the total amount they may earn. Students who are not eligible for FWS, but who desire to work, may apply for positions as part-time, temporary employees of the University. Limited student employment is available.

Federal Subsidized Direct Loans. This program allows undergraduate students to borrow up to $3,500 as freshmen, $4,500 as sophomores, and $5,500 as juniors and seniors. Students demonstrating financial need may qualify for an interest subsidy, by which the government pays the interest while the student is enrolled in at least 6 credits per term. The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for requesting a Federal Subsidized Direct Loan (or see www.studentloans.gov). Repayment may be deferred while the student is enrolled at least half-time. Graduate students are not eligible.

Federal Unsubsidized Direct Loans. This program allows undergraduate students to borrow $2,000 annually or the remainder of their annual eligibility if ineligible for the full subsidized amount. Independent students and dependent students whose parents are denied the PLUS loan (described below) may borrow either $4,000 or $5,000 of additional unsubsidized loans, based on number of credits earned. Graduate students are eligible for up to $20,500 per year. The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for requesting a Federal Unsubsidized Direct Loan (or see www.studentloans.gov). Repayment may be deferred while the student is enrolled at least half-time. Interest continues to accrue during this time.

Federal Parent Loan for Undergraduate Students (PLUS). Through the PLUS loan, a student's parents may borrow up to the cost of education minus financial aid at a fixed interest rate. Independent students are not eligible for PLUS loans. To receive a PLUS Loan, applicants must:

- Be the parent (biological, adoptive, or, in some cases, step-parent) of a dependent undergraduate student enrolled at least half-time,
- Not have an adverse credit history, and
- Meet the general eligibility requirements for federal student aid.

The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for seeking a PLUS Loan (or see www.studentloans.gov).

Federal Direct Graduate PLUS Loan. To receive a federal Direct Graduate PLUS Loan, applicants must:

- Be a graduate or professional degree student enrolled at least half-time in a program leading to a degree or certificate,
- Not have an adverse credit history; and
- Meet the general eligibility requirements for federal student aid.

The application process begins with submission of the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). Point's Financial Aid Office will provide instructions for requesting a Direct Graduate PLUS Loan (or see www.studentloans.gov). For graduate students, the borrowing limit on such loans is $138,000, of which no more than $65,500 may be subsidized.

State Aid Programs

Georgia Tuition Equalization Grant. Students who have been Georgia residents for at least two years and enrolled in at least 12 credits per term may be eligible for the Georgia Tuition Equalization Grant.

HOPE Scholarship. The HOPE Scholarship is a merit-based award available to Georgia residents who have demonstrated academic achievement. A Hope Scholarship recipient must graduate from high school with a minimum 3.0 grade point average and maintain a minimum 3.0 cumulative postsecondary grade point average to remain eligible. The scholarship provides tuition assistance to students pursuing an undergraduate degree at Point University or another HOPE Scholarship eligible college or university in Georgia. A seven-year limit exists for students first receiving the HOPE Scholarship during the 2011-2012 academic year (FY12) or later.

Veterans Benefits

Eligible U.S. military veterans and dependents are welcome to apply for educational benefits. Students may verify eligibility and receive current information by telephoning the Department of Veterans Affairs (VA) at 1.800.827.1000. This number is accessible from anywhere in the United States and connects callers to the nearest regional office. They may also visit www.gibill.va.gov or call 1.888.442.4551.

Certification to the VA. Enrollment at Point will be reported by the School Certifying Official (SCO) for each Fall and Spring enrollment period, noting credit hours, start/end dates, tuition, and fees.

Montgomery GI Bill (Chapter 30). The Montgomery GI Bill, known as the MGIB, is a program providing educational benefits to individuals who entered active duty for the first time after June 30, 1985, and who received an honorable discharge. Active duty includes full-time National Guard duty performed after November 29, 1989. To receive

the maximum benefit, participants generally must have served continuously for three years.

Montgomery GI Bill (Chapter 1606). MGIB-SR (Montgomery GI Bill-Selected Reserve Educational Assistance Program, chapter 1606 of title 10, U.S. Code) is for members of the Selected Reserve. The Selected Reserve includes the Army, Navy, Air Force, Marine Corps, Coast Guard, Army National Guard, and Air National Guard. The reserve components decide who is eligible for the program.

Vocational Rehabilitation Assistance (Chapter 31). Vocational Rehabilitation is a program of services for active duty military and veterans with service-connected physical and/or mental disabilities.

Post-Vietnam Era Veterans Educational Assistance Program (Chapter 32). Under VEAP, active duty personnel voluntarily participated in a plan for education or training in which their savings were administered and supplemented by the federal government. Service persons were eligible to enroll in VEAP if they entered active duty for the first time between January 1, 1977 and June 30, 1985.

Post-9/11 GI Bill / Yellow Ribbon Program (Chapter 33). The Post-9/11 GI Bill is for training pursued on or after August 1, 2009. Benefits may include tuition and fees, monthly housing allowance, books and supplies stipend, and miscellaneous expenses. Benefits are based on students' entitlement percent and enrollment status.

Dependents Educational Assistance Program (Chapter 35). This program provides education and training opportunities to eligible dependents of certain veterans. Students who wish to verify eligibility should contact the regional office of the Department of Veterans Affairs and provide the veteran's service dates and the VA file number.

Vocational Rehabilitation Assistance

Vocational Rehabilitation Assistance is available to qualified students. The local office of the student's hometown can provide specific information about this resource.

Other Financial Aid

In addition to federal, state, and institutional financial aid programs, students are encouraged to investigate other potential sources of assistance, such as churches, employers, labor unions, civic groups, professional organizations, and corporations.

Satisfactory Academic Progress for Financial Aid

Policy. In accordance with federal regulations under Title IV of the Higher Education Amendments, students must maintain "satisfactory academic progress" in order to receive federal financial aid. Similar requirements apply to state aid.

Quality and Quantity Standards. For purposes of financial aid, Point defines "satisfactory academic progress" in terms of two components—quality and quantity.

- *Quality*. The quality of satisfactory academic progress is measured by the student's cumulative grade point average (GPA), which includes *all* grades received at Point

University and (for transfer students) *all* grades earned at institutions other than Point. To satisfy the quality standard, undergraduate students must maintain a minimum cumulative GPA of at least 2.0 on a 4-point scale, while graduate students must maintain a minimum cumulative GPA of at least 3.0 on a 4-point scale. (*REMINDER:* Students must achieve these same cumulative GPA levels in order to graduate from Point.)

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

- *Quantity*. For undergraduate students, Point defines quantitative satisfactory academic progress as the completion of at least 67% of the cumulative credit hours on which the payment of financial aid was based. For graduate students, the standard is 75% of cumulative credit hours. "Completed" credit hours include courses with grades of A, B, C, D. or P. Courses with grades of F, W, WP, WF, I, or E are not considered "completed" hours.

Financial Aid Warning and Probation. The Financial Aid Office monitors the quality and quantity of students' academic progress at the end of each term by reviewing their grade reports. Students who do not maintain satisfactory academic progress incur the following penalties:

- Failure to meet the *quality and/or quantity standards* for one term places students on "warning" status. Students may receive financial aid for *one* term while on warning.
- Failure to meet the *quantity standard* for two consecutive terms places students on financial aid "probation."

Financial Aid Appeals. Students who become ineligible to receive financial aid have the right to appeal by submitting required documentation to the Financial Aid Office, including a written explanation of circumstances that negatively impacted "satisfactory academic progress." The University may consider individual mitigating circumstances in determining a student's progress. Mitigating circumstances may include student injury, illness, death of a relative, or undue hardship as the result of special circumstances. Students must provide two (2) forms of documentation to support the appeal.

As part of the appeal, students have the option to file a *Financial Aid Academic Plan*. Such plans are used when students cannot meet (1) the quality standard of a 2.0 undergraduate or 3.0 graduate cumulative GPA, and/or (2) the quantitative standard of 67% undergraduate or 75% graduate credit hours completed. The plan should project a clear and timely pathway toward meeting these standards and progressing toward graduation.

The appeal and the *Academic Plan* must be approved by the Financial Aid Appeals Committee. The decision of the Appeals Committee will be final.

Reestablishing Financial Aid Eligibility After Probation. Students placed on financial aid probation may reestablish eligibility by (1) completing one or more terms without financial aid, (2) achieving a minimum cumulative GPA of 2.0 at the

undergraduate level or 3.0 at the graduate level, *and* (c) successfully completing 67% of cumulative credit hours for an undergraduate program or 75% for a graduate program.

Time Limits for Completing Degrees. Any student has potential financial aid eligibility to cover 150% of the credit hours required to complete the degree program. Students in the associate degree program typically have 90 credit hours for financial aid eligibility. Students in the bachelor degree program typically have 180 credit hours for financial aid eligibility. Point recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an associate's degree, 4 years for a bachelor's degree, and 2 years for a master's degree). However, to maintain financial aid eligibility, students must complete their program of study within a maximum timeframe of no more than 150% of the normal length of the program (3 years for an associate's degree, 6 years for a bachelor's degree, and 3 years for a master's degree).

Financial Aid for Remedial Courses. Federal regulations governing the Pell Grant program state that non-credit remedial courses cannot be covered by the Grant unless the student is enrolled in an eligible program and the remedial coursework is required by the University. Currently, the only remedial course offered by the College of Graduate & Professional Studies is MATH 100 Foundations of Mathematics. Based on placement testing, some students may be required to complete MATH 100 before enrolling in MATH 103 College Mathematics, which is the lowest level course that fulfils General Education Core requirements. In such cases, Pell funds may be used to pay for MATH 100.

STUDENT SUPPORT SERVICES

Education Sites

Point University currently operates academic programs at multiple locations in Georgia. Point also offers online programs through which it extends its educational mission around the world. For further information on these locations, see the section of this catalog describing "One University, Many Sites" (found above under "General Information: Point University").

Main Campus. The main campus in West Point, Georgia, hosts traditional residential programs offered by Point's University College. West Point includes student housing, a cafeteria, athletic facilities, a library and learning commons, a fine arts center, science labs, student life programs, and other amenities supporting residential students. Many of these facilities and services are also available to non-traditional students based in West Point and enrolled in Point's College of Graduate & Professional Studies (CGPS). For more information regarding traditional programs and services on the main campus, see the *University College Catalog*.

Other Sites. In addition to West Point, CGPS offers non-traditional undergraduate and graduate programs in Atlanta, Peachtree City, and Savannah, Georgia. All these sites include well-equipped classrooms, computer labs, and office spaces. Larger sites include additional facilities and services, such as faculty and staff offices, educational resource centers, library reference collections, and counseling offices.

Student Support Centers. Every site is equipped to serve as a support center for both on-ground and online students. Students are generally served by personnel based at the site closest to their home.

CGPS Student Support Services

All CGPS academic programs are offered in non-traditional *Point Online* and/or *Point Connect* formats. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. *Point Connect* students combine online studies with weekly live, synchronous virtual or on-ground meetings typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m.

Point Connect learners gather face-to-face once per week at a Point site or in a virtual meeting for a live class session supplemented by online learning activities. *Point Online* students interact through online course sites and may never visit a Point education center in person. For this reason, CGPS offers support services that may be accessed both on-site and remotely from off-site. The primary student support services are outlined below.

Academic Advising. Enrollment Specialists, in conversation with faculty and Online Student Services team, assist students in developing a personalized course schedule covering their entire program—a complete "roadmap" from initial enrollment to graduation. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student. Once students are enrolled, program coordinators and other members of the faculty provide academic advising on request. They are assisted by the Director of Online Student Services and his Associate Directors, who guide students through their educational programs by providing online student orientations, explaining requirements and procedures, suggesting coursework appropriate to students' career goals, aiding with course registration (described below), and recommending ways to improve academic performance. They also link students with other support services described below, such as financial counseling, learning assistance, and career services. Students may contact Online Student Services by telephone, email, videoconference, or face-to-face meetings at a Point University Service Center:

Online Student Services
Telephone: Office (678) 593-3112
Email: OSS@Point.edu or OnlineStudentServices@Point.edu

Mr. Ross Haralson, Director of Online Student Services
Telephone: Office (404) 460-2470; Cell (706) 501-8046
Email: Ross.Haralson@point.edu

Mr. Douglass Johnson, Associate Director of Online Student Services
Telephone: Office (404) 460-2467; Cell (678) 237-2925
Email: Doug.Johnson@point.edu

Mr. Blair Walker, Associate Director of Online Student Services
Telephone: Office (678) 593-3111; Cell (404) 514-9712
Email: Blair.Walker@point.edu

University Website. Point's main website (www.point.edu) gives students access to general information about the University, along with news and updates, academic catalogs, digital library resources, financial aid information, institutional policies, and a variety of other resources and services.

The Consumer Information section of the website (http://point.edu/disclosures) offers public disclosures required by the Higher Education Opportunity Act of 2008. It includes information on many aspects of University operations, such as accreditation, student achievement, campus security, emergency procedures, student privacy, and Title IX sex discrimination protections (http://point.edu/titleix).

Student Portal. The *MyPoint* Student & Faculty Portal provides a convenient means for students to receive messages and check their financial aid status, account balance, grade point average, and more. It includes direct links to many of the student services described below. Users enter *MyPoint* by logging into the single sign-on (SSO) portal (http://my.point.edu) and entering their Point username and password.

Intranet. Point's Intranet (http://intranet.point.edu) offers students access to additional policies and information, various forms such as transcript and interlibrary loan request forms, and many of the student services described below.

CGPS Academic Catalog. The CGPS *Academic Catalog* provides detailed information on virtually every aspect of the College of Graduate & Professional Studies. A digital version of the catalog is available online at http://point.edu/catalogs or http://intranet.point.edu/catalogs.

CGPS Monthly Newsletter. Each month the Communications Department publishes *This Month at Point*, an online newsletter for CGPS students, faculty, and staff. The newsletter features a devotion, special events, new programs or policies, a student or faculty spotlight, tips for student success, and other information useful to the CGPS community.

Email. Point email accounts facilitate communication between students, faculty, and support staff. *All student correspondence with instructors, participation in* Point Online *and* Point Connect *courses, and submission of course assignments must occur via the student's assigned Point University email account or through Point's online course platforms.* Students should check their Point email accounts daily for messages from the University. Users may access their email by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the "Student Email" icon.

Technology-Mediated Learning and Support. Students in the College of Graduate & Professional Studies (CGPS) engage in technology-mediated learning. All courses feature an online course site (described below). All education sites are equipped with wireless networks, so that students may access the Internet through their laptops or personal devices. During orientation, students receive instructions for logging into the University network using their Point passwords.

CGPS Technology Guidelines and minimum system requirements appear below. Technology support is provided by the Information Technology (IT) staff and the CGPS Educational Technology staff. Services include the 24/7/365 online SysAid Help Desk. Users may access SysAid by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, and then clicking on the "SysAid" icon.

Beginning in Fall Term 2017, Point will launch a 24x7 Help Desk hosted by BlackBelt Help. Users may call the Help Desk at any time (706-385-1493) for a live representative who can assist with issues such as password resets and basic assistance with *Sakai* and other computer applications.

Computer Labs. Computer labs are located at all Point education sites. Computers are connected to the Internet through the University's network, with access to software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

Since almost all CGPS courses include significant online components, students are required to provide their own hardware and software for online learning (see below for minimum system requirements). However, the computer labs are available for students as a supplement.

Online Course Websites. The University offers *Point Online* and *Point Connect* courses through Longsight, a professional hosting service dedicated to supporting higher education open source tools. Longsight is a part of the greater *Sakai* community housing the open source Learning Management and Collaboration system (LMS) authored and supported by a large number of major research universities (http://sakaiproject.org). Online course sites, which utilize the *Sakai* LMS, facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student learning. Each online course site also features direct links to most of the service departments described below. For further information concerning Longsight, *Sakai*, and CGPS' approach to course design and andragogy, see the portion of this catalog devoted to "Instructional Design and Delivery," which appears above in the "Introduction to Academics."

Students access *Point Online* and *Point Connect* courses by logging into the single sign-on portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course.

Training for students enrolled in *Point Online* and *Point Connect* courses is provided by the CGPS Instructional Design Department and through an online Student Video Library (http://intranet.point.edu/video) featuring tutorials on *Sakai*, Zoom videoconferencing, APA style, library services, and other topics.

The latest CGPS course syllabi are posted online (http://intranet.point.edu/syllabus), giving students the opportunity to preview courses and order textbooks early.

Enrollment Services. The Enrollment Services staff helps students assess institutional fit and assists them with application and admission processes. Students may talk with an Enrollment Specialist by telephone, email, video conference, or by appointment at a Point site (http://point.edu/admissions).

Registrar Services. The Registrar Office assists students with course registration, course and schedule changes ("drop-add"), transfer of credit, transcript evaluation and requests, assessing and enforcing academic statuses (e.g. probation and suspension), appeals, graduation, and other academic functions. The Interim Registrar, Mr. Obie Killcreas, personally assists graduate students. Students may meet with a registrar by telephone, email, video conference, or by appointment (https://point.edu/registrar).

Financial Counseling and Services. Staff members from the Financial Aid and Student Accounts Offices provide students with individualized counseling and services The Director of Financial Aid, Ms. Janifer Morgan, personally assists graduate students. Students may meet with a financial aid counselor or student accounts representative by telephone, email, video conference, or by appointment at a Point University education site (https://point.edu/financialaid/studentaccounts).

Textbook Service. Textbook services are offered through the Point University Store, powered by eFollett. Students may order texts and other course materials online through the Store's website (http://www.point.edu/store) or from other vendors. New, used, or eBooks are available based on supplies. Books will be shipped directly to the student's home, office, or other designated site. The Store also stocks Point apparel, schools supplies, computer accessories, and a variety of other products.

Library Services. Online library services are provided by the library staff. The library website provides a helpful overview of resources and services, including links to the library catalog and extensive online resources (http://intranet.point.edu/library).

Primary services include:

- *Library Resources.* In light of the fact that Point operates on multiple campuses and online, the University has adopted a philosophy that prefers electronic information resources over physical resources. Accordingly, the electronic resources are now considered the University's primary collections, and the physical collection has been reduced to approximately 8,500 volumes housed mainly in the Learning Commons at West Point. The library staff has shifted its focus from development and maintenance of the physical collection to facilitating the use of electronic learning resources. Rather than maintain a library-centric system that depends on the direct provision of services only by library staff, Point has adopted a more decentralized approach. The Director of Library Resources and Assistant Librarian train the faculty, Educational Resource Center directors, and others to provide instruction and assistance to students in all locations and modalities.

  The electronic collection grows each year with materials carefully selected to support Point's academic programs. Students and faculty enjoy online access to (1) *Galileo*, a collection of over 200 databases, including many thousands of books, journals, reference works, and newspapers; (2) *eBooks on EBSCOhost*, featuring more than 148,000 electronic books in English across multiple disciplines; (3) the *JSTOR* scholarly journal archive devoted to history, literature, music, business, and science; (4) *Films on Demand*, which includes streaming video of nearly 7,500 titles; and (5) many other resources, tools, research guides, and tutorials. Students may also use the 8,500 physical books located on the West Point campus, along with smaller collections at certain other Point sites.

  Students and faculty may access the electronic learning resources on campus or remotely from any off-campus location with an Internet connection. To gain access, they log into the library section of the Point Intranet with a University-issued login and password (http://intranet.point.edu/library).

- *Library Orientations.* CGPS faculty and library staff include formal library orientations and research training for all students in certain introductory courses (e.g. APSP 105 Introduction to Adult Learning and BUSI 500 Graduate Business Orientation), intermediate courses in the undergraduate General Education Core (e.g. ENGL 101 Critical Reading & Writing I), and advanced professional courses in both undergraduate and graduate programs (e.g. HREL 304 Introduction to Research and BUSI 515 Business Intelligence).

- *Research Assistance.* For assistance with research and reference questions, students may contact professional library staff. The Director of Library Resources (Mr. Michael Bain, M.L.S., M.Div.) serves as the primary resource for traditional and CGPS undergraduates at the West Point campus. The Assistant Librarian based in Atlanta (Mr. Richard Coleman, M.L.S.) serves as the primary resource person for CGPS students at other sites and online, including graduate students. Coleman's responsibilities include providing research training for students in certain master's

courses. Students may meet with library personnel by telephone, email, video conference, or by appointment at a Point University education site (http://intranet.point.edu/library).

Learning Assistance—On-ground Educational Resource Center (ERC). Point University's mission and focus is helping students achieve academic success. The Educational Resource Center (ERC) at the West Point campus provides a variety of support services. ERC staff members regularly visit other sites as well. Ms. Jessica Mazaheri, the ERC director, oversees all sites (Jessica. Mazaheri@Point.edu; 706-385-1480). The assistant director, Ms. Stacie Whalen oversees services for students in the College of Graduate & Professional Studies (SWhalen@Point.edu or Stacie.Whalen2@Point.edu; 404-460-2495). Students may meet with ERC personnel by telephone, email, video conference, or by appointment at a Point education site (http://point.edu/educational-resource-centers).

Examples of *undergraduate* services include:

- Help for new students adjusting to the academic and social demands of University life.
- Offering instruction and tools for effective time management, study, and testing skills.
- Assistance in the use of online course sites and Campus Nexus.
- Cooperating in academic advisement and course selection for at-risk students.
- Assisting with reasonable accommodations for students eligible for disability services (described below), and working with faculty and staff to meet those needs as appropriate.
- Providing Writing Lab support to students at any stage of the writing process, including proper usage of MLA and APA writing styles (https://point.edu/writing-center).
- Coordinating on-site math tutoring services. As part of APSP 105 Introduction to Adult Learning, students also gain 6 months' access to the ALEKS Prep and Learning Module through which they may refresh and improve their math skills.

At the *graduate* level, Point University does not provide tutoring services as it does for undergraduates. Instead, learning assistance comes primarily from course instructors as part of the CGPS "high tech, high touch" educational model (see "Instructional Design and Delivery" in the section of this catalog providing an "Introduction to Academics"). However, the University's Educational Resource Centers do offer certain services to master's students, such as access to Writing Center staff (https://point.edu/writing-center).

Learning Assistance—Online Writing Lab (OWL). As a virtual extension of the ERC, the Online Writing Lab (OWL) houses helpful resources for any stage of the writing process, regardless of academic discipline. Students may submit drafts of writing assignments for feedback and review. Those enrolled in Writing Emphasis (WE) courses are especially encouraged to submit their work. The OWL assists with many aspects of writing, such as interpreting assignments, brainstorming, organization,

grammar and mechanics, argumentation, rhetorical styles, evaluating and integrating sources from research, citation and documentation, and avoiding plagiarism. The OWL also includes other learning resources, such as library orientations. CGPS students may enter the OWL through their *Sakai* portal by clicking on the "ER 100" (OWL) tab.

Standardized Testing (College Success, CLEP, and DSST). Point provides computer-based testing for the College Success Point University Enrollment and Placement Assessment, the College-Level Examination Program (CLEP), and the DSST (DANTES Subject Standardized Tests). Students may make an appointment for testing by calling 678-593-3118. If the appointment cannot be kept, students are asked to call and reschedule, so that the time slot may be given to another person.

The registration cost for CLEP and DSST exams is $80 per exam. Students must pay for the CLEP test online at https://clepportal.collegeboard.org/myaccount prior to the day of the exam. CLEP students are required to print the registration ticket from the website. They must present a registration ticket and a photo ID upon arrival at the testing site.

DSST students may pay for the test only by debit/credit card at the testing center on the day of the exam. A photo ID is required. Students with documented disabilities must submit that documentation to the director of the testing center, along with a request for auxiliary aid or services.

Career Services. Point University's Center for Calling and Career helps students identify and boldly pursue their callings, equips them to communicate their gifts to potential employers and organizations, and serves as a relational link between employers seeking students for internships and job opportunities.

To meet the needs of today's students, the staff has designed *Point Careers*, powered by Purple Briefcase. *Point Careers* is a new, interactive, easy-to-use career development site available 24/7/365. It features hundreds of helpful videos, practice interview sessions, direct connections to employers, and much more.

Through the *Point Careers* system, students can also set appointments to meet with a career services counselor by telephone, email, video conference, or in person at a Point education site. To join and begin preparing for their careers, students should go to the Center for Calling and Careers website (https://point.edu/students) and join Point Careers.

Counseling Services. Point offers students personal counseling by trained professionals at three education sites—Atlanta, Peachtree City, and West Point. Services include, but are not limited to, psychological support and career counseling. Counselors also provide referrals to appropriate off-campus services. For more information, see the University website (https://point.edu/studentlife/counseling).

Disability Services. Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services, who is based at Point's main campus in West Point, determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate

assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services and College Section 504 Coordinator, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@ Point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

CGPS Technology Guidelines

Point University's College of Graduate and Professional Studies (CGPS) is dedicated to providing a high quality education and learner-centered experience while managing diverse instructional delivery modes and various academic technologies. The College strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities. Since almost all CGPS courses include significant online components, students are required to provide their own hardware and software for online learning (see below for minimum system requirements). CGPS asks students to adhere to the following technology policies and guidelines to ensure optimum user experience for those taking and teaching *Point Online* and *Point Connect* courses.

Acceptable Use of Technology. Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities.

Point reserves the right to define and apply what is considered to be acceptable use of technology and its resources under these policies and guidelines.

Minimum System Requirements. *Sakai* is the current Learning Management System (LMS) used for Point's online courses. For best user results, Point recommends that students evaluate their computer or device with the following checklist prior to logging into courses:

- Windows PC or Mac with the most recent version of these browsers:
  - Google Chrome (www.google.com/intl/en/chrome)
  - Mozilla Firefox (www.mozilla.org/en-US/firefox/new)
- Windows PC or Mac with audio (sound card with speakers or headphones/ear buds).
  - Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- Windows PC or Mac with video capabilities (webcam and microphone within device or stand-alone)
- High speed internet access.

  - Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.

- Adobe Reader (https://get.adobe.com/reader)
- Adobe Flash Player (https://get.adobe.com/flashplayer)
- Access to a printer or scanner (depending on course activities)

It is the users' responsibility to maintain their personal internet connection, computer, or device with the necessary hardware, software, and browser updates.

There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as internet outages at home. In preparation for such circumstances, students should identify an alternate location with free WiFi, a computer lab, and/or other needed accommodations. Examples include a Point University education site, public library, or restaurant.

POINT UNIVERSITY PERSONNEL

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ROB RAYNOR, Pastor, Lakepoint Community Church (Covington, GA)

JIM SLODERBECK, Emergency Physician, Piedmont Hospital (Palmetto, GA)

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Senior Administrative Officers

Under the direction of the President of the University, the senior leadership team is responsible for the implementation of policies set by the Board of Trustees.

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CHRISTOPHER A. DAVIS, D.Min., Ph.D., Vice President for Graduate & Professional Studies (2015)

LANCE H. FRANCIS, M.S., M.B.A., Chief Operating Officer (2012)

WENDY BARNHART, B.B.A., CPA, Interim Vice President for Finance (2016)

DENNIS E. GLENN, Ph.D., Vice President for Institutional Effectiveness and Dean of Accreditation (1997)

KATHERINE HAMILTON, B.A., Communications Manager (2015)

JOSHUA HARRELSON, B.A., Vice President of Advancement (2016)

W. DARRYL HARRISON, Ed.D., Chief Academic Officer (2010)

MARGARET HODGE, B.S., SPHR, Director of Human Resources (2015)

SAMUEL W. ("WYE") HUXFORD, M.Div., Vice President for Spiritual Formation and Dean of the Chapel (1976)

CGPS Academic Council

The Academic Council for the College of Graduate & Professional Studies (CGPS) is responsible for Point's non-traditional academic programs and policies (*Point Online*, *Point Connect*, and graduate programs). The Council includes the faculty department chairs, along with key managers overseeing student support operations. The Academic Council is chaired by the Vice President for Graduate & Professional Studies, who reports to the Chief Academic Officer.

CHRISTOPHER A. DAVIS, Vice President for Graduate & Professional Studies, Professor of Biblical Theology and Ministry (2015); B.A. in Bible, B.Th. in Theology 1981, Johnson University; D.Min. in Ministry 1985, Th.M. in Theology 1986, Ph.D. in Biblical Studies 1992, Union Theological Seminary in Virginia; additional studies at Milligan College, United Theological Seminary, Jerusalem University College; ordained minister

LEON M. REESE, JR., Assistant Vice President for Professional Studies, Instructor in Bible and Ministry (2008); B.A. in Psychology 2002, Piedmont College; M.Div. in Ministry 2007, Assemblies of God Theological Seminary; D.Min. in Contextualized Ministry 2014, Mercer University's McAfee School of Theology; ordained minister

JOANN ADEOGUN, Professor of Business, Chair of the CGPS Business & Leadership Department (2016); B.S. in Management 2000, Shorter University; M.S. in Human

Resource Management 2001, Troy State University; D.B.A. in Human Resource Management 2008, Nova Southeastern University; Professional in Human Resources certification (PHR), SHRM Certified Professional certification (SHRM-CP), Society of Human Resource Management; Six Sigma Lean Professional certification (SSLP), Certified Change Management Specialist certification (CMS), Management & Strategy Institute

ROSS HARALSON, Director of Online Student Services (2008) B.S. in Biblical Studies 2007, Point University

MAURITA M. HODGE, Associate Professor of Human Relations, CGPS Social & Behavioral Sciences Department Chair (2012); B.A. in Human Relations 1999, Trinity College; M.A. in School Counseling 2004, Clark Atlanta University; Ed.D in Counseling Psychology 2008, Argosy University; Licensed Professional Counselor (LPC)

SAMUEL W. ("WYE") HUXFORD, Professor of Biblical Studies, Vice President for Spiritual Formation, Dean of the Chapel, CGPS and UC Bible and Ministry Department Chair (1976)**;** B.A. in Christian Ministry 1976, Point University; M.Div. in New Testament and Theology 1976, Cincinnati Christian University; ordained minister

JESSICA M. MAZAHERI, Instructor in English, Director of the Educational Resource Centers and Disability Services (2013); B.S. in Equine Facilitated Therapeutics and English 2001, Wilson College; M.A. in English Literature with Minor in Rhetoric and Composition 2013, Auburn University

LACEY ANN SOUTHERLAND, Professor of Education, CGPS Education Department Chair (1998); B.S. in Elementary Education (Teacher of Young Children, TYC) and Home Economics (Child Development) 1984, M.Ed. in Early Childhood Education 1987, Stephen F. Austin State University; Ph.D. in Early Childhood Education 1998, Georgia State University

STACIE WHALEN, Assistant Director of Educational Services & Disability Services (2012); B.S. in Christian Ministries 2014 Point University; M.Div. in Pastoral Care 2017, McAfee School of Theology of Mercer University

VALARIE PRICE WILLIAMS, Instructor in Education, Director of Online Learning and Instructional Design, Chair of the CGPS Arts & Sciences Department (2015); B.S. in Secondary Education 2011, Jacksonville State University; M.S. in Instructional Technology 2013, Troy University; Research Fellowship in Instructional Design and Development (Ph.D. coursework), University of South Alabama; Secondary Professional Educator Certification

TIFFANY SCHOENHOFF WOOD, Instructor in Business and Leadership, Assistant Vice President for Enrollment Management (2008); B.S. in Global Economics and Modern Languages 2007, M.S. in International Affairs 2014, Georgia Institute of Technology

Faculty

Under the oversight of the Vice President for Graduate & Professional Studies and faculty department chairs, the faculty is responsible for academic programs at all Point locations, levels, and modalities. For lists of faculty members arranged by department

and full-time or part-time status, see the section of this *Catalog* devoted to each department. Parentheses indicate the year they joined Point University.

WAYNE ACKERSON, Adjunct Instructor in History; B.A. History and Psychology 1988, M.A. in History 1990, Salisbury State University; Ph.D. in History 1999, Temple University

DAVID P. ADAMS, Adjunct Instructor in History (2015); B.A. in History and Religion 1980, Emory University; A.M. in History 1982, Washington University in St. Louis; M.Div. in Ministry 1991, Trinity Lutheran Seminary; M.P.H. in Public Health with Concentration in Epidemiology 1994, Ohio State University College of Medicine; Ph.D. in History and Sociology of Medicine 1987, University of Florida; additional post-doctoral studies at London School of Hygiene and Tropical Medicine, Louisiana State University Medical Center, McGill University, University of Alabama at Birmingham, University of Georgia, and University of Tennessee at Knoxville

JOANN ADEOGUN, Professor of Business, Chair of the CGPS Business & Leadership Department (2016); B.S. in Management 2000, Shorter University; M.S. in Human Resource Management 2001, Troy State University; D.B.A. in Human Resource Management 2008, Nova Southeastern University; Professional in Human Resources certification (PHR), SHRM Certified Professional certification (SHRM-CP), Society of Human Resource Management; Six Sigma Lean Professional certification (SSLP), Certified Change Management Specialist certification (CMS), Management & Strategy Institute

MICHELE WORTHINGTON ADKINS, Adjunct Instructor in Psychology (2014), B.S. in Psychology 1981, Liberty University; M.Ed. in Guidance and Counseling 1983, Lynchburg College; additional studies in Educational Psychology at Walden University

KATHY CASTILLE ALIFFI, Adjunct Instructor in Nursing and Healthcare Administration (2017); A.S. in Nursing 1988, B.S. in Nursing 1996, Clayton State University; M.S. in Nursing Family Practice 1998, Kennesaw State University; D.N.P. in Nursing Practice candidate, University of Alabama at Birmingham; Critical Care Registered Nurse (CCRN), Board Certified Family Nurse Practitioner

DAVID ALLGIRE, Adjunct Instructor in Bible and Ministry (2012); B.A. in Biblical Studies 1992, Puget Sound Christian College; M.A.R. (Master of Arts in Religion) in Old Testament 2013, M.Div. in Urban Ministry 1995, Emmanuel Christian Seminary; ordained minister

VERNIE ANDREW, Adjunct Instructor in Business and Accounting (2016); B.B.A. in Finance and Investments 1991, Baruch College of the City University of New York; M.P.A. in Accounting 2003, Georgia State University; D.B.A. in Finance 2007, Nova Southeastern University; Certified Public Accountant (CPA)

MARK J. ANTHONY, Adjunct Instructor in Intercultural Ministry (2017); B.A. in Biblical Studies 1992, M.A. in Ministerial Leadership 2013, Southeastern University; Doctor of Intercultural Studies 2017, Fuller Theological Seminary

STEVEN ANGEL, Adjunct Instructor in Bible and Ministry (2012); B.A. in Christian Education 1975, M.A. in Theology 1977, M.Div. in Theology 1982, Cincinnati Christian

University; M.A. in Psychology 1979, Ball State University; additional graduate studies in Psychology at Talbot Seminary of Biola University; ordained minister

TIMOTHY L. ANDERSON, Adjunct Instructor in Business (2013); A.A.S. in Funeral Service Technology 1994, East Mississippi Community College; B.A. in Music 2002, Morris Brown College; MS in Management 2004, Troy State University; D.B.A. in International Business 2009, Argosy University

REBECCA L. AQUINO, Adjunct Instructor in Science (2014); B.S. in Medical Technology 2006, University of the Sciences; D.O. in Osteopathy 2010, Rowan University School of Osteopathic Medicine

CAROL ASHBURNER, Adjunct Instructor in Public Speaking (2015); M.A. in Speech Communication, Auburn University

ERNEST BAILEY ("JAY") JONES, II, Adjunct Instructor in Bible and Ministry (2013); B.A. in Church Growth and Preaching 1989, M.A. in Ministry 2000, Hope International University; additional graduate studies in Counseling, Fuller Theological Seminary; ordained minister

TONY M. BAILEY, Adjunct Instructor in Criminal Justice (2016); B.S. in Administration of Criminal Justice 2008, M.S. in Strategic Leadership 2009, Mountain State University; Professional Management Program 2006, Columbus State University Georgia Law Enforcement Command College 2006; FBI National Academy Session 242 of 2010; Chief Executive Training 2013, Georgia Association of Chiefs of Police; numerous police officer certifications and licensures; Chief of Police of West Point, Georgia

MICHAEL L. BAIN, Professor of Biblical Studies, Director of Library Resources (1981); B.A. in Bible 1972, Kentucky Christian College; M.Div. in Theology 1976, Emmanuel Christian Seminary; M.L.S. in Library and Information Studies 1980, University of New York at Buffalo

CHRISTOPHER L. BANKS, Adjunct Instructor in Health Science (2017); B.S. in Sports Management 2006, University of Wisconsin-Parkside; M.S. in Education (Physical Education/Human Performance) Ed.S. (Education Specialist) in Physical Education 2014, Jacksonville State University

SARA BANKS, Adjunct Instructor in Psychology (2017); B.A. in Counseling Psychology 2010, Central Bible College; M.S. in Counseling Psychology 2014, Evangel University/Assemblies of God Theological Seminary; ordained minister

JEREMIAH BARTLETT, Adjunct Instructor in Worship Ministry (2010); B.S. in Music 2004, Point University; M.A. in Religion with Specialization in Worship Studies 2009, Liberty University; Georgia Educator Certificate in Music

STACY A. BARTLETT, Instructor in Business and Leadership, Vice President for Enrollment Management (2005); B.S. in Human Relations 2005, Point University; M.B.A. in Business Administration 2008, Liberty University; Ph.D. in Educational Leadership 2013, Mercer University

FORREST B. ("BUTCH") BEACH, Professor of Criminal Justice (2012); B.S. in Criminal Justice 1979, M.S. in Criminal Justice 1989, Troy State University; M.P.A. in

Justice Administration 2000, Columbus State University; D.P.A. in Public Administration 2011, Valdosta State University

MATTHEW BENSON, Adjunct Instructor in Bible, Ministry, and Business (2012); B.A. in Religion 1992, M.B.A. in Business 1996, Samford University; M. Div. in Ministry 1996, Beeson School of Divinity of Samford University; D. Min. in Ministry 2016, Southeastern Baptist Theological Seminary; ordained minister

KRISTEN J. R. BERRY, Instructor in Communications (2006); B.A. in Communications 1996, Johnson C. Smith University; M.A. in Human Communications Studies 2000, Howard University

BARRY LEE BLACKBURN, SR., Professor Emeritus of New Testament (1986); B.A. in Bible 1974, Harding University; M.Th. in Bible 1979, M.A. in New Testament 1980, Harding School of Theology; Ph.D. in New Testament Exegesis 1986, University of Aberdeen

TINA H. BOOSEL, Adjunct Instructor in Business and Leadership (2016); B.S. in Organizational Communication 1997, M.B.A. in Business 2003, Kennesaw State University

MELODY BOURNE, Adjunct Instructor in Business and Leadership (2015); B.S. in Management 2002, M.A. in Leadership 2004, Shorter College; D.B.A. in Business Administration 2014, Argosy University

JOSHUA ("JOSH") BOYD, Instructor in Educational Foundations, Director of Athletic Bands (2013); B.A. in Music Education 2006, Jacksonville State University; M.Ed. in Administration and Supervision 2009, University of West Georgia; Ed.D. in Teaching and Learning 2013, Liberty University

MARK BOYD, Adjunct Instructor in Christian Ministries, Instructional Support Technician (2013); A.A. in Religion 1978, Brewton-Parker College; B.A. in Biblical Studies 1980, Blue Mountain College; M.A. in Theological Studies 2012, Liberty University; D.Min. candidate in Ministry, McAfee School of Theology at Mercer University

ALEXCIUS J. BRANCH, Adjunct Instructor in Business (2017); Bachelor of Science, Excelsior College; M.B.A. in Business Administration with a Specialization in Supply Chain Management 2008, Strayer University; D.B.A. in Business Administration with a Specialization in Marketing 2012, Walden University; Six Sigma Green Belt

ANN MARIE BREZINA, Adjunct Instructor in Science (2016); B.S. in Environmental Science 1996, Wheaton College; M.S. in Science Education 1999, University of Tennessee at Knoxville

BETHANY G. BRODERICK, Adjunct Instructor in Business Communications (2017); B.A. in Communication Studies 2013, Samford University; Master of Technical and Professional Communication 2016, Auburn University

CARYN L. BROWN, Adjunct Instructor in Education (2015); B.A. in Communications and Art 1999, Oglethorpe University; M.Ed. in Literacy Education 2009, Cambridge College; Ed.D. candidate in College Teaching and Learning, Walden University

KATHERINE M. BROWN, Adjunct Instructor in Education (2015); B.S. in Education

1994, Jacksonville State University; M.Mus. in Music Education 1997, University of West Georgia; Ed.S. (Education Specialist) in Instructional Technology 2005, University of West Georgia; Ed.D. in Instructional Leadership 2014, Argosy University

GREG A. BURLILE, Adjunct Instructor in Mathematics (2017); B.S. in Math Education 1987, M.A. in Mathematics 1988, Ohio State University

BOBBI R. BUSH, Adjunct Instructor in English (2015); A.A. in Quality Management 2002, Texarkana Community College; B.S. in English 2004, M.A. in English 2005, Texas A&M University

KEVIN SCOTT BUSSEY, Adjunct Instructor in Bible and Ministry (2014); B.S. in Public Administration 1985, Samford University; M.A. in Education 1988, University of Alabama at Birmingham; M.Div. in Ministry 1995, Southwestern Baptist Theological Seminary

TONYA E. CANNON, Adjunct Instructor in Sociology (2013); B.B.A. in Management 1993, M.A. in Sociology 1995, Prairie View A&M University; M.B.A. in General Business 2001, Stetson School of Business and Economics of Mercer University; Ph.D. candidate in Management, Walden University; Certificate in Higher Education Management, Harvard University

HOLLY J. CAREY, Professor of Biblical Studies (2007); B.A. in Humanities and Biblical Studies 2001, Point University; M.A. in Biblical Studies 2004, Asbury Theological Seminary; Ph.D. in New Testament and Christian Origins 2007, University of Edinburgh

RUSS CARFAGNO, Adjunct Instructor in Business and Leadership (2017); A.S. in Electronic Engineering, Thomas Edison State University; B.S. in Technical Management, DeVry University; M.B.A. in Business Administration with a Concentration in Marketing 2004, Keller Graduate School of Management; Ph.D. candidate in Organizational Leadership, Eastern University

NNEKA K. CARTER-YOUNG, Instructor in Business and Leadership, Assistant Dean of Students (2015); B.S. in Organizational Communications 2002, Wilberforce University; M.B.A. in Business Administration 2008, University of Phoenix

BYRON JAMES CARTWRIGHT, Professor of Music, UC Fine Arts Department Chair (1993); B.S.M. in Music 1971, M.S.M. in Sacred Music 1972, Cincinnati Christian University; M.Mus. in Vocal Performance 1976, College-Conservatory of Music of the University of Cincinnati; D.M.A. (Doctor of Musical Arts) in Music Ministry, Voice, and Conducting 1989, Southern Baptist Theological Seminary

KATIE L. CARTWRIGHT, Professor of Music (1993); B.S. in Education 1970, M.A. in Piano Performance (1971), Eastern Illinois University; Ph.D. in Music with Emphasis in Music Theory Pedagogy 2004, Union Institute & University

JOSEPH CHAVEZ, Adjunct Instructor in Business and Public Administration (2017); B.S., University of Massachusetts; Graduate Certificate of Administration and Management, Harvard University; Master of Urban Affairs, Boston University; D.P.A. in Public Administration, Nova Southeastern University; Licensed General Contractor, Licensed Mortgage Officer, Licensed Real Estate Agent

CLAUDETTE CHIN-LOY, Adjunct Instructor in Human Resource Management (2017); B.S. in Human Resource Management 1997, M.B.A. in Business Administration with Specialization in Human Resource Management 1999, D.B.A. with Human Resource Management Specialization 2003, Nova Southeastern University

EDWARD W. CLARK, JR., Adjunct Instructor in Education (2014); B.S. in Elementary Education K-9 1981, Auburn University; M.Ed. in Specific Learning Disabilities K-12 1985, Auburn University; M.Ed. in Administration 1997, Auburn University; National Board of Professional Teaching Standards Certifications for Early Childhood Generalist and Special Education

STEPHANIE COLBRY, Adjunct Instructor in Business & Leadership (2017); B.S. in Business Administration/Marketing 2002, M.B.A. in Business Administration 2007. Rider University; Ph.D. Organizational Leadership/Nonprofit Management 2012, Eastern University

PAUL A. COLE, Adjunct Instructor in Business (2016); B.S. in Electrical Engineering 1983, M.B.A. in Management 1985, Michigan Technological University; Executive Program in Corporate Management 2001, University of Michigan

DONALD B. COOK, JR., Assistant Professor of Natural Science (2011); B.S. in Psychology/Pre-Med 1994, Mississippi State University; M.Ed. in Science Education 1997, Mississippi College; Ed.D. candidate in Teaching and Curriculum, Liberty University; additional graduate studies in Biology and Physics at the University of Mississippi School of Medicine and Mississippi State University

JENNIFER M. COOK, Adjunct Instructor in Counseling and Human Services (2011); B.A. in Psychology 1995, Georgetown College; M.S. in Education with Major in Educational and Counseling Psychology 1999, University of Kentucky

STEFANIE COOK, Adjunct Instructor in Business, Director of Academic Athletic Support Services (2014); B.S. in Business Administration 2011, Point University; M.B.A. in Business Administration 2015, Columbus State University

SIMONE COX, Assistant Professor of Counseling and Human Services (2011); B.A. in Organizational Studies 1998, Bethel College; M.B.A. in Financial Management 2003, National University; M.A. in Marriage and Family Therapy 2011, Richmont Graduate University; Licensed Marriage and Family Therapist (LMFT); Licensed Professional Counselor (LPC)

JENNIFER ALLEN CRAFT, Assistant Professor of Humanities and Theology (2010); B.A. in Humanities and Biblical Studies 2007, Point University; M.Litt. in Theology, Imagination and the Arts 2009, Ph.D. in Divinity 2013, University of St. Andrews

JUBILEE CRISWELL, Adjunct Instructor in Bible and Ministry (2016); M.A. in Biblical Studies 2010, Lee University; M.Div. in Theological Studies 2014, Liberty University

PRINCESS M. CULLUM, Adjunct Instructor in Business and Leadership (2016); Bachelor of Journalism 1990, University of Nebraska at Lincoln; M.B.A. in Strategic Management and Marketing 1996, Washington University in St. Louis; Ph.D. in Learning Technologies and Instructional Design 2016, University of North Texas

MICHAEL DANIELL, Adjunct Instructor in Music (2012); B.S. in Music 1983, University of the State of New York; M.C.M. in Church Music 1986, Southern Baptist Theological Seminary; additional studies in Music Education, University of South Florida and Columbus State University

CHRISTOPHER A. DAVIS, Vice President for Graduate & Professional Studies, Professor of Biblical Theology and Ministry (2015); B.A. in Bible, B.Th. in Theology 1981, Johnson University; D.Min. in Ministry 1985, Th.M. in Theology 1986, Ph.D. in Biblical Studies 1992, Union Theological Seminary in Virginia; additional studies at Milligan College, United Theological Seminary, Jerusalem University College; ordained minister

BETHANY HUXFORD DAVIS, Instructor in Business and Organizational Leadership (2007); B.A. in Sociology 2003, Georgia State University; M.S. in Organizational and Human Resource Development 2010, Abilene Christian University; Ph.D. in Organizational Leadership 2017, Eastern University; Certified Mediator

WILHELMENIA D. DEVONE-HARVEY, Adjunct Instructor in Criminal Justice and Business Law (2017); B.S. in Political Science 1980, North Carolina State University; M.Div. in Divinity 2012, Turner Theological Seminary; J.D. in Jurisprudence 1990, Campbell University

JAMES C. DONOVAN, Professor of Education, UC Education Department Chair, former President of Point University (1984); B.A. in Christian Ministries 1974, B.Th. in Theology 1974, Point University; M.Ed. in Counseling & Psychological Services 1977, Ph.D. in Educational Leadership 1982, Georgia State University

JAMES WILLIAM ("BILL") DORMINY, SR., Adjunct Instructor in Information Technology, Director of Technology (2012); A.S. Computer Specialist 1994, Ogeechee Technical School; B.S. in Information Technology with Concentration in Networking and Telecommunications 2012, M.B.A. in Technology Management 2016, University of Phoenix; Lean Six Sigma Yellow Belt (LSSYB)

YVONNE DOWNER, Adjunct Instructor in Accounting (2016); B.S. in Technical Management and Accounting 2008, DeVry University; Master of Accounting and Financial Management 2011, Keller Graduate School of Management; D.B.A. in Healthcare Fraud candidate, Capella University School of Business and Technology; Certified Internal Controls Auditor 2016, Certified Fraud Examination License 2011, Association of Certified Fraud Examiners

DALLAS J. ("D. J.") DYCUS, JR., Professor of English and Humanities (1998); B.A. in English 1992, Milligan College; M.A. in English 1994, East Tennessee State University; Ph.D. in English 2009, Georgia State University

TAMMY J. DYCUS, Instructor in Mathematics (2013); B.S. in Mathematics and Computer Science 1991, Milligan College; M.S. in Community/Technical College Mathematics 2013, Nicholls State University

JEFFREY A. EASLEY, Adjunct Instructor in Bible and Ministry (2011); B.A. in Biblical Studies, Carver Bible College; M.Th. in Theology, Dallas Theological Seminary; D.Min. candidate in Ministry, Gordon-Conwell Theological Seminary; ordained minister

LINDSAY B. ERWIN, Adjunct Instructor in Business Law (2013); B.A. in Philosophy 2000, Auburn University; J.D. in Jurisprudence 2004, Cumberland Law School; Alabama Guardian *ad Litem* Certification; licensed to practice law in the states of Alabama and Georgia

W. CORY EUBANKS, Adjunct Instructor in Mathematics (2010); B.S. in Applied Mathematics 1987, Master of Applied Mathematics 1989, Auburn University

MARGUERITE RUSSELL FAULK, Adjunct Instructor in Business and Leadership (2016); B.A. in English, Emory University; M.B.A. in Management 1975, Georgia State University; D.B.A. in Management and Marketing 2009, Argosy University

DAVID FELSBERG, Adjunct Instructor in Business (2010); B.B.A. in Business Administration 1986, Georgia State University; M.B.A. in Finance 1994, Kennesaw State University

CHRISTOPHER D. FORBES, Adjunct Instructor in Nursing and Public Health (2017); B.A. in Communications 1988, Southeast Louisiana University; B.S.N. in Nursing 1995, Southern University; M.S. in Nursing 2010, Jacksonville State University; Doctor of Nursing Practice in Nursing Administration with Educator Concentration 2015, Samford University; Registered Nurse (RN)

CONNIE FRAGOSO, Adjunct Instructor in Mathematics (2010); B.S. in Mathematics 1995, Samford University; M.A.T. (Master of Arts for Teachers) in Mathematics 2002, Georgia State University; additional studies in Education at Mercer University

SHAWANNA FRANCIS-COX, Adjunct Instructor in Psychology and Human Relations (2017); B.A. in English Education 1994, M.A. in School Counseling 2004, Xavier University of Louisiana; Ed.D. in Counselor Education and Supervision 2014, Argosy University; Licensed Professional Counselor (LPC)

JONATHAN CORTEZ FRAZIER, Adjunct Instructor in Bible and Ministry (2017); B.A. in Bible and Church Ministries 1992, Southeastern University; M.Div. in Divinity 2000, Assemblies of God Theological Seminary; D.Min. in Missions and Cross-Cultural Studies 2009, Gordon-Conwell Theological Seminary; ordained minister

INGRID GAMBOA DE ARCE, Adjunct Instructor in Spanish and TESOL (2012); B.B.A. in Business Administration 1999, Universidad Rafael Landivar (Guatemala); M.A. in Spanish 2011, Auburn University; additional studies in Teaching English as a Second Language (TESOL)

PETER M. GARIBALDI, Adjunct Instructor in Business (2015); B.S. in Psychology 1978, San Francisco State University; M.S. in Systems Management 1988, University of Southern California; Master of Strategic Studies 2003, United States Army War College; D.Mgt. candidate in Organizational Leadership, University of Phoenix

ELLA N. GIBSON, Adjunct Instructor in Business and Accounting (2013); B.S. in Accounting 1977, Eastern Illinois University; M.Acc. in Accountancy 2011, University of North Carolina at Charlotte; Certified Public Accountant (CPA)

LUANN MULLINS GLADDEN, Adjunct Instructor in English (2015); B.S. in Secondary Education with Majors in History and English 1979, Gadsden State

Community College; M.A. in Secondary English Education 1982, Jacksonville State University; Certification in Secondary English

DENNIS E. GLENN, Professor of Christian Ministries and Education, Vice President for Institutional Effectiveness and Dean of Accreditation (1994); A.B. in Bible and Ministries 1975, Manhattan Christian University; M.S. in Education 1977, Kansas State University; Ed.S. (Education Specialist) in Educational Supervision 1978, Eastern New Mexico University; Ph.D. in Educational Administration 1987, Kansas State University

STEPHANIE Y. GOLDEN, Adjunct Instructor in Education (2015); B.S. in Child and Family Development 2001, Georgia Southern University; M.Ed. in Early Childhood Education 2004, Troy State University; Ed.S. (Education Specialist) in Instructional Leadership 2007, Ed.D. in Instructional Leadership 2012, Argosy University

MONICA GRAY, Adjunct Instructor in Human Relations (2014); B.S. in Psychology 2000, Clemson University; M.A. in Professional Counseling 2002, Ed.D. in Counselor Education and Supervision 2013, Argosy University; Licensed Professional Counselor (LPC); Certified Professional Counselor Supervisor (PCS); Certified Anger Management Specialist (AMS)

MICHAEL L. GREGG, Adjunct Instructor in Bible and Ministry (2015); B.A. in Religion 2001, Belmont University; M.Div. in Ministry 2004, Wake Forest University; D.Min. in Contextualized Ministry 2014, Mercer University's McAfee School of Theology; Certified Coach in Personal and Life Coaching; ordained minister

GORDON GRIFFIN, Instructor in Bible and Ministry (2009); B.A. in Bible 1996, Asbury University; M.Div. in Ministry 2000, Asbury Theological Seminary; D. Min. in Ministry 2009, Asbury Theological Seminary's Beeson School of Biblical Preaching and Church Growth; ordained minister

TERRY GRISSOM, Adjunct Instructor in History (2014); B.S. in Secondary Education with Concentrations in History and English 1981, M.A. in History 1989, University of Alabama at Birmingham

KAITLYN GROOVER, Adjunct Instructor in Education (2017); B.S. in Early Childhood Education 2014, Point University; M.S. in Education, Reading Specialist 2016, Fort Hays State University; Pre-K-5 Teacher Certification; English for Speakers of Other Languages (ESOL) Certification

DONNA GWALTNEY, Adjunct Instructor in Organizational Leadership and Human Resource Management (2017); B.A. in Management of Human Resources 1990, MidAmerica Nazarene University; M.S. in Human Resource Development and Administration 1996, Barry University; Ph.D., in Organizational Leadership 2013, Eastern University; Senior Professional in Human Resources certification (SPHR), HR Certification Institute; SHRM Senior Certified Professional certification (SHRM-SCP), Society of Human Resource Management

SHARON HALL, Adjunct Instructor in Education (2010); B.S. in Human Relations, Youth Leadership, and Elementary Education 1981, Milligan College; M.Ed. in Middle Grades Education 1990, University of West Georgia

W. DARRYL HARRISON, Professor of Ministry and Leadership, Chief Academic Officer (2010); B.A. in Religion and Philosophy 1977, Samford University; M.A. in Christian Education 1984, Southern Baptist Theological Seminary; Ed.D. in Instructional Leadership 1997, University of Alabama; ordained minister

JEFFREY A. HAVERLY, Professor of Business (1997). B.S. in Accounting 1986, Missouri Baptist University; M.B.A. with Management Information Systems Emphasis 1994, Southern Illinois University; M.Acc. in Accounting with Emphasis in Finance 2017, Auburn University; D.Mgt. in Management 1999, Webster University; Graduate Certificate in Accounting, Auburn University; Certified Public Accountant (CPA), Certified Management Accountant (CMA)

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VALARIE PRICE WILLIAMS, Instructor in Education, Director of Online Learning and Instructional Design, Chair of the CGPS Arts & Sciences Department (2015); B.S. in Secondary Education 2011, Jacksonville State University; M.S. in Instructional Technology 2013, Troy University; Research Fellowship in Instructional Design and Development (Ph.D. coursework), University of South Alabama

EDWARD "CHIP" WINTERS, Adjunct Instructor in English (2013); B.A. in English 1975, St. Vincent's College; M.A. in English 1979, Carnegie-Mellon University

LYNN H. WISELEY, Adjunct Instructor in Education, Director of the Teacher Media Center (2008); B.S. in Early Childhood Education 1990, Point University; M.Ed. in Early Childhood Education 1993, University of West Georgia; Georgia Educator Certificate

DIANE HENDON WITHERS, Adjunct Instructor in History (2014); B.A. in History 1969, M.A. in History 1971, University of Oklahoma

MURPHY M. WOOD, Adjunct Instructor in History (2015); B.A. in History 1988, Auburn University; M.A. in History 2006, James Madison University

TIFFANY SCHOENHOFF WOOD, Instructor in Business and Leadership, Assistant Vice President for Enrollment Management (2008); B.S. in Global Economics and Modern Languages 2007, M.S. in International Affairs 2014, Georgia Institute of Technology

TIMOTHY R. WOODRUFF, Adjunct Instructor in Christian Ministries (2010); B.Mus. in Music Education 1981, University of Georgia; M.A. in Religion, Liberty University 1991; M.S. in Human Resource Development 1996, Georgia State University; Ed.D. in Leadership 2004, Southern Baptist Theological Seminary

DEDRA R. WOOLFOLK, Professor of Natural Science, UC Math & Science Department Chair (2004); B.S. in Biology 1991, Morris Brown University; M.S. in Biological and Biomedical Science 2015, Ph.D. in Biological and Biomedical Science (Pharmacology), Emory University School of Medicine.

MARVIN DALE WORTZ, Adjunct Instructor in Mathematics (2016); B.S. in Psychology and Mathematics 1973, Evangel College; M.A.T. in Mathematics Education 1976, University of Memphis; Ed.D. in Curriculum and Instruction/Educational Leadership 2001, University of Sarasota

ANDREA RACHEL WOZNIAK, Adjunct Instructor in Biblical Studies (2009); B.A. Religion and English 2001, Hope College; M.A. in Biblical Studies 2005, Regent University

KATHRYN A. YANCEY, Adjunct Instructor in Accounting (2016); B.S. in Accounting 1980, B.S. in Management 1980, Carson-Newman University; Master of Professional Accountancy in Public Accounting 1985, Georgia State University; Certified Public Accountant (CPA)

ANGELA YONCE, Adjunct Instructor in English (2013); B.S. in Psychology 1991, M.Ed. in Secondary English Education 1994, Georgia College; Ed.D. in Curriculum and Instruction, University of Phoenix

CHRISTOPHER R. ZAPALSKI, Adjunct Instructor in Business and Business Law (2017); M.B.A. in Business Administration 1999, Master of Accounting with Concentration in Finance and Auditing 2001, Master of Accounting with Concentration in Taxation and Accounting 2001, Nova Southeastern University; M.P.A. in Public Administration 2009, Master of Information Systems Management 2010, Master of Human Resource Management 2010, DeVry University; LL.M. Master of Laws 2011, Western Michigan University Cooley Law School; M.S. in Criminal Justice 2014, Kaplan University; Doctor of Law 2002, Nova Southeastern University; D.B.A. in Business Administration candidate, Colorado Technical University; postgraduate studies in Industrial/Organizational Psychology at Kaplan University, Marketing at Warner University

Administrative and Managerial Staff
who work most closely with CGPS

Academic Services
Leon M. Reese, Jr. ..... Assistant Vice President for Professional Studies

Career Services
Nneka Carter-Young..... Assistant Dean of Students

Communication Services
Katherine Hamilton .....Communications Manager

Disability Services
Jessica M. Mazaheri .....Director of Disability Services
Stacie Whalen .....Assistant Director of Educational Services

Enrollment Services
Stacy A. Bartlett .....Vice President for Enrollment Management
Tiffany Schoenhoff Wood..... Assistant Vice President for Enrollment Management
Rusty Hassell ..... Executive Director of Enrollment
Chelsea Costley.....Office Coordinator

Financial Services
John Lanier .....Director of Student Finance
Janifer Morgan .....Director of Financial Aid
Yolanda Steele .....Director of Student Accounts

Human Resource Services
Margaret Hodge ..... Director of Human Resources

Information Technology Services
Bill Dorminy .....Director of Information Technology
Warren Carey.....Enterprise Application Systems Administrator

Instructional Design and Education Technology Services
Valarie Price Williams..... Director of Online Learning and Instructional Design
Kyle Malmberg ..... Assistant Instructional Designer
Mark Boyd .....Instructional Support Technician

Learning Support Services
Jessica M. Mazaheri ..... Director of the Educational Resource Centers
Stacie Whalen .....Assistant Director of Educational Services

Library Services
Michael L. Bain.....Director of Library Resources
Richard Coleman .....Assistant Librarian

Online Student Services
Ross Haralson ..... Director of Online Student Services

Registrar Services
Obie Killcreas .....Interim Registrar

Site Directors
Terri Carroll.....Peachtree City Site Director
Roxane Pace ..... Savannah Site Director

COURSE DESCRIPTIONS

ASPS 105 Introduction to Adult Learning (3)
This course prepares students to work in the dynamic environment that surrounds academic discourse, research, and learning. It introduces keys to academic success in adult education, including effective study habits, time management, access to and use of learning resources, and the ability to work successfully with others. Through the *StrengthsQuest*, students evaluate their individual strengths and learn how to capitalize on them to maximize the educational experience.

ASPS 110 Effective Thinking (3)
This course builds on ASPS 105 by introducing requirements of university-level learning, effective habits and behaviors, metacognitive strategies, and the roles of responsibility, thinking, writing, and career-readiness in learning and academic performance.

BIBL 103 Drama of Scripture (3)
Students explore the "drama of scripture" from God's creation of the heavens and earth in Genesis, through His redemptive work in Jesus Christ, to the consummation of His Kingship in Revelation. An overview of the structure and rationale of Point University's curriculum shows how students can prepare themselves for active participation in God's ongoing Story.

BIBL 202 Jesus: The Focus of Scripture (3)
This course focuses on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is.

BIBL 303 Acts of the Apostles (3)
Students engage in an historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

BIBL 304 Scripture: How We Use It (3)
This course helps students become more competent in using Scripture in ways that enhance their ability to engage the life of the local church, be spiritual leaders in their families, and influence their workplaces as persons of faith.

BIBL 305 Isaiah (3)
Students engage in an exegetical study of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text.

BIBL 334 Gospel of Mark (3)
This course is a study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. Emphases include the social, political, cultural, and literary context of the Gospel.

BIBL 390 Special Topics in Biblical Studies (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Biblical Studies. *Special Considerations: Requires approval of the Online Student Services team, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

BIBL 412 I Corinthians (3)
Students engage in an exegetical study of the Apostle Paul's First Epistle to the Corinthians, including careful analysis of the text and thoughtful application to contemporary Christian life and theology.

BIBL 413 Psalms (3)
Students engage in a systematic survey of ancient Hebrew hymnody, including an exegesis of selected Psalms.

BIBL 420 Advanced Hermeneutics (3)
This course includes a survey of the history of interpretation and a review of basic issues related to genre, figurative and literal language, the relationship between the Old and New Covenants, and the importance of historical and literary contexts. Students learn and apply important exegetical principles for understanding biblical texts and important hermeneutical principles for applying biblical texts in the current culture. *Prerequisite: BIBL 304 Scripture: How We Use It.*

BIBL 490 Jonah (3)
This course is a study of the prophetic book of Jonah using its historical, cultural, literary, and prophetic context as a tool for correct interpretation and contemporary application.

BUSI 201 Introduction to the Healthcare Industry (3)
This course surveys the historical development of the healthcare industry, including the influential role played by Christians. It focuses on contemporary healthcare sectors, systems, service delivery models, and forces that have shaped them. It includes an orientation to library and learning resources that support healthcare administration. Students also explore career opportunities in the healthcare industry and professional development services offered by the American College of Healthcare Administration (ACHCA), the leading professional organization in the field.

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: MATH 110 College Algebra or equivalent.*

BUSI 208 Communication & Relationship Management in Healthcare Administration (3)
This course equips students with a variety of communication skills, relational skills, and development tools that will enhance and project their professional identity in order to jumpstart their career in Healthcare Administration. Examples include written and oral business communications, résumés and cover letters, elevator speeches, social media,

interviewing, and networking. Case studies and mentoring from experienced professionals help prepare students to formulate, organize, prepare for—and succeed—in their search for the best internships, residencies, fellowships, and career opportunities. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry. Special Consideration: BUSI 208 is a Writing Emphasis course.*

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

BUSI 214 Managing Information Systems (3)
This course acquaints students with the theoretical use of technology that supports organizational decision-making and the management of that information. Students review case studies of notable businesses and apply learning through realistic scenarios and examples. *Recommended: CISM 105 Introduction to Academic Technologies, CISM 110 Intermediate Academic Technologies.*

BUSI 230 Principles of Management (3)
This course focuses on management functions and processes applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change.

BUSI 238 Business Communication (3)
This course focuses on communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisite: ENGL 102 Critical Reading & Writing II. Special Consideration: BUSI 238 is a Writing Emphasis course.*

BUSI 261 Legal & Ethical Responsibilities in Professional Accounting (3)
Students gain a foundational working knowledge of professional, ethical, and legal responsibilities in the accounting field. Case studies provide practice in analyzing issues accountants face on a daily basis, applying relevant federal and state laws, and making ethical decisions informed by Christian perspectives. *Special Consideration: BUSI 261 is a Writing Emphasis course.*

BUSI 271 Social Media Marketing: Foundations & Strategy (3)
This course introduces basic principles of social media marketing, including the major steps to social media success and the development of a business plan, key phrase analysis, and content plan to create, implement, and maintain a social media marketing campaign. Students are introduced to HootSuite, a social media management system for executing campaigns across multiple social networks. They also have the opportunity to qualify for certification as a Hootsuite Social Media Consultant. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 272 Social Media Marketing: Twitter (3)
Students learn the principles and methods of utilizing Twitter as part of a marketing strategy, including setting up a business presence on Twitter, optimizing and managing an account, finding and following influences and leads, and engaging with prospects. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 274 Social Media Marketing: LinkedIn (3)
Students learn the principles and methods of optimizing and managing a LinkedIn account as part of a marketing strategy, including leveraging LinkedIn Groups, using LinkedIn advance search, advertising on LinkedIn, and building a personal reputation as an industry authority. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 275 Social Media Marketing: Facebook (3)
Students learn the principles and methods of optimizing and managing a Facebook account as part of a marketing strategy. They also learn advanced Facebook marketing tactics, including Facebook advertising. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 304 Contemporary Issues in U.S. Healthcare Administration (3)
This course focuses on fundamental principles and varied perspectives on healthcare in the United States. Core issues include public health, access to healthcare, delivery, quality, cost, financing, reform, and the ethical question of whether healthcare is a right or a privilege. Students explore how these problems impact real-life situations and hone their critical thinking skills for their professional careers. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry*.

BUSI 311 Intermediate Accounting I (3)
This course focuses on the theoretical structure of financial accounting relevant to the presentation of financial information for use in decision-making. Students learn the various forms of business, the accounting system, the accounting cycle, standard setting, the Generally Accepted Accounting Principles (GAAP), and the economic consequence on the users of financial statements. Topics include identifying, classifying and measuring assets, liabilities, equity, revenue, and expenses; recording these items; constructing financial statements; and the relationship between the income statement, balance sheet, statement of cash flows and statement of retained earnings. Students practice researching financial accounting issues using the Financial Accounting Standards Board (FASB) Codification Database.

BUSI 312 Intermediate Accounting II (3)
In this continuation of Intermediate Accounting I, students delve more deeply into accounting for the economic resources of a business. Topics include operational assets, intangible assets, current and long-term liabilities, bonds, stockholders equity, investments, earnings per share, and financial statement analysis. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database, and they examine real world cases involving analysis of company performance using various tools, such as ratios. This includes measuring company performance against prior years, or against the industry or competitors, with heavy emphasis on the Balance Sheet and Income Statement. *Prerequisite: BUSI 311 Intermediate Accounting I.*

BUSI 313 Intermediate Accounting III (3)
Building on Intermediate Accounting I and II, this course focuses on topics such as revenue recognition, accounting for pensions, accounting for leases, share-based compensation, and income taxes. It also covers accounting for special transactions and events, such as accounting changes, correction of errors and accompanying financial statement disclosure requirements, and restatements. Students also learn how to prepare more complex cash flow statements and how to analyze a company's cash flow statement in relation to its net earnings. *Prerequisites: BUSI 311 Intermediate Accounting I, BUSI 312 Intermediate Accounting II.*

BUSI 316 Personal & Professional Accountability in Healthcare Administration (3)
This course addresses trials, tests, encounters, and challenges faced by healthcare organizations as they carry out their responsibilities and maintain accountability toward internal and external constituents. It offers a more global perspective on how the United States and other countries address issues of health and healthcare. Students learn how to bring a systemic understanding of organizational principles, practices, and insight to the management of health services organizations. They gain an understanding of healthcare leaders and how these leaders efficiently strategize, design, and manage healthcare organizations while simultaneously influencing and adapting to changes. *Prerequisite: BUSI 208 Communication and Relationship Management in Healthcare Administration*

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. *Prerequisites: MATH 110 College Algebra or equivalent, BUSI 320 Principles of Microeconomics.*

BUSI 324 Human Resource Management in Healthcare Administration (3)
This course provides an introduction and overview of human resources management in contemporary healthcare organizations. Students develop the fundamental analytical skills and competencies required to manage and lead employees in the healthcare field. Areas of focus include job analysis and requirements, employee selection and training, career and leadership development, diversity, supervision, motivation, performance appraisal, discipline, and termination. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry.*

BUSI 332 Accounting Information Systems (3)
This course introduces accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. *Recommended: CISM 105 Introduction to Academic Technologies, CISM 110 Intermediate Academic Technologies. Prerequisites: BUSI 211 Financial Accounting, BUSI 212 Managerial Accounting, BUSI 214 Managing Information Systems.*

BUSI 334 Financial Management in Healthcare Administration (3)
This course offers a wide-ranging overview of the financial side of healthcare. Topics include economic factors driving the rising costs of medical services, cost reimbursement programs, and healthcare reform through the Patient Protection and Affordable Care Act of 2010. Students learn the basics of healthcare accounting and finance, including accounting fundamentals, operating the cash drawer, and bank reconciliation. They also explore the more complex issues of cash management, budgeting and variance analysis, and revenue cycle management. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry*.

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 214 Managing Information Systems, BUSI 212 Managerial Accounting.*

BUSI 340 Operations Management (3)
This course focuses on the production and operations component of business. Topics include operations strategy, forecasting demand, design of goods and services, process, capacity and location planning, scheduling of jobs and projects, and job design. Students learn to use basic decision tools to analyze and make decisions in these areas. *Prerequisite: BUSI 230 Principles of Management.*

BUSI 342 Supply Chain Management (3)
This course exposes students to topics related to design and management of supply chains, from incoming raw materials to final product delivery. Topics include supply chain network design, facility planning, capacity planning, globalization and outsourcing, information technology, and global issues in supply chain management. *Prerequisite: BUSI 230 Principles of Management.*

BUSI 347 Principles of Marketing (3)
Students survey marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising, and marketing strategy.

BUSI 352 Organizational Behavior (3)
Students explore how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, organizational development and creating effective work groups.

BUSI 354 Consumer Behavior (3)
This course focuses on consumer purchase and consumption patterns and their implications for marketing decisions. The consumer's decision process is detailed, including need recognition, search, pre-purchase evaluation, consumption, and satisfaction, with an emphasis on individual consumer differences, the psychological process, and environmental influences. Students examine social, cultural, and psychological influences on purchasing decisions. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 364 Income Tax Accounting (3)
Students learn the principles of federal income taxation with an emphasis on the taxation of individuals, including tax rules, dangers that arise in particular tax situations and guidelines for keeping taxes at a legal minimum. *Prerequisites: BUSI 211 Financial Accounting, BUSI 212 Managerial Accounting.*

BUSI 365 Marketing Research (3)
This course prepares students to identify, acquire, evaluate, interpret, and report information that contributes to better marketing decisions. Students learn how to collect valid and reliable marketing data, differentiate between good and bad information, perform basic data analysis and display techniques, and generate and communicate good information more effectively. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 371 Social Media Marketing: Blogging & Content Marketing (3)
Students learn the principles and methods of creating and executing an effective content marketing campaign as part of a marketing strategy, including selection of the best platform, development of a key phrase strategy, creation of compelling blog content, promotion of the blog within social media, and online reputation management. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 372 Social Media Marketing: Video & Mobile Marketing (3)
Students learn the principles and methods of using YouTube as part of a marketing strategy, including how to set up a business channel, customize the environment, generate views, build community, share video across other social channels, and utilize advertising on YouTube. Streaming video apps and mobile marketing strategies are also introduced. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 373 Social Media Marketing: Pinterest & Instagram Mobile (3)
Students learn the principles and methods of using Pinterest and Instagram Mobile as part of a marketing strategy, including optimizing a business page, organizing pages for the best customer experience, and integration with other social media platforms to create a seamless social marketing campaign. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

BUSI 374 Services Marketing (3)
This course highlights the differences between product marketing and the marketing of services. Services pose unique challenges that require a distinctive approach to marketing, even though the fundamental concepts of marketing still apply. Students learn how to create and implement marketing programs to improve service quality, raise customer satisfaction levels, and generate customer loyalty. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 375 Business as Mission (3)
Students explore the emerging role of business in Christian mission, including both the opportunities and challenges. Major themes include the theology of business as mission, practical issues related to business as a vehicle for cross-cultural mission, and business models and case studies.

BUSI 384 Foundations of Retailing (3)
Students explore the retail business environment, including retail store organization, location, layout, and store policy; pricing policies, price lines, brands, credit policies,

and purchasing methods; and trends, career opportunities, retail strategies, human resources, supply chain management, and customer service. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 390 Special Topics in Business & Leadership (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Business and Leadership. *Special Considerations: Requires approval of the Online Student Services team, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

BUSI 395 Cost Accounting (3)
Students learn to conduct cost analyses for effective decision-making in areas such as capital investments and cost control. They employ measurable and quantifiable models for forecasting, planning and control, performance valuation and assessment. Students also learn how to strategize various control systems.

BUSI 400 Social Media Marketing Capstone (3)
In this capstone course for Social Media Marketing, students integrate various social media platforms to create a seamless marketing campaign. In doing so, they also focus on the underlying elements of all platforms, including incorporating Judeo-Christian ethics, social media crisis management, and maintaining a versatile strategy in a changing technological landscape. *Prerequisites: Completion of all other courses in the Social Media Marketing Major.*

BUSI 425 Auditing (3)
This course introduces the discipline of auditing, accounting systems, and internal controls in public and private sectors, as well as the auditing profession and the audit process. Topics include professional ethics and responsibilities, planning, internal controls and risks, audit evidence and reports, and legal liability.

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. *Prerequisite: BUSI 347 Principles of Marketing and either BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 431 Digital Marketing (3)
This course provides an introduction to digital marketing, which involves the intersection of marketing and technology. Students learn the effective use of digital communication channels, such as email, paid and organic search, mobile (text, QR codes, apps, localization, and geo-fencing), internet, and social media. Students also analyze how integrated multi-channel marketing and e-commerce work, and they examine emerging digital media. Finally, students explore ethical and public policy issues involved in digital marketing. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 432 Ethical & Legal Environment of Healthcare Administration (3)
Students develop a foundational working knowledge of the laws and legal philosophies, rules and regulations, and ethical models that govern healthcare administrators and practitioners. Topics include patient rights and confidentiality, compliance and liability

issues, antitrust and taxation laws, legal issues in mergers and consolidations, labor law, and general principles of risk management. The course includes Christian perspectives on these issues. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry. Special Consideration: BUSI 432 is a Writing Emphasis course.*

BUSI 433 Fraud Examination & Fraud Schemes (3)
This course offers an introduction to the field of forensic accounting. Topics include the history of forensic accounting, the fraud triangle theory, financial statement misrepresentation, and fraud examination techniques, including fraud prevention and control. Students examine real-world cases in the area of forensic accounting and complete a realistic learning project as part of the course. *Special Consideration: BUSI 433 is a Writing Emphasis course.*

BUSI 434 Business Law (3)
This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. *Prerequisite: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 436 Business Ethics (3)
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. *Prerequisites: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior. Special Consideration: BUSI 436 is a Writing Emphasis course.*

BUSI 440 Risk Management in Healthcare Administration (3)
Students learn how to implement an official and formal compliance program at a healthcare facility. Real-world examples and a hands-on approach help students visualize themselves on the job guiding operations, maintaining legal and regulatory compliance, and minimizing organizational risk while promoting ethical practices. *Prerequisites: BUSI 201 Introduction to the Healthcare Industry, BUSI 432 Ethical & Legal Environment of Healthcare Administration.*

BUSI 441 Marketing Analytics (3)
Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but the challenge is analyzing this data to produce actionable insights to guide marketing decisions. In this course, students learn analytical techniques to take advantage of Big Data. While students employ quantitative methods, the focus of the course is not statistics; rather, students receive an accessible overview of the most widely-used analytical techniques and tools to see how they drive better marketing decisions. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 442 Business Policy (3)
This course provides an overview of all essential aspects of business policy. Students gain an appreciation of the nature, functions, and realities of organizational dilemmas. The course covers governing bodies, corporate governance, board structure, and various theories. Students also reflect on the purpose of business policies as it relates to strategy formulation and policy making.

BUSI 443 Entrepreneurship (3)
Students explore the process of starting a new business and effectively managing it. Emphases include traits of entrepreneurs, creating the business plan, start-up challenges, researching and evaluating markets, forms of ownership, market positioning, financial controls and sources of revenue, and promotion.

BUSI 445 Patient Advocacy in Healthcare Administration (3)
Students learn to function in the complex role of patient advocate. Through practical discussions and hands-on practice, they develop knowledge and skills essential to assisting and supporting patients, their families, and their caregivers in all phases of healthcare, including medical insurance coverage and treatment options. *Prerequisites: BUSI 201 Introduction to the Healthcare Industry, BUSI 432 Ethical & Legal Environment of Healthcare Administration.*

BUSI 448 Governmental & Nonprofit Accounting (3)
This course focuses on fundamental principles of accounting for governmental units, colleges, healthcare providers, hospitals, clinics, health and welfare organizations, and other non-profit organizations. Students compare and contrast non-profit accounting processes with those of for-profit entities by evaluating the different regulations for budgeting, funding options, revenue recognition, recording transactions, and financial reporting.

BUSI 450 Human Resource Management (3)
This course provides an overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline, and termination.

BUSI 451 Detection & Prevention of Fraudulent Financial Statements (3)
Students analyze various types of fraud and how crime causation is established. Topics include the white-collar crime theory of fraud, work-related schemes, fraudulent financial transactions, fraud risk assessment, internal controls to deter fraud, and accounting and auditing theory. The course acquaints students with the Association of Certified Fraud Examiners (ACFE) Code of Professional Ethics and prepares them for two sections of the Certified Fraud Examiner (CFE) exam—namely, Fraud Prevention & Deterrence and Financial Transactions & Fraud Schemes.

BUSI 453 Facilitation & Negotiation in Healthcare Administration (3)
Students learn practical skills essential for effective facilitators and negotiators, including a systematic approach to making favorable agreements that minimize conflict and maximize benefits. Topics include strengths and weaknesses in personal negotiating styles, as well as the role of relationships in facilitating good agreements. Students apply strategic techniques and practice their skills in simulated exercises and negotiations. *Prerequisite: BUSI 201 Introduction to the Healthcare Industry.*

BUSI 455 Change Management (3)
This course focuses on the systematic discipline needed for building, maintaining, and extending competitive advantage through the managerial process. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes. Case studies are employed.

BUSI 456 Forensic & Investigative Accounting (3)
This capstone course addresses the substance of forensics, litigation, criminology and the investigative auditing expertise of accounting. Topics include basic accounting fraud schemes, theories of crime causation related to fraud (classical theories, routine activities theory, psychological theories, biological theories, social structure theories, and social process theories), regulations related to fraud, and investigative techniques related to white-collar crime. Students synthesize crime causation theories, theories of human behavior, and the fraud triangle practice. *Prerequisites: Completion of all other courses in the Accounting Major with a Concentration in Forensics & Fraud.*

BUSI 458 Quality Improvement in Healthcare Administration (3)
In this integrative course, students address a wide range of problems and concerns encountered by public, non-profit, and for-profit healthcare organizations toward the goal of improving quality of service. Case studies raise issues of leadership, strategic planning, organization and governance, budgeting, human resources, organizational behavior, change management, and legal and ethical challenges. *Prerequisites: Completion of all other courses in the Healthcare Administration Major.*

BUSI 460 Organizational Leadership (3)
Participants learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior, and "new leadership" development. *Prerequisite: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 461 Global Marketing (3)
This course develops an understanding of marketing functions, decision-making, and policy formulation relative to the cultural, political, legal, and economic aspects of doing business in global markets. This course further emphasizes international marketing policies relating to product adaptation, data collection and analysis, channels of distribution, pricing, communications, and cost analysis. *Prerequisite: BUSI 347 Principles of Marketing.*

BUSI 465 Strategic Management & Planning (3)
This course focuses on the integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization. Emphases include analysis, decision-making, and ethical considerations. *Prerequisite: BUSI 436 Business Ethics and either BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 500 Graduate Business Orientation (0)
In this online orientation, students are introduced to the courses in the M.B.A. program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.B.A. students.

BUSI 505 Foundations for Business Administration (3)
This course includes seven online learning modules designed to equip students for success in the M.B.A. in Business Transformation program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, (4) Foundations of Management (5) Foundations of Management Information Systems, (6) Foundations of Managerial Accounting, (7)

Foundations of Marketing. The course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test in each area to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. Through use of the learning modules, many students have developed the necessary foundational competencies even with no prior background in the business field. For students who already possess these competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. To secure a waiver, students must complete the *Application for Waiver* included in the admission documents and attach evidence of the specific competencies for which they seek a waiver. *Special Consideration: Passing this course with a grade of 80% on every module is a prerequisite for all other courses in the M.B.A. in Business Transformation program.*

BUSI 5050 Foundations Demonstrated Competency (3)
Special Consideration: M.B.A. students granted a waiver from BUSI 505 Foundations for Business Administration based on demonstrated competency receive credit on their Point University transcript as BUSI 5050 Foundations Demonstrated Competency.

BUSI 510 Ethics & Professional Issues in Business (3)
Students are introduced to alternative ethical theories and learn how they relate to, and often support, Judeo-Christian ethics. Students then learn to apply an ethical framework to professional dilemmas common to business transformation, including hiring/firing, new product development, financial reporting, stakeholder relations, and environmental sustainability. Students also explore ways Christians have used their business skills to promote the Kingship of God and carry out His redemptive work in the world (e.g. “business as mission”).

BUSI 515 Business Intelligence (3)
Acquiring data is essential to business transformation, not only to establish the current situation but also to identify areas for improvement and measure progress toward goals. In this course, students learn qualitative and quantitative research methods that can be employed to gather data on both internal (e.g. employees) and external (e.g. customers) stakeholders.

BUSI 520 Quantitative Analysis for Decision-Making (3)
This course approaches statistics from a practical perspective. Students learn to utilize commercially available statistical software to manipulate and analyze data, and to interpret the results for relevant business applications. By the end of the course, students can select appropriate tools for analysis and conduct multiple statistical tests, such as descriptive statistics, hypothesis tests, Chi Square tests, linear and multiple regression, t-tests, and control charts.

BUSI 526 Lean Six Sigma Methodology for Business Transformation I (3)
In BUSI 526 and BUSI 527, students receive instruction in Lean Six Sigma continuous improvement methodologies. They apply the DMAIC methodology (Define-Measure-Analyze-Improve-Control) and the DFSS (Design for Six Sigma) approach to designing products and services, along with the relevant tools, to solve real world problems. At the

conclusion of this two-course sequence, students are prepared to sit for the Lean Six Sigma Green Belt (LSSGB) certification exam. Students may then pursue Lean Six Sigma Black Belt (LSSBB) certification as they complete BUSI 690 and BUSI 695 Capstone Transformation Project I-II. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making. Special Consideration: Students who have already earned the LSSGB elsewhere may test out of BUSI 526 and BUSI 527 or take them as refresher courses.*

BUSI 527 Lean Six Sigma Methodology for Business Transformation II (3)
In BUSI 526 and BUSI 527, students receive instruction in Lean Six Sigma continuous improvement methodologies. They apply the DMAIC methodology (Define-Measure-Analyze-Improve-Control) and the DFSS (Design for Six Sigma) approach to designing products and services, along with the relevant tools, to solve real world problems. At the conclusion of this two-course sequence, students are prepared to sit for the Lean Six Sigma Green Belt (LSSGB) certification exam. Students may then pursue Lean Six Sigma Black Belt (LSSBB) certification as they complete BUSI 690 and BUSI 695 Capstone Transformation Project I-II. *Prerequisite:* BUSI 526 *Lean Six Sigma Methodology for Business Transformation I. Special Consideration: Students who have already earned the LSSGB elsewhere may test out of BUSI 526 and BUSI 527 or take them as refresher courses.*

BUSI 530 Persuasion & Negotiation (3)
The ability to persuade and negotiate is essential to leading business transformation. In this course, students learn current best practices in persuasion and sales in order to enhance their ability to gain support for change efforts using currently available professional literature. Students also learn techniques for negotiating with parties that are unwilling or unable to volunteer their support in order to arrive at agreements that create value for both parties.

BUSI 535 Financial Statement Analysis & Valuation (3)
Students integrate concepts from accounting, economics, finance, and business strategy to evaluate financial statements and value firms. In doing so, they quantitatively evaluate firm strategies, forecast financial statements, and apply sensitivity analysis techniques. The course utilizes business case studies from professional literature, along with appropriate technologies, to enable students to practice various analysis and valuation techniques. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making.*

BUSI 540 Strategic Management & Leadership (3)
Students develop an understanding of best practices in management and leadership as they learn techniques and strategies that focus on leveraging leadership for realizing organizational goals. Students engage with practical leadership strategies that aim at developing high performance teams and building other future organizational leaders. Case studies obtained from professional literature, along with real world examples of organizational leadership, are used to communicate essential attributes of exceptional leadership. Students are then challenged to apply the cognitive aspects of leadership learning to practical applications in their own professional and personal lives. At the conclusion of the course, students are able to apply leadership concepts and tools, so that they may more effectively lead their own organizations.

BUSI 542 Servant Leadership Theory & Development (3)
This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

BUSI 544 Nonprofit Management (3)
This course develops management skills pertinent to the nonprofit sector of ministry. Areas of emphasis include board development, employee recruitment and management, volunteer recruitment and engagement, marketing and public relations, fundraising, grant writing, and professional ethics.

BUSI 545 Strategic Marketing (3)
This course introduces the strategic role marketing plays in business transformation. Students acquire models and frameworks for approaching marketing problems as they research leading-edge thinking on marketing strategy and state-of-the-art marketing tactics. Students also learn how to measure marketing performance and ensure accountability for marketing investments.

BUSI 550 Business Innovation & Creativity (3)
This course focuses on how to establish and maintain creative and innovative business atmospheres. Participants study organizations that put an emphasis on creativity and innovation, such as Apple, Google, and Ideo, in order to identify best practices and develop strategies for implementing creative and innovative cultures within their own organizations.

BUSI 552 Organizational Innovation & Creativity (3)
This course focuses on innovation and creativity in church and other nonprofit contexts. Students develop skills for researching and evaluating philosophical, cultural, and global trends that may shape the future. They formulate creative and innovative responses to those trends from the perspective of contextualized theology and ministry.

BUSI 555 Cost Management & Decision-Making (3)
This course covers cost accounting concepts so vital in a changing business environment. Topics include, but are not limited to, activity-based costing, strategic cost management, balanced scorecard, environmental cost management, lean accounting, pricing and profitability analysis, and capital budgeting. Integrative exercises enable students not only to perform the necessary calculations, but also to understand how applicable cost concepts help managers make decisions that transform the organization. *Prerequisite: BUSI 520 Quantitative Analysis for Decision-Making.*

BUSI 560 Applied Leadership:
Change Management & Organizational Culture (3)
This course focuses on the importance of building positive and engaging business cultures, along with strategies for leading and managing organizational change within disruptive environments. Students acquire leadership techniques and strategies for effectively leading change, building other resilient leaders, and creating healthy and adaptive cultures. Students also reinforce their individual managerial skill sets for dealing with complex leadership issues.

BUSI 562 Strategic Planning & Change Management (3)
Students apply principles of strategic planning and change management in ministry contexts. Major emphases include analyzing the ministry context and organizational culture, vision casting, strategic planning, change management, and project management.

BUSI 690 Capstone Transformation Project I (3)
In BUSI 690 and BUSI 695 students prepare—and in some cases execute—a substantive project demonstrating in a real-world context the transformation techniques learned in the M.B.A. program: (1) Students desiring to pursue the Lean Six-Sigma Black Belt (LSSBB) certification identify, engage in, and complete a Lean Six Sigma DMAIC [Define-Measure-Analyze-Improve-Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is completed to the satisfaction of the Board. (2) Students who do not desire to pursue the Lean Six Sigma Black Belt, and/or desire to work on a transformation project tailored to their specific interests or job demands, will identify, engage in, and complete a project approved by their faculty advisor. Projects will vary from student to student, but must demonstrate mastery of transformation techniques learned in the M.B.A. program. The project may be focused on functions such as marketing, financial decision-making, change management, or leadership/human capital. The project must be completed by the end of the second session and will be evaluated by the faculty advisor. *Prerequisites: All other courses in the M.B.A. in Business Transformation program are prerequisites for BUSI 690 Capstone Transformation Project I. Special Consideration: Students who do not finish their capstone projects by the end of the second 8-week session must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.*

BUSI 692 Lean Six Sigma Black Belt Project I (3)
In BUSI 692 and BUSI 694 students prepare and execute a substantive project demonstrating in a real-world context the transformation techniques learned in the LSSBB program. Students identify, engage in, and complete a Lean Six Sigma DMAIC [Define-Measure-Analyze-Improve-Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within a given session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project

is completed to the satisfaction of the Board. *Prerequisites: Lean Six Sigma Green Belt (i.e. BUSI 520 Quantitative Analysis for Decision-Making, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, and BUSI 527 Lean Six Sigma Methodology for Business Transformation II). Special Consideration: Students who do not finish their Black Belt Projects by the end of the second 8-week session must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.*

BUSI 694 Lean Six Sigma Black Belt Project II (3)
This course is a continuation of BUSI 692 Lean Six Sigma Black Belt Project I. In BUSI 692 and BUSI 694 students prepare and execute a substantive project demonstrating in a real-world context the transformation techniques learned in the LSSBB program. Students identify, engage in, and complete a Lean Six Sigma DMAIC [Define-Measure-Analyze-Improve-Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within a given session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is completed to the satisfaction of the Board. *Prerequisites: Lean Six Sigma Green Belt (i.e. BUSI 520 Quantitative Analysis for Decision-Making, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, and BUSI 527 Lean Six Sigma Methodology for Business Transformation II). Special Consideration: Students who do not finish their Black Belt Projects by the end of the second 8-week session must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.*

BUSI 695 Capstone Transformation Project II (3)
In BUSI 690 and BUSI 695 students prepare—and in some cases execute—a substantive project demonstrating in a real-world context the transformation techniques learned in the M.B.A. program: (1) Students desiring to pursue the Lean Six-Sigma Black Belt (LSSBB) certification identify, engage in, and complete a Lean Six Sigma DMAIC [Define-Measure-Analyze-Improve-Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is completed to the satisfaction of the Board. (2) Students who do not desire to pursue the Lean Six Sigma Black Belt, and/or desire to work on a transformation project tailored to their specific interests or job demands, will identify, engage in, and complete a project approved by their faculty advisor. Projects will vary from student to student,

but must demonstrate mastery of transformation techniques learned in the M.B.A. program. The project may be focused on functions such as marketing, financial decision-making, change management, or leadership/human capital. The project must be completed by the end of the second session and will be evaluated by the faculty advisor. *Prerequisite: BUSI 690 Capstone Transformation Project I. Special Consideration: Students who do not finish their capstone projects by the end of the second 8-week sessions must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.*

BUSI 699 Capstone Transformation Project Continuation (0)
Students in the M.B.A. in Business Transformation program continue the projects begun in BUSI 690 and BUSI 695 Capstone Transformation Project I-II. They enroll in this course and pay a $100 continuation fee each session until the project is complete.

CHED 301 Educational Ministries (3)
This course focuses on principles of teaching and learning, and the effective use of various teaching methods in the church.

CISM 100 Introduction to Information Technology (3)
This course introduces students to Information Technology (IT) as a discipline, including the various roles and functions of the IT department in business support. The course surveys professional literature, systems and services, network and security, scripting and programming, data management, the business of IT, the technologies used in every area and how they relate to one other and to the business, and legal and ethical standards for IT professionals. Students also begin to develop their personal philosophy of service as they reflect on how Christians have used information technology to carry out God's redemptive purposes in the world.

CISM 105 Introduction to Academic Technologies (3)
This course introduces basic computer literacy skills. It prepares the student to navigate technology in an academic environment, as well as a career setting. It introduces word processing (MS Word) and email (MS Outlook). Students also learn to navigate Point's *Sakai* online learning management system and all basic functions of Point University academic support technologies (library, internet, intranet, and the single sign-on). This course builds foundational competencies for digital success.

CISM 110 Intermediate Academic Technologies (2)
This course builds upon the basic computer literacy skills learned in CISM 105 to equip students for success in the university and career. It introduces building spreadsheets (MS Excel) and creating presentations (MS PowerPoint). Students also learn to navigate intermediate, emerging support technologies, such as Office 365 and Web 2.0 tools. *Prerequisite: CISM 105 or equivalent skills.*

CISM 210 Information Technology Applications I (3)
Students gain an understanding of personal computer components and their functions in desktop and other systems. Areas of emphasis include computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, diagnosing, and troubleshooting printers, laptops, and portable devices; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques

for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in technological environments; effective communication with colleagues and clients; and job-related professional behavior. *Prerequisite: CISM 100 Introduction to Information Technology*.

CISM 215 Information Technology Applications II (3)
Students apply the knowledge and skills learned in CISM 210 Information Technology Applications I at a more advanced level, with an emphasis on operating systems, networks, and safety and security protocols. *Prerequisite: CISM 210 IT Applications I.*

CISM 220 Information Technology Operating Systems (3)
Students gain a foundational working knowledge of various types of operating systems (e.g. Windows, Mac) and their role in the workplace. They learn to install and configure specified operating systems; troubleshoot devices and drivers; and manage and monitor security, performance, and reliability. The course also includes basic optimization and administration strategies. *Prerequisite: CISM 210 IT Applications I.*

CISM 230 Technical Writing (3)
This course covers basic elements of technical writing, including research, professional written communication proficiency, writing for different audiences, technical style, grammar, and syntax. *Prerequisites: ENGL 101-102 Critical Reading & Writing I-II, CISM 100 Introduction to Information Technology. Special Consideration: CISM 230 is a Writing Emphasis course.*

CISM 300 Networking Fundamentals (3)
This course focuses on network topologies, including protocols, ports, addressing schemes, routing, and wireless communication standards; physical and logical topologies, including wiring standards; differentiating, installing, and configuring network devices; and troubleshooting network connectivity. *Prerequisite: CISM 220 IT Operating Systems.*

CISM 315 Risk Mitigation and Security Policy (3)
This course focuses on “non-technical” aspects of risk mitigation in an organization. Major emphases include “insider threats,” how user behavior influences security, and how to minimize risk through security awareness training and “usable” security. Students create effective security policies based on an organization’s unique requirements, as well as applicable laws and regulations. *Prerequisites: CISM 230 Technical Writing, and CISM 320 Introduction to Network Security. Special Consideration: CISM 315 is a Writing Emphasis course.*

CISM 320 Introduction to Network Security (3)
This course introduces students to the components of a computer network, along with the concept and role of communication protocols. It covers widely used categorical classifications of networks (i.e. CAN, LAN, MAN, WAN), as well as network topologies, physical devices, and layered abstraction. Students also learn basic concepts of security, vulnerabilities of networks and mitigation techniques, security of physical media, security policies and procedures, and how to track performance for optimization. *Prerequisite: CISM 300 Networking Fundamentals.*

CISM 325 Network Security Applications (3)
This course builds upon CISM 320 Introduction to Network Security with a focus on developing and implementing security strategies within a network, diagnosing and troubleshooting to prevent security threats, and procedures for authenticating and accessing data. *Prerequisite: CISM 320 Introduction to Network Security*.

CISM 330 Foundations of Website Development (3)
This course introduces fundamentals of website development, which enable the student to design, develop, and deploy a website. Students create web content using Hypertext Markup Language (HTML) 5 and style layouts using Cascading Style Sheets (CSS). Students also learn how to host and upload a website to a free web server. *Prerequisite: CISM 100 Introduction to Information Technology*.

CISM 400 Introduction to Programming (3)
This course introduces programming by focusing on data structures, algorithms, and programming paradigms, with an emphasis on the concept of an object and the importance of an object-oriented paradigm. Students also survey programming languages and learn the distinction between interpreted and compiled languages. *Prerequisite: CISM 220 IT Operating Systems.*

CISM 410 Introduction to Data Management (3)
This course introduces students to concepts and terminology used in the field of data management. Students become familiar with Structured Query Language (SQL) and learn to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. The course also covers differentiations of data, including structured, unstructured, and quasi-structured (e.g. relational, hierarchical, XML, textual, visual); aspects of data management (quality, policy, storage methodologies); and foundational concepts of data security. *Prerequisite: CISM 220 IT Operating Systems.*

CISM 415 Advanced Security Applications (3)
Building on the skills learned in CISM 320 and CISM 325, this course focuses on various tools and technologies utilized to perform network traffic analysis for threat detection and mitigation. Technologies include Intrusion Detection and Prevention Systems, Network and System Firewalls, Anti-Virus, Security Information and Event Management (SIEM), and data encryption. Students will learn the proper implementation of these technologies, taking into consideration the capabilities and limitations of the tools, their operational requirements, and the organization in which they are deployed. *Prerequisite: CISM 325 Network Security Applications.*

CISM 420 Network Management (3)
This course introduces students to the Windows Server environment and Hyper-V technology. Students become familiar with creating and managing group policies. The course covers installation, configuration, and deployment of Core network services, along with basic administration of servers and Active Directory. *Prerequisites: CISM 215 Information Technology Applications, CISM 325 Network Security Application.*

CISM 430 Technical Project Management (3)
This course introduces the project management and business analysis process within the context of an Information Technology project. It focuses on fundamental concepts of

project management and the phases of project management during a system life cycle, including business analysis, requirements capturing, issue tracking, and release planning. Additional topics include development environments (development, integration, QA, production), help desk and support, and IT planning for business continuity. *Prerequisites: CISM 215 IT Applications II, CISM 230 Technical Writing. Special Consideration: CISM 430 is a Writing Emphasis course.*

CISM 435 Information Systems Disaster Recovery (3)
This course introduces students to "best practices" for business continuity and disaster recovery used in the IT environment. Students learn how to perform risk analyses and assessments (including threat, impact, and organizational) to create a business continuity plan that integrates technical data with operational constraints, which include budget, IT team capabilities, and unique organizational constraints. *Prerequisites: CISM 315 Risk Mitigation & Security Policy and CISM 415 Advanced Security Applications.*

CISM 440 Server Administration (3)
This course introduces students to configuration and access of network services, including file and print servers, related services, and network policy server infrastructure. Students develop strategies for installing, deploying, and managing servers, including Active Directory and group policies. *Prerequisite: CISM 420 Network Management.*

CISM 475 Capstone Project in Secure Information Systems (3)
Students complete an IT capstone project with a security component under the mentorship of an experienced IT professional. The capstone consists of a project plan approved by the student's mentor, the technical work product itself, a report detailing the various aspects of the product, and a journal that contemporaneously describes the candidate's experience in developing the capstone. Requirements and instructions for completing the capstone are available from the IT Program Coordinator. Examples of projects include, but are not limited to, developing an organizational security policy and/or disaster recovery plan; designing, installing, and maintaining a secure network environment; installing and maintaining authentication systems; and projects related to troubleshooting and support. *Prerequisites: All other Information Technology/ Information Systems Security Major courses or permission from the IT Program Coordinator. Special Consideration: With permission from the Coordinator, students may extend the 3-credit Capstone Project to a 4-, 5-, or 6-credit project. They may apply the extra credits to the bachelor's degree in place of General Electives.*

CISM 480 Information Technology (IT) Capstone Project (3-6)
Students complete an IT capstone project under the mentorship of an experienced IT professional. The project consists of a project plan approved by the student's mentor, the technical work product itself, a report detailing the various aspects of the product, and a journal that contemporaneously describes the candidate's experience in developing the capstone. Requirements and instructions for completing the capstone are available from the CGPS Arts & Sciences Department Chair and the IT program coordinator. Examples of projects include, but are not limited to website development, web hosting, IT portfolio, troubleshooting/support, refurbishing devices/hardware, installing or maintaining a network, developing a security strategy or prevention plan,

and authentication installation. *Prerequisites: All other Information Technology/ Network Administration Major courses or permission from the Arts & Sciences Department Chair. Special Consideration: With permission from the Chair, students may extend the 3-credit Capstone Project to a 4-, 5-, or 6-credit project. They may apply the extra credits to the bachelor's degree in place of General Electives.*

CJUS 200 Criminal Justice (3)
This course is an introduction to the basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

CJUS 210 Criminology (3)
This course focuses on theories and practices surrounding crime, its nature and causes, and how law enforcement works to curtail crime. *Prerequisite: CJUS 200 Criminal Justice.*

CJUS 220 Constitutional Law (3)
This course focuses on powers granted to government entities and civil rights granted to citizens under the United States Constitution and Bill of Rights. *Prerequisite: CJU 200 Criminal Justice.*

CJUS 390 Special Topics in Criminal Justice (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Criminal Justice. *Special Considerations: Requires approval of the Online Student Services team, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

CJUS 400 Criminal Law (3)
This course focuses on elements of crime in modern society. Emphases include the principles of *actus reus, mens rea*, intent, causation, and concurrence, along with various criminal defenses used in courts of law. *Prerequisite: CJU 220 Constitutional Law*.

CJUS 410 Criminal Procedure (3)
This course focuses on rules and regulations surrounding the criminal justice system. Topics include search warrants, search and seizure, arrest, interrogation, and rights of suspected offenders. *Prerequisite: CJU 210 Criminology*.

CJUS 420 Police Administration (3)
Students examine theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources processes, resource management, and other critical administrative issues are addressed.

CJUS 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.

CJUS 430 Professionalism & Ethics in Criminal Justice (3)
Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This course focuses on

theories and practices of legality, morality, values, and ethics as applied in criminal justice. Topics include police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. *Special Consideration: CJUS 430 is a Writing Emphasis Course.*

COMM 205 Public Speaking (3)
This course focuses on communication and rhetorical theory with emphasis on the preparation and presentation of both informative and persuasive speeches. Students learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism. Students offer speeches to live audiences, which are recorded, shared, and critiqued by the class. *Prerequisite: ENGL 102 Critical Reading & Writing II.*

COMM 305 Media Effects on Children & Adolescents (3)
This course is a study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

ECHL 314 Creative Arts for Early Childhood (3)
This course provides an overview of the principles of creativity in art, music, and drama. Students learn techniques utilized in integrating creative arts in the general curriculum areas of early childhood, including how to facilitate the development of sensitivity and perception, as well as the communication of ideas and feelings.

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

EDUC 201 Principles & Methods of Teaching (3)
This course emphasizes principles of teaching and learning, providing insight into various methods of teaching and their effective use.

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

EDUC 300 Educational Psychology (3)
Students explore learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. The course emphasizes factors that facilitate and/or interfere with the learning process. *Prerequisite: EDUC 203 Child Development or PSYC 204 Developmental Psychology. Special Consideration: EDUC 300 is a Writing Emphasis course.*

EDUC 310 Preschool Methods & Materials (3)
This course provides an overview of the elements necessary to plan, administer, and implement educational programs for infants, toddlers, and preschoolers. *Prerequisite EDUC 300 Educational Psychology*.

EDUC 390 Special Topics in Education (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Education. *Special Considerations: Requires approval of the Online Student Services team,, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

EDUC 401 The Exceptional Child (3)
Students learn the characteristics by which exceptional children are identified in the school setting and special needs of children with learning disabilities. Students also survey learning disorders, assessment techniques, and use of appropriate instructional strategies and materials.

EDUC 407 Classroom Management (3)
This course focuses on interaction process and patterns of communication in the classroom. It is designed to increase student and teacher effectiveness as an influence in the learning process. It also gives attention to both preventive and remedial techniques for handling discipline problems in the classroom.

EDUC 490 Child Development Practicum I (6)
Students spend a total of 90 hours in an educational setting for infants, toddlers, or prekindergartners. They observe the children's development and assist the lead teacher in planning, implementing, managing, and assessing activities. *Prerequisite EDUC 300 Educational Psychology*.

EDUC 491 Child Development Practicum II (6)
Students spend a total of 90 hours in an educational setting for infants, toddlers, or prekindergartners. They practice the dispositions and skills necessary for leading young children. *Prerequisite EDUC 490 Child Development Practicum I.*

ENGL 101 Critical Reading & Writing I (3)
This course develops university-level reading and writing skills. *Special Consideration: Full-time students must enroll in the appropriate English course every term offered until they have completed ENGL 101 and ENGL 102 with a grade of "C" or higher.*

ENGL 102 Critical Reading & Writing II (3)
A continuation of ENGL 101, this course emphasizes research skills and principles of argumentation. *Special Consideration: Full-time students must enroll in the appropriate English course every term offered until they have completed ENGL 101 and ENGL 102 with a grade of "C" or higher.*

ENGL 250 Modern Short Stories (3)
Students examine the development of the short story during the nineteenth, twentieth, and twenty-first centuries.

ESLA 442 Culture & Education (3)
This course offers a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. *Special Consideration: ESLA 442 is a Writing Emphasis course.*

GRAD 400 Graduation (0)
Students register in this zero-credit "course" during their final term at Point University. Enrollment notifies the registrar of their intent to graduate at the end of that term. The registrar then verifies that the student will have met the academic requirements for graduation.

HIST 203 United States History (3)
Students survey the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

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

HREL 301 Introduction to Counseling (3)
Students gain foundational knowledge and skills for facilitating personal growth in others. The course is designed for those who work with people in helping relationships.

HREL 304 Introduction to Research (3)
This course focuses on research methodologies and statistical analyses, with primary emphasis on the ability to read and understand research, and the appropriate usage of research methods in a variety of applications. *Special Consideration: HREL 304 is a Writing Emphasis Course.*

HREL 308 Life, Work & Ethics of the Helping Profession (3)
This course in applied ethics focuses on personal, professional, and moral/religious aspects of the self.

HREL 312 Counseling Diverse Populations (3)
This course broadens the counselor's understanding and skills for working with people of various backgrounds. Students consider approaches to working with ethnic groups, women, homosexuals, and people with various disabilities.

HREL 320 Group Dynamics (3)
Students learn how groups work and how to improve relationships in order to function effectively with all groups.

HREL 323 Biblical Resources for Counseling (3)
Students explore insights and applications of scriptural truths and perspectives, which guide and may be used by the Christian counselor.

HREL 396 Counseling Theory & Procedures (3)
This course focuses on various counseling theories and an evaluation of those theories from the perspective of a Christian worldview. *Prerequisite: HREL 301 Introduction to Counseling.*

HREL 414 Human Sexuality (3)
Students explore male and female differences with regard to emotions, perceptions, attitudes of relationships, and power of sexuality. The course focuses on psychological and socio-cultural influences on human sexuality and incorporates a lifespan perspective.

HREL 437 Conflict Management (3)
This course is designed to equip students with the understanding and skills that may be used in personal, interpersonal, intra-group and inter-group conflict situations.

HREL 445 Case Management (3)
This study focuses on how service providers assess the needs of a client and the client's family, as well as arrange, coordinate, advocate for, monitor, and evaluate the package of services designed to meet the client's needs. *Prerequisites: HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures.*

HREL 497 Human Relations Practicum (3)
This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. *Prerequisites:* senior standing, *HREL 308 Life, Work & Ethics of the Helping Profession, HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures, HREL 323 Biblical Resources for Counseling.*

HREL 498 Human Relations Internship—Fieldwork (3)
Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. *Prerequisite: HREL 497 Human Relations Practicum. Special Consideration: Pass/Fail Grade.*

HUMA 101 Introduction to Humanities (3)
This course provides a general introduction to the humanities, with special attention given to the nature of philosophy, art, architecture, music, and literature. Students apply concepts from these disciplines to key cultural artifacts of the Western world.

HURM 500 Graduate Human Resource Management Orientation (0)
In this online orientation, students are introduced to the courses in the Human Resource Management program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available.

HURM 505 Foundations for Human Resource Management (3)
This course includes five online learning modules designed to equip students for success in the M.S. in Human Resource Management program. The modules are (1) Foundations of Business Law, (2) Foundations of Human Resource Management, (3) Foundations of International Business, and (4) Foundations of Organizational Behavior. The course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test in each area to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. Through use of the learning modules, many students have developed the necessary foundational competencies even with no prior background in the business field. For students who already possess these competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. To secure a waiver, students must complete the *Application for Waiver* included in the admission documents and attach

evidence of the specific competencies for which they seek a waiver. *Special Consideration: Passing this course with a grade of 80% on every module is a prerequisite for all other courses in the M.S. in Human Resource Management.*

HURM 510 Strategic Human Resource Management (3)
Students are introduced to the context of Human Resource Management (HRM) and the evolving strategic nature of this field. The course addresses management of human capital to meet the strategy, mission, and vision of the organization. It promotes the understanding of employees as an investment in the success of an organization as a framework for HRM. This framework also embraces servant leadership and HRM from a Christian faith-based perspective. Students can then concentrate on the practice and implementation of strategic issues through designing programs and policies related to the traditional functional areas, including staffing, training and development, performance management and feedback, compensation, labor relations, employee separation and retention management, and global HRM. *Special Consideration: HURM 510 is a prerequisite for all courses in the MS in Human Resource Management program.*

HURM 515 Employment Law & Ethical Practices (3)
This course focuses on the ever changing field of employment and labor laws with an emphasis on ethical practices. Navigating the intricate landscape of both federal and state laws help those entering the Human Resource Management (HRM) field better understand and develop legal reasoning and analytical skills. A distinctive characteristic of this course is the ethical dilemmas presented that influence ethical behavior in decision making and distinguish what is legal versus ethical. Topics include but are not limited to common-law employment issues, equal employment opportunity (EEO), labor relations law, and employment law issues. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 520 Workplace Planning & Talent Management (3)
The ability to gather and analyze data to form a strategy is essential in workforce planning, talent acquisition, and retention. This course examines the three levels of analytics from a descriptive, predictive, and prescriptive viewpoint. Students are provided a unique opportunity to position themselves as fact-based strategic partners using analytically proven techniques leveraging Big Data analytics in workforce planning, talent sourcing and acquisition, and performance and retention management. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 525 Strategic Staffing (3)
This course introduces students to the competitive business environment of strategic staffing and the important subsets of recruitment and selection. Students analyze how the quality of a company's employees is directly linked to the staffing system. Both hiring managers and human resource practitioners are involved in the staffing process and must be familiar with strategic staffing techniques. By the end of the course, students acquire the KSAOCs (knowledge, skills, abilities, and other characteristics) necessary to identify, attract, hire and retain talent to execute the business strategy. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 530 Compensation & Benefits: Total Reward Practices (3)
The competency to design, administer, and evaluate compensation and benefits systems to maintain an organizations competitive advantage is vital in both tangible and intangible total reward practices. This course focuses on setting the stage for compensation, bases for pay, designing compensation systems, employee benefits, contemporary compensation challenges, and compensation issues around the world. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 535 Performance Management (3)
Students integrate concepts and case studies that emphasize the competitive advantage an organization has to keep it successful—its people. A comprehensive analysis of how employees are evaluated, developed, coached, and trained provides the backdrop for measurement of results and behavior necessary to compete in the business world. The course focuses on strategic and general considerations in performance management, performance system implementation, employee development, reward systems, legal issues, and team performance management. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 540 Training & Development (3)
This course addresses the rapidly changing business environment and competition that have forced employers to train and develop employees for job-related competencies. Training helps employees to gain new knowledge and skills, whereas development helps them use improve those skills and apply them in new ways to gain a competitive advantage. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 545 Workplace Safety, Health & Security (3)
Those accepting responsibility for the lives of associates and customers must understand the weighty obligations associated with promoting an environment free from hazards. This course focuses on violence prevention, risk management, safety, health, security, and how to apply such skills within an organization. It provides tools for safety and health awareness, situational assessment, developing a violence prevention plan, and forming a security management team. Recent case studies provide scenarios that help students think through their decisions. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 550 Organizational Development, Managing Change & Consulting (3)
In the past, Organizational Development (OD) skills concentrated on competencies essential for adding value to a business. The shift toward viewing Human Resource (HR) professionals as “Business Partners” calls for additional core knowledge and skills. This course focuses on the ability of HR professionals to add value, contribute to strategy, determine priorities, manage change, and maintain a sense of stability within the organization. Other topics include the changing world of HR, employee engagement, globalization, cross-cultural interaction, virtual working arrangements, use of self as an instrument of change, and consulting and partnership skills. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 555 Employee & Labor Relations (3)
The course provides a wide-ranging learning opportunity to examine industrial relations and employee labor relation procedures. Students explore the foundation and function of labor unions in the United States and abroad, economic issues, the process of union

organizing, negotiating a labor contract agreement, contract administration, labor arbitration, and employee relations. Students report on legalities associated with collective bargaining and conflict resolution among union, employment at will (EAW), and right-to-work laws. Case studies broaden students' understanding of each concept. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 560 Global Human Resource Management (3)
The global context of human resource management (HRM) practices is distinct from that of domestic human resource management. Students analyze workforce challenges that confront multinational corporations, including cultural, political, social, and legal challenges. The shortage of skilled managers and workers highlights the importance of human resources in both developed and developing countries. Other topics include expatriate versus local management, selecting and preparing for international assignments, cultural adaptation at the individual and system level, and the influence of globalization on future HRM practices. Case studies prompt stimulating and pertinent class discussions that deepen understanding. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 565 Human Resource Information Systems (3)
Students explore the intricate field of Human Resource Information Systems (HRIS) and gain an understanding of how existing or new technological structures, processes, and procedures improve organizations. Topics include an introduction to HRIS, effective measures and applications, and special topics in HRIS. *Prerequisite: HURM 510 Strategic Human Resource Management.*

HURM 570 Human Resource Metrics & Measurements (3)
This course in Human Resource Metrics & Measurements (HRMM) focuses on connecting HR practices with organizational performance, and demonstrating those connections with data. Students explore the theory and practice of choosing, implementing, and using metrics to improve decision-making. Students employ LAMP methodology (Logic, Analytics, Measures, and Process) to manage, measure, and analyze every area of HRM that impacts strategic value. Topics include hiring, training, leadership development, health and wellness, absenteeism, retention, and employee engagement. *Prerequisite: HURM 510 Strategic Human Resource Management, HURM 565 Human Resource Information Systems.*

HURM 690 Human Resource Management Capstone Project (3)
In this integrative capstone course, students apply the KSAOCs (knowledge, skills, abilities, and other characteristics) learned in the MS-HRM program to solve real-life organizational issues in the field of Human Resource Management. The capstone simulates a human resource work environment through case studies, exercises, and role playing; increases students' analytical problem-solving skills; and offers opportunities to apply theories and solve human resource problems. The final project in the capstone course serves as an assessment of competency. *Prerequisites: All other courses in the M.S. in Human Resource Management program are prerequisites for the HURM 690 Human Resource Management Capstone Project.*

HURM 699 Human Resource Management Capstone Continuation (o)
Students in the M.S. in Human Resource Management program continue the projects begun in HURM 690 Human Resource Management Capstone Project. They enroll in this course and pay a $100 continuation fee each session until the project is complete.

ICST 300 Introduction to Applied Christian Missions (3)
Introduction to Applied Christian Missions provides an overview of Christ's "Great Commission" and its practical application. Emphases include biblical foundations, contemporary methods, and current progress. The course also focuses on healthy individual and team dynamics among missionary teams. During this course, students participate in both group and one-on-one mentorship. Mentors focus on personal, spiritual, cultural, relational, and leadership maturity. They help students discern their role in fulfilling the Great Commission and equip them for that role. *Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 310 Intercultural Communication & Engagement, ICST 320 Introduction to Cross-Cultural Living, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040 (www.cafe1040.com), an international missions mentorship ministry, at one of its three bases in North Africa, Southeast Asia, and South Asia.*

ICST 310 Intercultural Communication & Engagement (3)
Intercultural Communication & Engagement develops transferrable skills for interacting with people of different cultures. The course gives special attention to the process of language acquisition and communication technology. Students spend time both in the classroom learning a local language and in the community practicing their language skills on a daily basis. They also receive hands-on training in communication technology and its applications in an overseas environment. *Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 320 Introduction to Cross-Cultural Living, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040 (www.cafe1040.com), an international missions mentorship ministry, at one of its three bases in North Africa, Southeast Asia, and South Asia.*

ICST 320 Introduction to Cross-Cultural Living (3)
Introduction to Cross-Cultural Living equips students for being overseas on a short- or long-term basis in a culture vastly different from one's own. It teaches students how to navigate a new community safely and effectively. Students learn in the classroom about travel security, logistics, travel fitness, and culture shock through dialogues, case studies, video lessons, and practical exercises. They also experience daily life in a new culture for 85 consecutive days. *Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 310 Intercultural Communication & Engagement, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040 (www.cafe1040.com), an international missions mentorship ministry, at one of its three bases in North Africa, Southeast Asia, and South Asia.*

ICST 330 Global Studies Practicum (3)
Global Studies Practicum introduces students to the history of a local people as a means to understanding their historical context and mindset. Classroom sessions cover the lives of significant figures in the local religion, the history of their holy books, and the rich history of the people and their land. Outside the classroom, students experience the living history of the country by traveling throughout the host nation and interacting with the contemporary culture. Trips include various topographies and people groups, such as metro cities, rural villages, ancient sites, religious centers, and wilderness excursions. *Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 310 Intercultural Communication & Engagement, and ICST 320 Introduction to Cross-Cultural Living. These courses are part of an 85-day cultural immersion experience hosted by Café 1040 (www.cafe1040.com), an international missions mentorship ministry, at one of its three bases in North Africa, Southeast Asia, and South Asia.*

ICST 510 Reading & Redeeming Culture (3)
This course prepares students to apply insights from cultural anthropology, sociology, and theology to understand, adapt, and transform culture. Students demonstrate "cultural ability" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

MATH 100 Foundations of Mathematics (3)
Math 100 Foundations of Mathematics presents a comprehensive survey of mathematics for college readiness with an emphasis on practical applications and problem-solving strategies. Topics include arithmetic, algebra, geometry, probability, and statistics. *Special Consideration: MATH 100 does not meet General Education Core requirements, but may be used as a General Elective. The course is designed to prepare students for MATH 103.*

MATH 103 College Mathematics (3)
This course presents a comprehensive survey of college-level mathematics emphasizing practical applications and problem-solving strategies. *Prerequisite: MATH 100 Foundations of Mathematics or equivalent or appropriate placement score. Special Consideration: Not open to students who have successfully completed a higher level mathematics course.*

MATH 110 College Algebra (3)
Topics include equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences. *Prerequisite: Lower level MTH course or satisfactory math placement assessment. Prerequisite: MATH 103 College Mathematics or equivalent or appropriate placement score. Special Consideration: Not open to students who have successfully completed a higher level mathematics course.*

MATH 302 Statistics (3)
This course focuses on research methodologies, statistical analyses, and the appropriate use of statistical methods, with primary emphasis on the ability to read and understand

research. *Prerequisite: MATH 103 College Mathematics (MATH 110 College Algebra recommended).*

MGMT 500 General Management Orientation (0)
In this orientation session, students are introduced to the courses in the Master of Management program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.Mgt. students.

MGMT 510 Communications in Management (3)
Students are introduced to the variations between formal and informal communications and the importance of each for organization management. Tools are introduced that are intended to influence behavior and persuade others to consider a perspective that may be contrary. A crucial distinction is made between sharing and proclaiming successful communication in a business environment.

MGMT 520 Management Theories & Practices (3)
This course provides a comprehensive overview of ideas and developments in management theory, process, and development. Students examine the theory and practices of management drawing upon case studies and the scholarly literature of the field. Topics include but are not limited to classical theories of management, theories of leadership and group behavior, organizations as systems, modern approaches to management, business organizations and corporate governance, women in management, decision-making in organizations, organizational structures, marketing management, production management, personnel management and financial aspects of management. Students also develop their personal philosophy of management as they explore ways Christians have used their managerial skills to promote the Kingship of God and carry out His redemptive work in the world (e.g. “business as mission”). *Prerequisite: MGMT 510 Communications in Management.*

MGMT 530 Principles of Human Resources Management
This course offers a systematic exploration of human resource management (HRM) for the general business manager who wants to learn more about how HRM is used in the everyday work environment. The management of HR is critical for companies that want to provide value to customers, shareholders, employees, and the community where they serve. Specific topics addressed include the human resource environment, acquiring and preparing human resources, assessing performance and developing employees, compensating human resources, and meeting other human resource goals. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 540 Organizational Behavior & Management (3)
Understanding the behavior of people in organizations—productivity, teamwork, work-life balance, job stress, and career progression—is a top concern of all managers and leaders. This course addresses the most current theories, research, and organizational applications. Topics include the field of organizational behavior (OB), understanding and managing individual behavior, group behavior and interpersonal influence, organizational processes, organizational design, change, and innovation. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 550 Business Law & the Legal Environment (3)
This course highlights fundamental legal concepts and principles managers encounter in the business world with particular emphasis placed on business law. Students learn to think independently, make ethics real, and judge cases and practice. They understand the management role and responsibility within the environment, identify issues, recognize potential problems, and distinguish when to consult an expert. Topics include the legal environment, torts, contracts, sales, agency and employment law, business organization, government regulations, and property. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 560 Managerial Accounting & Decision-Making (3)
This course assumes students have no prior formal coursework experience in accounting and is therefore designed to provide develop foundational knowledge and skills in managerial accounting and decision making. Students gain understanding of internal uses of accounting information for decision making within the organization. They identify and assign revenue and cost information to business processes in order to conduct breakeven analyses, assign product costs, complete operational budgets, assess performance, and complete other management decision-making processes. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 570 Marketing Management (3)
This course introduces all aspects of marketing required for managers, including strategic marketing planning, marketing research, product planning and development, promotion planning, distribution, and pricing. Students understand management theories of the marketing mix variables from consumer and corporate behavior, conducting customer and competitor analysis, developing new products, branding and brand extension, pricing and designing distribution channel activities. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 580 Conflict Management (3)
Managers want to manage conflict in a productive manner for the benefit of the organization, their career, and sanity. All managers to some degree are conflict managers. Students explore how competing interests, goals, power imbalance, and other factors influence the nature of conflict and management strategies. Topics include conflict management knowledge and skills, preventing and resolving internal and external conflict, collaboration and conflict management between regulators and the regulated. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 590 Operational Risk Management (3)
A distinction exists between risk and uncertainty—namely, knowledge. Operational risk management determines risk levels inherent in products, processes, people and systems in all industries and services. Changes in markets, techniques, technologies, and products have altered the landscape of operations and fueled the explosive development of this field of study. Students analyze operational risk to include risks arising from catastrophic events (e.g., hurricanes), computer hacking, internal and external fraud, and the failure to adhere to managerial internal policies. *Prerequisite: MGMT 510 Communications in Management.*

MGMT 600 Capstone Ethical Decision-Making in Management (3)
This capstone course for the Master of Management degree introduces alternative theories of business ethics, showing how they relate to, and often support, Judeo-Christian ethics. Students integrate ethical principles, into strategic business decisions within a managerial framework. Students examine how the lack of business ethics has challenged societies' economic viability, entangling companies and countries around the world. Students explore moral issues and dilemmas to stimulate critical analysis within a variety of organizational settings and a variety of contexts and cultures. As part of the capstone, students complete an independent project demonstrating their conceptual, analytical, and practical ethical decision-making management skills. *Prerequisite: All courses in the M.Mgt. program*.

MINI 105A Columbus Ministry Practicum 1A (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in the Prison Epistles.

MINI 105B Columbus Ministry Practicum 1B (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Evangelism.

MINI 105C Columbus Ministry Practicum 1C (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Relationships and Ethics in Ministry. Concurrent with this part of the practicum, the North Highland Church offers a "practicum plus" experience in the form of additional training in Assembly of God History and Polity for students who desire credentialing as a Certified Minister in Assemblies of God churches.

MINI 105D Columbus Ministry Practicum 1D (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week. Concurrent with this part of the practicum, the North Highland Church offers a "practicum plus" experience in the form of additional training in Pentecostal Doctrine for students who desire credentialing as a Certified Minister in Assemblies of God churches.

MINI 106A Peachtree City Ministry Practicum 1A (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106B Peachtree City Ministry Practicum 1B (1.5)
As a continuation of MINI 106A, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106C Peachtree City Ministry Practicum 1C (1.5)
As a continuation of MINI 106B, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 106D Peachtree City Ministry Practicum 1D (1.5)
As a continuation of MINI 106C, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108A Newnan Ministry Practicum 1A (1.5)
Students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108B Newnan Ministry Practicum 1B (1.5)
As a continuation of MINI 108A, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108C Newnan Ministry Practicum 1C (1.5)
As a continuation of MINI 108B, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 108D Newnan Ministry Practicum 1D (1.5)
As a continuation of MINI 108C, students engage in an introductory mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 205A Columbus Ministry Practicum 2A (1.5)
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Missions. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205B Columbus Ministry Practicum 2B (1.5)
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus,

Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Eschatology and Systematic Theology. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205C Columbus Ministry Practicum 2C (1.5)
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Romans. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 205D Columbus Ministry Practicum 2D (1.5)
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Effective Leadership and Conflict Management. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.*

MINI 206A Peachtree City Ministry Practicum 2A (1.5)
As a continuation of MINI 106D, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206B Peachtree City Ministry Practicum 2B (1.5)
As a continuation of MINI 206A, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206C Peachtree City Ministry Practicum 2C (1.5)
As a continuation of MINI 206B, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 206D Peachtree City Ministry Practicum 2D (1.5)
As a continuation of MINI 206C, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Southside Church in Peachtree City, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 207 Practical Ministries (3)
This course explores foundational ministry issues from a Christian, socio-cultural perspective. It seeks to equip spiritually whole and practically skilled ministers of the Gospel who are prepared to build up the Church in a rapidly changing world. The study provides opportunities for students to cultivate theory and practice of ministry in the multicultural American society, as well as the Church around the world.

MINI 208A Newnan Ministry Practicum 2A (1.5)
As a continuation of MINI 108D, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208B Newnan Ministry Practicum 2B (1.5)
As a continuation of MINI 208A, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208C Newnan Ministry Practicum 2C (1.5)
As a continuation of MINI 208B, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 208D Newnan Ministry Practicum 2D (1.5)
As a continuation of MINI 208C, students engage in an advanced mentored ministry experience under the supervision of a Point University instructor and pastoral staff at the Crossroads Church in Newnan, Georgia. Supervised activities are directly related to the student's chosen ministry field.

MINI 213 The Practice of Christian Ministry (3)
This course introduces theological and theoretical foundations of Christian ministry from historical, cultural, and practical perspectives—including principles of servant leadership.

MINI 235 Administration & Leadership in Ministry (3)
This course focuses on the functioning church and church leadership, with emphasis on organization and administration, planning, programming, and ministry in the local context.

MINI 390 Special Topics in Ministry (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Ministry. *Special Considerations: Requires approval of the Online Student Services team, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

MINI 411 Accounting & Finance for the Church (3)
This course focuses on foundational accounting and financial principles necessary for church leadership.

MINI 417 Pastoral Care (3)
This course focuses on principles and techniques of counseling and pastoral care within the context of the ministerial functions.

MINI 500 Graduate Ministry Orientation (0)
In this online orientation, students are introduced to the courses in the Master of Transformative Ministry program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.T.M. students.

MINI 510 Contemporary Models for Holistic Ministry (3)
This course addresses the importance of holistic ministry and social action from a global, decolonized theological perspective. Students research and evaluate missional churches and organizations in order to construct a biblical and theological approach to issues such as poverty, public health, relief, and community development.

MINI 520 Church Administration (3)
This course develops advanced management skills for church-based ministry. Emphases include board development, leadership development for staff and volunteers, succession planning, budget development and monitoring, and professional ethics. Students research "best-practices" for managing real-world crises in congregational ministry.

MINI 530 Applied Family Systems Theory & Discipleship (3)
This course focuses on principles of relationship building for leaders in light of sound psychological theories and common psychopathologies. Attention is given to family systems and church family systems, conflict resolution, basic counseling and referral skills, and interfacing with social structures and services relevant in the current ministry culture.

MINI 591 Mentored Practicum (3)
As a capstone for the Master of Transformative Ministry program, students plan and complete a mentored practicum in a church or Kingdom-oriented organization. The practicum should provide opportunities for demonstrating mastery of the over-arching ministry principles of the MTM degree.

MINI 592 Supervised Project (3)
As a capstone for the Master of Transformative Ministry program, students plan and conduct a supervised ministry project. The project should demonstrate mastery of the over-arching ministry principles of the MTM degree.

MINI 593 Research Project (3)
As a capstone for the Master of Transformative Ministry program, students propose an area of supervised research in an area germane to the over-arching ministry principles of the MTM degree.

MSEV 302 Church Growth & Evangelism (3)
This course introduces theological and philosophical principles of church growth as applied to both homogeneous and multiethnic churches.

MUSI 102 Music Appreciation (3)
Students survey various styles and forms of music, including non-western, popular, and art music. Emphasis is placed on the coordinated training of the ear, eye, memory, and mind for participatory listening.

MUSI 415 Worship Leadership (3)
This course introduces principles of worship from Scripture and their application in current worship styles.

NSCI 105 Introduction to Biology with Lab (4)
This course focuses on essential concepts and fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life along with the fundamentals of DNA and genetics, and ends with an overview of human body systems. The course also compares and contrasts the theory of evolution with creation accounts in the Scriptures. The course includes a lab component.

PACM 500 Graduate Public Administration Orientation (0)
In this online orientation, students are introduced to the courses in the Public Administration program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available.

PACM 505 Foundations for Public Administration (3)
This course includes four online learning modules designed to equip students for success in the M.P.A. program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, and (4) Foundations of Management. The course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test in each area to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. Through use of the learning modules, many students have developed the necessary foundational competencies even with no prior background in the business field. For students who already possess these competencies, the Graduate Admission Committee may grant a waiver from part or all of the Foundations modules. To secure a waiver, students must complete the *Application for Waiver* included in the admission documents and attach evidence of the specific competencies for which they seek a waiver. *Special Consideration: Passing this course with a grade of 80% on every module is a prerequisite for all other courses in the M.P.A. program.*

PACM 510 Public Administration & Management (3)
This course introduces the history and various practices in the field of public administration within the United States. Students learn management principles associated with the national, state, and local levels, while gaining an understanding of how public administrators think and act ethically. Students also begin to develop a broad understanding of the political and organizational environment in which public administrators work and apply fundamental analytical, decision-making, and communication skills. Topics include public policy, organizational theory, budgeting procedures, intergovernmental administration, human resources, the ethics of public service, the impact of the information age, and opportunities for Christians to serve the human community in this field. Professional knowledge and skills explored in this course provide a foundation for subsequent public administration courses. *Special Consideration: PACM 510 is a prerequisite for all courses in the MPA program.*

PACM 520 Finance & Administration of Public Funds (3)
This course introduces political and economic characteristics of revenue classifications at the federal, state, and local levels of government. Students learn the financial measurements of public economics used in Public Administration, with emphasis on policy and governance. Students examine the correlation between policy, laws, and administration within a revenue system. They broaden their understanding of how finance within public administration impacts public and non-profit regions. Other topics include taxes, fees, government interest, income, and aid. *Prerequisite: PACM 510 Public Administration & Management.*

PACM 525 Human Resource Management in the Public Sector (3)
This course focuses on the process of personnel administration and how it relates to the human resource needs of a public organization. Students gain an understanding of personnel structures, strategic human resource management, legal issues, recruiting, staffing, job analysis, job evaluation, classification, compensation, training, performance appraisals, discipline and dismissal, as well as issues, opportunities, and challenges in working with human resources. Students also explore theories and practices of human resource administration in the public sector, including the merit system, civil service, and unionism. Other topics include bureaucratic trends, testing, equal employment opportunity, employee rights, occupational safety, and performance evaluations. *Prerequisite: PACM 510 Public Administration & Management.*

PACM 530 Research & Writing in Public Administration (3)
This course introduces data gathering techniques, analytical concepts and tools, procedural methods, and uses of applied research as they apply to administrative problems in the public, health, and nonprofit sectors. Students critically investigate administrative issues and processes using research techniques, including qualitative and quantitative analysis. They develop verbal and written communication skills related to research design, report writing, and oral presentations as a foundation for the PACM 690 Capstone in Public Administration (see below). *Prerequisite: PACM 510 Public Administration & Management.*

PACM 535 Leadership Development in Public Organizations (3)
This course introduces major theories of management development in the public sector, including analysis of individual behavior in an organizational context. Students gain an understanding of leadership theories, styles, and strategies in the public and non-profit workplace environment, including leadership attributes required for success in public organizations. *Prerequisite: PACM 510 Public Administration & Management.*

PACM 540 Managing Public Projects & Programs (3)
This course focuses on the relationship between urban public administrators and their environment. Topics include the role of community organizations, interest groups, procedures of coordination, risk and control, innovative projects, and demographic diversity. Students work on a range of advanced assignments which utilize procedures of coordination. *Prerequisite: PACM 510 Public Administration & Management.*

PACM 545 Public Administration: Law & Policy (3)
This course introduces the legal basis and statutory framework for administrative agencies and actions in government. Students explore the relationship between courts and public agencies, rulemaking and adjudicative powers of public agencies, and the

impact of specific laws on government. The course includes an overview of administrative legal processes, focusing on the formation and execution of public policy with special emphasis on protecting the rights of all parties. *Prerequisite: PACM 510 Public Administration & Management.*

PACM 550 Management of Mass Terrorism Preparedness & Response (3)
This course focuses on "lessons learned" from past decades about effective responses to crises and disasters. Students practice making judgments and decisions based on partial information in crisis situations. *Prerequisites: All courses in the MPA sequence—namely, PACM 510, 520, 525, 530, 535, 540, and 545.*

PACM 555 Business Crisis & Continuity Management (3)
In a global economy, every organization within its lifetime encounters some form of crisis, such as the threat of violence, global terrorism, or loss of sensitive data. Forward-thinking training and development empowers a business to deal with a crisis while maintaining business continuity**.** In this course, students learn to create and execute an incident management plan to combat risk. The course includes theoretical models, templates, rules, procedures, strategies, and guidelines for handling many types of incidents for which businesses should prepare. *Prerequisites: All courses in the MPA sequence—namely, PACM 510, 520, 525, 530, 535, 540, and 545.*

PACM 560 Managing Risk & Crisis (3)
Students in this course study the many variables in crisis planning, communication, and management. They consider an organization's exposures, liabilities, and weaknesses, and then develop a plan of action to control those vulnerabilities in the environment in which they thrive. Particular attention is placed on sustaining or improving the organization's standing, character, and reputation. Students gain an understanding of how the media plays a crucial role in crisis management. *Prerequisites: All courses in the MPA sequence—namely, PACM 510, 520, 525, 530, 535, 540, and 545.*

PACM 565 Case Studies of Crises & Disasters (3)
Students review various challenges managers have faced when crises or disasters impacted a business or government entity. Case studies highlight clues, signals, and indications of impending disasters. *Prerequisites: All courses in the MPA sequence—namely, PACM 510, 520, 525, 530, 535, 540, and 545.*

PACM 690 Capstone in Public Administration (3)
This capstone course brings the entire Public Administration/Crisis Management program full circle. Students draw upon their academic studies, practical experience, and Judeo-Christian principles to solve a real problem associated with a public or non-profit organization. Completion of this course requires a written research paper with an oral presentation and defense before a faculty panel either in person or through Point's video conferencing system. *Special Consideration: Students who do not finish their capstone projects by the end of the 8-week session must enroll in PACM 699 Public Administration Capstone Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete. Prerequisites: All prior courses in the MPA program—namely, PACM 510, 520, 525, 530, 535, 540, 545, 550, 555, 560, and 565.*

PACM 699 Public Administration Capstone Continuation (o)
Students in the M.S. in Public Administration program continue projects begun in PAC 600 Capstone in Public Administration. They enroll in this course and pay a $100 continuation fee each session until the project is complete.

PBHE 210 Introduction to Public Health (3)
This course introduces students to the field of public health, including core concepts and areas of public health practice. It includes an orientation to educational resources and professional research available to Public Health students. The course also includes a brief historical survey of ways Christians have used their skills to serve the human community and further God's redemptive work in the world through, for example, community health evangelism (CHE) endeavors. *Prerequisites: NSCI 105 Introduction to Biology with Lab, PSYC 103 Introduction to Psychology*.

PBHE 215 Anatomy & Physiology for Public Health Professionals (3)
Students develop a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion. Emphases include the function and role of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, excretory, reproductive, and immune systems, and related disease states. *Prerequisite: NSCI 105 Introduction to Biology with Lab. Corequisite: PBHE 210 Introduction to Public Health.*

PBHE 301 Nutrition & Wellness (3). Students pursue a scientific study of the principles of nutrition throughout the life cycle, with an emphasis on essential nutrients and their functions, weight management, and holistic approaches to health. *Prerequisite: PBHL 210 Anatomy & Physiology for Public Health Professionals.*

PBHE 304 Biostatistical Research (3)
This course builds on MATH 302, placing primary emphasis on biostatistical applications related to public health. *Prerequisites: MATH 302 Statistics, NSCI 105 Introduction to Biology with Lab.*

PBHE 320 Principles of Epidemiology (3)
This course addresses disease etiology, distribution, and determinants of health and disease in defined populations. It includes applications to clinical environmental and infectious disease settings, and prevention practices for communicable and non-communicable diseases. *Prerequisite: PBHE 210 Introduction to Public Health.*

PBHE 322 Public Health & Aging (3)
This course focuses on the demography and epidemiology of aging, theories of aging, how aging is viewed in society today, the concept of successful aging, health services for older adults, and other topics central to public health in an aging society. *Prerequisite: PBHE 320 Principles of Epidemiology*.

PBHE 350 Global & Environmental Health (3)
Students explore health at the community and global levels by examining the interplay of many factors, including the social, cultural, economic, political, and physical environments; and access to nutritional food, safe water, sanitation, and affordable preventive care and medical care. *Prerequisites: NSCI 105 Introduction to Biology with Lab, PBHE 210 Introduction to Public Health.*

PBHE 405 Drugs & Society (3). This course provides an overview of appropriate (therapeutic) and inappropriate (recreational) uses of natural and synthetic chemical agents. Topics include symptoms of abuse and dependency, their impact on personal and community health, legal issues surrounding drug abuse, and effective prevention methods and strategies.

PBHE 410 Health Care Systems (3)
This course focuses on the health care delivery system in the United States, including its organization and structures, the roles of health care providers and government agencies, related policies and laws, financing and economics, comparisons with other countries, and challenges facing health care systems. *Prerequisite: PBHE 210 Introduction to Public Health.*

PBHE 415 Health Education for Diverse Populations (3)
Students develop skills needed to assess, plan, implement, and evaluate health education programs for diverse populations. *Special Consideration: PBHE 415 is a Writing Emphasis course.*

PBHE 423 Health Services Administration (3)
This course introduces students to concepts, principles, and methods of management and administration within the field of public health. Topics include organizational roles, leadership styles, resource management, budgeting tools, and grant writing skills. *Prerequisite: PBHE 210 Introduction to Public Health.*

PBHE 430 Legal & Ethical Issues in Public Health (3)
Students explore legal and ethical theories, principles, and problems that shape public health policy and practice. The course includes Christian perspectives on these issues. *Special Consideration: PBHE 451 is a Writing Emphasis course.*

PBHE 495 Public Health Capstone (3)
Students plan and engage in a capstone learning experience under the supervision of the Public Health Program Coordinator. The capstone may take the form of a mentored internship or practicum, service-learning project, field education, research project, senior seminar, portfolio project, or other focused learning experience adapted to the student's post-graduation goals. *Special Considerations: Limited to students majoring in Public Health and subject to approval by the Public Health Program Coordinator. Prerequisites: All other courses required for the Public Health Major.*

PHED 105 Fitness & Wellness (3)
This course equips students to incorporate theories and practices of physical fitness and wellness into their everyday lives. It introduces five major components of health and fitness: cardiorespiratory fitness, muscular strength/endurance, flexibility/joints, stress, and nutrition/weight management. Students also explore biblical perspectives on health as a foundation for developing a God-honoring fitness and wellness program.

PREA 201 Introduction to Preaching (3)
Students learn the fundamentals of constructing and delivering sermons based on the Word of God. *Prerequisites: BIBL 304 Scripture: How We Use It, COMM 205 Public Speaking. Special Consideration: PREA 201 is a Writing Emphasis course.*

PREA 320 Advanced Preaching (3)
In this continuation of PREA 201, students apply principles and skills of sermon preparation and delivery. *Prerequisites: BIBL 304 Scripture: How We Use* It, *COMM 205 Public Speaking, PREA 201 Introduction to Preaching. Special Consideration: PREA 320 is a Writing Emphasis Course.*

PREA 510 Preaching & Teaching for Change (3)
This course equips students to apply exegetical and hermeneutical principles for contextually appropriate preaching and teaching. Students "exegete" (analyze) a ministry context and construct a transformative preaching and teaching ministry appropriate to that context.

PSYC 103 Introduction to Psychology (3)
This study of psychological structures and functions helps students better understand themselves and others.

PSYC 204 Developmental Psychology (3)
This study focuses on human growth and development from conception and the prenatal period through adulthood. *Prerequisite: PSYC 103 Introduction to Psychology*.

PSYC 325 Interpersonal Effectiveness (3)
This course enhances the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, and working with difficult people.

PSYC 341 Abnormal Psychology (3)
This course includes a study of the physiological, social, and psychological nature of abnormal behavior, as well as an understanding of the diagnosis and treatment of mental disorder. *Prerequisites: PSYC 103 Introduction to Psychology or PSYC 204 Developmental Psychology*.

PSYC 442 Personality Theory (3)
This course surveys major theories of personality from Freud to the present, including psychodynamic theory, influences of genetic and biochemical factors on behavior, social learning and environmental influences, and internal versus external locus of control. *Prerequisite: PSYC 204 Developmental Psychology*.

PSYC 497 Psychology Practicum (3)
This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. *Prerequisites:* senior standing, of *HREL 308 Life, Work & Ethics of the Helping Profession; HREL 396 Counseling Theory & Procedures; HREL 323 Biblical Resources for Counseling.*

PSYC 498 Psychology Internship—Fieldwork (3)
Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Grade: Pass/Fail. *Prerequisite: PSYC 497 Psychology Practicum*.

SOCI 103 Introduction to Sociology (3)
Students explore the effects of group relations on human behavior with special emphasis on developing a Christian worldview.

SOCI 350 Social Problems (3)
This course provides an overview of contemporary problems in society, including addiction, race relations, prejudice, overpopulation, mental health, and ageism. Students examine how sociological methods and analyses are applied to social problems in an effort to create solutions to the problems.

SOCI 355 Human Behavior & the Social Environment (3)
This course provides an overview of theories on various aspects of human behavior and their effects on cognitive development. Students examine how various social influences—economics, religion, politics, and other demographics—cause deviations from supposed human norms. *Prerequisite: SOCI 103 Introduction to Sociology. Special Consideration: SOCI 355 is a Writing Emphasis Course.*

SOCI 390 Special Topics in Social & Behavioral Sciences (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the Social and Behavioral Sciences. *Special Considerations: Requires approval of the Online Student Services team,, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

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.

STML 500 Graduate Strategic Management & Leadership Orientation (0)
In this online orientation, students are introduced to the courses in the Strategic Management & Leadership program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available.

STML 505 Foundations for Strategic Management & Leadership (3)
This course includes six online learning modules designed to equip students for success in the M.B.A. in Strategic Management & Leadership program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Financial Accounting, (4) Foundations of Managerial Accounting, (5) Foundations of Marketing, and (6) Foundations of Management. The course is largely self-paced. A Point instructor provides assistance as needed. Students complete a pre-test in each area to assess their strengths and weaknesses. The online system then produces a customized learning module appropriate for their individual needs. Students use the module to master key concepts and skills. They then demonstrate mastery through post-tests. Students may repeat each post-test an unlimited number of times during the 8-week session to earn a passing grade. Through use of the learning modules, many students have developed the necessary foundational competencies even with no prior background in the business field. For students who already possess these competencies, the Graduate Admission Committee may grant a waiver from part or all

of the Foundations modules. To secure a waiver, students must complete the *Application for Waiver* included in the admission documents and attach evidence of the specific competencies for which they seek a waiver. *Special Consideration: Passing this course with a grade of 80% on every module is a prerequisite for all other courses in the M.B.A. in Strategic Management & Leadership program.*

STML 510 Strategic Marketing Management (3)
This course introduces the strategic role marketing plays in management. Students take an active role as senior strategists working on branding their organization's reputation, brand strategy, and promoting strategic brand thinking. They utilize real-world case studies obtained from professional literature and make practical applications of tools required for contemporary leadership in marketing. The course reveals new thinking on topics such as putting culture and content into brands, the impact of private labels, the new dynamics of targeting, and the comeback of local brands locally and globally.

STML 515 Ethics in Management & Leadership (3)
This course introduces students to the Code of Ethics promoted by the Institute of Certified Professional Managers (ICPM). It emphasizes building strong relationships in the business-to-business environment. Appropriate leadership is necessary to instill ethical values and provide the proper guidance among employees to ensure ethical decision-making and improve performance. Students conduct research and examine various roles of perceived ethical leadership as it relates to both formal and informal control mechanisms (i.e. salesforce socialization) that influence person-organization fit. Students are then challenged to draw out the theoretical and managerial implications in order to develop the proper leadership foundation for their organization and their professional and personal lives.

STML 525 Strategic Analysis in a Global Environment (3)
This course focuses on strategy and strategic planning analysis from a global perspective. Students become familiar with various professional tools as they develop a systematic approach to conducting a strategic analysis and assessing the general industry environment globally. Students also learn models for connecting, reinforcing, and applying leadership concepts and tools, so that they may more effectively lead their own organizations.

STML 545 Strategic Planning (3)
This course focuses on understanding for-profit and non-profit organizations, the level of implementation of strategic planning (SP), and the impact of its application on organizational effectiveness. Students learn to formulate a strategic plan that maximizes all levels of resources for their organizations.

STML 550 Teamwork: Leading & Managing Teams (3)
This course focuses on leading and managing teams, thereby creating teamwork throughout the organization. Students explore successful strategies geared toward understanding emotions, emotional-sensitivity and language barriers among multinational teams (MNT) to deliver optimal results. Through various exercises, students learn to plan, prepare, practice, review, analyze, assess, and strategize for unexpected events.

STML 600 Management Skills I: Foundations of Management (3)
Students learn the foundations of management and why it is important, what managers do and how they use organizational resources efficiently and effectively to achieve organizational goals. Students distinguish between planning, organizing, leading, and controlling (the four principle managerial tasks) and explain how managers' ability to handle each area affects organizational performance. Through various activities, students learn to distinguish among three kinds of managerial skills and explain why managers are divided into different departments. The course also highlights major changes in contemporary management practices as a result of globalization and the impact of advanced information technology. When they finish the course, students complete part I of the Certified Manager (CM) examination. *Prerequisite: BUSI 540 Strategic Management & Leadership, STML 510 Strategic Marketing Management, STML 515 Ethics in Management & Leadership, and STML 525 Strategic Analysis in a Global Environment.*

STML 610 Management Skills II: Planning & Organizing
This course identifies the three main steps of the planning process and explain the relationship between planning and strategy. Students are able to describe some techniques managers can use to improve the planning process so that they can better predict the future and mobilize organizational resources to meet future contingencies. Discussions include the differentiation between the main types of business-level strategies and explanation of how they give an organization a competitive advantage that may lead to superior performance. When they finish this course, students complete part II of the Certified Manager (CM) examination. *Prerequisites: STML 600 Management Skills I: Foundations of Management, STML 545 Strategic Planning, STML 550 Teamwork: Leading & Managing Teams, HURM 510 Strategic Human Resource Management, and BUSI 520 Quantitative Analysis for Decision-Making.*

STML 615 Management Skills III: Leading & Controlling
This course focuses on what leadership is, when leaders are effective and ineffective, and the sources of power that enable managers to be effective leaders. Students examine the traits that show the strongest relationship to leadership, the behaviors leaders engage in, and the limitations of the trait and behavior models of leadership. Students learn the contingency model of leadership and how it can enhance an understanding of effective leadership and management in organizations. They learn what transformational leadership is and how mangers can engage in it. They also explore the relationship between gender and leadership, and what research says about gender and leadership effectiveness. When they finish this course, students complete part III of the Certified Manager (CM) examination. *Prerequisites: STML 610 Management Skills II, BUSI 535 Financial Statement Analysis & Valuation, BUSI 555 Cost Management & Decision-Making, and BUSI 560 Applied Leadership: Change Management & Organizational Culture.*

STML 690 Visionary Leadership Capstone (3)
This capstone course brings together the student's overall journey within the graduate program of Strategic Management & Leadership. As a visionary leader, students utilize what they have learned and the driving force behind immense success—not just to a single event but to the day-to-day management and leadership of an organization.

Students prepare a research proposal on the principles, processes, and practices of visionary strategic leadership setting goals and strategies to align with a clear focus on producing exceptional performance. Students further build upon their research details of how they as servant leaders can serve their organizations first. *Prerequisites: All other courses in the M.B.A. in Strategic Management & Leadership program are prerequisites for the STML 690 Visionary Leadership Capstone. Special Consideration: Students who do not finish their capstone projects by the end of the 8-week session must enroll in STML 699 Visionary Leadership Capstone Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.*

STML 699 Visionary Leadership Capstone Continuation (0)
Students in the M.B.A. in Strategic Management & Leadership continue the projects begun in STML 690 Visionary Leadership Capstone. They enroll in this course and pay a $100 continuation fee each session until the project is complete.

STMN 500 Strategic Ministry Orientation (0)
In this online orientation, students are introduced to the Master of Strategic Ministry program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.S.M. students.

STMN 511A-D Strategic Leadership Practices (3)
Graduate apprentices analyze and critique strategic leadership practices, with Christ's Church of the Valley (Phoenix, Arizona area) serving as a major case study. Students then apply sound leadership principles in a variety of ministry contexts throughout the apprenticeship. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 521A-D Strategies for Church Expansion (3)
Graduate apprentices graduate apprentices identify, evaluate, and apply best practices for church expansion, including first impressions, communication, customer service, special events, and mobilizing volunteers. The course gives special attention to theological and philosophical factors that shape how the church attracts and welcomes the community. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 522A-D Mobilizing Volunteers for Ministry (3)
Graduate apprentices analyze, evaluate, and apply philosophical approaches and best practices for mobilizing non-paid volunteers for ministry. Areas of focus include recruiting, screening, assigning appropriate roles, training, resourcing, nurturing, evaluating, retaining, and replacing volunteers. Apprentices design, execute, and critique volunteer strategies for various congregational ministries. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four*

sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

STMN 523A-D Ministry Staff Development (3)
Graduate apprentices evaluate and identify effective practices related to recruiting, hiring, training, managing, and developing paid staff members in churches and parachurch organizations. Topics include legal and ethical issues, and fostering a diverse community in a positive work environment. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 524A-D Event & Project Management (3)
Graduate apprentices observe, experience, and critique multiple aspects of ministry event and project management. Issues include strategizing, layered planning sessions, project planning tools, milestone forecasting, budgeting, promotion, facility space allocation, remodels, project supervision, volunteer management, and delegation. To demonstrate competence, students design, plan, manage, and evaluate a ministry project or event. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 531A-D Advanced Strategic Leadership (3)
Graduate apprentices analyze the philosophy and practice of effective North American churches, nonprofits, and Christian leaders. Based on this analysis, they create new strategies for their own leadership practice and apply those approaches during the apprenticeship. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 540 Character & Ministry of Jesus: Israel Study Tour (3)
Graduate apprentices complete a study tour of Israel, reflecting on how Jesus' character and ministry philosophy were manifested in historical context. Against this background, students formulate goals and benchmarks for their own spiritual growth, relationships, and approach to contemporary ministry. They monitor their progress throughout the remainder of the apprenticeship. *Special Consideration: This course is open only to Master of Strategic Ministry students.*

STMN 561A-D Children & Family Ministry (9)
This intensive learning experience prepares apprentices to lead children and family ministries in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Classroom Management focuses on motivating and managing child behavior while building effective partnerships with parents and volunteers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their children from birth through 6th grade. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 562A-D Church Administration (9)
This intensive learning experience prepares apprentices to provide administrative oversight and support in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Creative Technologies develops a personal philosophy and working proficiencies in print and web graphic design; marketing and communication, including social media, writing for target audiences, and Information Technology services. (2) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 563A-D Church Planting (9)
This intensive learning experience prepares apprentices to expand a church's ministry through multiple sites and/or the planting of new congregations. The course features three primary learning modules: (1) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (2) Multi-site Strategies exposes students to the multi-site philosophy; factors involved in planning, launching, and developing a successful new campus; and the distinctive role of the campus pastor. (3) Practical Ministry focuses on personal evangelism and pastoral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop

strategies for time management, life balance, and maintaining their personal walk with God. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 564A-D Intercultural Ministry (9)
This intensive learning experience prepares apprentices to lead churches in partnering with local and global missions to expand the Kingship of God. The course features three primary learning modules: (1) Mission Strategies focuses on the best philosophical approaches and strategies for implementing a comprehensive global missions program in the local church context. Topics include leadership formation, targeted mission strategies, selecting mission partners, collaborating with international mission teams, leading congregational mission teams, reporting, marketing strategies, and resolving the tension between stewarding God's resources for foreign missions and congregational concerns. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service projects and other initiatives aimed at making a Kingdom impact. (3) Strategic Mission Implementation offers students the opportunity to design, communicate, lead, and evaluate a global outreach effort, such as a short-term mission trip or ministry project. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 565A-D Pastoral Ministry (9)
This intensive learning experience prepares apprentices to provide pastoral leadership and service in the church and community. The course features three primary learning modules: (1) Applied Homiletics develops advanced abilities to write and deliver effective sermons to large groups. Students synthesize skills in biblical interpretation, cultural interpretation, practical application, homiletical organization, and delivery. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service projects and other initiatives aimed at making a Kingdom impact. (3) Practical Ministry focuses on personal evangelism and pastoral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 567A-D Special Needs Ministry (9)
This intensive learning experience prepares apprentices to provide leadership for meaningful ministries with people who have special needs in churches and similar organizations. The course features three primary learning modules: (1) Classroom Management introduces specific applications, methods, and strategies for teaching exceptional students with mild to moderate disabilities. It includes strategies for building relationships and partnerships with parents and volunteers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their special needs children. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. (3) Special Needs Events focuses on assessing needs and designing programs and events for special needs people and their families, such as an Exceptional STARS (special needs sports) program. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 568A-D Sports Ministry (9)
This intensive learning experience prepares apprentices to plan and direct sports-related ministries that extend the influence of a church or similar organization into its community. The course features three primary learning modules: (1) Sports Ministry Marketing & Promotion focuses on methods for publicizing church activities to both internal and external audiences–particularly through social media. (2) Sports Ministry Program Administration focuses on how to develop and lead a high quality sports program that builds relationships between unchurched people and the faith community. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 569A-D Worship Ministry (9)
This intensive learning experience prepares apprentices to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers. The course features three primary learning modules: (1) Music & Performance focuses on spiritual preparation and practical skills for ministries of music, worship, and the arts. (2) Staging & Production focuses on planning and staging live productions to

support corporate worship and other ministries. Elements include the philosophy of church production, stage design, lighting, audio, technical maintenance/engineering, volunteer recruitment and management, and other skills. (3) Media & Web trains students to create and produce video content for worship services, neighborhood small group curriculum, web/social media, and a variety of other church ministries. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 570A-D Youth Ministry (9)
This intensive learning experience prepares apprentices to lead ministries for middle and high school students. The course features three primary learning modules: (1) Classroom Management focuses on designing and executing effective educational experiences for adolescent youth and families. Issues include classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. (Equipping Parents focuses on preparing adults to be the primary spiritual guides for their adolescent youth. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. (3) Pastoral Care for Families focuses on assessing pastoral needs and implementing strategies for care and growth. Issues include intake, intervention, third-party referral, and ethical and legal boundaries. *Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an "IP" (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.*

STMN 590 Strategic Ministry Capstone (1)
Master of Strategic Ministry students synthesize biblical and ecclesiological insights, congregational research, leadership and ministry experiences, and spiritual formation into a personal philosophy of strategic ministry for ongoing service. *Special Considerations: Point offers this course online during Spring Session 2. It is open only to Master of Strategic Ministry students nearing completion of their degree program.*

THEO 301 Theological Foundations for the Christian Life (3)
Students explore major theological ideas in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business and church community. *Prerequisites: BIBL 103 Drama of Scripture, BIBL 304 Scripture: How We Use It.*

THEO 310 Spiritual Formation: Kingdom Living (3)
Students explore how God uses Scripture, people, contexts, events, literature, and historical Christian disciplines to form and transform believers through the work of the Holy Spirit. The course also introduces principles of congregational formation.

THEO 390 Special Topics in Theological Studies (1-3)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Theological Studies. *Special Considerations: Requires approval of the Online Student Services team,, faculty department chair, and the Assistant Vice President for Professional Studies. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.*

THEO 405 Christ, Culture & Career (3)
In this capstone course, students draw upon their university studies in Bible, Theology, Humanities, and the Sciences to integrate culture and a Christian worldview. In the final portion of the course, they pursue one tangible outcome of a Christian worldview in contemporary culture—namely, integration of their faith and calling in their projected vocation or place of service. *Prerequisites: Students must have completed the other four courses in the Biblical Studies Minor and all courses in their professional major, or be concurrently enrolled in the last of those courses. Special Consideration: CGPS schedules this course at the end of each professional major, so that each major flows directly into the capstone.*

THEO 445 Theology of Sin & Salvation (3)
Students explore biblical doctrines concerning the nature and effects of human sin and of God's provision of salvation, including the doctrines of grace, redemption and atonement, the person and work of Christ, the nature of saving faith, and the role of the Holy Spirit in the life of the believer.

THEO 510 The Emerging Kingship of God (3)
This course provides an overview of the biblical metanarrative, with focus given to the emerging Kingship of God (realized eschatology) and the *Missio Dei* (mission of God). Students analyze, evaluate, and apply historical, apostolic, and orthodox elements of Christianity in order to think biblically and theologically about God's redemptive movement throughout the world.

THEO 525 The Church as God's Agent of Transformation (3)
This course focuses on the role the church plays in God's redemptive story. Using the narrative of Luke-Acts (with its focus on breaking down barriers) as an interpretive center, students construct an ecclesiology that is biblical and holistic from a global perspective.

THEO 530 "Life Together" Retreat (3)
Students participate in a five-day retreat during which they explore and experience biblical concepts of corporate spirituality, well-being, and growth through the conceptual framework of Dietrich Bonhoeffer's *Life Together*.

THEO 535 Promoting Spiritual Formation & Discipleship (3)
Students research the biblical concept of holistic spirituality, the expectation of spiritual growth of the minister, and the means of spiritual well-being and growth through classic

spiritual disciplines, such as meditation, prayer, *Lectio Divina*, simplicity, solitude, and service. They integrate a holistic model of spirituality with discipleship strategies for spiritual well-being in the minister and for the ministry context.

YMIN 205 Contemporary Models for Youth Ministry (3)
Students explore and critique a variety of contemporary approaches to youth ministry and discipleship in the local church and community. Examples include family-based models, mission-based models, sports ministry, and ministry through social media.

YMIN 305 Adolescent Growth & Maturation (3)
Building on PSYC 204 Developmental Psychology, students make a more in-depth investigation of adolescent psychology and the impact of social, cultural, and spiritual influences on growth and maturation. The course highlights approaches to helping adolescents "put on their adulthood" as they "put on Christ." *Prerequisite: PSYC 204 Developmental Psychology*.

YMIN 310 Practical Skills for Youth Ministers (3)
This course focuses on essential skills, tools, and resources for youth ministers. Examples include designing effective educational experiences for youth, maintaining safety and security, budgeting, and event and project management. Students explore the wide range of resources available to leaders engaged in ministry and discipleship.

YMIN 315 Interpersonal Skills for Youth Ministers (3)
This course develops important interpersonal skills for youth ministers. Examples include elements of pastoral care, small group leadership, classroom management, volunteer mobilization, legal and ethical issues, and building effective partnerships with parents and volunteers.

MASTER COURSE LIST

The following master list includes every course used in academic programs *currently* offered by Point University's College of Graduate & Professional Studies (CGPS). The faculty continues to teach a few other courses related to older programs that are being discontinued. However, the master list only reflects *current* program requirements.

APSP 105 Introduction to Adult Learning (3)
APSP 110 Effective Thinking (3)

BIBL 103 Drama of Scripture (3)
BIBL 202 Jesus: The Focus of Scripture (3)
BIBL 303 Acts of the Apostles (3)
BIBL 304 Scripture: How We Use It (3)
BIBL 305 Isaiah (3)
BIBL 334 Gospel of Mark (3)
BIBL 390 Special Topics in Biblical Studies (1-3)
BIBL 412 1 Corinthians (3)
BIBL 413 Psalms (3)
BIBL 420 Advanced Hermeneutics (3)
BIBL 490 Jonah (3)

BUSI 201 Introduction to the Healthcare Industry (3)
BUSI 202 Business Statistics (3)
BUSI 208 Communication & Relationship Management in Healthcare Administration (3)
BUSI 211 Financial Accounting (3)
BUSI 212 Managerial Accounting (3)
BUSI 214 Managing Information Systems (3)
BUSI 230 Principles of Management (3)
BUSI 238 Business Communication (3)
BUSI 261 Legal & Ethical Responsibilities in Professional Accounting (3)
BUSI 271 Social Media Marketing: Foundations & Strategy (3)
BUSI 272 Social Media Marketing: Twitter (3)
BUSI 273 Social Media Marketing: LinkedIn & Facebook (3)
BUSI 304 Contemporary Issues in U.S. Healthcare Administration (3)
BUSI 311 Intermediate Accounting I (3)
BUSI 312 Intermediate Accounting II (3)
BUSI 313 Intermediate Accounting III (3)
BUSI 316 Personal & Professional Accountability in Healthcare Administration (3)
BUSI 320 Principles of Microeconomics (3)
BUSI 321 Principles of Macroeconomics (3)
BUSI 324 Human Resource Management in Healthcare Administration (3)

BUSI 332 Accounting Information Systems (3)
BUSI 334 Financial Management in Healthcare Administration (3)
BUSI 336 Principles of Finance (3)
BUSI 340 Operations Management (3)
BUSI 342 Supply Chain Management (3)
BUSI 347 Principles of Marketing (3)
BUSI 352 Organizational Behavior (3)
BUSI 354 Consumer Behavior (3)
BUSI 364 Income Tax Accounting (3)
BUSI 365 Marketing Research (3)
BUSI 371 Social Media Marketing: Blogging & Content Marketing (3)
BUSI 372 Social Media Marketing: Video & Mobile Marketing (3)
BUSI 373 Social Media Marketing: Pinterest & Instagram Mobile (3)
BUSI 374 Services Marketing (3)
BUSI 375 Business as Mission (3)
BUSI 384 Foundations of Retailing (3)
BUSI 390 Special Topics in Business & Leadership (1-3)
BUSI 395 Cost Accounting (3)
BUSI 425 Auditing (3)
BUSI 426 International Business (3)
BUSI 431 Digital Marketing (3)
BUSI 432 Ethical & Legal Environment of Healthcare Administration (3)
BUSI 433 Fraud Examination & Fraud Schemes (3)
BUSI 434 Business Law (3)
BUSI 436 Business Ethics (3)
BUSI 440 Risk Management in Healthcare Administration (3)
BUSI 441 Marketing Analytics (3)
BUSI 442 Business Policy (3)
BUSI 443 Entrepreneurship (3)
BUSI 445 Patient Advocacy in Healthcare Administration (3)
BUSI 448 Governmental & Nonprofit Accounting (3)
BUSI 450 Human Resource Management (3)
BUSI 451 Detection & Prevention of Fraudulent Financial Statements (3)
BUSI 453 Facilitation & Negotiation in Healthcare Administration (3)
BUSI 455 Change Management (3)
BUSI 456 Forensic & Investigative Accounting (3)
BUSI 458 Quality Improvement in Healthcare Administration (3)
BUSI 460 Organizational Leadership (3)
BUSI 461 Global Marketing (3)
BUSI 465 Strategic Management & Planning (3)
BUSI 500 Graduate Business Orientation (0)
BUSI 505 Foundations for Business Administration (3)
BUSI 510 Ethics & Professional Issues in Business (3)
BUSI 515 Business Intelligence (3)
BUSI 520 Quantitative Analysis for Decision-Making (3)
BUSI 526 Lean Six Sigma Methodology for Business Transformation I (3)
BUSI 527 Lean Six Sigma Methodology for Business Transformation II (3)

BUSI 530 Persuasion & Negotiation (3)
BUSI 535 Financial Statement Analysis & Valuation (3)
BUSI 540 Strategic Management & Leadership (3)
BUSI 542 Servant Leadership Theory & Development (3)
BUSI 544 Nonprofit Management (3)
BUSI 545 Strategic Marketing (3)
BUSI 550 Business Innovation & Creativity (3)
BUSI 552 Organizational Innovation & Creativity (3)
BUSI 555 Cost Management & Decision-Making (3)
BUSI 560 Applied Leadership: Change Management & Organizational Culture (3)
BUSI 562 Strategic Planning & Change Management (3)
BUSI 690 Capstone Transformation Project I (3)
BUSI 692 Lean Six Sigma Black Belt Project I (3)
BUSI 692 Lean Six Sigma Black Belt Project II (3)
BUSI 695 Capstone Transformation Project II (3)
BUSI 699 Capstone Transformation Project Continuation (0)

CHED 301 Educational Ministries (3)

CISM 100 Introduction to Information Technology (3)
CISM 105 Introduction to Academic Technologies (3)
CISM 110 Intermediate Academic Technologies (2)
CISM 210 Information Technology Applications I (3)
CISM 215 Information Technology Applications II (3)
CISM 220 Information Technology Operating Systems (3)
CISM 230 Technical Writing (3)
CISM 300 Networking Fundamentals (3)
CISM 315 Risk Mitigation & Security Policy (3)
CISM 320 Introduction to Network Security (3)
CISM 325 Network Security Applications (3)
CISM 330 Foundations of Website Development (3)
CISM 400 Introduction to Programming (3)
CISM 410 Introduction to Data Management (3)
CISM 415 Advanced Security Applications (3)
CISM 420 Network Management (3)
CISM 430 Technical Project Management (3)
CISM 435 Information Systems Disaster Recovery (3)
CISM 440 Server Administration (3)
CISM 475 Information Systems Security Capstone Project (3)
CISM 480 Information Technology (IT) Capstone Project (3-6)

CJUS 200 Criminal Justice (3)
CJUS 210 Criminology (3)
CJUS 220 Constitutional Law (3)
CJUS 390 Special Topics in Criminal Justice (1-3)
CJUS 400 Criminal Law (3)
CJUS 410 Criminal Procedure (3)

CJUS 420 Police Administration (3)
CJUS 429 Violence & Society (3)
CJUS 430 Professionalism & Ethics in Criminal Justice (3)

COMM 205 Public Speaking (3)
COMM 305 Media Effects on Children & Adolescents (3)

ECHL 314 Creative Arts for Early Childhood (3)

EDUC 102 Educational Foundations (3)
EDUC 201 Principles & Methods of Teaching (3)
EDUC 203 Child Development (3)
EDUC 300 Educational Psychology *(3)*
EDUC 310 Preschool Methods & Materials (3)
EDUC 390 Special Topics in Education (1-3)
EDUC 401 The Exceptional Child (3)
EDUC 407 Classroom Management (3)
EDUC 490 Child Development Practicum I (6)
EDUC 491 Child Development Practicum II (6)

ENGL 101 Critical Reading & Writing I (3)
ENGL 102 Critical Reading & Writing II (3)
ENGL 250 Modern Short Stories (3)

ESLA 442 Culture & Education (3)

GRAD 400 Graduation (0)

HIST 203 United States History (3)

HREL 202 The Family (3)
HREL 301 Introduction to Counseling (3)
HREL 304 Introduction to Research (3)
HREL 308 Life, Work & Ethics of the Helping Professions (3)
HREL 312 Counseling Diverse Populations *(3)*
HREL 320 Group Dynamics (3)
HREL 323 Biblical Resources for Counseling (3)
HREL 396 Counseling Theory & Procedures *(3)*
HREL 414 Human Sexuality (3)
HREL 437 Conflict Management (3)
HREL 445 Case Management (3)
HREL 497 Human Relations Practicum (3)
HREL 498 Human Relations Internship—Fieldwork (3)

HUMA 101 Introduction to Humanities (3)

HURM 500 Graduate Human Resource Management Orientation (0)

HURM 505 Foundations for Human Resource Management (3)
HURM 510 Strategic Human Resource Management (3)
HURM 515 Employment Law & Ethical Practices (3)
HURM 520 Workplace Planning & Talent Management (3)
HURM 525 Strategic Staffing (3)
HURM 530 Compensation & Benefits: Total Reward Practices (3)
HURM 535 Performance Management (3)
HURM 540 Training & Development (3)
HURM 545 Workplace Safety, Health & Security (3)
HURM 550 Organizational Development, Managing Change & Consulting (3)
HURM 555 Employee & Labor Relations (3)
HURM 560 Global Human Resource Management (3)
HURM 565 Human Resource Information Systems (3)
HURM 570 Human Resource Metrics & Measurements (3)
HURM 690 Human Resource Management Capstone Project (3)
HURM 699 Human Resource Management Capstone Continuation (0)

ICST 300 Introduction to Applied Christian Missions (3)
ICST 310 Intercultural Communication & Engagement (3)
ICST 320 Introduction to Cross-Cultural Living (3)
ICST 330 Global Studies Practicum (3)
ICST 510 Reading & Redeeming Culture (3)

MATH 100 Foundations of Mathematics (3)
MATH 103 College Mathematics (3)
MATH 110 College Algebra (3)
MATH 302 Statistics (3)

MGMT 500 General Management Orientation (0)
MGMT 510 Communications in Management (3)
MGMT 520 Management Theories & Practices (3)
MGMT 530 Principles of Human Resources Management
MGMT 540 Organizational Behavior & Management (3)
MGMT 550 Business Law & the Legal Environment (3)
MGMT 560 Managerial Accounting & Decision-Making (3)
MGMT 570 Marketing Management (3)
MGMT 580 Conflict Management (3)
MGMT 590 Operational Risk Management (3)
MGMT 600 Capstone Ethical Decision-Making in Management (3)

MINI 105A Columbus Ministry Practicum 1A (1.5)
MINI 105B Columbus Ministry Practicum 1B (1.5)
MINI 105C Columbus Ministry Practicum 1C (1.5)
MINI 105D Columbus Ministry Practicum 1D (1.5)
MINI 106A Peachtree City Ministry Practicum 1A (1.5)
MINI 106B Peachtree City Ministry Practicum 1B (1.5)
MINI 106C Peachtree City Ministry Practicum 1C (1.5)

MINI 106D Peachtree City Ministry Practicum 1D (1.5)
MINI 108A Newnan Ministry Practicum 1A (1.5)
MINI 108B Newnan Ministry Practicum 1B (1.5)
MINI 108C Newnan Ministry Practicum 1C (1.5)
MINI 108D Newnan Ministry Practicum 1D (1.5)
MINI 205A Columbus Ministry Practicum 2A (1.5)
MINI 205B Columbus Ministry Practicum 2B (1.5)
MINI 205C Columbus Ministry Practicum 2C (1.5)
MINI 205D Columbus Ministry Practicum 2D (1.5)
MINI 206A Peachtree City Ministry Practicum 2A (1.5)
MINI 206B Peachtree City Ministry Practicum 2B (1.5)
MINI 206C Peachtree City Ministry Practicum 2C (1.5)
MINI 206D Peachtree City Ministry Practicum 2D (1.5)
MINI 207 Practical Ministries (3)
MINI 208A Newnan Ministry Practicum 2A (1.5)
MINI 208B Newnan Ministry Practicum 2B (1.5)
MINI 208C Newnan Ministry Practicum 2C (1.5)
MINI 208D Newnan Ministry Practicum 2D (1.5)
MINI 213 The Practice of Christian Ministry (3)
MINI 235 Administration & Leadership in Ministry (3)
MINI 390 Special Topics in Ministry (1-3)
MINI 411 Accounting & Finance for the Church (3)
MINI 417 Pastoral Care (3)
MINI 500 Graduate Ministry Orientation (0)
MINI 510 Contemporary Models for Holistic Ministry (3)
MINI 520 Church Administration (3)
MINI 530 Applied Family Systems Theory & Discipleship (3)
MINI 591 Mentored Practicum (3)
MINI 592 Supervised Project (3)
MINI 593 Research Project (3)

MSEV 302 Church Growth & Evangelism (3)

MUSI 102 Music Appreciation (3)
MUSI 415 Worship Leadership (3)

NSCI 105 Introduction to Biology with Lab (4)

PACM 500 Graduate Public Administration Orientation (0)
PACM 505 Foundations for Public Administration (3)
PACM 510 Public Administration & Management (3)
PACM 520 Finance & Administration of Public Funds (3)
PACM 525 Human Resource Management in the Public Sector (3)
PACM 530 Research & Writing in Public Administration (3)
PACM 535 Leadership Development in Public Organizations (3)
PACM 540 Managing Public Projects & Programs (3)
PACM 545 Public Administration: Law & Policy (3)

PACM 550 Management of Mass Terrorism Preparedness & Response (3)
PACM 555 Business Crisis & Continuity Management (3)
PACM 560 Managing Risk & Crisis (3)
PACM 565 Case Studies of Crises & Disasters (3)
PACM 690 Capstone in Public Administration (3)
PACM 699 Public Administration Capstone Continuation (0)

PBHE 210 Introduction to Public Health (3)
PBHE 215 Anatomy & Physiology for Public Health Professionals (3)
PBHE 301 Nutrition & Wellness (3)
PBHE 304 Biostatistical Research (3)
PBHE 320 Principles of Epidemiology (3)
PBHE 322 Public Health & Aging (3)
PBHE 350 Global & Environmental Health (3)
PBHE 405 Drugs & Society (3)
PBHE 410 Health Care Systems (3)
PBHE 415 Health Education for Diverse Populations (3)
PBHE 423 Health Services Administration (3)
PBHE 430 Legal & Ethical Issues in Public Health (3)
PBHE 495 Public Health Capstone (3)

PHED 105 Fitness & Wellness (3)

PREA 201 Introduction to Preaching *(*3)
PREA 320 Advanced Preaching (3)
PREA 510 Preaching & Teaching for Change (3)

PSYC 103 Introduction to Psychology (3)
PSYC 204 Developmental Psychology (3)
PSYC 325 Interpersonal Effectiveness (3)
PSYC 341 Abnormal Psychology (3)
PSYC 442 Personality Theory (3)
PSYC 497 Psychology Practicum (3)
PSYC 498 Psychology Internship—Fieldwork (3)

SOCI 103 Introduction to Sociology (3)
SOCI 350 Social Problems *(3)*
SOCI 355 Human Behavior & the Social Environment (3)
SOCI 390 Special Topics in Social & Behavioral Sciences (1-3)
SOCI 420 Race, Ethnicity & Gender (3)

STML 500 Graduate Strategic Management & Leadership Orientation (0)
STML 505 Foundations for Strategic Management & Leadership (3)
STML 510 Strategic Marketing Management (3)
STML 515 Ethics in Management & Leadership (3)
STML 525 Strategic Analysis in a Global Environment (3)
STML 545 Strategic Planning (3)

STML 550 Teamwork: Leading & Managing Teams (3)
STML 600 Management Skills I: Foundations of Management (3)
STML 610 Management Skills II: Planning & Organizing (3)
STML 615 Management Skills III: Leading & Controlling (3)
STML 690 Visionary Leadership Capstone (3)
STML 699 Visionary Leadership Capstone Continuation (0)

STMN 500 Strategic Ministry Orientation (0)
STMN 511A Fundamentals of Strategic Leadership (0.5)
STMN 511B Fundamentals of Strategic Leadership (1)
STMN 511C Fundamentals of Strategic Leadership (0.5)
STMN 511D Fundamentals of Strategic Leadership (1)
STMN 521A Congregational Leadership (0.5)
STMN 521B Congregational Leadership (1)
STMN 521C Congregational Leadership (0.5)
STMN 521D Congregational Leadership (1)
STMN 522A Ministry Mobilization (0.5)
STMN 522B Ministry Mobilization (1)
STMN 522C Ministry Mobilization (0.5)
STMN 522D Ministry Mobilization (1)
STMN 523A People & Resource Management (0.5)
STMN 523B People & Resource Management (1)
STMN 523C People & Resource Management (0.5)
STMN 523D People & Resource Management (1)
STMN 524A Program Management (0.5)
STMN 524B Program Management (1)
STMN 524C Program Management (0.5)
STMN 524D Program Management (1)
STMN 531A Advanced Strategic Leadership (0.5)
STMN 531B Advanced Strategic Leadership (1)
STMN 531C Advanced Strategic Leadership (0.5)
STMN 531D Advanced Strategic Leadership (1)
STMN 540 Bible Lands: Israel Trip (3)
STMN 561A Children & Family Ministry (2)
STMN 561B Children & Family Ministry (2)
STMN 561C Children & Family Ministry (2)
STMN 561D Children & Family Ministry (3)
STMN 562A Church Administration (2)
STMN 562B Church Administration (2)
STMN 562C Church Administration (2)
STMN 562D Church Administration (3)
STMN 563A Church Planting (2)
STMN 563B Church Planting (2)
STMN 563C Church Planting (2)
STMN 563D Church Planting (3)
STMN 564A Intercultural Studies (2)
STMN 564B Intercultural Studies (2)

STMN 564C Intercultural Studies (2)
STMN 564D Intercultural Studies (3)
STMN 565A Pastoral Ministry (2)
STMN 565B Pastoral Ministry (2)
STMN 565C Pastoral Ministry (2)
STMN 565D Pastoral Ministry (3)
STMN 566A Point Leadership (2)
STMN 566B Point Leadership (2)
STMN 566C Point Leadership (2)
STMN 566D Point Leadership (3)
STMN 567A Special Needs Ministry (2)
STMN 567B Special Needs Ministry (2)
STMN 567C Special Needs Ministry (2)
STMN 567D Special Needs Ministry (3)
STMN 568A Sports Ministry (2)
STMN 568B Sports Ministry (2)
STMN 568C Sports Ministry (2)
STMN 568D Sports Ministry (3)
STMN 569A Worship Ministry (2)
STMN 569B Worship Ministry (2)
STMN 569C Worship Ministry (2)
STMN 569D Worship Ministry (3)
STMN 570A Youth Ministry (2)
STMN 570B Youth Ministry (2)
STMN 570C Youth Ministry (2)
STMN 570D Youth Ministry (3)
STMN 590 Strategic Ministry Capstone (1)

THEO 301 Theological Foundations for the Christian Life (3)
THEO 310 Spiritual Formation: Kingdom Living (3)
THEO 390 Special Topics in Theological Studies (1-3)
THEO 405 Christ, Culture & Career (3)
THEO 445 Theology of Sin & Salvation (3)
THEO 510 The Emerging Kingship of God (3)
THEO 525 The Church as God's Agent of Transformation (3)
THEO 530 "Life Together" Retreat (3)
THEO 535 Promoting Spiritual Formation & Discipleship (3)

YMIN 205 Contemporary Models for Youth Ministry (3)
YMIN 305 Adolescent Growth & Maturation (3)
YMIN 310 Practical Skills for Youth Ministers (3)
YMIN 315 Interpersonal Skills for Youth Ministers (3)