

Point University

College of Graduate & Professional Studies

ACADEMIC CATALOG *2019-2020*

Effective August 19, 2019 – June 30, 2020

Education Sites

WEST POINT

Main Campus
507 W. 10th Street
West Point, GA 31833
706-385-1000
www.point.edu

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

SAVANNAH

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

ONLINE

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

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 “Maximum Timeframe 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* (<https://point.edu/wp-content/uploads/2015/04/covenant.pdf>), 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 as a judge in Fulton County, Georgia, from 1914 until 1942. He and his wife, Nora Head Hathcock, and the initial trustees were associated with a non-denominational fellowship of churches sometimes referred to simply as Christian churches. The educational program of the University has been and is in harmony with the same biblical perspective and ideals (see below).

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 the AABC.

In recent years, the University has added educational programs for working adult students, online degree programs, graduate degree programs, and off-site locations in Peachtree City and Savannah. On July 1, 2011 the institution was renamed Point University, and the relocation of the main campus from East Point to West Point, Georgia, took place in summer 2012.

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 academic program of Point has at its center the integration of faith into every discipline and a recognition of the importance of the Bible in shaping a Christian worldview. Every undergraduate degree includes a major or minor in Biblical Studies.

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

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

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.

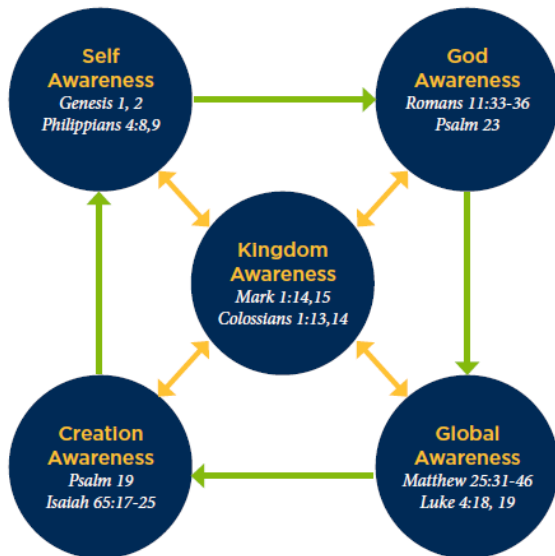
The diagram below (see next page) also highlights important aspects of spiritual maturity promoted by Point University.

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 (<https://point.edu/wp-content/uploads/2015/04/covenant.pdf>).

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:



Self Awareness	
<ul style="list-style-type: none"> Image of God Sinner Loved for who I can become, not who I am 	Marked by: <ul style="list-style-type: none"> Humility Contentment Patience Healthy relationships Appropriately transparent
God Awareness	
<ul style="list-style-type: none"> Worships God as creator and redeemer of the world Solitude Gratitude Simplicity 	Places importance upon: <ul style="list-style-type: none"> Bible reading and study Prayer
Kingdom Awareness	
<ul style="list-style-type: none"> Hopeful Hospitable Curious Generous 	Expresses kingdom awareness by being: <ul style="list-style-type: none"> Engaged in a viable kingdom outpost Christ-centered, not sectarian Spirit-filled
Global Awareness	
<ul style="list-style-type: none"> Concern for the poor Concern for injustice Concern for war Concern for diseases 	Places value upon being a believer who is: <ul style="list-style-type: none"> Community minded – locally and beyond Missional in lifestyle
Creation Awareness	
<ul style="list-style-type: none"> Concern for waste Concern for pollution Concern for natural resources 	These ideas are rooted in: <ul style="list-style-type: none"> 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 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.
- *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.

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.cccu.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” (<https://point.edu/title-ix>), 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 (<https://point.edu/title-ix>) 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 (<https://point.edu/title-ix>)
- 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 (<https://point.edu/title-ix>) 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/academics/academic-support/disability/grievance-policy-procedure>), and Title IX sexual harassment appeals (<https://point.edu/title-ix>). 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 (<https://point.edu/academics/academic-support/disability/grievance-policy-procedure>). 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 Graduate & 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—Joshua Boyd, Ed.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.

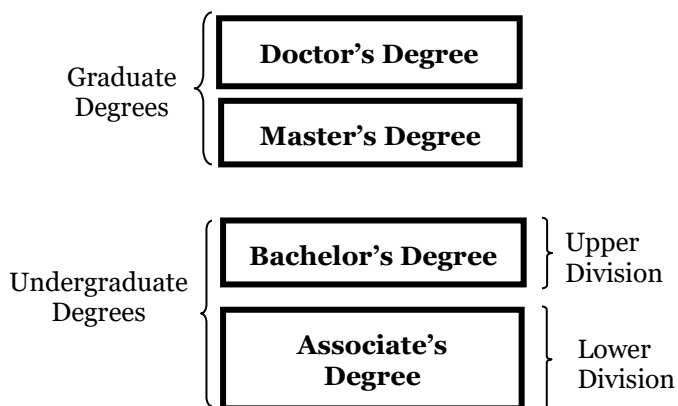
Vice President of Enrollment Management—Tiffany Schoenhoff Wood, M.S.

Types of Degree Programs

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

The higher education system awards “degrees”—that is, diplomas signifying that a student has successfully demonstrated the competencies associated with a prescribed course of study. There are four basic types of degrees—namely, associate’s, bachelor’s, master’s, and doctor’s degrees. Each degree lays a foundation for the next degree level above it (see diagram 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. EST. 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

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)

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.”

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. EST.

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 instructor and 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.

2019-2020 Academic Calendar. The 2019-2020 academic calendar for CGPS non-traditional programs appears below:

ACADEMIC CALENDAR 2019-2020	
College of Graduate & Professional Studies	
Point University	
8-Week <i>Point Online</i> and <i>Point Connect</i>	
Undergraduate and Graduate Programs	
Spring Term 2019 (January 7 – May 5)	
<i>Spring Session 1 (January 7 – March 3)</i>	
Preview Week for Spring Session 1	January 7 - 13
Courses Continue	January 14
Last Day to Add/Drop Course without Notation	January 15
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	January 16
Dr. Martin Luther King, Jr. Holiday	January 21

Last Day to Withdraw from Course	February 15
Course End	March 3
Final Grades Due (award letter grade or “Incomplete” by this date)	March 8, 12:00 PM
<i>Spring Session 2 (March 4 – April 28)</i>	
Preview Week for Spring Session 2	March 4 - 10
Courses Continue	March 11
Last Day to Add/Drop Course without Notation	March 13
Last Day to Withdraw from Course	April 12
Good Friday Holiday	April 19
Courses End	April 28
Final Grades Due (award letter grade or “Incomplete” by this date)	May 3, 12:00 p.m.
Spring Commencement	May 4
Summer Term 2019 (May 6 – August 18)	
<i>Summer Session 1 (May 6 – June 23)</i>	
Preview Week for Summer Session 1	April 29 – May 5
Courses Continue	May 6
Last Day to Add/Drop Course without Notation	May 8
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	May 8
Memorial Day Holiday	May 27
Last Day to Withdraw from Course	May 31
Courses End	June 23
Final Grades Due (award letter grade or “Incomplete” by this date)	June 28, 12:00 p.m.
<i>Summer Session 2 (June 24 – August 18)</i>	
Preview Week for Summer Session 2	June 24 - 30
Courses Continue	July 1
Last Day to Add/Drop Course without Notation	July 3
Independence Day Holiday	July 4
Last Day to Withdraw from Course	July 26
Courses End	Aug. 18
Final Grades Due (award letter grade or “Incomplete” by this date)	August 23, 12:00 p.m.

Fall Term 2019 (August 19 – December 15)	
<i>Fall Session 1 (August 19 – October 13)</i>	
Preview Week for Fall Session 1	August 19-25
Courses Continue	August 26
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	August 28
Labor Day Holiday	September 2
Last Day to Add/Drop Course without Notation	August 28
Last Day to Withdraw from Course	September 20
Courses End	October 13
Final Grades Due	October 18, 12:00 PM
<i>Fall Session 2 (October 14 – December 15)</i>	
Preview Week for Fall Session 2	October 14-20
Courses Continue	October 21
Last Day to Add/Drop Course without Notation	October 23
Last Day to Withdraw from Course	November 15
Thanksgiving Break	November 25 – December 1
Courses End	December 15
Fall Commencement	December 14
Final Grades Due	December 20, 12:00 p.m.
Christmas Break	Dec. 16 – Jan. 5
Spring Term 2020 (January 6 – May 3)	
<i>Spring Session 1 (January 6 – March 1)</i>	
Preview Week for Spring Session 1	January 6 - 12
Courses Continue	January 13
Last Day to Add/Drop Course without Notation	January 15
Dr. Martin Luther King, Jr. Holiday	January 20
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	January 15
Last Day to Withdraw from Course	February 14
Courses End	March 1
Final Grades Due (award letter grade or “Incomplete” by this date)	March 6, 12:00 p.m.

<i>Spring Session 2 (March 2 – May 3)</i>	
Preview Week for Spring Session 2	March 2 – 8
Courses Continue	March 9
Last Day to Add/Drop Course without Notation	March 11
Last Day to Withdraw from Course	April 3
Good Friday	April 10
Courses End	April 26
Final Grades Due	May 1, 12:00 p.m.
Spring Commencement	May 2
Summer Term 2020 (May 4 – August 23)	
<i>Summer Session 1 (May 4 – June 28)</i>	
Preview Week for Summer Session 1	May 4 – 10
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	May 13
Courses Continue	May 11
Last Day to Add/Drop Course without Notation	May 13
Memorial Day Holiday	May 25
Last Day to Withdraw from Course	June 12
Course End	June 28
Final Grades Due (award letter grade or “Incomplete” by this date)	July 3, 12:00 p.m.
<i>Summer Session 2 (June 29 – August 23)</i>	
Preview Week for Summer Session 2	June 29 – July 5
Independence Day Holiday	July 4
Courses Continue	July 6
Last Day to Add/Drop Course without Notation	July 8
Last Day to Withdraw from Course	August 7
Courses End	August 23
Final Grades Due (award letter grade or “Incomplete” by this date)	August 28, 12:00 p.m.
CGPS All Faculty/Staff Meeting (6:30 p.m. Peachtree City)	September 2

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 and Biblical Studies 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) either MATH 115 Quantitative Reasoning, MATH 117 Introductory Statistics, or MATH 120 College Algebra as required by the student’s degree program.
- *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) either MATH 115 Quantitative Reasoning, MATH 117 Introductory Statistics, or MATH 120 College Algebra as required by the student’s degree program.

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 = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning * = pending approval		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Arts & Sciences Department	ONL	PC	Notes
• General Education Core <i>(all baccalaureate programs)</i>	X		PC-G elements at North Highland Church in Columbus, GA
• A.A. in General Studies	X		
• 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		
• M.S. in Information Technology with Concentration in Cybersecurity	X		
Bible & Ministry Department	ONL	PC	Notes
• Biblical Studies Minor <i>(all baccalaureate programs)</i>	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		
• 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		

• B.S. in Youth & Family Ministries	X		
• Master of Strategic Ministry			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	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 Insurance	X		
• A.A. in Organizational Leadership	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.B.A. in Business Administration with Concentration in Logistics Management	X		
• B.S. in Communications & Public Relations	X		
• B.S. in Entrepreneurship	X		
• B.S. in Healthcare Administration	X		
• B.S. in Management	X		
• B.S. in Marketing	X		
• B.S. in Nonprofit Management	X		
• B.S. in Organizational Leadership	X		
• B.S. in Social Media Marketing	X		
• B.S. in Sports Management	X		
• Point University Human Resource Management Certificate	X		
• 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		
• Master of Management	X		
• M.S. in Operations Management with Concentration in Supply Chain Management	X		
• M.P.A. in Public Administration with Concentration in Crisis Management	X		
• M.B.A. in Strategic Management & Leadership	X		
Education Department	ONL	PC	Notes
• CGPS Teacher Education Program		PC-V	launching August 2020 pending SACSCOC and GaPSC approval consists of a combination of <i>Point Online</i> courses, <i>Point Connect</i> courses, plus field education and student teaching experiences at approved sites
• A.A. in Child Development		PC-V	
• B.S. in Child Development		PC-V	
• B.S. in Music Education		PC-V	launching August 2020 pending GaPSC approval consists of a combination of <i>Point Online</i> courses, <i>Point Connect</i> courses, plus field education and student teaching experiences at approved sites
• M.A.T. in Teaching	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
• M.Ed. in Curriculum & Instruction	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
• M.Ed. in Early Childhood Education	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
• M.Ed. in Instructional Technology	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
Health Sciences Department	ONL	PC	Notes
• Medical Coding & Billing Certificate	X		
• Medical Assisting Certificate	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home
• A.S. in Medical Coding & Billing	X		
• A.S. in Medical Assisting	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home

• A.S. in Medical Office Management	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home
• A.A. in Public Health	X		
• R.N. to B.S.N. in Nursing (post-licensure completion program)	X		includes three on-ground practicum courses that call for students to work at approved sites near their home
• B.S. in Public Health	X		
Social & Behavioral Sciences Department	ONL	PC	Notes
• A.A. in Criminal Justice	X		
• A.A. in Human Relations	X		
• A.A. in Psychology	X		
• B.S. in Criminal Justice	X		
• B.S. in Human Relations	X		
• B.S. in Psychology	X		
• B.S.W. in Social Work*	X		launching online August 2019 pending CSWE approval consists of online courses plus extended practicum and internship experiences at approved sites
• M.S. in Clinical Mental Health Counseling*	X		launching online August 2019 pending SACSCOC and CACREP approval consists of online courses, three intensive labs in <i>Point Connect</i> format, plus extended practicum and internship experiences at approved sites

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)

Antoine J. Brooks, B.S. in Biology, Doctor of Chiropractic candidate—Adjunct Instructor of Science Labs (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

Robert W. Charles, M.A. in Military History—Adjunct Instructor in History

Michael Daniell, M.C.M. in Church Music—Adjunct Instructor in Music

W. Corey Eubanks, Master of Applied 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

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

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

Toby Killcreas, M.S. in Post-Secondary Education, History—Adjunct Instructor in History

LaTia Dionne McCurdy, M.S. in Adult Education & Training—Adjunct Instructor in Education

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

Leigh-Anne Rosella Paul, M.Ed. in Education with a Specialization in Secondary Science—Adjunct Instructor in Biology

Daniel Plunkett, M.S. in Mathematics—Adjunct Instructor in Mathematics

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

Stella Marie Rostkowski-Ankarlo, M.S. in Information Technology, Ph.D. in Organization and Management with Specialization in Information Technology Management, D.P.H. in Public Health candidate—Adjunct Instructor in Information Technology

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

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

Mike Titus, M.E. in Mathematics Education—Adjunct Instructor in Mathematics

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

Aretha Walker, Ph.D. in Humanities with a Concentration in English—Adjunct Instructor in English, Humanities, and Communication

Ashley C. Williams, M.Ed. in Secondary Mathematics—Adjunct Instructor in Mathematics
 Edward (“Chip”) Winters, M.A. in English—Adjunct Instructor in English
 Murphy M. Wood, MA. in History—Adjunct Instructor in History
 Nicci Wooley, M.A. in Professional Communication—Adjunct Instructor in Communications
 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
 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
 Roxane Pace, M.Ed. in Reading Education—Adjunct Instructor in Education
 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, Registrar
 Kyle Malmberg, M.S. in Curriculum and Instruction with Specialization in Educational Technology, Ed.D. candidate in Curriculum and Instruction with Specialization in Educational Technology—Instructor in Adult Education, Assistant Director of Online Learning and Instructional Design
 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:

 ACADEMIC PROGRAMS CGPS ARTS & SCIENCES DEPARTMENT			
ONL = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning <p style="text-align: center;">* = pending approval</p>		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Arts & Sciences Department	ONL	PC	Notes
• General Education Core <i>(all baccalaureate programs)</i>	X		PC-G elements at North Highland Church in Columbus, GA
• A.A. in General Studies	X		
• 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		
• M.S. in Information Technology with Concentration in Cybersecurity	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 *Point Online* format. *Point 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 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

<i>Humanities & Fine Arts</i>	
Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
<i>Natural Sciences</i>	
NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
<i>Mathematics</i>	
Choose one:	3
<i>Students should select the course that fulfills the mathematics requirement for their chosen associate's or bachelor's degree. If students are not ready for these courses, lower level courses are available to prepare them for the higher level courses (see below under "Undergraduate Mathematics Policy and Placement Test").</i>	
MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3)	
MATH 120 College Algebra (3)	
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
Choose one:	—3
PSYC 103 Introduction to Psychology (3)	
SOC1 103 Introduction to Sociology (3)	
TOTAL GENERAL EDUCATION CORE CREDITS:	31

Undergraduate Mathematics Policy and Placement Test. Full-time CGPS students must enroll in an appropriate mathematics course every term it is offered until they have successfully completed *the mathematics course required for their degree program with a grade of "C" or higher*. Please note:

- MATH 115 Quantitative Reasoning, MATH 117 Introductory Statistics, or MATH 120 College Algebra are the lowest level math courses that can fulfil the CGPS General Education Core requirement to earn an associate's or bachelor's degree. Consult the program descriptions in the *CGPS Academic Catalog* for the math requirements for a given degree.
- Students who need a review of basic skills prior to enrolling in MATH 115 or MATH 117 are required to enroll in MATH 111 Elementary Algebra. Students who need a review of skills prior to enrolling in MATH 120 College Algebra are required to enroll in MATH 111 Elementary Algebra and/or MATH 113 Intermediate Algebra. *MATH 111 and MATH 113 DO NOT fulfil the minimum General Education Core requirement to earn an associate's or bachelor's degree. However, students may use these courses as General Electives.*

During APSP 100 Online Orientation or APSP 105 Introduction to Adult Learning, all undergraduate students complete a math placement test called ALEKS (Assessment and

Learning in Knowledge Spaces) 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 their desired course may work through the module tutorials and then repeat the exam. Students may repeat the ALEKS assessment up to four times at no extra cost beyond tuition.

CGPS places students in math courses based on their ALEKS score, as shown below:

ALEKS Score	CGPS Course Placement
0-29	MATH 111 Elementary Algebra
30-45	MATH 113 Intermediate Algebra
	MATH 115 Quantitative Reasoning
	MATH 117 Introductory Statistics
46-60	MATH 120 College Algebra

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, Health Sciences, 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 <i>Proficiency Profile</i> , subscores in Writing and Reading
2. Operate in the areas of humanities, social science, and natural science.	ETS <i>Proficiency Profile</i> , subscores in Humanities, Social Science, and Natural Science
3. Demonstrate skills in critical thinking and mathematics.	ETS <i>Proficiency Profile</i> , subscores in Critical Thinking and Mathematics
4. Demonstrate an awareness of the major movements within the biblical narrative and their implications for the Christian life.	Point's <i>Bible Content Test</i>

The student learning objectives for the 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. *Point 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 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 worldview 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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	
PHED 105 Fitness & Wellness	3

Mathematics

Choose one: 3

Students should select the course that fulfils the mathematics requirement for their chosen bachelor's degree. If students are not ready for these courses, lower level courses are available to prepare them for the higher level courses.

MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3)	
MATH 120 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. *Point 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 worldview 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

APSP 110 Effective Thinking	3
ENGL 101 Critical Reading & Writing I	3
ENGL 102 Critical Reading & Writing II	3
COMM 205 Public Speaking	3
<i>Humanities & Fine Arts</i>	
Choose one:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
<i>Natural Sciences</i>	
NSCI xxx Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
<i>Mathematics</i>	
MATH 120 College Algebra	3
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
Choose one:	3
PSYC 103 Introduction to Psychology (3)	
SOC1 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (15 credits)</i>	
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
<i>General Elective Component (5 credits)</i>	
Elective Courses	<u>5</u>
<i>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).</i>	
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
<u>CompTIA Linux+</u> (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
<u>CompTIA A+</u> (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 cybersecurity analyst, information management analyst, IT administrator, IT security consultant, and security operations center (SOC) analyst. They are also prepared to pursue graduate degrees, such as the M.S. in Information Technology, M.S. in IT Management, or Point’s M.S. in Information Technology with a Concentration in Cybersecurity.

Modality. Point University offers the B.S. in Information Technology/Information Systems Security in fully-online format. *Point 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 120 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	<u>3</u>
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	<u>29 credits</u>
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
<u>CompTIA Linux+</u> (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
<u>CompTIA A+</u> (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
<u>MCSA: Installing & Configuring Windows Server</u>	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
<u>MCSA: Administering Windows Server</u>	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
<u>CompTIA Security+</u>	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

<u>CompTIA Network+</u>	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals	\$285
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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 Information Technology, M.S. in IT Management or M.S. in IT Security.

Modality. Point University offers the B.S. in Information Technology/Network Administration in fully-online format. *Point 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 Style 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 120 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	<u>3</u>
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	<u>29 credits</u>
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

Master of Science in Information Technology (IT) with a Concentration in Cybersecurity

(launching August 2019 pending SACSCOC approval)*

Overview. The M.S. in Information Technology with a Concentration in Cybersecurity offers students a broad foundation in risk management, information security, ethics, policy, legal issues, business continuity planning, disaster recovery planning, security architecture and design, along with specialized expertise in secure network design, application security, ethical hacking, digital forensics, physical security, security operations, and advanced issues—all informed by Christian faith-based perspectives. The M.S. program prepares students to earn four highly respected professional certifications from the Computing Technology Industry Association (CompTIA, www.comptia.org)—namely, CompTIA Security+, CompTIA CySA+, CompTIA PenTest+, and CompTIA CASP. The program also provides foundational knowledge in the eight security domains required to earn the Certified Information Systems Security Professional credential (CISSP), an independent information security certification granted by the International Information System Security Certification Consortium, also known as (ISC)² (www.isc2.org).

Graduates are prepared for senior-level positions in business, government, education, church, non-profit, and parachurch organizations. Examples include Data Security Administrator, Information Security Manager, IT Security Analyst, Risk Manager, Security Operations Analyst, IT Auditor, Security Architect, and Network or Infrastructure Security Consultant. They are also prepared to pursue graduate degrees such as the

Ph.D. in Information Technology with an emphasis in Cybersecurity and Information Assurance.

Admission Requirements. To succeed in the advanced, graduate-level Master of Science program, applicants must possess foundational competencies in Information Technology. Applicants may demonstrate such competencies in the form of (1) an undergraduate degree in Information Technology, Information Systems, Computer Science, Computer Engineering, or a closely-related field; *OR* (2) a non-technology-related undergraduate degree supplemented by documented industry experience, industry-recognized certification(s); *OR* (3) contacting the M.S. program coordinator (Philip.Partain@Point.edu) and demonstrating competencies in technical writing, networking, devices, equipment, operating systems, security risks/threats, computing terms, and industry acronyms

***Accreditation.** The new M.S. in Information Technology 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 August 2019. For the status of the SACSCOC applications, contact Ms. Valarie Williams, chair of the CGPS Arts & Sciences Department (Valarie.Williams@Point.edu).

Modality. Point University offers the M.S. in Information Technology in fully-online format. *Point 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 M.S. in Information Technology with a Concentration in Cybersecurity prepares students to glorify God through Christ-centered ethical leadership and vocational excellence in the IT field, with an emphasis on cybersecurity.

Goal 1: Equip graduates to plan, implement, and evaluate effective cybersecurity strategies and measures.

Objective 1.1: Graduates plan effective disaster recovery and business continuity strategies for diverse situations and settings.

Objective 1.2: Graduates evaluate risk management processes to improve overall program efficiency and effectiveness.

Objective 1.3: Graduates assess ethical, policy, and legal issues pertinent to improving cybersecurity planning and implementing countermeasures.

Objective 1.4: Graduates explain the significance of secure architecture and the impact on effective planning and design.

Objective 1.5: Graduates allocate and deploy appropriate resources to support secure architecture and design.

Goal 2: Equip graduates to plan and assess a variety of security services and procedures.

Objective 2.1: Graduates apply security best practices to application development and deployment.

- Objective 2.2:* Graduates plan and explain methods of ethical hacking, its uses, and relevant legal guidelines.
- Objective 2.3:* Graduates evaluate physical and operational security methods of protection and prevention for effectiveness and efficiency.
- Objective 2.4:* Graduates implement ethical digital forensic procedures in compliance with policy and legal requirements.
- Goal 3:* Equip graduates to use research, best practices, and methodologies in security techniques to resolve a contextualized cybersecurity problem.
- Objective 3.1:* Graduates analyze relevant and emerging issues using literature, system performance data, and case studies to resolve or prevent a cybersecurity problem.
- Objective 3.2:* Graduates practice using quantitative, qualitative, and/or mixed methods research to solve contextual problems in the cybersecurity field.
- Objective 3.3:* Graduates synthesize research literature and data to improve cybersecurity planning and practice.
- Goal 4:* Equip graduates to approach the planning and implementation of cybersecurity mechanisms and strategies from a Christian worldview.
- Objective 4.1:* Graduates apply skills and model behaviors of Christ-centered service and community throughout the program.
- Objective 4.2:* Graduates implement and practice Christ-centered principles, ethics, and values within the cybersecurity field.

Required Courses. The M.S. in Information Technology with a Concentration in Cybersecurity degree program consists of the following courses:

Prerequisites

Applicants to the M.S. program in Information Technology must demonstrate foundational competencies in the field. See above under "Admission Requirements."

Information Technology Computing Core

ITCC 505 Risk Management	3
ITCC 510 Ethics, Policy & Legal Issues	3
ITCC 515 Business Continuity & Disaster Recovery Planning	3
ITCC 520 Security Architecture & Design	3

Cybersecurity Professional Concentration

ITCS 540 Application Security	3
ITCS 550 Ethical Hacking	3
ITCS 560 Digital Forensics	3
ITCS 610 Physical Security	3
ITCS 620 Security Operations	3
ITCS 650 Advanced Topics in Cybersecurity	3

ITCS 699A Cybersecurity Capstone A	3
ITCS 699B Cybersecurity Capstone B	<u>3</u>
<i>TOTAL CREDITS IN DEGREE:</i>	36

Cybersecurity Professional Concentration. The Cybersecurity Professional Concentration courses and capstone deal with applications and best practices in a variety of career fields. Assignments in these courses are geared towards implementing cybersecurity in a project-based professional context.

Professional Certifications. Courses within the Cybersecurity concentration are specifically designed to prepare students to earn up to four highly respected professional certifications from the Computing Technology Industry Association (CompTIA, www.comptia.org), the leading IT industry trade organization. They also provide foundational knowledge in the eight security domains required to earn the Certified Information Systems Security Professional credential (CISSP), an independent information security certification granted by the International Information System Security Certification Consortium, also known as (ISC)² (www.isc2.org). 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 Security+ (exam codes SY0-401, SY0-501)	ITCC 505 Risk Management ITCC 515 Business Continuity Planning & Disaster Recovery Planning ITCC 520 Security Architecture & Design ITCS 540 Application Security ITCS 550 Ethical Hacking	\$339 per exam
CompTIA CYSA+ (exam code CS0-001)	ITCC 505 Risk Management ITCC 520 Security Architecture & Design ITCS 610 Physical Security ITCS 620 Security Operations ITCS 650 Advanced Topics in Cybersecurity	\$349 per exam
CompTIA PenTest+ (exam code PTO-001)	ITCC 510 Ethics, Policy & Legal Issues ITCC 520 Security Architecture & Design ITCS 540 Application Security ITCS 550 Ethical Hacking	\$349 per exam

CompTIA CASP (exam code CAS-003)	ITCC 505 Risk Management ITCC 515 Business Continuity Planning & Disaster Recovery Planning ITCC 520 Security Architecture & Design ITCS 540 Application Security ITCS 550 Ethical Hacking ITCS 560 Digital Forensics ITCS 620 Security Operations ITCS 699A-B Cybersecurity Capstone	\$439 per exam
CISSP	ITCC 505 Risk Management ITCC 520 Security Architecture & Design ITCS 540 Application Security ITCS 610 Physical Security ITCS 620 Security Operations ITCS 699A-B Cybersecurity Capstone	\$699 per exam

Students should also consider pursuing additional security-related certifications, such as the CEH (Certified Ethical Hacker), GSEC (SANS GIAC Security Essentials), CIPP (Certified Information Privacy Professional), and SSCP (Systems Security Certified Practitioner). Point encourages students to discuss with the IT program coordinator (Philip.Partain@Point.edu) the range of career options and advanced certifications, which typically require 3-5 years of experience.

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)

Stephen E. Waers, M.Div., Ph.D. in Historical Theology—Assistant Professor of Biblical Studies (UC)

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

Dennis Bloodworth, M.A. in Ministry—Adjunct Instructor in Worship

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

Nick Demos, Master of Sports Leadership—Adjunct Instructor in Sports 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

Steven Paul Gross, M.A. in Elementary Education—Adjunct Instructor in Education

Dirk A. Haupt, M.B.A. in Business Administration—Adjunct Instructor in Administration

Lisa R. Horner, M.A. in Christian Leadership—Adjunct Instructor in 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

Matt J. King, M.A. in Education—Adjunct Instructor in Education

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

Dennis B. Lacy, M.A. in Christian Ministry—Adjunct Instructor in Ministry

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

Mark E. Moore, Ph.D. in Biblical Studies—Adjunct Instructor in Biblical Studies and Ministry

Dwayne Pedroza, D.Min. in Ministry, Master of Biblical Counseling candidate—Adjunct Instructor in Ministry

Reggie Rice, D.Min. in Ministry—Adjunct Instructor in Ministry

Jonathan D. Roe, D.Min. in Ministry—Adjunct Instructor in Ministry

Dan Sartor, Ph.D. in Clinical Psychology—Adjunct Instructor in Psychology and Counseling

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

Philip Shomo, Master of Transformative Ministry—Adjunct Instructor in Bible and Christian Ministry

David VanDonge, M.A. in Christian Leadership—Adjunct Instructor in Ministry

Kent J. Wessinger, Ph.D. in Sustainability Education—Adjunct Instructor in Business and Economic Sustainability

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

Ashley Wooldridge, M.B.A. in Business Administration and Finance, Th.M. in Theology candidate—Adjunct Instructor in Finance and Stewardship

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

Mark M. Yarbrough, Ph.D. in Bible Exposition 2008—Adjunct Instructor in Biblical Studies

CGPS Interdisciplinary Faculty

David H. Leonard, Ph.D. in Philosophy—Adjunct Instructor in Humanities and Bible
Shirley Thompson-Lewis, M.S.W in Social Work, M.A. in Christian Studies, D.Min. candidate in Spirituality, LISW-S—Social Work Program Director and Field Education Director, Instructor in Human Relations and Social Work (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 Graduate & 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:

 ACADEMIC PROGRAMS CGPS BIBLE & MINISTRY DEPARTMENT			
ONL = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning <p style="text-align: center;">* = pending approval</p>		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Bible & Ministry Department	ONL	PC	Notes
• Biblical Studies Minor <i>(all baccalaureate programs)</i>	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		
• 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		
• B.S. in Youth & Family Ministries	X		
• Master of Strategic Ministry			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 *Point Online* format. *Point 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 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	<u>3</u>

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. *Point 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 115 Quantitative Reasoning	3
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Social & Behavioral Sciences

HIST 203 United States History	3
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<i>Choose one:</i>	3
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PSYC 103 Introduction to Psychology (3)	
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SOCI 103 Introduction to Sociology (3)	
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Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
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BIBL 202 Jesus: The Focus of Scripture	3
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THEO 310 Spiritual Formation: Kingdom Living	3
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*Professional Practicum Component (12 credits)**Columbus (GA) Ministry Practicum—North Highland Church*

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

Peachtree City (GA) Ministry Practicum—Southside Church

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

Newnan (GA) Ministry Practicum—Crossroads Church

MINI 108A Newnan Ministry Practicum 1A	1.5
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MINI 108B Newnan Ministry Practicum 1B	1.5
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MINI 108C Newnan Ministry Practicum 1C	1.5
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MINI 108D Newnan Ministry Practicum 1D	1.5
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MINI 208A Newnan Ministry Practicum 2A	1.5
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MINI 208B Newnan Ministry Practicum 2B	1.5
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MINI 208C Newnan Ministry Practicum 2C	1.5
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MINI 208D Newnan Ministry Practicum 2D	1.5
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General Elective Component (8 credits)

Elective Courses	<u>8</u>
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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
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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 *Point Online* format. *Point 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 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 worldview 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

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

<i>Natural Sciences</i>	
NSCI xxx Natural Science Course with Lab	4
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	
<i>Mathematics</i>	
MATH 115 Quantitative Reasoning	3
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
<i>Choose one:</i>	3
PSYC 103 Introduction to Psychology (3)	
SOC 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 304 Scripture: How We Use It	3
<i>Professional Component (15 credits)</i>	
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
<i>General Elective Component (5 credits)</i>	
Elective Courses	5
<i>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).</i>	
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 Youth & Family Ministries.

Modality. Point University offers the A.A. in Youth Ministry in fully-online format. *Point 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 (24 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

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

Mathematics

MATH 115 Quantitative Reasoning	3
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Social & Behavioral Sciences

<i>Choose one:</i>	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

<i>Professional Component (24 credits)</i>	
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 & Family Ministry	3
YMIN 305 Adolescent Growth & Maturation	3
YMIN 310 Practical Skills for Youth Ministers	3
YMIN 315 Interpersonal Skills for Youth & Family Ministers	3
<i>General Elective Component (3 credits)</i>	
Elective Course	<u>3</u>
<i>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).</i>	
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. *Point 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	<u>3</u>
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

In Columbus, the following 3rd- and 4th-year practicum courses are available as electives:

MINI 305A	Columbus Ministry Practicum 3A	1.5
MINI 305B	Columbus Ministry Practicum 3B	1.5
MINI 305C	Columbus Ministry Practicum 3C	1.5
MINI 305D	Columbus Ministry Practicum 3D	1.5
MINI 405A	Columbus Ministry Practicum 4A	1.5
MINI 405B	Columbus Ministry Practicum 4B	1.5
MINI 405C	Columbus Ministry Practicum 4C	1.5
MINI 405D	Columbus Ministry Practicum 4D	1.5

OR

Peachtree City (GA) Ministry Practicum—Southside Church

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

OR

Newnan (GA) Ministry Practicum—Crossroads Church

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

MINI 208A Newnan Ministry Practicum 2A	1.5
MINI 208B Newnan Ministry Practicum 2B	1.5
MINI 208C Newnan Ministry Practicum 2C	1.5
MINI 208D Newnan Ministry Practicum 2D	<u>1.5</u>
<i>TOTAL CREDITS IN PRACTICUM:</i>	<i>12</i>

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 (<i>including practicum if applicable</i>)	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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 *Point Online* format. *Point 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 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	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Christian Ministries Major	45 credits
General Electives	<u>29 credits</u>
TOTAL:	120 credits

Bachelor of Science in Youth & Family Ministries

Overview. The Youth & Family Ministries Major provides a broad preparation for Christ-centered leadership and service in churches and ministry organizations, with

primary emphasis on promoting healthy spiritual, emotional, and social development of parents and their children. The program also equips students for graduate studies in related disciplines.

Modality. Point University offers the B.S. in Youth & Family Ministries in fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Students may complete the required ministry practicum at a Point-approved site near their home under a Point-approved field mentor.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Youth & Family Ministries Major equips students with biblical and theological foundations, theoretical frameworks, and practical skills for promoting healthy relationships and spiritual formation in families.

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, application, teaching, and preaching of the Old and New Testaments.

Objective 1.3: Students apply central theological themes of the Old and New Testaments, including a biblical theology of the family, in ministering to families and youth.

Goal 2: Equip students with a theological and theoretical foundation for understanding human nature, child development, family dynamics, and parenting roles and responsibilities.

Objective 2.1: Students explain major elements of the spiritual, psychological, physiological, and social development of human beings, including how parents influence, teach, guide, and disciple children and adolescents.

Objective 2.2: Students demonstrate a working knowledge of family dynamics, including biblical and scholarly insights into human nature, as well as cultural and societal influences, such as mass media and contemporary courtship and marriage trends.

Objective 2.3: Students distinguish between healthy and unhealthy approaches to parenting throughout the lifespan, explaining common spiritual, psychological, social, and behavioral outcomes of different parenting styles and family structures.

Goal 3: Equip students with foundational competencies for effective Christian ministry, with a primary focus on youth and family ministries.

Objective 3.1: Students demonstrate understanding of biblical concepts of holistic ministry and servant leadership, along with the ability to apply those principles in multicultural ministry environments.

Objective 3.2: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 3.3: Students offer sound principles, resources, and practical support to parents as they implement strategies to promote healthy physical, emotional, social, and spiritual growth in their families.

Objective 3.4: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 3.5: Students apply interpersonal skills important for ministry, such as volunteer mobilization, team assessment and formation, classroom management, and pastoral care for youth and families.

Objective 3.6: Students utilize tools and resources appropriate for their ministry goals.

Objective 3.7: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 3.8: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Required Courses. The Youth & Family Ministries Major consists of the following courses:

Prerequisites (3 credits) [included in the General Education Core]

BIBL 103 Drama of Scripture

BIBL 304 Scripture: How We Use It.

COMM 205 Public Speaking

PSYC 103 Introduction to Psychology (3)

Youth & Family Ministries (45 credits)

HREL 202 The Family 3

BIBL 280 Biblical Theology of the Family 3

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 & Family Ministry 3

BIBL 420 Advanced Hermeneutics 3

YMIN 310	Practical Skills for Youth & Family Ministers	3
YMIN 315	Interpersonal Skills for Youth & Family Ministers	3
COMM 305	Media Effects on Children & Adolescents	3
HREL 414	Human Sexuality	3
YMIN 405	Ethics in Youth & Family Ministry [WE*]	3
YMIN 420	Parent Education & Discipleship	3
YMIN 497	Practicum in Youth & Family Ministry	<u>3</u>

Recommended General Elective

PREA 320 Advanced Preaching (3) [WE*]

The CGPS Bible & Ministry faculty highly recommends that Youth & Family Ministries majors further develop the skills gained in PREA 201 Introduction to Preaching by also completing PREA 320 Advanced Preaching as one of their General Electives.

TOTAL CREDITS IN MAJOR:

45

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Youth & Family Ministries Major	45 credits
General Electives	<u>29 credits</u>
TOTAL:	120 credits

Master of Strategic Ministry

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 two 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.

Each Ministry Concentration includes three "tracks" or areas of emphasis. For example, the Children & Family Ministry Concentration includes tracks in Classroom Manage-

ment, Equipping Parents, and Safety & Security. Over the course of the apprenticeship, students complete dozens of ministry projects related to the Leadership Core and their chosen Concentrations. Students must complete a minimum of two projects in each track.



CHRIST'S CHURCH OF THE VALLEY **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 email: leadership@ccv.church.

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. Students complete one Ministry Concentration during Fall Term and a second during Spring Term. (3) 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.

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:

<i>Strategic Ministry Leadership Core Curriculum (25 credits)</i>		
†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 Ministry Concentrations for Fall Term (4.5 credits): 4.5

STMN 561A-B	Children & Family Ministry (4.5)
STMN 562A-B	Church Administration (4.5)
STMN 563A-B	Church Planting (4.5)
STMN 564A-B	Intercultural Ministry (4.5)
STMN 565A-B	Pastoral Ministry (4.5)
STMN 567A-B	Special Needs Ministry (4.5)
STMN 568A-B	Sports Ministry (4.5)
STMN 569A-B	Worship Ministry (4.5)
STMN 570A-B	Youth Ministry (4.5)

Choose one of the following nine Ministry Concentrations for Spring Term (4.5 credits): 4.5

STMN 561C-D	Children & Family Ministry (4.5)
STMN 562C-D	Church Administration (4.5)
STMN 563C-D	Church Planting (4.5)
STMN 564C-D	Intercultural Ministry (4.5)
STMN 565C-D	Pastoral Ministry (4.5)
STMN 567C-D	Special Needs Ministry (4.5)
STMN 568C-D	Sports Ministry (4.5)
STMN 569C-D	Worship Ministry (4.5)
STMN 570C-D	Youth Ministry (4.5)

TOTAL DEGREE CREDITS: 34

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

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. *Point 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
<i>Theology of Transformation</i>	
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
<i>Personal Transformation</i>	
<i>Choose one:</i>	3
THEO 535 Promoting Spiritual Formation & Discipleship (3) <i>or</i>	
THEO 530 “Life Together” Retreat (3)	
BUSI 542 Servant Leadership Theory & Development	3
<i>Community Transformation</i>	
MINI 530 Applied Family Systems Theory & Discipleship	3
ICST 510 Reading & Redeeming Culture	3
MINI 510 Contemporary Models for Holistic Ministry	3
<i>Organizational Transformation</i>	
<i>Choose one (3)</i>	3
MINI 520 Church Administration (3) <i>or</i>	
BUSI 544 Nonprofit Management (3)	
BUSI 562 Strategic Planning & Change Management	3
BUSI 552 Organizational Innovation & Creativity	3
<i>Choose one (3)</i>	<u>3</u>
MINI 591 Mentored Practicum (3) <i>or</i>	
MINI 592 Supervised Project (3) <i>or</i>	
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, CM, CMS, LSSBB, PHR, SHRM-CP—Professor of Business (CGPS)

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

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

Bethany Huxford-Davis, Ph.D. in Organizational Leadership with a Concentration in Nonprofit Management—Assistant Professor of Business and Organizational Leadership (CGPS)

Thomas George Javarinis, Ph.D. in General Business, CM, LSSBB, PMQ, 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.N. 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

Barbara A. Alston, D.B.A. in Human Resource Management and Business—Adjunct Instructor in Business and Insurance

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

Joshua L. Bagby, M.B.A. in Business Administration; licensed by the Georgia Department of Insurance as a Resident Agent for Accident and Sickness, Casualty, Life, and Property—Adjunct Instructor in Insurance

Christopher L. Boyd, Ph.D. in Organizational Leadership—Adjunct Instructor in Business and Leadership

Alexcius J. Branch, D.B.A. in Business Administration with a Specialization in Marketing; Six Sigma Green Belt; licensed by the Georgia Department of Insurance as a Resident Agent for Accident and Sickness, Casualty, Life, Property, and Variable Products—Adjunct Instructor in Business and Insurance

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

Regina C. Butts-Ivory, D.B.A. in Accounting—Adjunct Instructor in Accounting

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

Debrua Coleman, M.S. in Healthcare Administration, Ph.D. in Epidemiology—Adjunct Instructor in Healthcare Administration and Epidemiology

Penny Lane Collins, M.B.A. in Business Administration, PMP—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

Lindsay B. Erwin, J.D. in Jurisprudence—Adjunct Instructor in Business Law

Peter M. Garibaldi, M.S. in Systems Management, Master of Strategic Studies, D.Mgt. candidate in Organizational Leadership—Adjunct Instructor in Business

Jimmie Flores, M.Ed. in Curriculum, Instruction, & Assessment, Ph.D. in Human and Organizational Development, Doctor of Management in Information Systems and Technology—Adjunct Instructor in Business

Ella N. Gibson, M.Acc. in Accountancy, CPA—Adjunct Instructor in Business and Accounting

Stephanie Giles-Merrick, Ph.D. in Leadership and Organizational Change—Adjunct Instructor in Business and Management

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

Jeffrey L. Hahn, J.D. in Law—Adjunct Instructor in Business Law and Ethics

Katherine E. Hyatt, D.B.A. in Management—Adjunct Instructor in Business and Management

Kathleen Irwin, Ph.D. in Organization and Management, post-doctoral studies in Accounting and Finance—Adjunct Instructor in Accounting and Finance

Meredith P. Jackson, D.B.A. in Accounting—Adjunct Instructor in Accounting

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
- Jonathan Lenarz, M.S. in Kinesiology, J.D. in Law—Adjunct Instructor in Business
Law and Sports 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
- Darrell L. McNeil, M.B.A. in Business Administration, Master of Family and Financial
Counseling candidate; licensed by the Georgia Department of Insurance as a
Resident Agent for Accident and Sickness, Casualty, Life, and Property—Adjunct
Instructor in Insurance
- 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
- Thomas S. Parrott, D.Min. in Counseling, M.Acc. in Management and Forensic
Accounting, LPC, CPA, CMA, CPIM—Adjunct Instructor in Counseling,
Accounting, and Finance
- 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
- Philipp Alexander Rauschnabel, Ph.D. in Business Administration with Concentration
in Marketing—Adjunct Instructor in Marketing
- Lawrence A. Reeves, III, M.B.A. in Global Management, D.B.A. in Global Supply Chain
candidate—Adjunct Instructor in Business Administration and Supply Chain
Management
- Ira Royal, M.B.A. in Corporate Finance and Business—Adjunct Instructor in Business
- 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
- Greg Steely, Doctor of Strategic Leadership—Adjunct Instructor in Organizational
Leadership
- Yolanda Strayhorn, M.S. in Library and Information Studies—Adjunct Instructor in
Management Information Systems
- Debra Touhey, M.S. in Accountancy, D.B.A. with Concentration in Finance, CFE—
Adjunct Instructor in Accounting and Finance
- Sheila Toppin, D.P.A. in Public Administration—Adjunct Instructor in Public
Administration
- 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

Kyan M. Ware, Juris Doctor—Adjunct Instructor in Business Law and Ethics

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

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

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—Adjunct Instructor in Social Work, Human Relations, and Management

Dirk A. Haupt, M.B.A. in Business Administration—Adjunct Instructor in Administration

Kent J. Wessinger, Ph.D. in Sustainability Education—Adjunct Instructor in Business and Economic Sustainability

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

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 Advancement

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, 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:

 ACADEMIC PROGRAMS CGPS BUSINESS & LEADERSHIP DEPARTMENT			
ONL = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning <p style="text-align: center;">* = pending approval</p>		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Business & Leadership Department	ONL	PC	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 Insurance	X		
• A.A. in Organizational Leadership	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.B.A. in Business Administration with Concentration in Logistics Management	X		
• B.S. in Communications & Public Relations	X		
• B.S. in Entrepreneurship	X		
• B.S. in Healthcare Administration	X		
• B.S. in Management	X		
• B.S. in Marketing	X		
• B.S. in Nonprofit Management	X		
• B.S. in Organizational Leadership	X		
• B.S. in Social Media Marketing	X		
• B.S. in Sports Management	X		
• Point University Human Resource Management Certificate	X		
• 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		
• Master of Management	X		
• M.S. in Operations Management with Concentration in Supply Chain Management	X		
• M.P.A. in Public Administration with Concentration in Crisis Management	X		
• M.B.A. in Strategic Management & Leadership	X		

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.

NOTE: Title IV funds are not available for students seeking the Social Media Marketing Certificate alone. However, they may be available for students enrolled in the AA or BS in

Social Media Marketing, which include all the certificate courses. Students seeking only the certificate may qualify for other types of financial aid, such as private loans.

Modality. Point University offers the Social Media Marketing Certificate in fully-online format. *Point 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
<i>TOTAL CERTIFICATE CREDITS:</i>		<i>24</i>

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. *Point 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 120 College Algebra	3
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Social & Behavioral Sciences

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

<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (15 credits)</i>	
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
<i>General Elective Component (5 credits)</i>	
Elective Courses	<u>5</u>
<i>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).</i>	
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. *Point 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 117 Introductory Statistics	3
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Social & Behavioral Sciences

HIST 203 United States History	3
<i>Choose one:</i>	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	<u>5</u>
<i>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).</i>	

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. *Point 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 worldview 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 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 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 Health Care 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:

<i>General Education Component (31 credits)</i>	
<i>Essential Skills</i>	
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
<i>Humanities & Fine Arts</i>	
<i>Choose one:</i>	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
<i>Natural Sciences</i>	
NSCI xxx Natural Science Course with Lab	4
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	
<i>Mathematics</i>	
MATH 120 College Algebra	3
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
<i>Choose one:</i>	3
PSYC 103 Introduction to Psychology (3)	
SOC1 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (15 credits)</i>	
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
<i>General Elective Component (5 credits)</i>	
Elective Courses	<u>5</u>
<i>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).</i>	
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, <http://www.achca.org>), the leading professional organization for this field since 1962.

Associate of Arts in Insurance

Overview. The Associate of Arts in Insurance equips students with a broad grounding in the Liberal Arts, along with foundational skills for service in the insurance industry.

PIA Partnership. Point developed the Insurance program through an exclusive educational partnership with the Professional Insurance Agents Southern Alliance



(<http://piasouth.com>). PIA promotes the highest standard of care for consumers and serves as the leading provider of training and support for industry professionals.

PIA estimates that over half of current insurance providers will retire in the next 5-7 years. Together, Point and PIA are working to develop the next generation of insurance professionals. They especially encourage minorities to take advantage of the many career opportunities in this important field.

In the insurance industry, about 30% work in sales while 70% serve in management and administrative support. PIA therefore recommends that students begin their preparation by completing Point University's two-year A.A. degree in Insurance. This program provides foundational knowledge of the field and prepares students to seek licensure by the Georgia Department of Insurance and similar agencies in other states. With their formal education in insurance, graduates will be a step ahead of others applying for entry-level positions in the field. Paid internships may also be available for students enrolled in the A.A. program.

PIA then encourages A.A. graduates to continue their education by earning a bachelor's or master's degree from Point University in fields such as Accounting, Management, Business Administration, Human Resource Management, Marketing, or Organizational Leadership—all of which open doors to greater opportunities in the insurance field.

Modality. Point University offers the A.A. in Insurance in fully-online format. *Point 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 Insurance equips students with a broad grounding in the Liberal Arts, along with theological foundations and professional competencies in insurance principles and practices.

The A.A. in Insurance 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 worldview and the role of believers in the Body of Christ.
- Goal 4:* Develop professionals with a foundational working knowledge of the insurance industry necessary to reach career objectives.
- Objective 4.1:* Graduates demonstrate a biblical approach to stewardship and ethical responsibility with regard to insurance practices.
- Objective 4.2:* Graduates employ insurance principles as it applies to financial protection against losses for policyholders and the insurance company.

- Objective 4.3:* Graduates demonstrate a working knowledge of property insurance related to loss, replacement, and actual cash value.
- Objective 4.4:* Graduates explain personal lines of insurance related to risk, eligibility, and premiums.
- Objective 4.5:* Graduates explain potential legal liabilities and types of insurance coverage available for injury, property damage or negligence caused by a business.
- Objective 4.6:* Graduates potential exposures and types of coverage available for management liability claims.
- Objective 4.7:* Graduates compare and contrast types of term and whole life insurance policies.
- Objective 4.8:* Graduates distinguish between protection of assets covered by disability and long term care.
- Objective 4.9:* Graduates understand principles of underwriting and apply them in making business decisions.

Required Courses. The A.A. in Insurance 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 120 College Algebra	3
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Social & Behavioral Sciences

HIST 203 United States History	3
<i>Choose one:</i>	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
<i>Professional Component (21 credits)</i>	
INSU 201 Insurance Principles	3
INSU 203 Property Insurance	3
INSU 215 Personal Lines Insurance	3
INSU 220 Commercial Casualty Insurance	3
INSU 230 Executive Risk Liability Insurance	3
INSU 240 Life, Disability, & Long-Term Care Insurance	3
INSU 280 Principles of Underwriting	<u>3</u>
TOTAL DEGREE CREDITS:	61

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 *Point Online* format. *Point 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 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 120 College Algebra	3
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Social & Behavioral Sciences

HIST 203 United States History	3
<i>Choose one:</i>	3
PSYC 103 Introduction to Psychology (3)	
SOC1 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	<u>5</u>
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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. *Point 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 worldview 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

<i>Humanities & Fine Arts</i>	
<i>Choose one:</i>	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
<i>Natural Sciences</i>	
NSCI xxx Natural Science Course with Lab	4
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	
<i>Mathematics</i>	
MATH 120 College Algebra	3
<i>Social & Behavioral Sciences</i>	
<i>Choose one:</i>	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (24 credits)</i>	
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
<i>TOTAL DEGREE CREDITS:</i>	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. *Point 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 120 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*	<u>29 credits</u>
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. *Point 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 117 Introductory Statistics (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	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		<i>45</i>

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Business Administration Major	45 credits
General Electives	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Bachelor of Business Administration with a Concentration in Logistics Management

Overview. The Business Administration Major with a Concentration in Logistics Management provides a broad foundation in the major facets of business, including planning, operations, management, marketing, communication, human resources, finance, accounting, law, and ethics. Students also gain special expertise in logistics management, including the planning, control, implementation, storage, and flow of goods moving into and out of a business. Applied learning is crucial, and class projects frequently involve solving real-world problems related to information, transportation, warehousing, inventory, materials handling, packaging, disposal, and security. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations—including specialized service as logistics and supply chain planners, managers, analysts, and consultants. They are also prepared to pursue graduate degrees in business, such as the Master of Management, M.B.A., M.S. in Operations Management, or M.P.A. in Public Administration.

Modality. Point University offers the B.B.A. with a Concentration in Logistics Management in fully-online format. *Point 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 with a Concentration in Logistics Management prepares students to glorify God through Christ-centered leadership and

vocational excellence in business professions, with special emphasis on business logistics and supply chain 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 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 strategic management principles and their applications.
- Objective 3.1:* Graduates apply sound accounting and financial principles.
 - Objective 3.2:* 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 demonstrate knowledge of business law and key regulations that impact the conduct of business.
- Goal 5:* Prepare graduates to utilize computer technology and apply mathematical, economic, and statistical concepts for problem solving and decision-making in business enterprises.

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

Objective 5.2: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 5.3: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Goal 6: Produce graduates who demonstrate a working knowledge of operations management and supply chain management.

Objective 6.1: Graduates apply sound operational management principles.

Objective 6.2: Graduates demonstrate the capacity to formulate a supply chain network system.

Goal 7: Prepare graduates to apply logistics management principles at all levels of planning and execution in order to achieve optimum strategic and operational performance.

Objective 7.1: Graduates evaluate the physical flow of products and information throughout the entire supply chain.

Objective 7.2: Graduates apply principles and strategies used in transportation activities to support the logistics function of economic utilities of place and time.

Objective 7.3: Graduates critically examine the activities of exporting and importing goods, as well as involvement in international trade operations.

Objective 7.4: Graduates apply project management concepts and methods to investigate and solve real-world business issues.

Objective 7.5: Graduates determine methods of becoming an effective quality manager and decision maker focused on improving the quality of people, processes, products, and the work environment.

Objective 7.6: Graduates identify acquisition processes used both directly and indirectly to secure goods, services, and work from external sources in procurement.

Objective 7.7: Graduates develop a marketing channel structure that integrates activities, strategies, and research focused on sustainable competitive advantage.

Required Courses. The Business Administration Major with a Concentration in Logistics Management consists of the following courses:

Prerequisite (3 credits)

MATH 117 Introductory Statistics (3) *[included in the General Education Core]*

Business Administration and Logistics (60 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 301	Principles of Logistics	3
BUSI 309	Transportation Principles	3
BUSI 336	Principles of Finance	3
BUSI 339	International Logistics	3
BUSI 340	Operations Management	3
BUSI 342	Supply Chain Management	3
BUSI 375	Business as Mission	3
BUSI 404	Introduction to Project Management	3
BUSI 416	Quality Management	3
BUSI 420	Procurement Principles & Management	3
BUSI 430	Marketing Channel Strategy	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics [WE*]	3
BUSI 450	Human Resource Management	3
BUSI 465	Strategic Management & Planning	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		60

**Writing Emphasis courses*

B.B.A. in Business Administration with a Concentration in Logistics Management. To earn the B.B.A. in Business Administration degree with a Concentration in Logistics, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Logistics Management Major	60 credits
General Electives	<u>14 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Bachelor of Science in Communications & Public Relations

(launching August 2019 pending SACSCOC approval)*

Overview. The Communications & Public Relations Major provides a broad preparation for Christians to lead and serve in business and society. Graduates are prepared to lead content strategy in many fields of PR, journalism, advertising, marketing, corporate communications, and digital growth. In this program, students explore methods for crafting communications that shape public perceptions and attitudes about organizations, people, products, issues, and ideas. Graduates gain a broad understanding of public relations principles and best practices in a variety of settings. Through their coursework, students focus on press release writing, publicity planning, media relations advertising, and crisis management. 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 Operations Management, or M.P.A. in Public Administration.

***Accreditation.** The new B.S. in Communications & Public Relations 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 August 2019. For the status of the SACSCOC applications, contact Dr. Joann Adeogun, chair of the CGPS Business & Leadership Department (Joann.Adeogun@Point.edu).

Modality. Point University offers the B.S. in Communications & Public Relations 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 Communications & Public Relations 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: Develop professionals who can utilize written and oral communications in a business environment with an emphasis on effective interpersonal skills.

Objective 1.1: Graduates demonstrate a basic understanding of a Christian Worldview and the role of believers in the Body of Christ.

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 apply sound principles of planning, decision-making, and change navigation.

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

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

Objective 2.4: 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 ethical communication and public relations principles into the conduct of their business activities.
- Objective 4.2:* Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.
- Objective 4.3:* Graduates build trust and respect in the field of public relations while honoring God.
- Objective 4.4:* Graduates practice the highest ethical principles in accordance with established business procedures.
- 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.
- 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 understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.
- Goal 7:* Prepare graduates to advance in a variety of communications and public relations fields through identification, analysis, and evaluation of best practices.
- Objective 7.1:* Graduates explain sources of mass communication and apply them within a business context.
- Objective 7.2:* Graduates reflect on issues raised by interpersonal, intercultural, and cross-cultural communications.
- Objective 7.3:* Graduates utilize principles of communication research effectively to make informed business decisions.
- Objective 7.4:* Graduates develop and create a strategic public relations campaign using an organization's internal and external planning process.

Objective 7.5: Graduates analyze public relations and marketing communication efforts to ensure a positive image of the organizational brand.

Required Courses. The Communications & Public Relations Major consists of the following courses:

Prerequisite (3 credits)

MATH 120 College Algebra (3) [included in the General Education Core]

Communication & Public Relations (45 credits)

BUSI 238 Business Communication [WE*]	3
BUSI 214 Managing Information Systems	3
BUSI 211 Financial Accounting	3
BUSI 230 Principles of Management	3
BUSI 347 Principles of Marketing	3
BUSI 271 Social Media Marketing: Foundations & Strategy	3
BUSI 310 Mass Communication	3
BUSI 315 Intercultural Communication	3
BUSI 318 Communication Research	3
BUSI 375 Business as a Mission	3
BUSI 434 Business Law	3
BUSI 436 Business Ethics [WE*]	3
BUSI 447 Introduction to Public Relations	3
BUSI 449 Strategic Planning for Public Relations	3
BUSI 459 Cases in Public Relations Management	<u>3</u>
TOTAL CREDITS IN MAJOR:	45

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Communication & Public Relations Major	45 credits
General Electives	<u>29 credits</u>
TOTAL:	120 credits

Public Relations Student Society of America (PRSSA) Membership.

Communications & Public Relations majors are assessed a \$65 annual fee for student affiliate membership in the Public Relations Student Society of America (<https://www.prssa.prssa.org>). Founded in 1967, the PRSSA is the foremost organization for students interested in public relations and communications. It advocates rigorous academic standards for public relations education, the highest ethical principles, and diversity in the profession. The PRSSA membership includes more than 10,000 students and advisers organized into 300+ chapters in the United States, Argentina, Colombia, and Peru.

Bachelor of Science in Entrepreneurship

Overview. The Entrepreneurship Major provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics. The program places special emphasis on small business creation and management for entrepreneurs. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and this major offers students training in identifying business opportunities in a leadership role by applying their own ideas to become effective business decision-makers. Graduates are prepared to start a small business, become business consultants, or enter into managerial-level employment. They are also prepared to pursue graduate degrees in business, such as the Master of Management, M.B.A., or M.P.A in Public Administration.

Modality. Point University offers the B.S. in Entrepreneurship in fully-online format. *Point 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 Entrepreneurship 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 understand the interplay and integration of business functions, including management.

Objective 2.3: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

- Objective 2.4:* Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.
- Objective 2.5:* 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 explain essential theories, principles, and concepts of consumer behavior developed in psychology, economics, sociology, and anthropology.
- Objective 3.4:* Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.
- 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 demonstrate knowledge of business law and key regulations that impact the conduct of business.
- Goal 5:* Prepare graduates to utilize computer technology 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 apply sound principles and practices of entrepreneurship, while actively engaged in the ownership, management, and operation of a small business.
- Objective 6.1:* Graduates explore the processes of starting a new business as an entrepreneur.
- Objective 6.2:* Graduates demonstrate the ability to analyze new and ongoing entrepreneurial ventures.
- Objective 6.3:* Graduates formulate plans and address evolving opportunities as a small business owner.

Objective 6.4: Graduates employ strategies to evaluate innovative opportunities as an entrepreneur and small business owner.

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

Prerequisite (3 credits)

MATH 120 College Algebra (3) [included in the General Education Core]

Entrepreneurship Major (45 credits)

BUSI 238 Business Communication [WE*]	3
BUSI 211 Financial Accounting	3
BUSI 271 Social Media Marketing: Foundations & Strategy	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 375 Business as Mission	3
BUSI 336 Principles of Finance	3
BUSI 347 Principles of Marketing	3
BUSI 450 Human Resource Management	3
BUSI 354 Consumer Behavior	3
BUSI 444 Small Business Management	3
BUSI 434 Business Law	3
BUSI 436 Business Ethics [WE*]	3
BUSI 443 Entrepreneurship	3
BUSI 465 Strategic Management & Planning	<u>3</u>

TOTAL CREDITS IN MAJOR: 45

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Entrepreneurship Major	45 credits
General Electives	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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. *Point 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 Health Care 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 Healthcare Administration Major consists of the following courses:

Prerequisite (3 credits)

MATH 120 College Algebra (3) *[included in the General Education Core]*

Healthcare Administration (45 credits)

BUSI 201	Introduction to the Healthcare Industry	3
BUSI 208	Communication & Relationship Mgmt. in HCA <i>[WE*]</i>	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. <i>[WE*]</i>	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	<u>3</u>

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	<u>29 credits</u>
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 Health

Care Administration (ACHCA, <http://www.achca.org>), 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. *Point 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 120 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	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		<i>45</i>

**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	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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. *Point 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 120 College Algebra (3) [*included in the General Education Core*]

Marketing Major (45 credits)

BUSI 238	Business Communication [<i>WE*</i>]	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*]	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		<i>45</i>

*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	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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, www.ama.org). 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 Nonprofit Management

Overview. The Nonprofit Management Major provides a broad foundation in leading trends in the field of nonprofit management, including the role of executive leadership, board governance, volunteer management, strategic planning, marketing, grant writing, funding development, entrepreneurship, social advocacy, and program evaluation. The major enhances students' leadership skills and competencies while introducing them to social, political, economic and philanthropic facets of the nonprofit sector to ensure organizational effectiveness and sustainability. Applied learning is an integral aspect of the curriculum and allows students through course assignments to identify solutions and strategies for addressing the most pressing issues facing nonprofit leaders in local, regional, and national nonprofit or faith-based organizations. Graduates are prepared to assume a variety of positions in nonprofit organizations, faith-based institutions, government and non-governmental organizations, and corporate entities. They are also

prepared to pursue graduate degrees in business, such as the Master of Management, M.B.A., M.P.A. in Public Administration, or M.S. in Human Resource Management.

Modality. Point University offers the B.S. in Nonprofit Management in fully-online format. *Point 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 Nonprofit Major prepares students to glorify God through Christ-centered leadership and vocational excellence in nonprofit 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 and financial resources to achieve stated organizational objectives.

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

Objective 2.2: 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 2.3: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 2.4: Graduates understand principles of probability and can apply them to make business decisions.

Goal 3: Produce graduates who demonstrate knowledge of accounting and finance principles and their applications.

Objective 3.1: Graduates apply sound accounting and financial principles.

Objective 3.2: Graduates understand the interplay and integration of business functions, including management.

Goal 4: Develop graduates who can identify and apply ethical considerations 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 develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 4.4: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Objective 4.5: Graduates understand the nature, functions and realities of business policies.

Goal 5: Produce graduates with competencies and skills for effectively leading, managing, and sustaining viable nonprofit organizations.

Objective 5.1: Graduates integrate biblical ethical principles of nonprofit executive leaders and volunteers in the management of nonprofit organizations.

Objective 5.2: Graduates demonstrate knowledge of leading trends in nonprofit management, leadership, and governance.

Objective 5.3: Graduates examine the diverse roles and responsibilities of nonprofit executive leaders.

Objective 5.4: Graduates critically assess volunteers within nonprofit organizations and effective management tools to enhance their performance.

Objective 5.5: Graduates comprehend the scope, impact, and essential functions of public participation initiatives within a democratic society.

Objective 5.6: Graduates utilize effective strategies for successful grant writing in nonprofit organizations.

Objective 5.7: Graduates apply techniques of nonprofit program evaluation that increase organizational effectiveness.

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

Prerequisite (3 credits)

MATH 117 Introductory Statistics (3) *[included in the General Education Core]*

Non-Profit Management (45 credits)

BUSI 238 Business Communication *[WE*]* 3

BUSI 211 Financial Accounting 3

BUSI 230	Principles of Management	3
BUSI 202	Business Statistics	3
BUSI 213	Introduction to Nonprofit Management	3
BUSI 215	Nonprofit Management & Leadership	3
BUSI 305	Volunteer Management in Nonprofit Organizations	3
BUSI 326	Public Participation in Democracy	3
BUSI 410	Grant Writing for Nonprofit Organizations	3
BUSI 415	Program Evaluation for Nonprofit Organizations	3
BUSI 436	Business Ethics [WE*]	3
BUSI 442	Business Policy	3
BUSI 450	Human Resource Management	3
BUSI 455	Change Management	3
BUSI 465	Strategic Management & Planning	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		<i>45</i>

**Writing Emphasis courses*

B.S. in Nonprofit Management. To earn the B.S. in Non-Profit Management degree, students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Nonprofit Management Major	45 credits
General Electives	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

American Society for Public Administration (ASPA) Membership. Nonprofit Management majors are assessed a \$50 annual fee for student membership in the American Society for Public Administration (ASPA, <https://aspanet.org>). ASPA is the largest and most prominent professional association for public administration. It is dedicated to advancing the art, science, teaching and practice of public and non-profit administration. ASPA dues afford membership in the national organization, as well as local chapter membership in ASPA GA.

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. *Point 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 worldview 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:

Prerequisite (3 credits)

MATH 120 College Algebra (3) [included in the General Education Core]

Organizational Leadership (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 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	<u>3</u>
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	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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. *Point 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 120 College Algebra (3) [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 436	Business Ethics [WE*]	3
BUSI 434	Business Law	3
BUSI 465	Strategic Management & Planning	<u>3</u>

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	<u>20 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Bachelor of Science in Sports Management

(launching August 2019 pending SACSCOC approval)*

Overview. The Sports Management Major provides a broad foundation in the major facets of sports business enterprises, including management, planning, communication, marketing, finance, law, and ethics. It is designed to develop professional knowledge and skills necessary to lead, plan, budget, organize, and manage a department or organization devoted to sports, fitness, or physical activities. Applied learning is crucial, and class projects frequently involve solving real-world problems. In accordance with Point’s mission to “educate students for *Christ-centered* service and leadership,” the program encourages students to develop their personal philosophy of service as they reflect on how Christians have worked within the sports field to have a positive influence on people and carry out God’s redemptive purposes in the world.

Sports management plays an important role in nearly all types and levels of sport, including municipal recreation, private organizations, social organizations, church sports ministries, amateur sport, college-level athletics, and professional sports. Graduates are prepared to assume a wide variety of positions as, for example, athletic directors, facility managers, event managers, sports agents, marketing and promotions managers, franchise sales representatives, and sports information directors. They are also prepared to pursue graduate degrees in business, such as the Master of Management, M.B.A., or M.P.A in Public Administration.

***Accreditation.** The new B.S. in Sports Management 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 August 2019. For the status of the SACSCOC applications, contact Dr. Joann Adeogun, chair of the CGPS Business & Leadership Department (Joann.Adeogun@Point.edu).

Modality. Point University offers the B.S. in Sports 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 Sports Management major prepares students to glorify God through Christ-centered leadership and vocational excellence in sports 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 demonstrate a basic understanding of a Christian Worldview and the role of believers in the Body of Christ.
 - 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 apply sound principles of planning, decision-making and change navigation.
 - Objective 2.3:* Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.
 - Objective 2.4:* Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.
 - Objective 2.5:* 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 2.6:* 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 sports-related 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 ethical sports principles into the conduct of their business activities.

Objective 4.2: Graduates exhibit awareness of sports law and key regulations that impact the conduct of business.

Objective 4.3: Graduates articulate their personal philosophy for God-honoring service in the sports management field.

Goal 5: Prepare graduates to utilize and apply sports management concepts for problem solving and decision-making.

Objective 5.1: Graduates explain principles of sports management and apply them to make business decisions.

Objective 5.2: Graduates demonstrate proficiency with sports facility and events management utilized in current business practice.

Objective 5.3: Graduates understand the sources sports data analytics and apply them across business functions.

Required Courses. The Sports Management Major consists of the following courses:

Prerequisite (3 credits)

MATH 117 Introductory Statistics (3) [*included in the General Education Core*]

Sports Management Major (45 credits)

BUSI 202 Business Statistics	3
BUSI 238 Business Communication [<i>WE*</i>]	3
BUSI 211 Financial Accounting	3
BUSI 230 Principles of Management	3
BUSI 235 Introduction to Sports Management	3
BUSI 250 Sports Facilities & Events Management	3
BUSI 320 Principles of Microeconomics	3
BUSI 330 Sports Marketing	3
BUSI 340 Operations Management	3
BUSI 351 Sports Analytics	3
BUSI 375 Business as a Mission	3
BUSI 435 Sports Law	3
BUSI 437 Ethics in Sports [<i>WE*</i>]	3
BUSI 450 Human Resource Management	3
BUSI 465 Strategic Management & Planning	<u>3</u>

45

**Writing Emphasis courses*

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Sports Management Major	45 credits
General Electives	<u>29 credits</u>
TOTAL:	120 credits

North American Society for Sport Management (NASSM) Membership.

Sports Management majors are assessed an \$80 annual fee for student membership in the North American Society for Sport Management a leading professional organization in the field (<https://www.nassm.com>). NASSM is actively involved in supporting and assisting professionals working in the fields of sport, leisure, and recreation. The society is dedicated to promoting, stimulating, and encouraging study, research, scholarly writing, and professional development in the area of sport management—both theoretical and applied aspects. Academic membership includes online subscriptions to the *Journal of Sport Management (JSM)*, the *Sport Management Education Journal (SMEJ)*, and much more.

Point University Human Resource Management Certificate (HRMC)

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.

NOTE: Title IV funds are not available for students seeking the Human Resource Management Certificate alone. However, they may be available for students enrolled in the MS in Human Resource Management program, which include all the certificate courses. Students seeking only the certificate may qualify for other types of financial aid, such as private loans.

Eligible Students. The Graduate Admission Committee reviews all HRMC student applications to determine readiness for the program. Point's HRMC courses are offered at the graduate (master's) level. They are designed for business professionals holding a bachelor's degree and experiential knowledge of day-to-day business operations. Accordingly, the ideal candidate for the HRMC program is (a) a working adult (b) with 5+ years of business experience, (c) who has earned a bachelor's degree in a business-related field. Applicants holding bachelor's degrees in other fields are welcome to apply and may also benefit. This program is not suitable for students with little or no work experience.

Students should submit with their application:

- A 1-3 page letter of introduction that includes (a) a self-introduction; (b) reasons for pursuing the HRMC at Point University; (c) educational, professional, and personal experiences that have shaped the decision and prepared the applicant for HRMC studies; (d) personal life and career goals, and how the HRMC will help accomplish those goals
- A résumé or CV, along with evidence that they are capable of completing graduate-level studies, such as professional certifications; conference participation as a speaker or publisher; and/or reference letters from supervisors addressing years of

experience in the field, current responsibilities, and how the applicant would benefit from the HRMC

- Any additional information the applicant may wish to provide the Admission Committee as it considers the application

If HRMC students later decide to pursue the M.S. in Human Resource Management, all HRMC courses will apply toward that degree. Admission requirements for the MS-HRM apply.

NOTE: Title IV funds are not available for students seeking the non-degree HRMC certification alone. Such students may qualify for other types of financial aid, such as private loans or payment plans.

Modality. Point University offers the Human Resource Management Certificate (HRMC) in fully-online format. *Point 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 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:

<i>Human Resource Management Core (12 credits)</i>		
HURM 500	Graduate Human Resource Management Orientation	0
HURM 510	Strategic Human Resource Management	3
HURM 515	Employment Law & Ethical Practices	3
HURM 520	Workforce Planning & Talent Management	3
HURM 550	Organizational Development, Managing Change & Consulting	3
<i>HRM Electives—choose two (6 credits)</i>		<u>6</u>
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 for Human Resource Management (SHRM) Membership. HRMC students are assessed a \$40 annual fee for membership in the National Chapter of the Society for Human Resource Management (SHRM).

SHRM Professional Certifications. The HRMC certificate program is the first step in preparing students to earn two highly-sought professional certifications offered by the Society for 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 a SHRM Certified Professional (SHRM-CP®) and/or a 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.

Eligible Students. The Graduate Admission Committee reviews all LSSGB student applications to determine readiness for the program. Point's LSSGB courses are offered at the graduate (master's) level. They are designed for business professionals with experiential knowledge of day-to-day business operations. Assignments sometimes call for students to apply Six Sigma principles and practices at their workplace. Accordingly, the ideal candidate for the LSSGB program is (a) a working adult (b) with 5+ years of business experience, (c) who has earned a bachelor's degree—with a business-related degree being most advantageous. However, applicants are not required to hold a bachelor's degree to enter the Green Belt program. Others are welcome to apply and may also benefit. They should include in their application a letter of introduction, a résumé or CV, and other evidence that they are capable of completing graduate-level studies, such as professional certifications; conference participation as a speaker or publisher; and/or reference letters from supervisors addressing years of experience in the field, current responsibilities, and how the applicant and organization would benefit from the LSSGB. This program is not suitable for students with little or no work experience.

NOTE: Title IV funds are not available for students seeking the non-degree LSSGB certification alone. Such students may qualify for other types of financial aid, such as private loans or payment plans.

Modality. Point University offers the Lean Six Sigma Green Belt (LSSGB) certification program in fully-online format. *Point 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
	<i>Lean Six Sigma Green Belt Certification Exam</i>	<u>0</u>
	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 Projects 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.

Eligible Students. The Graduate Admission Committee reviews all LSSBB student applications to determine readiness for the program. Point's LSSBB courses are offered at the graduate (master's) level. They are designed for business professionals with experiential knowledge of day-to-day business operations. Assignments sometimes call for students to apply Six Sigma principles and practices at their workplace. Accordingly, the ideal candidate for the LSSBB program is (a) a working adult (b) with 5+ years of business experience, (c) who has earned a bachelor's degree, with a business-related degree being most advantageous, and (d) who has already earned the Lean Six Sigma Green Belt. Other Green Belt holders are welcome to apply and may also benefit from the program. They should include in their application a letter of introduction, a résumé or CV, and other evidence that they are capable of completing graduate-level studies, such as professional certifications; conference participation as a speaker or publisher; and/or reference letters from supervisors addressing years of experience in the field,

current responsibilities, and how the applicant and organization would benefit from the LSSBB. This program is not suitable for students with little or no work experience.

NOTE: Title IV funds are not available for students seeking the non-degree LSSGB certification alone. Such students may qualify for other types of financial aid, such as private loans or payment plans.

Modality. Point University offers the Lean Six Sigma Black Belt (LSSBB) certification program in fully-online format. *Point 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. *Point 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
<i>TOTAL CREDITS IN DEGREE:</i>		<i>42-45</i>

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

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. 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. *Point 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 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 Workforce 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	<u>3</u>

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 for Human Resource Management (SHRM) Membership. MS-HRM students are assessed an annual fee of \$40 for membership in the National Chapter of the Society for Human Resource Management (SHRM).

SHRM Professional Certifications. The MS-HRM program prepares students to earn two highly-sought professional certifications offered by the Society for Human Resource Management (<https://shrm.org>). By passing the necessary exams, students may become a SHRM Certified Professional (SHRM-CP®) and/or a SHRM Senior Certified Professional (SHRM-SCP®).

NOTE: The SHRM Academic Initiatives Department has officially certified that Point University's MS-HRM program fully aligns with SHRM curriculum guidelines. This certification opens a special benefit to Point students: During their final year in the MS-HRM program, they may take and pass the SHRM-CP® exam, bringing added value to their career résumé. Earning the SHRM-CP® allows graduates of aligned HR degree programs to differentiate themselves from other candidates in two ways: First, it proves that their degree program reflects the robust curriculum standards required by SHRM. Second, they have earned a credential that shows potential employers they not only have mastered the knowledge and competencies required to practice HR but have demonstrated that they know how to use that knowledge to contribute to their organization's success. For more information, see the *SHRM College/University Program Guide* (https://www.shrm.org/certification/apply/EligibilityCriteria/Documents/College-Uni_Program_Guide.pdf) and contact Dr. Joann Adeogun, the MS-HRM program coordinator (Joann.Adeogun@Point.edu).

Master of Management

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. *Point 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 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	<u>3</u>
<i>TOTAL CREDITS IN DEGREE:</i>		<i>30</i>

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 Science in Operations Management with a Concentration in Supply Chain Management

(launching August 2019 pending SACSCOC approval)*

Overview. The Master of Science in Operations Management with a Concentration in Supply Chain Management degree prepares students to manage the production of goods or services, business processes, supply chain inventory, and quality control in order to achieve organizational goals. The Operations Management and Supply Chain Management field centers on addressing risk, maximizing the efficiency of processes, and using the least amount of resources to meet consumer needs. Students develop process improvement techniques that allow seamless integration of all pieces of the distribution chain. As part of the program, degree candidates 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 equip to manage organizational initiatives in a broad range of industries, including manufacturing, health care, educational organizations, airlines, government, retail and logistical services.

***Accreditation.** The new M.S. in Operations Management 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 August 2019. For the status of the SACSCOC applications, contact Dr. Joann Adeogun, chair of the CGPS Business & Leadership Department (Joann.Adeogun@Point.edu).

Modality. Point University offers the M.S. in Operations Management with a concentration in Supply Chain Management in fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Students typically complete the program in two years.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The MS in Operations Management with a concentration in Supply Chain Management prepares graduate students to honor God and serve the community by increasing organizational efficiency and sustainability, conserving resources, and creating value for businesses and their customers.

- Goal 1: Prepare graduates to manage the core operational structure of a business and cultivate strategies that place the organization in a positive and competitive position.
- Objective 1.1: Graduates identify operations management as primarily concerned with planning, organizing and supervising in the context of production, manufacturing or the provision of services.
 - Objective 1.2: Graduates evaluate supply chain management and logistics as directly linked to operations management and drivers of competitive advantage.
 - Objective 1.3: Graduates research appropriate delivery-focused methods to successfully turn organizational inputs to outputs by applying production processes.
 - Objective 1.4: Graduates carry out production management objectives by assessing and solving problems in areas such as product quality and quantity materials, manufacturing costs and scheduling, manpower and supportive services.
 - Objective 1.5: Graduates integrate Christian faith-based ethical principles into their operational management endeavors.
- Goal 2: Prepare graduates to apply techniques integral to the flow of materials, warehouse operations, as well as purchase and procurement of goods that are vital for organizational success.
- Objective 2.1: Graduates establish expertise through the use of supply chain planning processes and execution capabilities as it relates to cost, supply and utilization of materials.

- Objective 2.2: Graduates analyze efficient warehouse operations that adhere to a series of best practices and strategic initiatives.
- Objective 2.3: Graduates assess purchase management activities associated with buying goods and services required by the organization.
- Objective 2.4: Graduates justify procuring products or services that are ethical and exhibit fairness, integrity and transparency prior to the establishment of a purchase contract.
- Goal 3: Prepare graduates to manage the integration, operations, purchasing and distribution of the supply chain.
- Objective 3.1: Graduates create an ethical framework in such a manner as to maintain trust and confidence in the integrity of the supply chain management (SCM) activities.
- Objective 3.2: Graduates evaluate the best methods to optimize efficient operations and maximize outstanding customer value.
- Goal 4: Prepare graduates to manage logistics and intermodal transportation during the supply chain management (SCM) process.
- Objective 4.1: Graduates critique efficient and effective logistic transportation techniques of goods and services from point of origin to consumer consumption.
- Objective 4.2: Graduates explain the process of intermodal transportation that is environmentally friendly, results in lower cost, reliability, capacity, and/or safety advantages for an organization.
- Goal 5: Prepare graduates to manage inventory and logistics of international goods and products within the supply chain.
- Objective 5.1: Graduates apply appropriate inventory management techniques to create the flow of units into and out of existing inventory for an organization.
- Objective 5.2: Graduates explain the role of international logistics management and the global supply chain process flow from country of origin to destination.
- Goal 6: Prepare graduates to apply innovative, leading-edge frameworks and techniques to initiate and execute business transformation.
- Objective 6.1:* Graduates demonstrate knowledge of Six Sigma principles.
- Objective 6.2:* Graduates apply Six Sigma principles to carry out a real-world business change effort.
- Objective 6.3:* Graduates demonstrate proficiency with current leadership principles and techniques.
- Objective 6.4:* Graduates exhibit knowledge of creative thinking and innovation frameworks to envision business process improvements and market innovations.

Goal 7: Prepare graduates to collect, analyze, and interpret business performance data.

Objective 7.1: Graduates use appropriate statistical tests to analyze business data.

Objective 7.2: Graduates interpret research results to make sound business decisions.

Required Courses. The MS in Operations Management with a concentration in Supply Chain Management program consists of the following courses:

Foundational Courses (3 credits)

OMSC 500 Graduate Operations Management Orientation	0
*OMSC 505 Foundations for Operations 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 an Operations Management, Supply Chain Management, or Logistics background, the Graduate Admission Committee may grant a waiver from part or all of the Foundations course modules (see details below).*

Operations Management Courses (18 credits)

OMSC 510 Production & Operations Management	3
BUSI 520 Quantitative Analysis for Decision-Making	3
OMSC 525 Materials Management	3
OMSC 530 Purchasing & Procurement Management	3
BUSI 526 Lean Six Sigma Methodology for Business Transformation I	3
BUSI 527 Lean Six Sigma Methodology for Business Transformation II	3

Supply Chain Management Concentration (18 credits)

OMSC 535 Foundations of Supply Chain Management	3
OMSC 540 Logistics & Transportation	3
OMSC 545 Inventory Management	3
OMSC 550 International Logistics Management	3
BUSI 690 Capstone Transformation Project I	3
BUSI 695 Capstone Transformation Project II	3

TOTAL CREDITS IN DEGREE: 36-39

Waiver from OMSC 505 Foundations for Operations Management. OMSC 505 includes four online learning modules designed to equip students for success in the M.S. in Operations Management program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Management (4), and Foundations of Operations and Production 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.

Institute for Supply Management (ISM) Membership. Full-time students pursuing the M.S. in Operations Management degree receive a dues-free academic membership in the Institute for Supply Management® (<https://www.instituteforsupplymanagement.org>). Founded in 1915, ISM® is the world's first and largest not-for-profit professional supply management organization, serving over 50,000 members located in 100 countries. Its mission is to advance the practice of supply management to drive value and competitive advantage, and contribute to a prosperous, sustainable world. Academic membership includes a subscription to the *Inside Supply Management*® magazine, full access to the ISM® website with searchable databases and employment opportunities, free *CAPS Research* reports from the Center for Advanced Procurement Strategy, and much more.

Point University Lean Six Sigma Green Belt Certification. Point University has integrated its Lean Six Sigma Green Belt (LSSGB) certification into the M.S. in Operations Management program. Every M.S. 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.S. in Operations Management 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.S. in Operations Management 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.S. program, seeking certification is not a requirement for earning the degree.

Master of Public Administration (M.P.A.) with a Concentration in Crisis Management

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. *Point 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 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	<u>3</u>

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 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.

American Society for Public Administration (ASPA) Membership. Students pursuing the Master of Public Administration degree are assessed an annual fee of \$50.00 for student membership in the American Society for Public Administration (ASPA, <https://aspanet.org>). ASPA is the largest and most prominent professional association for public administration. It is dedicated to advancing the art, science, teaching and practice of public and non-profit administration. ASPA dues afford membership in the national organization, as well as local chapter membership in ASPA GA.

Master of Business Administration (M.B.A.) in Strategic Management & Leadership

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. *Point 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 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: Management Essentials	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	<u>3</u>

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>). Point University has been an ICPM Authorized Instructional Partner since 2018. The CM 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 Point University courses: STML 600



Management Skills I: Management Essentials, 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

Joshua (“Josh”) Boyd, Ed.D. In Teaching Learning—Instructor in Educational Foundations, Director of Athletic Bands

Point University Full-Time Faculty, Department of Education

Edward W. Clark, Jr., M.Ed. in Specific Learning Disabilities K-12, M.Ed. in Administration—Associate Professor of Education (UC)

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)

Lacey Ann Southerland, Ph.D. in Early Childhood Education—Professor of Education (CGPS/UC)

CGPS Part-Time Faculty, Department of Education

Katherine M. Brown, Ed.D. in Instructional Leadership—Adjunct Instructor in Education

Stephanie Y. Golden, Ed.D. in Instructional Leadership—Adjunct Instructor in Education

Kathryn (“Kate”) J. Nelson, Ph.D. in Adult Education—Adjunct Instructor in Education

Roxane Pace, M.Ed. in Reading Education—Adjunct Instructor in Education

Barbara Lynn Smith, M.Ed. in Education Administration, Education Specialist in Educational Leadership candidate—Adjunct Instructor in Early Childhood Education

Jennifer (“Jenny”) Walker, M.Ed. in Early Childhood Education with Reading Endorsement—Adjunct Instructor in Education

CGPS Interdisciplinary Faculty

Matt J. King, M.A. in Education—Adjunct Instructor in Education

James L. Street, Ph.D. in Child and Family Development—Adjunct Instructor in Human Relations and Education

Point University Administrative Faculty

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:

 ACADEMIC PROGRAMS CGPS EDUCATION DEPARTMENT			
ONL = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning <p style="text-align: center;">* = pending approval</p>		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Education Department	ONL	PC	Notes
<ul style="list-style-type: none"> • CGPS Teacher Education Program 		PC-V	launching August 2020 pending SACSCOC and GaPSC approval consists of a combination of <i>Point Online</i> courses, <i>Point Connect</i> courses, plus field education and student teaching experiences at approved sites
<ul style="list-style-type: none"> • A.A. in Child Development 		PC-V	
<ul style="list-style-type: none"> • B.S. in Child Development 		PC-V	
<ul style="list-style-type: none"> • B.S. in Music Education 		PC-V	launching August 2020 pending GaPSC approval consists of a combination of <i>Point Online</i> courses, <i>Point Connect</i> courses, plus field education and student teaching experiences at approved sites
<ul style="list-style-type: none"> • M.A.T. in Teaching 	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home

• M.Ed. in Curriculum & Instruction	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
• M.Ed. in Early Childhood Education	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home
• M.Ed. in Instructional Technology	X		launching August 2020 pending SACSCOC and GaPSC approval includes field experiences that call for students to visit schools near their home

CGPS Teacher Education Program (TEP)

(launching August 2020 pending SACSCOC and GaPSC approval)*

Background. Point University’s College of Graduate and Professional Students (CGPS) offers teacher education programs leading to Georgia state certification, as well as other non-certification programs. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. To qualify for GaPSC certification, applicants must hold an appropriate bachelor’s or master’s degree and successfully complete the GACE examinations (Georgia Assessments for Certification of Educators, www.gace.ets.org) pertinent to their desired area of certification. At the pre-kindergarten through grade 12 level (P-12), GaPSC bases its standards on the national Model Core Teaching Standards for P-12 teachers, which were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) under the auspices of the Council of Chief State School Officers (CCSSO, www.ccsso.org). Accordingly, the Point faculty has aligned its teacher education programs with both GaPSC and InTASC standards, as applicable.

CGPS Teacher Education Program (TEP). To prepare students to meet GaPSC requirements, the CGPS Education Department has developed what it calls the “Teacher Education Program” or “TEP.” The TEP is not a self-standing degree program. Instead, it consists of (1) *coursework embedded within certain teacher certification programs* to meet GaPSC standards, and (2) *a process for seeking certification*. The TEP specifically prepares students to earn a Georgia teacher Certificate of Eligibility followed by an Induction Certificate (IC), the standard entry-level credential awarded by the Georgia Professional Standards Commission (GaPSC, www.gapsc.com). The Point faculty has embedded the TEP within its B.S. in Music Education and Master of Arts in Teaching (M.A.T.) programs, which aim toward the Induction Certificate. Other CGPS master’s programs prepare students for more specialized certification upgrades. For example, the M.Ed. in Curriculum & Instruction prepares students to earn GaPSC Curriculum and Instruction certification (www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.63.pdf). During TEP coursework, participants receive an overview of the certification process and requirements (outlined below). Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Point University Teacher Education Program (TEP) graduates are in high demand and employed in the state of Georgia, the United States, and around the world. They are

valued because of their moral character, integrity, and faith-based values. The University produces graduates who are compassionate, responsible, and caring, as well as knowledgeable, confident, and innovative.

***Accreditation.** The Teacher Education Program (TEP) has been approved by the Point University faculty, administration, and board of trustees. Point is now seeking approval from the Georgia Professional Standards Commission (GaPSC), which oversees teacher certification in the State of Georgia. Point is also seeking approval from the SACSCOC regional accrediting body for certification programs that include the TEP (described later in this catalog). For the status of these applications, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Course Modalities. Point University offers Teacher Education Program (TEP) courses in a combination of *Point Online*, on-ground, and *Point Connect* modalities:

- *Field Experience and Student Teaching* courses combine on-ground lab components in a public school setting supplemented by asynchronous online learning activities and a weekly, interactive, synchronous *Point Connect* videoconference with peers and a Point University instructor. The on-ground field education experiences facilitate student learning in a fully-immersive environment. The weekly videoconferences take place from 6:00 to 8:00 p.m. on Tuesday evenings.
- *Other TEP courses* are offered in fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

CGPS Education Department Purpose Statement. The Education Department of Point University's College of Graduate and Professional Students (CGPS) prepares teachers for Christ-centered service and leadership in public and private educational settings, in their respective communities, and in the world. To accomplish this purpose, the faculty offers programs and courses that are academically rigorous, culturally diverse, pedagogically sound, and conducive to faith integration and a Christian worldview.

TEP Purpose, Goals, and Student Learning Objectives.

Purpose. CGPS' Teacher Education Program (TEP) develops effective, Christ-centered education professionals who implement best practices consistent with the ten InTASC (Interstate Teacher Assessment and Support Consortium) standards, as well as GaPSC (Georgia Professional Standards Commission) standards.

Goal 1: Develop professional educators who understand how learner development, learner differences, and the learning environment impact the design and implementation of successful learning experiences. [*InTASC Standards 1, 2, 3*]

Objective 1.1: Graduates understand how learners develop and learn. [*InTASC 1(a), 1(d-g), 1(h), 1(j), 2(g), 2(m), 3(i)*]

Objective 1.2: Graduates design learning opportunities that support the intellectual, social, and personal development of learners. [*InTASC 1(b), 2(a), 2(g), 3(b), 3(i)*]

- Objective 1.3:* Graduates understand how learners differ in their approaches to learning and intentionally facilitate their learning. [InTASC 1(b), 1(e), 1(h), 2(g)]
- Objective 1.4:* Graduates create instructional opportunities adapted to the unique needs of diverse learners. [InTASC 1(a), 1(b), 2(a-j), 3(g)]
- Objective 1.5:* Graduates create a learning environment that encourages positive social interaction and active engagement in learning, builds successful behaviors for learning, and facilitates self-motivation. [InTASC 1(c), 1(f), 1(k), 2(c-e), 2(n), 3(a-c), 3(i-k)]
- Goal 2:* Develop professionals who provide learners with experiences that connect and apply content knowledge to meaningful and authentic issues. [InTASC Standards 4, 5]
- Objective 2.1:* Graduates understand the central concepts, tools of inquiry, and structures of the disciplines they teach. [InTASC 4(a), 4(j), 4(k), 4(o), 5(i), 5(j)]
- Objective 2.2:* Graduates design and implement learning experiences that enable students to apply content knowledge in various situations. [InTASC 4(b), 4(h), 5(a)]
- Objective 2.3:* Graduates create learning experiences that make subject matter meaningful and authentic for learners. [InTASC 4(c), 4(d), 5(b), 5(d), 5(f)]
- Objective 2.4:* Graduates utilize verbal, nonverbal and media communication techniques in effective learning experiences. [InTASC 4(g-i), 5(e), 5(l)]
- Objective 2.5:* Graduates use effective communication techniques to foster active inquiry, collaboration, learner engagement, and supportive interaction in the classroom. [InTASC 4(e), 5(d), 5(e), 5(f), 5(g)]
- Goal 3:* Develop experienced professionals who effectively plan, implement and assess instruction.
- Objective 3.1:* Graduates plan instruction and learning experiences based upon knowledge of subject matter, learners, the community, standards, curriculum goals, and best practices. [InTASC 7(a-f), 7(i-k), 7(m), 7(o), 7(q)]
- Objective 3.2:* Graduates understand and utilize a variety of research-based instructional strategies to teach and engage all learners in the learning process. [InTASC 8(a-i), 8(j-o)]
- Objective 3.3:* Graduates understand and utilize formal, informal, formative, and summative assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. [InTASC 6(a-i), 7(d), 7(l)]

Goal 4: Develop historically- and philosophically-grounded professionals who are community-minded in their approach to learning and leadership. [InTASC Standards 9, 10]

Objective 4.1: Graduates are reflective practitioners who continually evaluate the effects of their choices and actions on others, including learners, parents, and other professional in the learning community. [InTASC 9(b), 9(c), 9(e)]

Objective 4.2: Graduates actively seek out opportunities for professional growth and leadership development. [InTASC 9(a), 10(a), 10(f), 10(i), 10(k)]

Objective 4.3: Graduates foster relationships with school colleagues, parents, and agencies in the larger community to support learners. [InTASC 9(d), 9(f), 10(b-e), 10(g)]

Goal 5: Develop professional educators informed and shaped by a Christian worldview.

Objective 5.1: Graduates apply skills and model behaviors of Christ-centered service and community.

Objective 5.2: Graduates implement and practice Christ-centered principles, ethics, and values in their education practice.

Objective 5.3: Graduates articulate their personal philosophy of service, integrating their faith and profession.

TEP Required Coursework. The professional courses constituting Point’s Teacher Education Program (TEP) prepare students to complete GACE examinations (Georgia Assessments for Certification of Educators, www.gace.ets.org) required by the Georgia Professional Standards Commission (GaPSC, www.gapsc.com). They also prepare students for successful completion of edTPA portfolio assessments used by GaPSC to evaluate teacher performance (www.edtpa.com).

Point’s TEP courses embody the ten InTASC (Interstate Teacher Assessment and Support Consortium) standards, but they do it through different courses in different degree programs as outlined below.

Undergraduate Prerequisite (Pre-Admittance) Courses. Students pursuing an undergraduate teacher certification program, such as the B.S. in Music Education, must pass the following Education Core courses with a minimum grade of “C” *before* receiving official admittance to the Teacher Education Program. These core courses introduce key concepts and practical applications of content as a foundation for more advanced TEP courses.

EDUC 102	Educational Foundations	3
PSYC 204	Developmental Psychology	3
EDUC 300	Educational Psychology [WE*]	3
ESLA 442	Culture & Education [WE*]	<u>3</u>
TOTAL CREDITS IN EDUCATION CORE:		12

*Writing Emphasis course

NOTE: At the graduate level, the Education Core components are embedded within courses distinctive to a given master’s degree. These master-level courses offer higher-level insights and more specialized content in accordance with program aims.

Undergraduate TEP Professional Courses. Students accepted into the undergraduate Teacher Education Program complete a series of TEP courses customized according to their degree program and desired area of certification. At the undergraduate level, Point University’s non-traditional College of Graduate & Professional Studies (CGPS) currently offers the B.S. in Music Education as a teacher certification program. (Point’s traditional, residential University College offers additional undergraduate teacher certification programs in Early Childhood Education, Middle Grades Education, and Secondary Education in the areas of Biology, English, History, and the English to Speakers of Other Languages endorsement program.) The TEP courses for the B.S. in Music Education are:

Bachelor of Science in Music Education

EDUC 350 Curriculum & Assessment	2
EDUC 401 The Exceptional Child	3
EDUC 407 Classroom Management	3
EDUC 433 Differentiated Instruction	2
EDUC 435 Elementary Grades Field Experience	1
EDUC 436 Middle Grades Field Experience	1
EDUC 437 High School Field Experience	1
EDUC 495A-B Student Teaching	<u>12</u>
TOTAL TEP PROFESSIONAL COURSE CREDITS:	25

Graduate TEP Professional Courses. At the graduate level, the CGPS Master of Arts in Teaching (M.A.T.) program prepares students to earn a Georgia teacher Certificate of Eligibility followed by a GaPSC Induction Certificate (IC). The degree program therefore incorporates the following TEP courses:

Master of Arts in Teaching

EDUC 501 The Exceptional Child	3
EDUC 502 Educational Foundations	3
EDUC 611 Assessment & Accountability	3
EDUC 636 Field Experience in Middle Grades	1
EDUC 637 Field Experience in High School	1
EDUC 695A-B or 696A-B Student Teaching Clinical Experience	12
PSYC 504 Developmental Psychology through Adolescence	<u>3</u>
TOTAL TEP PROFESSIONAL COURSE CREDITS:	26

TEP Field Education Courses. The Teacher Education Program also includes experiential learning in the form of field experiences and student teaching. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) requires that teacher education programs work “with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced

learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students." To meet this need, the CGPS Education Department has designed and sequenced its TEP field experiences and student teaching to increase gradually the complexity and levels of engagement with which participants apply, reflect upon, and expand their knowledge and skills.

The GaPSC requires that students in P-12 degree programs acquire field experiences at the elementary (P-2 and 3-5), middle grades (6-8), and/or high school (9-12) grade levels, depending on their desired certification. The CGPS Education Department has therefore designed lab experiences at each level that immerse participants in public school classroom settings two days per week for eight weeks. They then engage in a full-time supervised student teaching clinical experience during two 8-week sessions over a full academic term (fall or spring). Each of these field education opportunities offers two different levels of student engagement –namely, basic observation with casual interaction, followed by student instruction with support. The sequence of Field Experience is determined by a student's degree program emphasis. Together, the field experiences and student teaching help participants gain professional experience while systematically increasing their level of engagement in the classroom. Current CGPS teacher education programs include the following field education courses:

B.S. in Music Education with Emphasis in General Music

EDUC 435 Elementary Grades Field Experience	1
EDUC 436 Middle Grades Field Experience	1
EDUC 437 High School Field Experience	1
EDUC 495A-B Student Teaching (<i>in an elementary school</i>)	<u>12</u>
TOTAL TEP FIELD EDUCATION CREDITS:	15

B.S. in Music Education with Emphasis in Vocal Music

EDUC 435 Elementary Grades Field Experience	1
EDUC 436 Middle Grades Field Experience	1
EDUC 437 High School Field Experience	1
EDUC 495A-B Student Teaching (<i>in a middle or high school</i>)	<u>12</u>
TOTAL TEP FIELD EDUCATION CREDITS:	15

B.S. in Music Education with Emphasis in Instrumental Music.

EDUC 435 Elementary Grades Field Experience	1
EDUC 436 Middle Grades Field Experience	1
EDUC 437 High School Field Experience	1
EDUC 495A-B Student Teaching (<i>in a middle or high school</i>)	<u>12</u>
TOTAL TEP FIELD EDUCATION CREDITS:	15

M.A.T. with Secondary English Language Arts Specialization

EDUC 636 Field Experience in Middle Grades	1
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EDUC 637 Field Experience in High School	1
EDUC 695A-B Student Teaching Clinical Experience in Secondary English	<u>12</u>
TOTAL TEP FIELD EDUCATION CREDITS:	14

M.A.T. with Secondary History Specialization

EDUC 636 Field Experience in Middle Grades	1
EDUC 637 Field Experience in High School	1
EDUC 696A-B Student Teaching Clinical Experience in Secondary History	<u>12</u>
TOTAL TEP FIELD EDUCATION CREDITS:	14

TEP Admission and Teacher Certification Process. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. To qualify for GaPSC certification, applicants must hold an appropriate bachelor's or master's degree and successfully complete the GACE examinations (Georgia Assessments for Certification of Educators, www.gace.ets.org) pertinent to their desired area of certification. Currently, two CGPS degree programs incorporate the Teacher Education Program (TEP) and prepare participants to earn a Georgia teacher Certificate of Eligibility followed by an Induction Certificate (IC), the standard entry-level certification awarded by GaPSC. These programs are the B.S. in Music Education and the Master of Arts in Teaching (M.A.T.). During TEP coursework, participants receive an overview of the certification process and requirements (outlined below). Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Undergraduate TEP Admission, Continuation, and GaPSC Certification Process for the B.S. in Music Education Program. For undergraduates, earning a bachelor's degree with a GaPSC Induction Certificate (IC) is a four-step process:

STEP 1: Undergraduate Teacher Education Program Admission. To enter the CGPS Teacher Education Program, students must submit a *CGPS Teacher Education Application Form* to the CGPS Education Department through its chair, Dr. Joshua Boyd (Joshua.Boyd@point.edu). The application must demonstrate that students have met the following TEP entrance requirements. Students must receive formal written notice of admission to the program prior to enrolling in TEP courses, participating in field experiences, and participating in the student teaching clinical experience.

1. *Before entering the TEP*, students must earn a passing score in each of the three basic skill areas of the *GACE Program Admission Assessments*—namely, Reading (test 200), Mathematics (test 201), and Writing (test 202). For more information, visit the Program Admission Testing Requirement page on the GaPSC website (<https://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>).

As an alternative to the *Program Admission Assessments*, students may submit acceptable scores on one of the following three standardized tests: *SAT* (1000 Verbal/Critical Reading and Math), *ACT* (43 English and Math), *GRE*

(1030 Verbal and Quantitative if taken before 8/1/2011 or 297 Verbal and Quantitative if taken after that date).

2. Applicants must have completed at least 45 semester credit hours of General Education Core courses and other baccalaureate degree requirements with a minimum grade of “C” for each course. These credits must include the following courses or their equivalents:

General Education

ENGL 101 Critical Reading & Writing I (3 credits)
 ENGL 102 Critical Reading & Writing II (3 credits)
 COMM 205 Public Speaking (3 credits)
 MATH 115 Quantitative Reasoning (3 credits)
 PSYC 103 Introduction to Psychology (3 credits)
 Applied Natural Science with Lab (4 credits)

Education Foundations

EDUC 102 Educational Foundations (3 credits)
 PSYC 204 Developmental Psychology (3 credits)
 EDUC 300 Educational Psychology (3 credits)
 ESLA 442 Culture & Education (3 credits)

[If TEP applicants have not completed these prerequisites or their equivalents, they may take the courses online from Point University.]

3. Applicants must have participated in an online videoconference with the CGPS Education Department Chair or designee concerning program requirements.
4. Applicants must have completed the GAPSC Pre-Certification application.
5. Applicants must hold active membership in Georgia Association of Educators (GAE, <https://gae.org>), the Professional Association of Georgia Educators (PAGE, <https://www.pageinc.org>), or another approved organization that offers adequate liability insurance.
6. Applicants must also undergo a secure background check, which may be completed through Point University’s Human Resources (HR) Department.

STEP 2: Undergraduate Continuation in the Teacher Education Program. To remain and continue in the Teacher Education Program (TEP), students must meet the following conditions:

1. Maintain a minimum cumulative grade point average of 2.80 (“C+”) on a 4-point scale. If a student’s cumulative GPA falls below 2.80 after admission to the TEP, that student may not enroll in additional education courses until the GPA is raised to 2.80 or higher. Students may apply for readmission to the TEP no more than twice.
2. Complete all field experiences with a minimum grade of “C.”
3. Exhibit responsible professional and ethical behavior at all times.

4. Maintain active membership in Georgia Association of Educators (GAE, <https://gae.org>), the Professional Association of Georgia Educators (PAGE, <https://www.pageinc.org>), or another approved organization that offers adequate liability insurance.
5. Undergo a secure background check, which may be completed through Point University's Human Resources (HR) Department.

STEP 3: Undergraduate Admission to the Student Teaching Clinical Experience.

The CGPS Education Department will grant TEP students permission to begin their student teaching experience only if they meet the following requirements:

1. Complete all baccalaureate degree program requirements other than the student teaching experience with a minimum grade of "C" in each TEP professional course.
2. Hold a minimum cumulative grade point average (GPA) of at 2.80 ("C+") on a 4-point scale.
3. Submit a formal application for student teaching to the CGPS student teacher supervisor during the term prior to beginning the experience (typically by July for a Fall Term start).
4. Complete the "Successful Student Teaching Seminar," a one-day event the CGPS Education Department offers online at regular intervals. During the seminar, faculty review GaPSC education structures, the student teaching process, ethics guidelines, liability issues, and other useful information.
5. *Before beginning the Student Teaching Clinical Experience*, students must earn a passing score on the *GACE Content Exam(s)* focusing on their undergraduate major. Students who have not passed the appropriate GACE content exams will not be allowed to participate in the required Student Teaching Clinical Experience. For more information, visit the GACE website (www.gace.ets.org).

STEP 4: Applying for a GaPSC Induction Certification (IC). Prior to graduation, students must complete the following requirements:

1. Submit and pass the Georgia Professional Standards Commission's edTPA portfolio assessment of teacher performance (www.edtpa.com).
2. Meet all GACE requirements.
3. *Prior to program completion*, students must attempt the *GACE Educator Ethics Assessment* (<http://gace.ets.org/ethics/about>). A passing score on this assessment is not required for program completion but is required for state certification.
4. Complete an exit interview with members of the CGPS Education Department faculty.
5. When all requirements are complete, GaPSC awards a Certificate of Eligibility allowing the applicant to work in Georgia schools.

6. Upon recommendation from the student's employer, the GaPSC awards the Induction Certificate.

Graduate TEP Admission, Continuation, and GaPSC Certification

Process for the M.A.T. Program. For graduate students, earning a Master of Arts in Teaching degree (M.A.T.) with a GaPSC Induction Certificate (IC) is a four-step process:

STEP 1: Graduate (M.A.T.) Teacher Education Program Admission. To enter the CGPS Master of Arts in Teaching program (M.A.T.) and the Teacher Education Program (TEP), students must complete the graduate application procedures and be accepted into Point University (see the section of this catalog on “Application & Admission”). Their application file must demonstrate that they have met the following TEP entrance requirements. Students must receive formal written notice of admission to the M.A.T. program prior to enrolling in courses, participating in field experiences, and participating in the student teaching clinical experience.

1. *Before entering the M.A.T. program,* students must earn a passing score in each of the three basic skill areas of the *GACE Program Admission Assessments*—namely, Reading (test 200), Mathematics (test 201), and Writing (test 202). For more information, visit the Program Admission Testing Requirement page on the GaPSC website (<https://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>).

As an alternative to the *Program Admission Assessments*, students may submit acceptable scores on one of the following three standardized tests: *SAT* (1000 Verbal/Critical Reading and Math), *ACT* (43 English and Math), *GRE* (1030 Verbal and Quantitative if taken before 8/1/2011 or 297 Verbal and Quantitative if taken after that date).

2. Applicants must have completed a baccalaureate degree, earning a minimum grade of “C” for their General Education Core courses and coursework within their major (English Language Arts or History). These credits must include the following courses or their equivalents:

General Education

ENGL 101 Critical Reading & Writing I (3 credits)
 ENGL 102 Critical Reading & Writing II (3 credits)
 COMM 205 Public Speaking (3 credits)
 MATH 115 Quantitative Reasoning (3 credits)
 PSYC 103 Introduction to Psychology (3 credits)
 Applied Natural Science with Lab (4 credits)

Education Foundations

EDUC 102 Educational Foundations (3 credits)
 PSYC 204 Developmental Psychology (3 credits)

[If M.A.T. applicants have not completed these prerequisites or their equivalents, they may take the courses online from Point University prior to entering the M.A.T. program.]

STEP 2: Graduate (M.A.T.) Continuation in the Teacher Education Program. To remain and continue in the Teacher Education Program (TEP), students must meet the following conditions:

1. During the first term, participate in an online videoconference with the CGPS Education Department Chair or designee concerning the teacher education process and requirements.
2. Completed the GAPSC Pre-Certification application by the end of the first term.
3. Maintain active membership in Georgia Association of Educators (GAE, <https://gae.org>), the Professional Association of Georgia Educators (PAGE, <https://www.pageinc.org>), or another approved organization that offers adequate liability insurance.
4. Undergo a secure background check, which may be completed through Point University's Human Resources (HR) Department.
5. Maintain a minimum cumulative grade point average of 3.00 ("B") on a 4-point scale. If a student's cumulative GPA falls below 3.00 after admission to the M.A.T., that student must repeat earlier courses until the GPA is raised to 3.00 or higher. Students may apply for readmission to the M.A.T. program no more than twice.
6. Complete all field experiences with a minimum grade of "B."
7. Exhibit responsible professional and ethical behavior at all times.

STEP 3: Graduate (M.A.T.) Admission to the Student Teaching Clinical Experience. The CGPS Education Department will grant M.A.T. students permission to begin their student teaching experience only if they meet the following requirements:

1. Complete all degree requirements other than the student teaching experience with a minimum grade of "B" in each TEP professional course.
2. Hold a minimum cumulative grade point average (GPA) of at 3.00 ("B") on a 4-point scale.
3. Submit a formal application for student teaching to the CGPS student teacher supervisor during the term prior to beginning the experience (typically by July for a Fall Term start).
4. Complete the "Successful Student Teaching Seminar," a one-day event the CGPS Education Department offers online at regular intervals. During the seminar, faculty review GaPSC education structures, the student teaching process, ethics guidelines, liability issues, and other useful information.
5. *Either before enrolling or within six months of entering the M.A.T. program,* students must pass the *GACE Content Exam(s)* focusing on their undergraduate major and chosen M.A.T. specialization. Students specializing in Secondary English Language Arts should complete the GACE English exam for the grades 6-12 certification (GACE test codes: 020, 021). Students

specializing in Secondary History should complete the GACE History exam for the grades 6-12 certification (GACE test codes: 034, 035). Students who have not passed the appropriate GACE content exams will not be allowed to participate in the required Student Teaching Clinical Experience. For more information, visit the GACE website (www.gace.ets.org).

6. The student will not be able to graduate until a grade is awarded for student teaching. The student has one year from the conclusion of student teaching to pass the second section of GACE.

STEP 4: Applying for a GaPSC Induction Certification (IC). Prior to graduation, students must complete the following requirements:

1. Submit and pass the Georgia Professional Standards Commission's edTPA portfolio assessment of teacher performance (www.edtpa.com).
2. Meet all GACE requirements.
3. *Prior to program completion*, M.A.T. students must attempt the *GACE Educator Ethics Assessment* (<http://gace.ets.org/ethics/about>). A passing score on this assessment is not required for program completion but is required for state certification.
4. Complete an exit interview with members of the CGPS Education Department faculty.
5. When all requirements are complete, GaPSC awards a Certificate of Eligibility allowing the applicant to work in Georgia schools.
6. Upon recommendation from the student's employer, the GaPSC awards the Induction Certificate.

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 *Point Connect* format, which features 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

MATH 115 Quantitative Reasoning	3
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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

<i>Professional Component (15 credits)</i>	
EDUC 102 Educational Foundations	3
HREL 202 The Family	3
EDUC 203 Child Development	3
EDUC 201 Principles & Methods of Teaching	3
EDUC 300 Educational Psychology [WE*]	3
<i>General Elective Component (5 credits)</i>	
Elective Courses	5
<i>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).</i>	
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 (www.acsi.org). 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 *Point Connect* format, which features 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	<u>6</u>
TOTAL CREDITS IN MAJOR:		45

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Child Development Major	45 credits
General Electives	<u>29 credits</u>
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. Child Development Practicum I (6 credits) consists of about 16 hours per week at the site and 16 hours per week of online learning activities. Child Development Practicum II (6 credits) consists of about 25 hours per week at the site and 7 hours per week of online learning activities. For both practica, students have the option of replacing some of the online activities with more time at the site. 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 may complete the background check through Point University's Human Resources (HR) Department.

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.

Association of Christian Schools International Certificate (ACSI). The B.S. in Child Development is designed to satisfy course requirements for an Early Education (birth through PreK) teacher certificate from the Association of Christian Schools International (www.acsi.org). Upon graduation, students may choose to apply for this certificate from ACSI.

Georgia PreK Lead Teacher. A bachelor's degree in Child Development also meets the minimum education requirement to be a Lead Teacher in a Georgia PreK classroom.

For more information, contact the Georgia Department of Early Care and Learning (www.dec.al.ga.gov).

PLEASE NOTE: The B.S. in Child Development does NOT meet requirements for Georgia state teacher certification at the elementary level (grades 1-5). For further information, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Bachelor of Science in Music Education (pre-licensure certification program)

(launching August 2020 pending SACSCOC and GaPSC approval)*

Overview. The Bachelor of Science in Music Education prepares individuals to serve in music instructional roles in P-12 educational settings. Students choose a specialization in instrumental, choral, or general music according to their professional goals. The program promotes best practices in music education, assessment, and technology from an ethical Christian worldview using a research-based approach to understanding teaching, learning, collaboration, and assessment.

The B.S. program prepares participants for teacher certification in the State of Georgia (discussed below). Accordingly, the program includes CGPS Teacher Education Program (TEP) courses, as well as professional studies in music history, literature, theory, performance, and pedagogy. Students progress from General Education and Education Core courses into the Teacher Education Program (TEP), which includes field experiences followed by student teaching at a local elementary, middle, or high school. Students participate in a small and large ensembles according to their chosen primary instrument or voice.

The Point University faculty has aligned B.S. program curricula with the standards of three organizations:

- Requirements outlined by the National Association of Schools of Music (NASM, <https://nasm.arts-accredit.org>) in the *NASM Handbook* (<https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook>)
- Requirements of the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for a Bachelor of Science in Music Education Program ([https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3.50.pdf?dt=%3C%#Eval\('strTimeStamp'\)%20%](https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3.50.pdf?dt=%3C%#Eval('strTimeStamp')%20%))
- National Model Core Teaching Standards for new P-12 teachers (http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium) developed by the Interstate Teacher Assessment and Support Consortium (InTASC) under the auspices of the Council of Chief State School Officers (CCSSO, www.ccsso.org). GaPSC, (www.gapsc.com) requirements for teacher certification are based on InTASC standards.

Students who earn the Bachelor of Science in Music Education may pursue graduate studies in programs such as the Master of Education or the M.Ed. in Music Education.

Teacher Certification. The B.S. in Music Education program is designed for those who wish to complete a baccalaureate degree in Music Education and earn a Georgia teacher Certificate of Eligibility followed by an Induction Certificate (IC) awarded by the Georgia Professional Standards Commission (GaPSC, www.gapsc.com). The degree includes teacher certification components in the form of the CGPS Teacher Education Program (TEP), which students they may begin during their junior year after completing certain prerequisites. For more information on the TEP, see below. See also the section of this catalog devoted to the “CGPS Teacher Education Program” (above).

All students desiring to receive an Induction Certificate must pass the following three GACE exams (Georgia Assessments for Certification of Educators, www.gace.ets.org) required by GaPSC:

- (1) *Before entering the Teacher Education Program (TEP)*, students must earn a passing score in each of the three basic skill areas of the *GACE Program Admission Assessments*—namely, Reading (test code 200), Mathematics (test 201), and Writing (test 202). For more information, visit the Program Admission Testing Requirement page on the GaPSC website (<https://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>).

As an alternative to the *Program Admission Assessments*, students may submit acceptable scores on one of the following three standardized tests: *SAT* (1000 Verbal/Critical Reading, and Math), *ACT* (43 English and Math), *GRE* (1030 Verbal and Quantitative if taken before 8/1/2011 or 297 Verbal and Quantitative if taken after that date).

- (2) *Before beginning student teaching*, students must pass the *GACE Music Content Exams* (tests 011, 012). Students who have not passed the appropriate GACE content exams will not be allowed to participate in the required Student Teaching Clinical Experience. For more information, visit the GACE website (www.gace.ets.org).
- (3) *Prior to program completion*, B.S. in Music Education students must attempt the *GACE Educator Ethics Assessment* (<http://gace.ets.org/ethics/about>). A passing score on this assessment is not required for program completion but is required for state certification.

Before participating in the required Field Experiences and Student Teaching Clinical Experience, students must also complete a background check and show proof of liability insurance. Students may complete the background check through Point University’s Human Resources (HR) Department.

For detailed instructions related to entering the TEP program and acquiring Georgia teacher certification, see the guidelines and entrance procedures outlined earlier in this catalog under “Teacher Education Program.” During program coursework, participants receive an overview of licensure requirements and the certification process. Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

***Accreditation.** The Bachelor of Science in Music Education has been approved by the Point University faculty, administration, and board of trustees. Point is now seeking approval from the SACSCOC regional accrediting body, as well as the Georgia

Professional Standards Commission (GaPSC), which oversees teacher certification in the State of Georgia. For the status of these applications, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Modalities. Point University offers the B.S. in Music Education program in mixed modalities. Some courses in the Music Education Major are offered in *Point Online* format in which students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates throughout the week. Most major courses are offered in *Point Connect* format, which combines online studies with a weekly live two-hour videoconference with the instructor and peers. General Education Core and Biblical Studies Minor courses are available in either modality. Students may complete music ensemble credits either in the *Point Connect* modality or through participating in one or more one-week Summer Intensives held each year at Point University's main campus in West Point, Georgia. Field education experiences and student teaching must take place in a Georgia public school.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Music Education Major prepares students for Christ-centered careers in teaching instrumental, choral, and/or general music in grades P-12 in Georgia public schools.

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 how learner development, learner differences, and the learning environment impact the design and implementation of successful learning experiences.

Objective 1.1: Graduates understand how learners develop and learn in general and in the content areas. [In TASC 1(a), 1(d-g), 1(h), 1(j), 2(g), 2(m), 3(i)]

Objective 1.2: Graduates understand how learners differ in their approaches to learning. [InTASC 1(b), 1I, 1(h), 2(g)]

Objective 1.3: Graduates design learning opportunities that support the intellectual, social and personal development of the learner. [InTASC 1(b), 2(a), 2(g), 3(b), 3(i)]

Objective 1.4: Graduates create instructional opportunities adapted to the needs of diverse learners. [InTASC 1(a), 1(b), 2(a-j), 3(g)]

Objective 1.5: Graduates create a learning environment that encourages positive social interaction and active engagements in learning, builds successful behaviors for learning, and facilitates self-motivation. [InTASC 1I, 1(f), 1(k), 2(c-e), 2(n), 3(a-c), 3(i-k)]

Goal 2: Develop professionals who provide learners with experiences that connect and apply content knowledge to meaningful and authentic issues.

- Objective 2.1:* Graduates understand the central concepts, tools of inquiry, and structures of the disciplines they teach. [InTASC 4(a), 4(j), 4(k), 4(o), 5(i), 5(j)]
- Objective 2.2:* Graduates design and implement learning experiences that enable students to apply content knowledge in various situations. [InTASC 4(b), 4(h), 5(a)]
- Objective 2.3:* Graduates create learning experiences that make subject matter meaningful and authentic for learners. [InTASC 4I, 4(d), 5(b), 5(d), 5(f)]
- Objective 2.4:* Graduates utilize verbal, nonverbal, and media communication techniques in effective learning experiences. [InTASC 4(g-i), 5I, 5(l)]
- Objective 2.5:* Graduates use effective communication techniques to foster active inquiry, collaboration, learner engagement, and supportive interaction in the educational settings. [InTASC 4I, 5(d), 5I, 5(f), 5(g)]
- Goal 3:** Develop experienced professionals who effectively plan, implement, assess, and improve instruction.
- Objective 3.1:* Graduates plan instruction and learning experiences based knowledge of subject matter, learners, community, standards, curriculum goals, and best practices. [InTASC 7(a-f), 7(i-k), 7(m), 7(o), 7(q)]
- Objective 3.2:* Graduates understand and utilize a variety of research-based instructional strategies to teach and engage all learners in the learning process. [InTASC 8(a-i), 8(j-o)]
- Objective 3.3:* Graduates understand and utilize formal, informal, formative, and summative assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. [InTASC 6(a-i), 7(d), 7(l)]
- Goal 4:** Develop historically-, philosophically-, and ethically-grounded professionals who are community-minded in their approach to learning and leadership.
- Objective 4.1:* Graduates are reflective and ethical practitioners who continually evaluate the effects of their choices and actions on others, including learners, parents, and other professional in the learning community. [InTASC 9(b), 9(c), 9I]
- Objective 4.2:* Graduates actively seek out opportunities for professional growth and leadership development. [InTASC 9(a), 10(a), 10(f), 10(i), 10(k)]
- Objective 4.3:* Graduates foster relationships with school colleagues, parents, and agencies in the larger community to support learners. [InTASC 9(d), 9(f), 10(b-e), 10(g)]

Objective 4.4: Graduates articulate their personal philosophy of service, integrating their faith and profession. (*Alongside the Music Education Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.*)

Goal 5: Equip students for leadership in music and education professions through developed musical understandings related to *performance*.

Objective 5.1: Graduates apply performance skills to sight-read and sight-sing in general situations with fluency.

Objective 5.2: Graduates apply performance skills to sight-read and sight-sing at a high skill level relevant to their primary instrument/voice.

Objective 5.3: Graduates display technical skills required for artistic self-expression using their primary instrument/voice.

Objective 5.4: Graduates understand the repertory of their primary instrument/voice and demonstrate the ability to perform from a cross-section of that repertory.

Objective 5.5: Graduates understand and utilize multiple ensemble teaching strategies through performance opportunities diverse in size and nature.

Objective 5.6: Graduates draw from their experiences in solo vocal and instrumental performance as a tool to help individual students.

Objective 5.7: Graduates demonstrate the ability to engage in performance-based instruction in a variety of settings.

Objective 5.8: Graduates demonstrate basic keyboard proficiency.

Objective 5.9: Graduates function as musical artists through opportunities for growth in artistry, technical skills, collaborative competency, and knowledge of repertory through regular ensemble experiences.

Goal 6: Equip students for leadership in music and education professions through developed musical understandings related to *aural skills, dictation, and analysis*.

Objective 6.1: Graduates employ their understanding of aural, verbal, and visual analyses of music to organize music into common elements and patterns.

Objective 6.2: Graduates understand musical form and structure in multiple contexts.

Objective 6.3: Graduates relate and interpret musical works according to their respective place in historical, cultural, and stylistic contexts.

Objective 6.4: Graduates employ their vocal ability as an assistive tool in their classroom.

- Goal 7: Equip students for leadership in music and education professions through developed musical understandings related to *composition and improvisation*.
- Objective 7.1:* Graduates compose and improvise at a basic level.
- Objective 7.2:* Graduates compose, arrange, and improvise music using their primary instrument/voice in extemporaneous and written forms.
- Objective 7.3:* Graduates arrange and adapt musical works to suit the needs and ability levels of their ensembles.
- Goal 8: Equip students for leadership in music and education professions through developed musical understandings related to *history and repertory*.
- Objective 8.1:* Graduates develop, define, understand, and utilize quality repertory on their instrument/voice as well as in educational settings.
- Objective 8.2:* Graduates draw upon basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievements across multiple musical genres.
- Objective 8.3:* Graduates identify and discuss repertoires beyond their primary instrument or voice.
- Goal 9: Equip students for leadership in music and education professions through developed musical understandings related to *technology*.
- Objective 9.1:* Graduates use technology as a tool to engage students, enrich the curriculum, and further their professional practice.
- Objective 9.2:* Graduates draw upon a basic understanding of how technology serves the field of music as a whole.
- Goal 10: Equip students to use musical concepts as building blocks to create *new understandings*.
- Objective 10.1:* Graduates draw upon their understanding and capability with musical forms, processes, and structures to defend value judgements in music related to compositional, performance, analytical, scholarly, and pedagogical applications.
- Objective 10.2:* Graduates solve musical problems by combining, as appropriate, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.
- Goal 11: Develop the *pedagogical insights* and *communication skills* of prospective teachers.
- Objective 11.1:* Graduates demonstrate knowledge and skills sufficient to teach beginning students on instruments and/or in voice.
- Objective 11.2:* Graduates demonstrate the ability to teach music at various levels to different age groups and in a variety of classroom and

ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization.

Objective 11.3: Graduates demonstrate an understanding of child growth and development as they relate to learning and musical development.

Objective 11.4: Graduates use their knowledge of current music methods, materials, and repertoires to engage students in the learning process and guide them to deeper levels of proficiency.

Required Courses. The Music Education Major consists of the following courses:

Education Core (12 credits)

Students pursuing an undergraduate teacher certification program must pass the following Education Core courses with a minimum grade of “C” *before* receiving official admittance to the Teacher Education Program (TEP). These core courses introduce key concepts and practical applications of content as a foundation for more advanced TEP courses.

EDUC 102	Educational Foundations	3
PSYC 204	Developmental Psychology	3
EDUC 300	Educational Psychology [WE*]	3
ESLA 442	Culture & Education [WE*]	3

Teacher Education Program (28 credits)

EDUC 350	Curriculum & Assessment	2
EDUC 401	The Exceptional Child	3
EDUC 405	Integrated Technology for Music Education	3
EDUC 407	Classroom Management	3
EDUC 433	Differentiated Instruction	2
EDUC 435	Elementary Grades Field Experience	1
EDUC 436	Middle Grades Field Experience	1
EDUC 437	High School Field Experience	1
EDUC 495A-B	Student Teaching A-B	12

Music Content (26 credits)

MUSI 103	Music Theory I [fulfills Fine Arts requirement in General Education Core]	3
MUSI 103L	Functional Theory Skills I	1
MUSI 104	Music Theory II	3
MUSI 104L	Functional Theory Skills II	1
MUSI 105	Music Theory III	3
MUSI 105L	Functional Theory Skills III	1
MUSI 106	Music Theory IV	3
MUSI 106L	Functional Theory Skills IV	1
MUSI 301	Music History I	3
MUSI 302	Music History II	3
MUSI 311	Conducting	2
MEDU 322	Music Education Methods for Elementary Grades	2

Applied Music (17 credits)

MAPL 209	Applied Instruction (<i>six 1-credit courses</i>)	6
MEDU 326	Class Brass	1
MEDU 327	Class Woodwinds	1
MEDU 328	Class Percussion	1
MEDU 329	Class Voice	1
MEDU 330	Class Guitar & Strings	1
MUSI 342	Keyboard Skills I	1
MUSI 343	Keyboard Skills II	1
MUSI 344	Keyboard Harmony I	1
MUSI 345	Keyboard Harmony II	1
MUSI 346	Piano Keyboard Proficiency Exam	0
MUSI 402	Senior Capstone Performance Portfolio	2

Ensembles

6

Choose six 1-credit ensemble courses, including at least one from each category.

MENS 205	Small Ensemble (1)
MENS 206	Large Ensemble (1)

*Music Education Specialization (6-7 credits)*6-7*Choose one:**Instrumental Specialization*

MEDU 325	Music Education Methods for Secondary Grades (2)
MEDU 435	Instrumental Conducting & Repertoire (3)
MEDU 436	Marching Band Techniques (1)

Choral Specialization

MEDU 332	Choral Pedagogy (2)
MEDU 434	Choral Conducting & Repertoire (3)
MEDU 348	Vocal Pedagogy (1)

General Music Specialization

MEDU 332	Choral Pedagogy (2)
MEDU 434	Choral Conducting & Repertoire (3)
MSEI 423	Advanced Elementary Materials & Methods for Music Education (2)

TOTAL CREDITS IN MAJOR:

95-96

**Writing Emphasis courses*

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

General Education Core [<i>excluding MUSI 103</i>]	28 credits
Biblical Studies Minor	15 credits
Music Education Major	<u>95-96 credits</u>
<i>TOTAL:</i>	<i>138-139 credits</i>

Applied Music Instruction. The Music Major features applied music instruction in which students develop basic competencies related to brass, woodwinds, percussion, guitar and strings, keyboard, and voice. Students also complete six credits of MAPL 209 Applied Instruction, during which they develop mastery in their selected major area through weekly individualized, private instruction.

Piano Keyboard Proficiency Exam. To graduate, students must pass MUSI 346 Piano Keyboard Proficiency Exam with a minimum grade of “C.” This exam ensures that music majors possess essential skills in piano keyboard technique necessary for music educators. Students may repeat the exam as often as necessary, but they may take it no more than once per session without special permission from the department chair. MUSI 342-343 Keyboard Skills I-II are designed to prepare students to pass this exam.

Music Ensembles and the Optional Summer Intensive. Music majors complete six ensemble credits, choosing from a variety of small and large ensembles available in their community, state, and region. Ensembles must be approved in advance by the Point University instructor. Students also have the option of fulfilling ensemble credits through participating in one or more one-week Summer Intensives held each year at Point University’s main campus in West Point, Georgia.

Field Experiences and Student Teaching. Music majors observe and engage in actual teaching experiences in public elementary grades (PreK-5), middle grades (6-8), and high school (9-12) settings, gaining valuable professional experience across all age groups. They also complete a full term of student teaching in an approved elementary (K-5th grades) or secondary school setting (6-12th grades) under the supervision of university faculty and a Point-approved field supervisor.

Senior Capstone Performance Portfolio. Near the end of the B.S. program, Music Education majors present a digital portfolio showcasing individual mastery in performance, evaluation, and pedagogy in preparation for careers as music educators. The portfolio includes sample products from all instrumental class coursework (woodwind, brass, percussion, voice, and guitar/strings), instrumental/vocal applied coursework, advanced education content coursework, vocal pedagogy, conducting, keyboarding, small and large ensemble rehearsal and performance data, and all personal- and instructor-led commentary, and evaluations. The portfolio can be a useful tool for demonstrating the student’s abilities to potential employers.

Master of Arts in Teaching (M.A.T.) (pre-licensure program)

(launching August 2020 pending SACSCOC and GaPSC approval)*

Overview. The Master of Arts in Teaching (M.A.T.) is designed for those who have *already* completed a baccalaureate degree in History or English Language Arts (or equivalent) and who desire certification to teach those subjects in Georgia secondary schools (grades 6-12). Students may choose a specialization in Middle Grades English Language Arts, High School English Language Arts, Middle Grades History, or High School History. Program participants include recent college graduates, as well as working professionals who desire to shift their career toward serving the community by

educating young people. Point's M.A.T. program develops teachers who are collaborative, supportive, responsive, problem-focused, application-oriented, and equipped with best practices. Instructors take research- and ethics-based approaches to understanding environments and utilizing appropriate tools to promote student growth. They encourage prospective teachers to integrate faith and learning, to develop their personal philosophy of service as they reflect on how Christians have advanced God's redemptive purposes in the world through educational initiatives.

The Point faculty has aligned its M.A.T. curricula with national Model Core Teaching Standards for P-12 teachers developed by the Interstate Teacher Assessment and Support Consortium (InTASC) under the auspices of the Council of Chief State School Officers (CCSSO, www.ccsso.org). Accordingly, the M.A.T. program also embodies Georgia Professional Standards Commission (GaPSC, www.gapsc.com) requirements for teacher certification, which are based on InTASC standards.

Teacher Certification. As noted above, the M.A.T. program is designed for those who have *already* completed a baccalaureate degree in History or English Language Arts (or equivalent). Building on that foundation, the master's program prepares them to earn a Georgia teacher Certificate of Eligibility followed by an Induction Certificate (IC) awarded by the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) in the area of secondary education (grades 6-12) with a specialization in either History or English Language Arts. In many districts, the M.A.T. qualifies teachers for higher salaries.

All students desiring to receive an Induction Certificate must pass the following three GACE exams (Georgia Assessments for Certification of Educators, www.gace.ets.org) required by GaPSC:

- (1) *Before entering the M.A.T. program*, students must earn a passing score in each of the three basic skill areas of the *GACE Program Admission Assessments*—namely, Reading (test 200), Mathematics (test 201), and Writing (test 202). For more information, visit the Program Admission Testing Requirement page on the GaPSC website (<https://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>).

As an alternative to the *Program Admission Assessments*, students may submit acceptable scores on one of the following three standardized tests: *SAT* (1000 Verbal/Critical Reading and Math), *ACT* (43 English and Math), *GRE* (1030 Verbal and Quantitative if taken before 8/1/2011 or 297 Verbal and Quantitative if taken after that date).

- (2) *Either before enrolling or within six months of entering the M.A.T. program*, students must pass the *GACE Content Exam(s)* focusing on their undergraduate major and chosen M.A.T. specialization. Students specializing in Secondary English Language Arts should complete the GACE English exam for the grades 6-12 certification (GACE test codes: 020, 021). Students specializing in Secondary History should complete the GACE History exam for the grades 6-12 certification (GACE test codes: 034, 035). Students who have not passed the appropriate GACE content exams will not be allowed to participate in the required Student

Teaching Clinical Experience. For more information, visit the GACE website (www.gace.ets.org).

- (3) *Prior to program completion*, M.A.T. students must attempt the *GACE Educator Ethics Assessment* (<http://gace.ets.org/ethics/about>). A passing score on this assessment is not required for program completion but is required for state certification.

Before participating in the required Field Experiences and Student Teaching Clinical Experience, students must also complete a background check and show proof of liability insurance. Students may complete the background check through Point University’s Human Resources (HR) Department.

For detailed instructions related to entering the M.A.T. program and acquiring Georgia teacher certification, see the guidelines and entrance procedures outlined earlier in this catalog under “Teacher Education Program.” During program coursework, participants receive an overview of licensure requirements and the certification process. Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

***Accreditation.** The Master of Arts in Teaching has been approved by the Point University faculty, administration, and board of trustees. Point is now seeking approval from the SACSCOC regional accrediting body, as well as the Georgia Professional Standards Commission (GaPSC), which oversees teacher certification in the State of Georgia. For the status of these applications, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Modality. Point University offers the M.A.T. in fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Three courses (Field Experience in Middle Grades, Field Experience in High School, and Student Teaching Clinical Experience) require students to observe, interact, and teach in an on-ground public school classroom. Field education experiences must take place in a Georgia public school.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Arts in Teaching (M.A.T.) program provides comprehensive preparation for teaching at the secondary education level in the Georgia public school system in the content areas of History and English Language Arts.

Goal 1: Develop professionals who understand how learner development, learner differences, and the learning environment impact the design and implementation of successful learning experiences.

Objective 1.1: Graduates understand how learners develop and learn in general and in the content areas. [In TASC 1(a), 1(d-g), 1(h), 1(j), 2(g), 2(m), 3(i)]

Objective 1.2: Graduates understand how learners differ in their approaches to learning. [InTASC 1(b), 1(e), 1(h), 2(g)]

- Objective 1.3:* Graduates design learning opportunities that support the intellectual, social and personal development of the learner. [InTASC 1(b), 2(a), 2(g), 3(b), 3(i)]
- Objective 1.4:* Graduates create instructional opportunities adapted to the needs of diverse learners. [InTASC 1(a), 1(b), 2(a-j), 3(g)]
- Objective 1.5:* Graduates create a learning environment that encourages positive social interaction and active engagements in learning, builds successful behaviors for learning, and facilitates self-motivation. [InTASC 1(c), 1(f), 1(k), 2(c-e), 2(n), 3(a-c), 3(i-k)]
- Goal 2:** Develop professionals who provide learners with experiences that connect and apply content knowledge to meaningful and authentic issues.
- Objective 2.1:* Graduates understand the central concepts, tools of inquiry, and structures of the disciplines they teach. [InTASC 4(a), 4(j), 4(k), 4(o), 5(i), 5(j)]
- Objective 2.2:* Graduates design and implement learning experiences that enable students to apply content knowledge in various situations. [InTASC 4(b), 4(h), 5(a)]
- Objective 2.3:* Graduates create learning experiences that make subject matter meaningful and authentic for learners. [InTASC 4(c), 4(d), 5(b), 5(d), 5(f)]
- Objective 2.4:* Graduates utilize verbal, nonverbal and media communication techniques in effective learning experiences. [InTASC 4(g-i), 5(e), 5(l)]
- Objective 2.5:* Graduates use effective communication techniques to foster active inquiry, collaboration, learner engagement, and supportive interaction in the classroom. [InTASC 4(e), 5(d), 5(e), 5(f), 5(g)]
- Goal 3:** Develop experienced professionals who effectively plan, implement and assess instruction.
- Objective 3.1:* Graduates plan instruction and learning experiences based upon knowledge of subject matter, learners, the community, standards, curriculum goals, and best practices. [InTASC 7(a-f), 7(i-k), 7(m), 7(o), 7(q)]
- Objective 3.2:* Graduates understand and utilize a variety of research-based instructional strategies to teach and engage all learners in the learning process. [InTASC 8(a-i), 8(j-o)]
- Objective 3.3:* Graduates understand and utilize formal, informal, formative, and summative assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. [InTASC 6(a-i), 7(d), 7(l)]

Goal 4: Develop historically-, philosophically-, and ethically-grounded professionals who are community-minded in their approach to learning and leadership.

Objective 4.1: Graduates are reflective and ethical practitioners who continually evaluate the effects of their choices and actions on others, including learners, parents, and other professional in the learning community. [InTASC 9(b), 9(c), 9(e)]

Objective 4.2: Graduates actively seek out opportunities for professional growth and leadership development. [InTASC 9(a), 10(a), 10(f), 10(i), 10(k)]

Objective 4.3: Graduates foster relationships with school colleagues, parents, and agencies in the larger community to support learners. [InTASC 9(d), 9(f), 10(b-e), 10(g)]

Goal 5: Develop educators equipped with advanced instructional strategies for creating learning experiences for their students.

English Language Arts Specialization Only

Objective 5.1: Graduates implement meaningful and relevant teaching strategies for the instruction of Secondary English Language Arts based on best-practices, current research, and effective assessment, in order to develop a high level of competence in their students.

History Specialization Only

Objective 5.2: Graduates implement meaningful and relevant teaching strategies for the instruction of History based on best-practices, current research, and effective assessment, in order to develop a high level of competence in their students.

Goal 6: Develop professional educators informed and shaped by a Christian worldview.

Objective 6.1: Graduates apply skills and model behaviors of Christ-centered service and community.

Objective 6.2: Graduates implement and practice Christ-centered principles, ethics, and values in their education practice. [InTASC 9]

Objective 6.3: Graduates articulate their personal philosophy of service, integrating their faith and profession.

Required Courses. The Master of Arts in Teaching (M.A.T.) degree program consists of the following courses:

Undergraduate Prerequisites

Baccalaureate degree with a major in History or English Language Arts (or equivalent) earned with a minimum grade point average (GPA) of 2.80 on a 4-point scale. This degree must include a minimum 45 semester credit hours of General Education, including the following courses or their equivalents:

ENGL 101 Critical Reading & Writing I (3 credits)

ENGL 102 Critical Reading & Writing II (3 credits)

COMM 205 Public Speaking (3 credits)
 MATH 115 Quantitative Reasoning (3 credits)
 PSYC 103 Introduction to Psychology (3 credits)
 Applied Natural Science with Lab (4 credits)

[If M.A.T. applicants have not completed these prerequisites or their equivalents, they may take the courses online from Point University.]

Education Core (6 credits)

EDUC 540 Multimedia Design 3
 EDUC 542 Teaching Diverse Students 3

Professional Courses: Teacher Education Program (12 credits)

PSYC 504 Developmental Psychology through Adolescence 3
 EDUC 501 The Exceptional Child 3
 EDUC 502 Educational Foundations 3
 EDUC 611 Assessment & Accountability 3

Program Courses: Teaching (6 credits)

EDUC 607 Classroom Management 3
 EDUC 609 Reading Development in the Content Areas 3

Specialization (16 credits) 17

Choose one:

Secondary English Language Arts Specialization

EDUC 512 Advanced Strategies for Teaching English in Secondary Grades (3)
 EDUC 636 Field Experience in Middle Grades (1)
 EDUC 637 Field Experience in High School (1)
 EDUC 695A-B Student Teaching Clinical Experience in Secondary English (12)

Secondary History Specialization

EDUC 511 Advanced Strategies for Teaching History in Secondary Grades (3)
 EDUC 636 Field Experience in Middle Grades (1)
 EDUC 637 Field Experience in High School (1)
 EDUC 696A-B Student Teaching Clinical Experience in Secondary History (12)

TOTAL CREDITS IN DEGREE: 41

***Master of Education (M.Ed.)
 in Curriculum & Instruction***

(post-licensure or non-certification program)

(launching August 2020 pending SACSCOC and GaPSC approval)*

Overview. The M.Ed. in Curriculum & Instruction program prepares individuals to serve in curriculum design and instructional support roles in preschool through

secondary education settings (P-12), higher education, and corporate environments. It promotes best practices in curriculum development and instruction. Instructors take research- and ethics-based approaches to understanding environments and the appropriate tools to promote student growth and improvement. The program encourages participants to develop their personal philosophy of service as they reflect on how Christians have advanced God's redemptive purposes in the world through educational initiatives.

Teacher Certification Requirement for Admission. Applicants to the M.Ed. program in Curriculum & Instruction must provide proof of current teacher certification for early childhood education from the Georgia Professional Standards Commission (GaPSC).

Teacher Certification. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. To qualify for GaPSC certification, applicants must hold an appropriate bachelor's or master's degree and successfully complete the GACE examinations (Georgia Assessments for Certification of Educators, www.gace.ets.org) pertinent to their desired area of certification. The Point University faculty has aligned the M.Ed. in Curriculum & Instruction with the *Standards for Educators* (<https://www.iste.org/standards-for-educators>) developed by the International Society for Technology in Education (ISTE, www.iste.org), as well as the GaPSC requirements for Curriculum and Instruction certification (<https://www.gapsc.com/ProspectiveEducator/CertificateSearchActions.aspx>).

In many districts, the M.Ed. and/or the additional Curriculum and Instruction certification qualify teachers for salary increases. During program coursework, participants receive an overview of the certification process and requirements. Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

It is the responsibility of out-of-state students to check with their certifying agency about acquiring certification and any related salary increases. The website for the Education Commission of the States (www.ecs.org) is one source for helpful information regarding state-by-state licensure and certification requirements, education requirements, exam requirements, and state reciprocity agreements.

***Accreditation.** The M.Ed. in Curriculum & Instruction has been approved by the Point University faculty, administration, and board of trustees. Point is now seeking approval from the SACSCOC regional accrediting body, as well as the Georgia Professional Standards Commission (GaPSC), which oversees teacher certification in the State of Georgia. For the status of these applications, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Modality. Point University offers the M.Ed. in fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Four courses (CURR 625 Advanced Instructional Design, CURR 655 Practical Research & Implementation, and CURR 699A-B Capstone Practicum in Curriculum & Instructional Design) include field

experiences that call for students to visit schools or other educational sites in their home region (which may be their place of employment).

Program Purpose, Goals, and Student Learning Objectives

Purpose. The M.Ed. in Curriculum & Instruction program provides comprehensive preparation for positions in curriculum and instructional support.

Goal 1: Equip students with historical, theoretical, philosophical, and psychological foundations for service in curriculum and instruction, including a legal, ethical, and theological framework for service and faith integration.

Objective 1.1: Graduates explain the impact of educational history, philosophy, theory, psychology, and current trends on effective curriculum design and delivery. [GaPSC a.1, d.1]

Objective 1.2: Graduates implement and practice legal, ethical, and Christ-centered principles and values within curriculum planning and delivery. [GaPSC g.1]

Objective 1.3: Graduates demonstrate familiarity with professional certification requirements and processes in their home state.

Goal 2: Equip graduates to design, implement, and evaluate effective curriculum.

Objective 2.1: Graduates assess students' context to implement relevant curricular approaches to improve learning. [GaPSC a.1, b.1; ISTE Analyst 7.c]

Objective 2.2: Graduates exhibit the ability to design appropriate curriculum for diverse learners. [GaPSC b.1, d.2, d.3; ISTE Leader 2.b]

Objective 2.3: Graduates align curriculum design with necessary national, state, local, or program standards. [GaPSC a.2; ISTE Learner 1.b]

Objective 2.4: Graduates incorporate appropriate resources, such as technology and library resources, to support curriculum. [GaPSC a.3, b.1; ISTE Learner 1.a]

Objective 2.5: Graduates evaluate curriculum to improve its effectiveness. [GaPSC a.4; ISTE Designer 5.b]

Objective 2.6: Students apply principles of educational project management, including planning, preparing proposals, scheduling, budgeting, risk-mitigation, process, technology, and allocation of resources. [GaPSC a.1; ISTE Leader 2.b; Designer 5.c]

Goal 3: Equip graduates to plan, implement, and assess instruction.

Objective 3.1: Graduates apply best practices in teaching and learning for curriculum delivery. [GaPSC b.1, b.2; ISTE Designer 5.c]

Objective 3.2: Graduates plan and demonstrate a variety of instructional delivery methods, including but not limited to multiple learning

styles, educational technology, and scaffolding within Bloom's Taxonomy. [GaPSC a.1, b.1, b.2 d.2, d.3; ISTE Designer 5.a]

Objective 3.3: Graduates evaluate and utilize diverse technologies, including multimedia, for instructional efficiency and effectiveness in planning and delivery of curriculum. [GaPSC a.3, b.1, b.2, b.3; ISTE Facilitator 6.b]

Objective 3.4: Graduates analyze their instructional performance with assessment instruments, including but not limited to supervisor, peer, and student feedback. [GaPSC b.1, b.3, f.1, f.2; ISTE Analyst 7.b]

Goal 4: Equip graduates to use research to improve contextual teaching and curriculum.

Objective 4.1: Graduates analyze teaching contexts using formative, summative, and confirmative assessments, literature, and performance data to improve instruction and planning. [GaPSC b.1, b.3, c.1, c.2, e.1, f.3, f.4, f.5; ISTE Analyst 7.b]

Objective 4.2: Graduates practice using quantitative, qualitative and/or mixed methods research to solve contextual problems of instructional practice. [GaPSC c.1, c.2, e.2; ISTE Analyst 7.c]

Objective 4.3: Graduates synthesize research literature and data to improve educational theory and practice. [GaPSC c.1, c.2, e.1, e.2; ISTE Learner 1.c]

Required Courses. The M.Ed. in Curriculum & Instruction degree program consists of the following courses:

Education Core

EDUC 542	Teaching Diverse Students	3
EDUC 540	Multimedia Design	3
EDUC 543	Education Project Management	3
EDUC 544	Introduction to Research Methodology for Education	3

Program Courses: Curriculum & Instruction

CURR 605	Historical & Theoretical Foundations of Instructional Design	3
CURR 610	Current Trends in Curriculum & Instructional Technology	3
CURR 615	Creating Non-Traditional Educational Environments	3
CURR 620	Principles of Instructional Design	3
CURR 655	Practical Research Implementation	3
CURR 625	Advanced Instructional Design	3
CURR 699A	Capstone Practicum in Curriculum & Instructional Design A	3
CURR 699B	Capstone Practicum in Curriculum & Instructional Design B	3
TOTAL CREDITS IN DEGREE:		36

***Master of Education (M.Ed.)
in Early Childhood Education
(post-licensure)***

(launching August 2019 pending SACSCOC approval)*

Overview. The Master of Education in Early Childhood Education (M.Ed.-ECE) expands and deepens the theoretical and practical knowledge of an educator already certified in PreK through 5th grades. Coursework prepares early childhood educators to be professionally-equipped for student assessment and data analysis, optimal use of best practices, advanced methods of differentiated instruction and inclusion, fostering children’s spiritual development (in all settings), and use of applied research. The program encourages participants to deepen their philosophy of education as they reflect on how educational initiatives can help realize God’s redemptive purposes in the world.

The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. GaPSC bases its standards on the national Model Core Teaching Standards for P-12 teachers, which were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) under the auspices of the Council of Chief State School Officers (CCSSO, www.ccsso.org). Accordingly, the Point faculty has aligned its M.Ed. in Early Childhood Education program with both GaPSC and InTASC standards, as applicable. In many districts, the M.Ed. qualifies teachers for a salary increase while not requiring them to leave the classroom to enter administration.

Teacher Certification Requirement for Admission. Applicants to the M.Ed. program in Early Childhood Education must provide proof of current teacher certification for early childhood education from the Georgia Professional Standards Commission (GaPSC).

***Accreditation.** The M.Ed. in Early Childhood Education has been approved by the Point University faculty, administration, and board of trustees, as well as the Georgia Professional Standards Commission (GaPSC, www.gapsc.com). Point is now seeking approval from the SACSCOC regional accrediting body toward the goal of launching the program in August 2019. For the status of this application, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Modality. Point University offers the M.Ed. in Early Childhood Education in a fully-online format. *Point 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 M.Ed. in Early Childhood Education prepares professional educators of young children to think deeply about children’s potential, focus specifically on elements of teaching and learning that make the biggest difference, and cast a wide net in finding ways to help children to be successful.

Goal 1: Equip graduates with the latest research methodologies, classroom innovations, and educational practices leading to successful outcomes for learners.

Objective 1.1: Graduates describe relevant classroom/student data and the appropriate analyses associated with each. [InTASC 4(a), 4(e-g), 4(i-l), 4(n-o), 4(q-r), 6(a-c), 6(g-l), 6(o), 6(r), 6(t-v), 9(c), 9(h)]

Objective 1.2: Graduates compare educational “best practices” to other approaches and evaluate the benefits. [InTASC 1(a-b), 1(d-e), 1(g), 1(i-j), 3(a-b), 3(d-r), 6(b-c), 6(e-g), 6(i), 6(k), 6(t), 6(v), 8(d-e), 8(h), 8(j-s)]

Objective 1.3: Graduates apply a variety of differentiated assessment strategies and technology innovations in classroom practice. [InTASC 1(b), 1(d-e), 2(a-b), 2(f-h), 2(n-o), 3(d-e), 3(g), 3(m), 4(a-k), 4(m), 4(o-p), 4(r), 5(c), 5(h), 5(l), 5(n), 5(s), 6(a), 6(e), 6(g-l), 6(n), 6(p), 6(t-v), 7(b-d), 7(j-o), 8(a-b), 8(d-e), 8(g-l), 8(n), 8(p-q), 8(s), 9(a), 9(d), 9(f), 10(g), 10(t)]

Objective 1.4: Graduates describe qualities of children’s spiritual formation and appropriate ways for teachers, families, colleagues, and other professionals to facilitate such growth. [InTASC 1(a), 1(d-f), 1(h-k), 3(a), 3(f), 3(h-j), 3(n-r), 6(d-g), 7(a-q), 10(b-f), 10(j), 10(l-n), 10(q-s)]

Goal 2: Involve graduates in the practical use of applied teaching skills with a proven track record of achievement for young learners.

Objective 2.1: Graduates use assessment practices that produce results that are measurable, and they utilize those results to impact planning for students. [InTASC 4(a-c), 4(f), 4(i), 4(r), 6(a-c), 6(e), 6(g-m), 6(o-p), 6(r), 6(t-v), 7(a-q), 9(c), 9(h)]

Objective 2.2: Graduates promote the use of best practices in teaching by modeling those practices and sharing outcomes in collaboration with administrators, educators, parents, and other stakeholders. [InTASC 3(a-e), 3(i), 3(n), 3(q), 4(a-d), 4(h), 6(a), 6(d-g), 6(m-o), 6(q-u), 7(a-f), 7(h), 7(j-k), 7(m-o), 7(q), 8(a-i), 8(k-l), 8(n), 8(q-r), 9(c), 9(l), 10(a-b), 10(e-f), 10(h-k), 10(n), 10(r)]

Objective 2.3: Graduates create and foster an educational environment utilizing intentional strategies for differentiated instruction and inclusion of learners with varied backgrounds and abilities. [InTASC 2(a-b), 2(d-f), 2(h-k), 2(m), 2(o), 3(a-b), 3(d-f), 3(h), 3(j), 3(k-l), 3(n-q), 4(a-b), 4(g), 4(i), 4(m), 4(p-q), 5(a-j), 5(l-o), 5(r-s), 6(e-h), 6(k), 6(p), 6(t-u), 7(a-f), 7(i-k), 7(m-o), 7(q), 8(a-c), 8(e), 8(g-h), 8(j-n), 8(p-q), 8(s)]

Objective 2.4: Graduates interact with children in specific situations with procedures, activities, and/or communications geared toward contributing to the child’s spiritual development and the eventual recognition of being a loving member of a global community. [InTASC 1(a-e), 1(g), 1(i-j), 3(a), 3(f), 3(h), 3(j), 3(n-r), 4(a-d), 4(o), 5(b-g), 5(i), 5(l-r), 7(a-b), 7(d-f), 7(h-o), 7(q), 8(a), 8(c), 8(h-m), 8(q), 8(s), 10(d), 10(i), 10(l-m), 10(q)]

Objective 2.5: Graduates use procedures of applied research to formulate new ideas, methods, and tools to improve student growth in an educational setting. [InTASC 4(j), 4(o), 5(k), 6(a-c), 6(e), 6(h-o), 6(p), 6(t-u), 10(a), 10(c), 10(f), 10(h-i)]

Goal 3: Guide graduates to become responsible and knowledgeable servant leaders who create inclusive classroom environments that help all learners maximize their potential.

Objective 3.1: Graduates mentor one or more educators over a period of weeks or months in the mastery of student assessment, best practices, differentiated instruction, and/or another specific area related to education. [InTASC 4(j-m), 9(a-f), 9(1), 9(n-o), 10(a-c), 10(e-f), 10(i), 10(k-l), 10(o), 10(r-t)]

Objective 3.2: Graduates follow a plan of personal spiritual formation toward strengthening their own ability to lead other educators in their efforts to guide children's spiritual development. [InTASC 9(a-e), 9(g), 9(i), 9(k-n), 10(b), 10(e-f), 10(h), 10(k-l), 10(n), 10(p), 10(r), 10(t)]

Objective 3.3: Graduates respect and value all learners' contributions to their own learning, including past experience, personal reflections, and even failures which led to personal growth. [InTASC 1(a-b), 1(d-f), 1(h-i), 1(k), 2(c-d), 2(g), 2(j-n), 3(a-b), 3(f), 3(i), 3(j), 3(n-p), 3(r), 7(a-b), 7(d-e), 7(i-l), 7(n-q), 8(a-n), 8(p-q), 8(s)]

Objective 3.4: Graduates apply relevant laws related to learners' rights and teacher responsibilities for educational equity, learners with disabilities, and confidentiality and privacy. [InTASC 1(c), 1(k), 2(b), 2(d), 2(f), 2(h), 2(k-m), 3(d-e), 3(k), 3(n), 3(q-r), 4(f-g), 4(i-j), 4(o), 6(h), 6(p), 6(u), 9(f), 9(j), 9(o)]

Required Courses. The M.Ed. in Early Childhood Education degree program consists of the following courses:

Prerequisite

Applicants to the M.Ed. program in Early Childhood Education must provide proof of current teacher certification for early childhood education from the Georgia Professional Standards Commission (GaPSC, www.gapsc.com).

Education Core (12 credits)

EDUC 542 Teaching Diverse Students	3
EDUC 540 Multimedia Design	3
EDUC 543 Education Project Management	3
EDUC 544 Introduction to Research Methodologies for Education	3

Program Courses (15 credits)

CURR 610 Current Trends in Curriculum & Instructional Technology	3
EDUC 611 Assessment & Accountability	3
EDUC 612 Advanced Methods for Differentiation in Education	3
EDUC 613 Inclusive Educational Environments	3

EDUC 614 Leadership in Educational Settings	3
<i>Specialization (9 credits)</i>	
ECID 620 Best Practices for Early Childhood Professionals	3
ECID 621 Spiritual Development in Young Children	3
ECID 622 Advocacy in Early Childhood Education	<u>3</u>
TOTAL CREDITS IN DEGREE:	36

***Master of Education (M.Ed.)
in Instructional Technology***
(post-licensure or non-certification program)
(launching August 2020 pending SACSCOC and GaPSC approval)*

Overview. The Master of Education (M.Ed.) in Instructional Technology program prepares individuals to serve in instructional technology support roles in preschool through secondary education settings (P-12), higher education, corporate, and military environments. The program promotes best practices in educational technology use from an ethical Christian worldview using a research-based approach to understanding environments and the appropriate tools to promote growth and improvement. The program encourages participants to develop their own philosophy of education as they reflect on how educational initiatives and technology can be used as tools to realize God’s redemptive purpose for the world.

Teacher Certification Requirement for Admission. Applicants to the M.Ed. program in Instructional Technology must provide proof of current teacher certification for early childhood education from the Georgia Professional Standards Commission (GaPSC).

Teacher Certification. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. To qualify for GaPSC certification, applicants must hold an appropriate bachelor’s or master’s degree and successfully complete the GACE examinations (Georgia Assessments for Certification of Educators, www.gace.ets.org) pertinent to their desired area of certification. The Point University faculty has aligned the M.Ed. in Instructional Technology with both the *Standards for Educators* (www.iste.org/standards/for-educators) developed by the International Society for Technology in Education (ISTE, www.iste.org), as well as GaPSC requirements for Instructional Technology certification (<https://www.gapsc.com/ProspectiveEducator/CertificateSearchActions.aspx>). In many districts, the M.Ed. and/or the additional Instructional Technology certification qualify teachers for salary increases. During program course-work, participants receive an overview of the certification process and requirements. Students may also seek information from Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

***Accreditation.** The Master of Education in Instructional Technology has been approved by the Point University faculty, administration, and board of trustees. Point is now seeking approval from the SACSCOC regional accrediting body, as well as the Georgia Professional Standards Commission (GaPSC), which oversees teacher certifi-

cation in the State of Georgia. For the status of these applications, contact Dr. Joshua Boyd, chair of the CGPS Education Department (Joshua.Boyd@point.edu).

Modality. Point University offers the Master of Education in Instructional Technology in a fully-online format. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Four courses (ETCH 625 Advanced Instructional Technology, ETCH 655 Practical Research Implementation, and ETCH 699A-B Capstone Practicum in Instructional Technology) include field experiences that call for participants to visit schools or other educational sites in their home region (which may be their place of employment).

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Education in Instructional Technology program provides comprehensive preparation for positions focusing on technology-supported instruction.

Goal 1: Equip graduates with historical, theoretical, philosophical, and psychological foundations for service in instructional technology, including a legal, ethical, and theological framework for service and faith integration.

Objective 1.1: Graduates explain the impact of educational history, philosophy, theory, psychology, and current trends on effective instructional design and delivery. [GaPSC vi.I]

Objective 1.2: Graduates implement and practice legal, ethical, and Christ-centered principles and values within curriculum and technology planning for delivery locally and globally. [GaPSC iii.VII]

Objective 1.3: Graduates demonstrate familiarity with professional certification requirements and processes in their home state.

Goal 2: Equip graduates to design, implement, and evaluate effective curricula.

Objective 2.1: Graduates assess their students' unique characteristics and contexts to implement relevant curricular and technology approaches to improve learning in both traditional and non-traditional environments. [GaPSC i.I, iii.I, ISTE Analyst 7.c]

Objective 2.2: Graduates design appropriate curricula using technology for diverse learners. [GaPSC i.I, ii.II, ii.V, iii.IV, iv.I, iv.III, v.II, ISTE Leader 2.b]

Objective 2.3: Graduates align curriculum design and technology use with necessary national, state, local, or program standards. [GaPSC i.III, ii.I, v.II, ISTE Learner 1.b]

Objective 2.4: Graduates incorporate appropriate technology and library resources, to support curriculum. [GaPSC i.I, i.II, iii.II, iii.V-VI, vi.I, ISTE Learner 1.a]

Objective 2.5: Graduates evaluate curricula and program implementation to improve their effectiveness. [GaPSC i.II, v.III, ISTE Designer 5.b]

Objective 2.6: Graduates apply principles of educational project management, including planning, preparing proposals, scheduling, budgeting, risk-mitigation, process, technology, and allocation of resources. [GaPSC i.II, i.IV, vi.III, ISTE Leader 2.b; Designer 5.c]

Goal 3: Equip graduates to plan, implement, and evaluate instruction.

Objective 3.1: Graduates apply best practices in teaching and learning for technology-integrated curricula. [GaPSC i.I, ii.II iii.I, iv.II, v.II, vi.I, vi.III, ISTE Designer 5.c]

Objective 3.2: Graduates plan and implement a variety of instructional delivery methods, including but not limited to multiple instructional strategies and educational technologies. [GaPSC i.I, i.II, ii.II-V, iii.I, iii.III-V, v.II, ISTE Designer 5.a]

Objective 3.3: Graduates evaluate and utilize a variety of technologies, including multimedia, for instructional efficiency and effectiveness in planning and delivery of curriculum. [GaPSC i.II, ii.II, ii.III, iii.I-III, iv.I, vi.I, vi.II v.II, ISTE Facilitator 6.b]

Objective 3.4: Graduates collect data and analyze their instructional performance with assessment instruments, including but not limited to supervisor, peer, and student feedback. [GaPSC i.II, iii.VI, vi.II, v.I, ISTE Analyst 7.b]

Goal 4: Equip graduates to use research to improve contextual teaching and curriculum.

Objective 4.1: Using diagnostic technologies, graduates analyze personal teaching contexts using formative and summative assessments, literature, performance data, and technology use to improve instruction and planning. [GaPSC i.IV, ii.VI-VIII, vi.II, v.I, v.III, ISTE Analyst 7.b]

Objective 4.2: Graduates practice using quantitative, qualitative and/or mixed methods research to solve contextual problems of instructional practice. [GaPSC i.IV, ii.VI, vi.III, ISTE Analyst 7.c]

Objective 4.3: Graduates synthesize research literature and data to improve educational theory and practice. [GaPSC vi.III, ISTE Learner 1.c]

Required Courses. The Master of Education in Instructional Technology degree program consists of the following courses:

Education Core (12 credits)

EDUC 542 Teaching Diverse Students	3
EDUC 544 Introduction to Research Methodologies for Education	3
CURR 605 Historical & Theoretical Foundations of Instructional Design	3
CURR 620 Principles of Instructional Design	3

Program Courses: Curriculum & Instruction (12 credits)

EDUC 540 Multimedia Design	3
EDUC 543 Education Project Management	3

CURR 610	Current Trends in Curriculum & Instructional Technology	3
CURR 615	Creating Non-Traditional Educational Environments	3
<i>Specialization Courses: Instructional Technology (12 credits)</i>		
ETCH 625	Advanced Instructional Technology	3
ETCH 655	Practical Research Implementation	3
ETCH 699A	Capstone Practicum in Instructional Technology A	3
ETCH 699B	Capstone Practicum in Instructional Technology B	<u>3</u>
<i>TOTAL CREDITS IN DEGREE:</i>		36

Professional Organizations. The faculty strongly encourages students enrolled in the Instructional Technology program to join (as student members) the professional organization(s) that most closely align with their career goals and interests. Examples include:

- *The Online Learning Consortium* (OLC, <https://onlinelearningconsortium.org>) is a collaborative community of higher education leaders and innovators, dedicated to advancing quality and leadership in digital education. OLC inspires innovation and quality through an extensive set of resources, including, best-practice publications, quality benchmarking, leading-edge instruction, community-driven conferences, practitioner-based and empirical research, and expert guidance. Point University is an institutional member of OLC. As long as students are enrolled with a Point email address, they may be affiliated with the University and take advantage of its benefits. OLC offers professional memberships for an annual fee to anyone who wishes to join, including students. They offer a free option to join their community (<https://onlinelearningconsortium.org/join>). OLC also offers high quality professional development for anyone who wishes to enroll in their workshops and certificate programs, with discounted rates for members (<https://onlinelearningconsortium.org/learn/olc-institute-professional-development>).
- *Quality Matters* (QM, <https://www.qualitymatters.org>) is an international leader in quality assurance for online education. It offers free access to its professional community, as well as a paid membership for individuals (<https://www.qualitymatters.org/qm-membership>). QM also offers professional development and certification programs (<https://www.qualitymatters.org/professional-development>), along with an Instructional Designers Association (IDA, <https://ida.qualitymatters.org>).
- *The Association for Educational Communications & Technology* (AECT, <https://aect.org>) is a diverse international organization for those actively involved in instructional design and a systematic approach to learning. It offers a variety of membership options for students, professionals, and corporations for a fee), along with digital resources, networking, professional development, and an annual convention (https://aect.org/aect_membership_-_join_today.php).
- *The International Society for Technology in Education* (ISTE, www.iste.org) is a global community of educators who believe in the power of technology to transform teaching and learning, accelerate innovation, and solve tough problems in education. The organization delivers practical guidance, evidence-based professional learning,

virtual networks, and thought-provoking events. Point University has aligned its instructional technology courses and programs with ISTE *Standards for Educators* (www.iste.org/standards/for-educators). The organization offers individual, group, corporate, and affiliate memberships (<https://www.iste.org/membership/become-a-member>).

- *The Georgia Association of Educators* (GAE, <https://gae.org/about-gae>) exists “to support, protect, and strengthen those who nurture Georgia's children” through professional development and advocacy. The organization offers paid memberships, including student memberships (<https://gae.org/membership/joining-georgia-association-educators/membership-forms-process>).
- *The Alabama Education Association* (AEA, <https://myaea.org>) promotes educational excellence in Alabama through leadership in the field and advocacy for its members. The organization provides a wide range of resources, benefits, support, legal protection, and advocacy for its members. AEA offers paid professional memberships and student memberships (<https://myaea.org/join>).
- *The National Education Association* (NEA, <http://www.nea.org>), the nation's largest professional employee organization, is committed to advancing the cause of public education at every level—from pre-school to university graduate programs. NEA provides news and advocacy, tools and ideas, and professional development opportunities. Paid professional memberships and student memberships are available (<https://ims.nea.org/JoinNea>).
- *Many other professional organizations* also exist that are dedicated to various aspects of education and instructional technology, including distance education (<https://educationaltechnology.net/educational-technology-associations-organizations>).

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.N. in Nursing, Doctor of Nursing Practice in Nursing Administration with Educator Concentration, RN—Adjunct Instructor in Nursing and Public Health

Adriane Holliman, B.S. in Health Administration 2006, M.B.A. in Business 2010, National Registered Emergency Medical Technician (EMT), Registered Medical Assistant (AMT)—Adjunct Instructor in Medical Assisting

Lynne Murray, M.S.N. in Nursing—Adjunct Instructor in Nursing

Kara L. Silvers, M.Ed. in Vocational Education, M.S. in Special Education, Medical Administrative Assistant Diploma, CPC, CPC-I, CPB—Adjunct Instructor in Health Sciences

Tankiyah Smith, M.S. in Public Administration, A.S. in Medical Assisting, M.S. in Leadership and Management, Ed.D. candidate in Higher and Postsecondary Education, Registered Medical Assisting certification, Allied Health Instructor certification Adjunct Instructor in Medical Assisting

Katrina Walker, D.P.N. in Nursing Practice—Adjunct Instructor in Nursing and Public Health

CGPS Interdisciplinary Faculty

Kathy Castille Aliffi, M.S.N. 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

Debrua Coleman, M.S. in Healthcare Administration, Ph.D. in Epidemiology—Adjunct Instructor in Healthcare Administration and Epidemiology


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:

 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 <p style="text-align: center;">* = pending approval</p>		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Health Sciences Department	ONL	PC	Notes
• Medical Coding & Billing Certificate	X		
• Medical Assisting Certificate	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home
• A.S. in Medical Coding & Billing	X		
• A.S. in Medical Assisting	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home
• A.S. in Medical Office Management	X		includes an on-ground Clinical Externship that calls for students to work at an approved site near their home
• A.A. in Public Health	X		
• R.N. to B.S.N. in Nursing (post-licensure completion program)	X		includes three on-ground practicum courses that call for students to work at approved sites near their home

• B.S. in Public Health	X		
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Medical Coding & Billing Certificate

Overview. The Medical Coding & Billing Certificate (AS-MCB) prepares students for post-program certification exams offered through AAPC (<https://www.aapc.com/certification/cpc>), the American Health Information Management Association (AHIMA, <http://www.ahima.org>), and the National Healthcareer Association (NHA, www.nhanow.com). Over 20 specialty certifications are available depending on the student's chosen career interest. The faculty highly recommends that graduates take the certification exams at the completion of the program and as soon as they meet all requirements of the certifying bodies.

The certificate program features faith integration in every course, encouraging students toward becoming Christ-centered, service-focused healthcare providers. Graduates of the program are equipped to work in many healthcare settings, including but not limited to hospitals and physician practices.

For certain medical billing and coding jobs, an associate's degree is highly desirable and may be required. Program graduates may continue their education by seeking a degree from Point University, such as the A.S. in Medical Coding & Billing and then the B.S. in Healthcare Administration.

NOTE: Title IV funds are not available for students seeking the Medical Coding & Billing Certificate alone. However, they may be available for students enrolled in the A.S. in Medical Coding & Billing, which includes all the certificate courses. Students seeking only the certificate may qualify for other types of financial aid, such as private loans.

Modality. Point University offers the Medical Coding & Billing Certificate in fully-online format. *Point 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 Medical Coding & Billing Certificate equips students with professional skills for God-honoring work in the healthcare field.

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

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

Objective 1.1: Graduates read with understanding and think critically.

Objective 1.2: Graduates communicate effectively orally and in writing.

Objective 1.3: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 2: Equip students with foundational knowledge essential for healthcare providers.

Objective 2.1: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems pertinent to health professionals.

Objective 2.2: Students demonstrate a foundational working knowledge of medical terminology employed in healthcare professions.

Goal 3: Students develop professional competencies for medical coding and billing.

Objective 3.1: Students demonstrate a working knowledge of International Classification of Diseases (ICD) nomenclature.

Objective 3.2: Students demonstrate a working knowledge of Current Procedural Terminology (CPT) nomenclature.

Objective 3.3: Students analyze patient care and assign correct codes for medical issues and procedures.

Objective 3.4: Students follow correct procedures for processing insurance claims.

Objective 3.5: Students follow correct procedures for patient billing, collections, and reimbursement.

Objective 3.6: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Required Courses. The Medical Coding & Billing Certificate consists of the following courses:

General Education Prerequisites (6 credits)

APSP 099	Online Orientation	0
ENGL 101	Critical Reading & Writing I	3
MATH 115	Quantitative Reasoning	3

Professional Courses (18 credits)

NSCI 214	Human Anatomy & Physiology for Health Professionals	3
MEDI 200	Medical Terminology	3
MEDC 205	ICD Medical Coding & Billing	3
MEDC 210	Insurance Claim Procedures	3
MEDC 220	CPT Medical Coding & Billing	3
MEDC 225	Hospital Coding & Billing	3

TOTAL CERTIFICATE CREDITS: 24

The faculty highly recommends, but does not require that certificate students complete six additional courses: APSP 105 Introduction to Adult Learning, APSP 110 Effective Thinking, CISM 105 Introduction to Academic Technologies, and ENGL 102 Critical Reading & Writing II. All of these courses apply toward the A.S. in Medical Coding & Billing should students decide to continue their education toward that degree.

Medical Assisting Certificate

Overview. The Medical Assisting Certificate prepares graduates for post-program certification exams, such as the Certified Medical Assistant credential (AAMA, <http://www.medicalassistanttrainings.com/national-center-for-competency-testing-ncct-for-medical-assistants>) from the National Center for Competency Testing (NCCT, <https://www.ncctinc.com>). The faculty highly recommends that graduates take

certification exams at the completion of the program and as soon as they meet all requirements of the certifying bodies.

The certificate program features faith integration in every course, encouraging students toward becoming Christ-centered, service-focused healthcare providers. Graduates of the program are equipped to work in many healthcare settings, including but not limited to hospitals, clinics, public health departments, and physician practices.

For certain medical assisting positions, an associate's degree is highly desirable and may be required. Program graduates may continue their education by seeking a degree from Point University, such as the A.S. in Medical Assisting and then the B.S. in Healthcare Administration.

NOTE: Title IV funds are not available for students seeking the Medical Assisting Certificate alone. However, they may be available for students enrolled in the A.S. in Medical Assisting, which includes all the certificate courses. Students seeking only the certificate may qualify for other types of financial aid, such as private loans.

Modality. Point University offers the Medical Assisting Certificate in a fully-online asynchronous format, with the exception of the on-ground Clinical Externship at the end of the program. *Point Online* students engage in asynchronous learning through a website that facilitates interaction with their instructor and classmates throughout the week. Students may complete the Externship at a Point-approved site near their home under a Point-approved preceptor. For more information on the Externship, see below.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Medical Assisting Certificate equips students with professional skills for God-honoring work in the healthcare field.

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

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

Objective 1.1: Graduates read with understanding and think critically.

Objective 1.2: Graduates communicate effectively orally and in writing.

Objective 1.3: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Goal 2: Equip students to apply sound principles of lifetime health and fitness.

Objective 2.1: Graduates demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion.

Objective 2.2: Graduates 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 2.3: Students remain current with medical practices by seeking out and remaining current with evidence-based practice.

Goal 3: Equip students with a foundation for understanding and applying technology in the medical field.

Objective 3.1: Students use electronic medical records in the clinical setting with beginning mastery.

Objective 3.2: Students document patient records with accuracy and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 3.3: Graduates use medical equipment correctly and with patient safety as a top priority.

Goal 4: Equip students to manage front office functions, including some medical coding and billing to assist the practice as needed.

Objective 4.1: Graduates correctly assist with insurance coding and billing.

Objective 4.2: Graduates use appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 4.3: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Required Courses. The Medical Assisting Certificate consists of the following courses:

General Education Prerequisites (6 credits)

APSP 099	Online Orientation	0
ENGL 101	Critical Reading & Writing I	3
MATH 120	College Algebra	3

Professional Courses (19 credits)

NSCI 214	Human Anatomy & Physiology for Health Professionals	3
MEDI 200	Medical Terminology	3
MEDC 200	Introduction to Medical Coding & Billing	3
MEDM 210	Medical Systems & Procedures	3
MEDI 220	Medical Ethics & Legal Considerations*	3
MEDM 298	Clinical Externship in Medical Assisting	<u>4</u>

TOTAL CERTIFICATE CREDITS: 25

All of these courses apply toward the A.S. in Medical Assisting should students decide to continue their education toward that degree.

Satisfactory Academic Progress. Students must earn a minimum grade of “C” in each of the six professional courses in order to graduate from the certificate program.

Clinical Externship. The capstone course for the Medical Assisting Certificate consists of an externship in a clinical facility under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Assistant holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and preapproved by Point’s Health Sciences Department Chair two sessions (16 weeks) prior to the start of

the externship. Point faculty assist with arrangements once the preceptor and site are confirmed.

Associate of Science in Medical Coding & Billing

Overview. The Associate of Science in Medical Coding and Billing (AS-MCB) leads students toward becoming Christ-centered, service-focused healthcare providers. Graduates of the program are equipped to work in many healthcare settings, including but not limited to hospitals and physician practices. This degree prepares graduates for certification exams offered through AAPC (<https://www.aapc.com/certification/cpc>), the American Health Information Management Association (AHIMA, <http://www.ahima.org>), and the National Healthcareer Association (NHA, www.nhanow.com). Over 20 specialty certifications are available depending on the graduate's chosen career interest. The faculty highly recommends that graduates take the certification exams at the completion of the program and as soon as they meet all requirements of the certifying bodies. For certain medical billing and coding jobs, an associate's degree is highly desirable and may be required. Program graduates may continue their education by seeking a bachelor's degree from Point University, such as the B.S. in Healthcare Administration.

Modality. Point University offers the A.S. in Medical Coding & Billing in fully-online format. *Point 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 Medical Coding & Billing equips students with a broad grounding in the Liberal Arts, along with theological foundations and professional skills for God-honoring work in the healthcare field.

The A.S. in Medical Coding & Billing 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 worldview 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 with foundational knowledge essential for healthcare providers.

Objective 4.1: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems pertinent to health professionals.

Objective 4.2: Students demonstrate a foundational working knowledge of medical terminology employed in healthcare professions.

Goal 5: Students develop professional competencies for medical coding and billing.

Objective 5.1: Students demonstrate a working knowledge of International Classification of Diseases (ICD) nomenclature.

Objective 5.2: Students demonstrate a working knowledge of Current Procedural Terminology (CPT) nomenclature.

Objective 5.3: Students analyze patient care and assign correct codes for medical issues and procedures.

Objective 5.4: Students follow correct procedures for processing insurance claims.

Objective 5.5: Students follow correct procedures for patient billing, collections, and reimbursement.

Objective 5.6: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Required Courses. The A.S. in Medical Coding & Billing 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

MATH 120 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 (18 credits)

NSCI 214 Human Anatomy & Physiology for Health Professionals 3

MEDI 200 Medical Terminology 3

MEDC 205 ICD Medical Coding & Billing 3

MEDC 210 Insurance Claim Procedures 3

MEDC 220 CPT Medical Coding & Billing 3

MEDC 225 Hospital Coding & Billing 3

General Elective Component (3 credits)

Elective Courses	3
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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:	61
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**Writing Emphasis course*

Associate of Science in Medical Assisting

Overview. The Associate of Science in Medical Assisting (AS-MOA) leads students toward becoming Christ-centered, service-focused healthcare providers. Graduates of the program are equipped to work in many healthcare settings, including but not limited to hospitals, clinics, public health departments, and physician practices. This degree prepares graduates for post-program certification exams, such as the Certified Medical Assistant credential (AAMA, <http://www.medicalassistanttrainings.com/national-center-for-competency-testing-ncct-for-medical-assistants>) from the National Center for Competency Testing (NCCT, <https://www.ncctinc.com>). The faculty highly recommends that graduates take certification exams at the completion of the program and as soon as they meet all requirements of the certifying bodies. For certain medical assisting positions, an associate's degree is highly desirable and may be required. Program graduates may continue their education by seeking a bachelor's degree from Point University, such as the B.S. in Healthcare Administration.

Modality. Point University offers the A.S. in Medical Assisting in a fully-online asynchronous format, with the exception of the on-ground Clinical Externship at the end of the program. *Point Online* students engage in asynchronous learning through a website that facilitates interaction with their instructor and classmates throughout the week. Students may complete the Externship at a Point-approved site near their home under a Point-approved preceptor. For more information on the Externship, see below.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Science in Medical Assisting equips students with a broad grounding in the Liberal Arts, along with theological foundations and professional skills for God-honoring work in the healthcare field.

The A.S. in Medical Assisting 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 worldview 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: Graduates 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: Graduates 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 remain current with medical practices by seeking out and remaining current with evidence-based practice.

Goal 5: Equip students with a foundation for understanding and applying technology in the medical field.

Objective 5.1: Students use electronic medical records in the clinical setting with beginning mastery.

Objective 5.2: Students document patient records with accuracy and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 5.3: Graduates use medical equipment correctly and with patient safety as a top priority.

Goal 6: Equip students to manage front office functions, including some medical coding and billing to assist the practice as needed.

Objective 6.1: Graduates correctly assist with insurance coding and billing.

Objective 6.2: Graduates use appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 6.3: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Required Courses. The A.S. in Medical Assisting 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

<i>Choose one:</i>	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
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Mathematics

MATH 120 College Algebra	3
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Social & Behavioral Sciences

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

Biblical Studies Component (9 credits)

BIBL 103 Drama of Scripture	3
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BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3
<i>Professional Component (19 credits)</i>		
NSCI 214	Human Anatomy & Physiology for Health Professionals	3
MEDI 200	Medical Terminology	3
MEDC 200	Introduction to Medical Coding & Billing	3
MEDM 210	Medical Systems & Procedures	3
MEDI 220	Medical Ethics & Legal Considerations*	3
MEDM 298	Clinical Externship in Medical Assisting	4
<i>General Elective Component (3 credits)</i>		
	Elective Course	<u>3</u>
<i>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).</i>		
TOTAL DEGREE CREDITS:		62

*Writing Emphasis course

Satisfactory Academic Progress. Students must earn a minimum grade of “C” in each of the six professional courses in order to graduate from the AS-MOA program.

Clinical Externship. The capstone course for the A.S. in Medical Assisting consists of an externship in a clinical facility under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Assistant holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and preapproved by Point’s Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed.

Associate of Science in Medical Office Management

Overview. The Associate of Science in Medical Office Management (AS-MOM) leads students toward becoming Christ-centered, service-focused healthcare providers. Graduates of the program are equipped to work in many healthcare settings, including but not limited to hospitals, clinics, public health departments, and physician practices. This degree prepares graduates for post-program certification exams, such as the Certified Physician Practice Manager credential (CPPM, <https://www.aapc.com/certification/cppm>) offered by AAPC (<https://www.aapc.com>). The faculty highly recommends that graduates take certification exams at the completion of the program and as soon as they meet all requirements of the certifying bodies. For certain medical office management positions, an associate’s degree is highly desirable and may be required. Program graduates may continue their education by seeking a bachelor’s degree from Point University, such as the B.S. in Healthcare Administration.

Modality. Point University offers the A.S. in Medical Office Management in a fully-online asynchronous format, with the exception of the on-ground Clinical Externship at the end of the program. *Point Online* students engage in asynchronous learning through a website that facilitates interaction with their instructor and classmates throughout the week. Students may complete the Externship at a Point-approved site near their home under a Point-approved preceptor. For more information on the Externship, see below.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Associate of Science in Medical Office Management equips students with a broad grounding in the Liberal Arts, along with theological foundations and professional skills for God-honoring work in the healthcare field.

The A.S. in Medical Office Management 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 worldview 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: Graduates 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: Graduates 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.

Goal 5: Equip students with a foundational understanding and management strategies in the medical office setting.

Objective 5.1: Students use electronic medical records in the clinical setting with beginning mastery.

Objective 5.2: Students document patient records with accuracy and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 5.3: Graduates have a sound foundation in personnel leadership and management that enables them to integrate crisis intervention and conflict in a professional manner.

Goal 6: Equip students to manage all aspects of a medical practice.

Objective 6.1: Graduates correctly assist with insurance coding and billing.

Objective 6.2: Graduates use appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 6.3: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Objective 6.4: Graduates remain current with medical practices by seeking out and remaining current with evidence-based practice.

Objective 6.5: Graduates are prepared to manage personnel, financial, ethical, and legal aspects of the medical practice.

Required Courses. The A.S. in Medical Office Management consists of the following courses:

<i>General Education Component (31 credits)</i>	
<i>Essential Skills</i>	
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
<i>Humanities & Fine Arts</i>	
<i>Choose one:</i>	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
<i>Natural Sciences</i>	
NSCI 105 Introduction to Biology with Lab	4
<i>Mathematics</i>	
MATH 120 College Algebra	3
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
<i>Choose one:</i>	3
PSYC 103 Introduction to Psychology (3)	
SOC1 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (19 credits)</i>	
NSCI 214 Human Anatomy & Physiology for Health Professionals	3
MEDI 200 Medical Terminology	3
MEDC 210 Insurance Claim Procedures	3
MEDM 250 Leadership & Management for Medical Professionals*	3
MEDM 220 Medical Systems & Records Management	3
MEDM 299 Clinical Externship in Medical Office Management	4
<i>General Elective Component (3 credits)</i>	
Elective Course	<u>3</u>
<i>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).</i>	
TOTAL DEGREE CREDITS:	62

*Writing Emphasis course

Satisfactory Academic Progress. Students must earn a minimum grade of “C” in each of the six professional courses in order to graduate from the AS-MOM program.

Clinical Externship. The capstone course for the A.S. in Medical Office Management consists of an externship in a clinical facility under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Office Manager holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and preapproved by Point’s Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed.

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. *Point 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 worldview 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

<i>Choose one:</i>	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
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Mathematics

MATH 117 Introductory Statistics	3
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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
NSCI 214 Human Anatomy & Physiology for 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	<u>2</u>
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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
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*Writing Emphasis course

Bachelor of Science in Nursing **(post-licensure RN to BSN completion program)**

(SACSCOC approval received; CCNE approval pending)*

Overview. Point University’s RN-to-BSN completion program is designed for students who have already earned an accredited associate’s degree in nursing or a hospital-based nursing diploma, who have already achieved licensure as a Registered Professional Nurse (RPN or RN), and who desire to continue their education by earning the Bachelor of Science in Nursing degree. Baccalaureate-prepared nurses focus on helping individuals and communities gain, improve, and maintain their overall health and wellness using a holistic approach. The RN-BSN program builds on the student’s prior education by adding the following content: preventative and acute care, research methodologies, health assessment, leadership, management, and community health.

In accordance with Point’s mission to “educate students for *Christ-centered* service and leadership,” the program encourages students to develop their personal philosophy of service as they reflect on how Christians have used nursing and healthcare to carry out God’s redemptive purposes in the world. As Jesus said, “Heal the sick *and* tell them, ‘The Kingship of God has come near to you’” (Luke 10:9). The theoretical basis of the program is the Watson Caring Model (described below under Goal 5), which emphasizes care for the whole person including the student, faculty, and most importantly the patient.

Students who successfully complete the program may choose from a variety of career paths, such as service and leadership roles in 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 seek graduate degrees, such as the Master of Public Health or Master of Science in Nursing in various specialties.

RN-BSN Admission Requirements. Applicants for the RN-BSN program must meet the normal undergraduate Point admission requirements (see the section of this catalog focusing on “Application & Admission”). They must also submit:

- Proof of graduation from a regionally accredited institution with either an associate’s degree in nursing or a hospital-based nursing diploma

NOTE: If the student’s program includes a minimum 60 semester credit hours, a General Education component that meets minimum SACSCOC standards, 8+ credits in Anatomy & Physiology with lab, 8+ credits in Chemistry with lab, and significant professional and clinical components (which are nearly always the case with such programs), Point will accept the full 60+

credits toward the 120-credit BSN degree in fulfillment of General Education Core and other requirements. Nursing faculty and registrar staff will review all student transcripts as part of the admission process and notify them of their credit status.

- Proof of an unencumbered license as a Registered Professional Nurse (RPN or RN), proof of tort liability, a urine drug screen, and a background check in preparation for clinical work. Students may complete the background check through Point University's Human Resources (HR) Department.
- Current résumé
- 1-2 page essay outlining career goals

BSN applicants must also complete an interview with the Nursing Faculty either at a Point site or by telephone or videoconference.

***Accreditation.** The post-licensure RN-BSN completion program has been approved by the Point University faculty, administration, and board of trustees, as well as the SACSCOC regional accrediting body. Point is now seeking approval from the Commission on Collegiate Nursing Education (CCNE). In accordance with CCNE policy, Point has designed the RN-BSN program to align with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (<http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>) developed by the American Association of Colleges of Nursing (AACN, <http://www.aacnnursing.org>). For the status of the CCNE application, contact Dr. Dina Swearngin, chair of the CGPS Health Sciences Department (Dina.Swearngin@point.edu).

Modality. Point University offers the RN-BSN program in fully-online format with the exception of three on-ground practicum courses students may complete at their place of employment or a preapproved healthcare facility near their home. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For more information about the practicum components, see below.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The post-licensure RN-BSN completion program equips students with theological foundations and professional skills for God-honoring work in the healthcare field.

The post-licensure RN-BSN completion program 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 to apply sound principles of lifetime health and wellness.

Objective 1.1: Students articulate a biblical and theological perspective on lifetime health and wellness 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 demonstrate and apply effective methods and strategies for preventing the spread of infectious diseases.
- Objective 1.5:* 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.
- Objective 2.3:* Students understand and demonstrate the use of evidence-based practice and remain current in the literature to provide the most clinically appropriate care.
- Objective 2.4:* Students demonstrate mastery of electronic medical record use using virtual and real-world activities.
- Goal 3:* Equip students with practical knowledge and skills for planning, implementing, and evaluating disease prevention and health promotion programs within diverse communities and acute care settings.
- Objective 3.1:* Students assess, 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.
- Objective 3.3:* Students work within communities to support primary healthcare for diverse populations.
- Goal 4:* Equip students with practical knowledge and skills for advancing leadership in healthcare systems with patient safety in mind.
- Objective 4.1:* Students demonstrate a working knowledge of healthcare 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 health organizations, such as

budgeting, resource management, personnel management, and conflict resolution strategies.

Objective 4.3: Students critically examine issues related to the intersection of public health policies, legal standards, faith, and ethics in professional practice.

Objective 4.4: Students verbalize the need for involvement in local, state, and national nursing organizations to become effective change agents.

Goal 5: Equip students with the necessary values to work in high stress environments with the overarching goal of providing God-honoring care for the entire family unit. [*NOTE:* This goal is informed by the Caring Science Theory developed by Dr. Jean Watson (www.watsoncaringscience.org).]

Objective 5.1: Students practice of loving-kindness and equanimity.

Objective 5.2: Students offer authentic presence, enabling deep belief of others (patient, colleague, family, community).

Objective 5.3: Students cultivate their own spiritual practice toward wholeness of mind/body/spirit-beyond ego.

Objective 5.4: Students put into practice “being” the caring-healing environment.

Objective 5.5: Students maintain openness to God and to unexpected and inexplicable life events, allowing miracles to happen.

Goal 6: Help students develop a foundational working knowledge of God’s redemptive activity in history as reflected in the biblical metanarrative.

Objective 6.1: Students demonstrate familiarity with key actors in the story of scripture (e.g. God, Abraham, Moses, David, Jesus, Paul, and Holy Spirit).

Objective 6.2: 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 6.3: 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 6.4: Students demonstrate a basic working knowledge of biblical Christology, with an emphasis on Davidic Christology.

Objective 6.5: Students demonstrate a working knowledge of the primary features of early Jewish and Christian apocalyptic literature and theology.

Objective 6.6: Students demonstrate a basic working knowledge of biblical geography.

Objective 6.7: Students reflect on worldview issues raised by Scripture and various cultures (e.g. supernaturalism vs. materialism, the nature of God and human beings).

Goal 7: 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 7.1: 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 7.2: Students utilize sound principles of interpretation to uncover the biblical authors' intent.

Objective 7.3: 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 8: Lay a theological and philosophical foundation for studies at Point University.

Objective 8.1: Students articulate Point's mission and aims as a Christian University.

Objective 8.2: 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 9: 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 9.1: Students discuss purposes and historical processes of spiritual formation.

Objective 9.2: Students experiment with spiritual disciplines that deepen their relationship with God and promote spiritual formation.

Objective 9.3: Students articulate the role of believers in the Body of Christ and principles of congregational formation.

Objective 9.4: Students address worldview issues from a Christian perspective.

Objective 9.5: 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 RN-BSN completion program consists of the following courses:

Prerequisites for entering the completion program

Associate's degree or hospital-based diploma in Nursing	60
<i>This credential must be from a regionally accredited institution. It must include 60+ semester credit hours, a General Education component that meets minimum SACSCOC standards, 3+ credits in College Algebra, 8+ credits in Anatomy & Physiology with lab, 8+ credits in Chemistry with lab, and significant professional and clinical components.</i>	
Licensure as a Registered Professional Nurse (RPN or RN)	
<i>RN-BSN Completion (40 credits)</i>	
NURS 100 RN-BSN Orientation	0
ENGL 102 Critical Reading & Writing II	3
NURS 300 Pathophysiology	3
NURS 305 Transition to Professional Nursing [WE]*	3
MATH 302 Statistics	3
NURS 310 Health Assessment	3
NURS 310L Health Assessment Practicum	3
NURS 315 Nursing Research [WE]*	3
NURS 400 Leadership & Management I	3
NURS 410 Healthcare Policy [WE]*	3
NURS 415 Informatics in Healthcare	3
NURS 420 Community & Population Health	3
NURS 420L Community & Population Health Practicum	3
NURS 440L Leadership & Management II Capstone Practicum	4
<i>Biblical Studies Minor (15 credits)</i>	
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
<i>General Electives (5 credits)</i>	
Elective Courses	<u>5</u>
<i>Helpful electives might include CISM 105 Introduction to Academic Technologies (3 credits) and/or CISM 110 Intermediate Academic Technologies (2 credits).</i>	
TOTAL DEGREE CREDITS:	120

*Writing Emphasis courses

Satisfactory Academic Progress. Students must earn a minimum grade of “C” in each RN-BSN Completion course in order to graduate with the Bachelor of Science in Nursing (B.S.N.) degree.

Practicum Courses. The RN-BSN Completion Program includes three practicum courses—namely, NURS 310L Health Assessment Practicum (3 credits), NURS 420L Community & Population Health Practicum (3 credits), and NURS 440L Leadership &

Management II Capstone Practicum (4 credits). Together, the practicum courses represent about 400 hours of supervised clinical education and service.

Students must arrange to complete these learning experiences at their place of employment or at another appropriate healthcare facility. They must be supervised, observed, and evaluated by a qualified preceptor preapproved by the RN-BSN program coordinator. *Students must apply in advance for clinical rotations* to give the coordinator time to make arrangements for the practicum experience. The deadline for applying is two sessions (16 weeks) before the practicum is scheduled to begin.

An unencumbered license as a Registered Professional Nurse, proof of tort liability, a urine drug screen, and a background check are required for admission to the RN-BSN practica and must remain valid throughout progression. Students may complete the background check through Point University's Human Resources (HR) Department. Students may be drug tested at any time during the program or at the suggestion of a clinical faculty member. Any additional requirements mandated by the practicum facility—such as a flu vaccine, PPD, or other vaccinations—will be the responsibility and expense of the student.

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. *Point 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)

MATH 117 Introductory Statistics (3)

NSCI 105 Introduction to Biology with Lab (4)

PSYC 103 Introduction to Psychology (3)

Public Health Major (45 credits)

PBHE 210 Introduction to Public Health 3

NSCI 214 Human Anatomy & Physiology for 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 Healthcare 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 timeframe 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)

Trishawna Stuart, M.S.W. in Social Work, LMSW—Instructor in Sociology and Social Work

Shirley Thompson-Lewis, M.S.W. in Social Work, M.A. in Christian Studies, D.Min. candidate in Spirituality, LISW-S—Social Work Program Director and Field Education Director, Instructor in Human Relations and Social Work (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

Darren L. Cooper, D.S.W. in Social Work—Adjunct Instructor in Social Work

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 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
 Lyndsey A. Rich, M.A. in Professional Counseling, GAPC—Adjunct Instructor in
 Psychology and Counseling
 Daniella E. Stewart, M.S. in Criminal Justice—Adjunct Instructor in Criminal Justice
 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 and Social Work
 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 Social Work, 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
 Thomas S. Parrott, D.Min. in Counseling, M.Acc. in Management and Forensic
 Accounting, LPC, CPA, CMA, CPIM—Adjunct Instructor in Counseling,
 Accounting, and Finance

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:

 ACADEMIC PROGRAMS CGPS BIBLE & MINISTRY DEPARTMENT			
ONL = <i>Point Online</i> asynchronous format—the most common format used in CGPS PC-V = <i>Point Connect Virtual</i> format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning	PC-G = <i>Point Connect Ground</i> format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning * = pending approval		
CGPS DEPARTMENT/PROGRAM	MODALITIES		
Social & Behavioral Sciences Department	ONL	PC	Notes
• A.A. in Criminal Justice	X		
• A.A. in Human Relations	X		
• A.A. in Psychology	X		
• B.S. in Criminal Justice	X		
• B.S. in Human Relations	X		
• B.S. in Psychology	X		
• B.S.W. in Social Work*	X		SACSCOC approval received seeking CSWE approval consists of online courses plus extended practicum and internship experiences at approved sites
• M.S. in Clinical Mental Health Counseling*	X		SACSCOC approval received seeking CACREP approval consists of online courses, three intensive labs in <i>Point Connect</i> format, plus extended practicum and internship experiences at approved sites

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. *Point 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

<i>Choose one:</i>	3
MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3) <i>[recommended]</i>	

Social & Behavioral Sciences

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

Biblical Studies (9 credits)

BIBL 103 Drama of Scripture	3
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BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (15 credits)</i>	
HREL 320 Group Dynamics	3
PSYC 325 Interpersonal Effectiveness	3
CJUS 200 Criminal Justice	3
CJUS 210 Criminology	3
CJUS 220 Constitutional Law	3
<i>General Elective Component (5 credits)</i>	
Elective Courses	5
<i>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).</i>	
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 fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).
- For students pursuing the B.S. in Criminal Justice, academy training fulfills the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).
- For students enrolled in other degree programs, academy training fulfills the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

Associate of Arts in 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 *Point Online* format. *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. EST.

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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

<i>Choose one:</i>	3
MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3) <i>[recommended]</i>	

<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	3
<i>Choose one:</i>	
PSYC 103 Introduction to Psychology (3) [required for BS in Hum. Relat.]	3
SOCI 103 Introduction to Sociology (3)	
<i>Biblical Studies Component (9 credits)</i>	
BIBL 103 Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
<i>Professional Component (15 credits)</i>	
PSYC 204 Developmental Psychology	3
HREL 301 Introduction to Counseling	3
HREL 323 Biblical Resources for Counseling	3
HREL 304 Introduction to Research [WE-QEP*]	3
HREL 308 Life, Work & Ethics of the Helping Professions	3
<i>General Elective Component (5 credits)</i>	
Elective Courses	<u>5</u>
<i>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).</i>	
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. *Point 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 worldview 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

<i>Choose one:</i>	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
<i>Typically NSCI 105 Introduction to Biology with Lab (4)</i>	

Mathematics

<i>Choose one:</i>	3
MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3) [recommended]	

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
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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
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**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. *Point 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	<u>3</u>
TOTAL CREDITS IN MAJOR:		45

*Writing Emphasis courses

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

General Education Core	31 credits
Biblical Studies Minor	15 credits
Criminal Justice Major	45 credits
General Electives	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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 *Point Online* format. *Point 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 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 [<i>WE-QEP*</i>]	3
HREL 308	Life, Work & Ethics of the Helping Professions	3
HREL 320	Group Dynamics	3
HREL 414	Human Sexuality	3
HREL 312	Counseling Diverse Populations [<i>WE*</i>]	3
HREL 396	Counseling Theory & Procedures [<i>WE-QEP*</i>]	3
PSYC 325	Interpersonal Effectiveness	3
PSYC 341	Abnormal Psychology	3
HREL 445	Case Management [<i>WE*</i>]	3

PSYC 442	Personality Theory	3
HREL 497	Human Relations Practicum	3
HREL 498	Human Relations Internship—Fieldwork	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		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	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

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. *Point 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	<u>29 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Bachelor of Social Work (B.S.W.)

(SACSCOC approval received, seeking CSWE approval)*

Program Mission and Overview. The mission of Point University’s Bachelor of Social Work (B.S.W.) program is to prepare students through the Generalist Social Work model to effect positive change and improved physical, psychological, material, relational, and spiritual well-being within diverse individuals, families, groups, organizations, communities, and the global human population. Building on the liberal arts foundation provided by the General Education Core and spiritual formation supported by the Biblical Studies Minor, the Social Work Major employs the person-in-environment framework to prepare students to recognize, support, and build resiliency in all human beings. Graduating students apply research-informed, legally and ethically sound, highly contextualized prevention and intervention strategies that promote human rights and human dignity, respect for human differences, and social and economic justice. In accordance with Point’s mission to “educate students for *Christ-centered* service and leadership,” the program encourages students to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God’s redemptive purposes in the world.

Graduates may work with diverse populations in a variety of helping professions as advocates, mediators, negotiators, community liaisons, human service workers, group workers, program coordinators, community organizers, and mental health workers. The B.S.W. program also prepares students for state licensure (see below), for developing a specialization, and for graduate studies in Social Work and related fields (for which B.S.W. graduates often receive advanced standing).

Social Work Licensure. Many states require licensure or certification to operate as a social worker. Requirements vary depending on state regulations, the social worker’s chosen scope of practice and specialization, and other factors. Before beginning a social work program, students should familiarize themselves with requirements for their desired area of practice. The website www.SocialWorkLicensure.org provides a state-by-state licensure guide, including state licensure and certification requirements, education requirements, exam requirements, reciprocity licensure information, and professional organization contacts. The student’s chapter of NASW, the National Association of Social Workers (<https://www.socialworkers.org>), may also be a helpful resource. The NASW offers several specialty certifications for social workers, including four at the bachelor’s level (<https://www.socialworkers.org/Careers/Credentials Certifications>).

Many states require social workers to hold a degree from a social work program professionally accredited by the Council on Social Work Education (<https://cswe.org>) or CSWE. Point has aligned its B.S.W. program with CSWE standards (see below under

“Accreditation”) and licensure requirements set by the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists (<https://cswe.org>). One of the first courses in the Social Work Major (SOWK 301 Introduction to Social Work) includes an overview of licensure requirements. Students may also seek information from Point’s B.S.W. program coordinator.

***Accreditation.** Point University has received approval from its SACSCOC regional accrediting body to offer the Bachelor of Social Work (B.S.W.) program. Point is also seeking professional accreditation from the Council on Social Work Education (CSWE) with the aim of achieving candidacy by the program launch and initial accreditation by the time the first B.S.W. students graduate. Point has aligned its Social Work Major with CSWE’s nine Core Competencies and other standards, so that the program will prepare students for licensure as a social worker. For the status of the SACSCOC and CSWE applications, contact Dr. Maurita Hodge, chair of the CGPS Social & Behavioral Sciences Department (Maurita.Hodge@Point.edu).

Modalities. Point University offers the Bachelor of Social Work program in fully-online asynchronous format, with the exception of the on-ground social work practicum and internship at the end of the program. *Point Online* students engage in asynchronous learning through a website that facilitates interaction with their instructor and classmates throughout the week. Students may complete the practicum and internship at a Point-approved site near their home under a Point-approved field supervisor. For more information regarding the practicum and internship, see below.

Program Mission and Purpose, Goals, and Student Learning Objectives

Mission. The mission of Point University’s Bachelor of Social Work (B.S.W.) program is to prepare students through the Generalist Social Work model to effect positive change and improved physical, psychological, material, relational, and spiritual well-being within diverse individuals, families, groups, organizations, communities, and the global human population. Building on the liberal arts foundation provided by the General Education Core and spiritual formation supported by the Biblical Studies Minor, the Social Work Major employs the person-in-environment framework to prepare students to recognize, support, and build resiliency in all human beings. Graduating students apply research-informed, legally and ethically sound, highly contextualized prevention and intervention strategies that promote human rights and human dignity, respect for human differences, and social and economic justice. In accordance with Point’s mission to “educate students for *Christ-centered* service and leadership,” the program encourages students to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God’s redemptive purposes in the world.

The Social Work Major, the professional component of the B.S.W. degree, accomplishes the following program goals and student learning objectives:

Goal 1: The program will equip students with theoretical and philosophical foundations for generalist social work practice, including a legal, ethical, and theological framework for service.

- Objective 1.1: Students explain major elements of the physiological, psychological, sociological, and spiritual development of human beings.
- Objective 1.2: Drawing upon major theories and research into human behavior in their social environment, students distinguish between healthy and unhealthy patterns of life that contribute to social problems and community success.
- Objective 1.3: Students demonstrate a foundational working knowledge of major theories undergirding the social work profession, including person-in-environment and other multidisciplinary frameworks, theories of human need and human rights, and concepts of social and economic justice.
- Objective 1.4: Students demonstrate a foundational working knowledge of the legal and regulatory environment for social work, including scope of practice and licensure issues, relationship to other disciplines, and social welfare structures and policies at the federal, state, and local levels.
- Objective 1.5: Students demonstrate a foundational working knowledge of models for ethical decision-making in social work, including the NASW (National Association of Social Workers) Code of Ethics.
- Objective 1.6: Students develop their personal philosophy of generalist social work practice, integrating faith and vocation. (Alongside the Social Work Major, the Biblical Studies Minor also supports this learning objective—particularly THEO 405 Christ, Culture & Career.)

Goal 2: The program will develop professional skills, attitudes, and behaviors essential for effective generalist social work practice.

- Objective 2.1: Students practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Objective 2.2: Students demonstrate effective engagement skills—such as listening, reflection, interviewing, counseling, group facilitation, and relationship-building—in serving diverse individuals, families, groups, organizations and communities.
- Objective 2.3: Students demonstrate effective assessment and case management skills by designing appropriate packages of services to meet the needs of diverse individuals, families, groups, organizations and communities.
- Objective 2.4: Students implement effective evidence-informed intervention strategies for positive change in diverse individuals, families, groups, organizations and communities.

- Objective 2.5: Students evaluate processes and outcomes to advance practice, policy, and service delivery to diverse individuals, families, groups, organizations and communities.
- Objective 2.6: Students critically evaluate and apply quantitative and qualitative research methods and findings, including statistical analyses, to inform and improve generalist theory, practice, policy and service.
- Objective 2.7: Students use supervision and consultation to guide their professional judgment and behavior, and they actively engage in appropriate inter-professional collaboration to address human needs and achieve the most beneficial outcomes.
- Objective 2.8: Students advocate for the vulnerable and actively engage in practical strategies for promoting human rights and social and economic justice.
- Objective 2.9: Students consistently conduct themselves in a legal and ethical manner in accordance with Christian values, the NASW (National Association of Social Workers) Code of Ethics, and other standards appropriate for the context.

Goal 3: Beyond graduation, the program will continue to offer students educational and professional support through (1) ongoing faculty mentoring, (2) career counseling and placement assistance in cooperation with Point’s Center for Calling and Career, (3) encouraging membership in professional organizations consistent with students’ career goals, and (4) professional development workshops and other opportunities for continuing education.

Required Courses. The Social Work Major consists of the following courses:

Prerequisites (6 credits)

PSYC 103 Introduction to Psychology (3)

SOCI 103 Introduction to Sociology (3)

[These courses may also fulfil Social & Behavioral Sciences requirements in the General Education Core. Students must complete both courses before beginning the Social Work Major.]

Social Work Major (54 credits)

PSYC 204	Developmental Psychology	3
SOWK 301	Introduction to Social Work	3
SOCI 355	Human Behavior & the Social Environment [WE-QEP*]	3
SOWK 306	Research Methodologies for Social Workers [WE-QEP*]	3
SOCI 350	Social Problems	3
SOWK 304	Social Work Statistics	3
SOWK 401	Social Welfare Theory [WE*]	3
SOWK 402	Social Welfare Policy	3
HREL 301	Introduction to Counseling	3
HREL 445	Case Assessment & Management	3
SOWK 440	Social Work Practice I: Individuals & Families	3
SOWK 412	Social Work & Diversity [WE*]	3

SOWK 450	Social Work Practice II: Groups & Organizations	3
SOWK 460	Social Work Practice III: Communities	3
SOWK 308	Social Work Ethics	3
SOWK 497	Social Work Practicum	3
SOWK 498A	Social Work Internship I: Fieldwork	3
SOWK 498B	Social Work Internship II: Fieldwork	<u>3</u>
<i>TOTAL CREDITS IN MAJOR:</i>		<i>54</i>

**Writing Emphasis courses*

Bachelor of Social Work Degree. To earn the Bachelor of Social Work (B.S.W.), students must complete the following degree components:

General Education Core	31 credits
Biblical Studies Minor	15 credits
Social Work Major	54 credits
General Electives	<u>20 credits</u>
<i>TOTAL:</i>	<i>120 credits</i>

Satisfactory Academic Progress. Students must earn a minimum cumulative grade point average of “C” (2.00) for all courses in the degree and “B” (3.00) for all courses in the *Social Work Major* in order to graduate with the Bachelor of Social Work (B.S.W.) degree.

Credit for Prior Learning. In accordance with the policy of the Council on Social Work Education (CSWE), Point University does not grant course credit for life experience or previous work experience for any professional courses in the Social Work Major. Other forms of credit for prior learning may apply, such as transfer credits from other universities. (See “Credit for Prior Learning” in the section of this catalog focusing on “Academic Policies & Procedures.”)

Social Work Practicum and Internship. The B.S.W. program concludes with a Social Work Practicum, in which students shadow an experienced professional in a direct service setting, followed by a Social Work Internship in which students practice generalist social work competencies and demonstrate their ability to integrate theory into practice. Students complete both experiences under the mentorship of a Point instructor and a licensed social worker serving as field supervisor. Students are responsible for identifying potential sites (preferably near their home) and inquiring about potential practicum and internship opportunities. The supervisor must be a licensed social worker who holds a bachelor’s or master’s degree in social work from a CSWE-accredited program, has a minimum of two years of post-social work degree practice, and currently works full-time in the profession. Both the site and the supervisor must be vetted and approved by Point’s B.S.W. program coordinator two sessions (16 weeks) prior to the start of the practicum. Point faculty assist with arrangements once the supervisor and site are confirmed. During the Internship, students complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which

the student understands and can apply the knowledge, skills, and values of generalist social work practice. For more information, see the *BSW Field Education Manual*, available from the Social Work Program Director and Field Education Director (Shirley.Thompson-Lewis@Point.edu).

Social Work Professional Organizations. The faculty strongly encourages all students enrolled in social work programs to join (as student members) the professional organizations that most closely align with their career goals and interests. Examples include:

- National Association of Social Workers (www.socialworkers.org)
- North American Association of Christian Social Workers (www.nacsw.org)
- National Association of Black Social Workers (<http://nabsw.org>)
- Latino Social Work Organization (<http://lsw.org>)
- National Association of Puerto Rican and Hispanic Social Workers (<http://www.naprsw.com>)
- Association for the Advancement of Social Work with Groups (<http://www.iaswg.org>)
- American Case Management Association (<https://www.acmaweb.org>)
- Social Welfare Action Alliance (<http://www.socialwelfareactionalliance.org>)

Master of Science in Clinical Mental Health Counseling

(SACSCOC approval received, seeking CACREP approval)*

Overview. The Master of Science in Clinical Mental Health Counseling (MS-CMHC) prepares students for effective, God-honoring service in a variety of occupations in the counseling and mental health field, with a special focus on gaining licensure as a clinical mental health counselor. The faculty has aligned the learning objectives and curricula with professional standards set by CACREP, the Council for Accreditation of Counseling and Related Educational Programs (see note below on accreditation). The program utilizes problem-based learning and research-based concepts and techniques. Students gain theoretical foundations; a legal, ethical and spiritual grounding; diagnostic tools and techniques; practical skills for effective counseling and consultative services; and supervised field experience.

Graduates are prepared to pursue doctoral studies in related disciplines and assume a variety of positions in the mental health field. Potential career paths include private practice and/or employment in organizations such as psychiatric hospitals, mental health centers, family and child support agencies, employee assistance programs, criminal justice settings, victim support agencies, substance abuse treatment programs, university counseling centers, and church or religious settings.

Counseling Licensure. Each year the American Counseling Association publishes *Licensure Requirements for Professional Counselors, A State-by-State Report* (<https://www.counseling.org/knowledge-center/licensure-requirements>). The Report explains:

To protect public safety, states establish licensure or certification standards for health and human services professionals. Professional counselors are required by law in every state, the District of Columbia, and Puerto Rico to be licensed to legally practice as a professional counselor. Licensure laws establish minimum standards in the areas of education, examination, and experience. Each state has established a board responsible for issuing licenses, handling consumer and ethical complaints regarding counselors' practice, and issuing and enforcing such regulations as are necessary in overseeing the profession.

In some cases, a single board is responsible for overseeing the practice of counseling and one or more similar groups of professionals (e.g., clinical social workers or marriage and family therapists).

Within the United States, several different titles are used to identify professional counselors. Though the counseling profession has endorsed LPC as the recommended title, the following are the most common:

- Licensed Professional Counselor (LPC)
- Licensed Mental Health Counselor (LMHC)
- Licensed Clinical Professional Counselor (LCPC)
- Licensed Professional Clinical Counselor of Mental Health (LPCC)
- Licensed Clinical Mental Health Counselor (LCMHC)
- Licensed Mental Health Practitioner (LMHP)

Obtaining an Associate License (titles vary by state) is often required for applicants who have met the education and exam requirements, but have not yet met the supervised experience requirement. Examples of such titles include Licensed Associate Counselor (LAC), Licensed Professional Counselor Associate (LPCA), Licensed Graduate Professional Counselor, counselor-in-training, and Clinical Resident.

As the report indicates, "licensure laws establish minimum standards in the areas of education, examination, and experience."

With regard to education, most states require counselors to hold a degree from a master's program professionally accredited by the Council for Accreditation of Counseling and Related Educational Programs, or CACREP (www.cacrep.org). Point University has aligned its Master of Science in Clinical Mental Health Counseling program (MS-CMHC) with CACREP standards (see below under "Accreditation").

With regard to licensure, all states require licensure applicants to pass a comprehensive examination on counseling practice. Examinations recognized by states include:

- The National Counselor Examination (NCE) administered by the National Board for Certified Counselors or NBCC (<http://nbcc.org>). This is the most common exam used by states in awarding the Certified Clinical Mental Health Counselor (CCMHC) credential.
- The National Clinical Mental Health Counselor Examination (NCMHCE), also administered by NBCC (<http://nbcc.org>). This exam focuses more specifically on mental health practice, and is used by a number of states for licensure.
- The Certified Rehabilitation Counselor Examination (CRCE) administered by the Commission on Rehabilitation Counselor Certification or CRCC (www.crcertification.com). Passage of this exam is also accepted in some states for meeting testing requirements for licensure.

- The Examination of Clinical Counselor Practice (ECCP), also administered by NBCC (<http://nbcc.org>). Passage of the ECCP is required to obtain the Certified Clinical Mental Health Counselor (CCMHC) credential issued by NBCC (passage of the NCMHCE is also accepted). Some states consider the CCMHC credential to meet all or part of the requirements for licensure, but may not accept passage of the ECCP examination.

Point University has aligned its Master of Science in Clinical Mental Health Counseling program (MS-CMHC) with licensure requirements set by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists (<http://sos.georgia.gov/plb/counselors>). The program prepares students to complete licensure exams—particularly the NCE and NCMHCE. One of the first courses in the MS-CMHC program (CMHC 505 Foundations in Clinical Mental Health Counseling) includes an overview of licensure requirements. Students may also seek information from Point’s MS-CMHC program coordinator.

With regard to professional experience, Point’s MS-CMHC program fulfills state requirements by offering 100 hours of supervised practicum experience and 600 hours of internship experience in Clinical Mental Health Counseling.

***Accreditation:** Point University has received approval from its SACSCOC regional accrediting body to offer the Master of Science in Clinical Mental Health Counseling (MS-CMHC). Point is now seeking professional accreditation of the program by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Toward this end, Point has aligned its MS-CMHC program structure and curricula with CACREP standards and state licensure requirements. Point cannot receive CACREP accreditation until the first students graduate from the MS-CMHC program. However, once initial accreditation is achieved, it is retroactive for one year so that it covers the first graduates. For the status of the CACREP application, contact Dr. Maurita Hodge, chair of the CGPS Social & Behavioral Sciences Department (Maurita.Hodge@Point.edu).

Modality. Point University offers the MS-CMHC program in fully-online format with the exception of three on-ground practicum and internship courses (described below), which students complete at a preapproved site near their home under a qualified field supervisor. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

The program also includes three intensive lab courses offered in *Point Connect* format. *Point Connect* students combine online studies with weekly live videoconferences typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. The videoconferences feature interactive learning activities, such as role-playing and observation and critique of counseling sessions.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The MS-CMHC program develops professional competencies necessary to gain licensure as a clinical mental health counselor, including theoretical foundations; legal, ethical and spiritual grounding; diagnostic tools and techniques; practical skills for effective counseling and consultative services; and supervised field experiences.

Goal 1: Orient students to the field of clinical mental health counseling as a potential career path.

- Objective 1.1:* Graduates outline the history and development of clinical mental health counseling, including ways Christians have worked within the profession to carry out God's redemptive purposes in the world. [CACREP Standard C1a]
- Objective 1.2:* Graduates identify various roles and settings in which clinical mental health counselors function, including organizational structures, the continuum of care, mental health counseling service networks, and church and pastoral settings. [CACREP Standards C2a, C2c]
- Objective 1.3:* Graduates articulate the preparation standards and licensure requirements for clinical mental health counselors functioning in the state, roles, and specialty areas in which they desire to practice. [CACREP Standard C2k]
- Objective 1.4:* Graduates demonstrate familiarity with professional literature and scholarly research through critical interaction with and utilization of these resources in their counseling studies and practice. [CACREP Standards C1b, C1c]
- Objective 1.5:* Graduates demonstrate research skills by preparing a research abstract, proposal, and design that incorporate field-appropriate methods, processes, and statistical analyses.
- Objective 1.6:* Graduates become an active member of at least one professional organization aligned with their career goals and interests. [CACREP Standard C2k]
- Objective 1.7:* Graduates articulate their personal philosophy of counseling and their identity as a counselor informed by theory, practice, and integration of faith and learning. [CACREP Standards C1b, C2a]

Goal 2: Develop in students a solid theoretical foundation for clinical mental health counseling.

- Objective 2.1:* Graduates demonstrate a working knowledge of human growth, development, and needs throughout the lifespan, including spiritual formation. [CACREP Standard C1b]
- Objective 2.2:* Graduates explain leading theories of personality, including trait theories, psychoanalytic theories, social learning, and humanistic theories. [CACREP Standard C1b]
- Objective 2.3:* Graduates discuss the impact of biological and neurological mechanisms on mental health and behavior. [CACREP Standards C1b, C2g]

- Objective 2.4:* Graduates analyze cultural factors relevant to mental health, including current issues and trends in a diverse, multicultural society. [CACREP Standard C2j]
- Objective 2.5:* Graduates explain the causes and means of preventing common mental and emotional disorders. [CACREP Standard C2b]
- Objective 2.6:* Graduates describe the impact of crisis and trauma on individuals with mental health diagnoses, including the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum. [CACREP Standard C2f]
- Objective 2.7:* Graduates explain the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications. [CACREP Standard C2h]
- Objective 2.8:* Graduates explain the causes and means of preventing addiction and other disorders related to substance use. [CACREP Standards C1d, C2e]
- Objective 2.9:* Graduates explain leading theories and models of individual and group counseling and facilitation styles, including the assumptions on which they are based and the strategies employed. [CACREP Standards C1b, C1c]
- Objective 2.10:* Graduates explain classic and contemporary career assessment, development, and counseling theories, including multicultural career issues. [CACREP Standards C1b, C2j]
- Objective 2.11:* Graduates integrate personality and counseling theory with biblical and theological insights into human nature. [CACREP Standard C1b]

Goal 3: Equip students to assess client characteristics and needs.

- Objective 3.1:* Graduates properly administer, score, interpret, and utilize results of psychological assessment tools, such as the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and Millon Clinical Multiaxial Inventory (MCMI-III). [CACREP Standards C1e, C3a]
- Objective 3.2:* Graduates recognize and accurately categorize psychological and behavioral patterns (syndromes) considered dysfunctional according to the classification system utilized in the American Psychiatric Association's *Diagnosis and Statistical Manual of Mental Disorders* (DSM-IV-TR, 2000) and the World Health Organization's *International Classification of Diseases* (ICD). [CACREP Standards C2b, C2d]
- Objective 3.3:* Graduates properly utilize career assessment instruments. [CACREP Standard C1e]

Objective 3.4: Graduates incorporate social and cultural factors in individual and group methods of assessment and evaluation. [CACREP Standard C2j]

Goal 4: Develop in students the professional competencies needed to offer effective counseling and consultative services.

Objective 4.1: Graduates develop sound client diagnoses and treatment plans grounded in client assessment, scholarly research, professional theory, the social and cultural context, and appropriate techniques and interventions. [CACREP Standards C1b, C1c, C2b, C2d, C2e, C2f, C2g, C2h, C2i, C2j, C2l, C3a, C3b]

Objective 4.2: Graduates demonstrate professional competence by counseling diverse individuals and groups of clients on a range of educational, vocational, social, emotional, psychological, substance-related, and/or personal problems. [CACREP Standards C1b, C1c, C1d, C2j, C3b]

Objective 4.3: Graduates apply appropriate intervention models and techniques for assessing and facilitating crisis situations. [CACREP Standard C2f]

Objective 4.4: Graduates consult with fellow professionals and refer clients to other service providers as appropriate. [CACREP Standards C2a, C2b, C3c, C3d]

Objective 4.5: Graduates advocate for persons with mental health issues. [CACREP Standard C3e]

Objective 4.6: Graduates draw upon the mentoring experience of intensive labs and a supervised practicum and internship in which they demonstrated mastery of mental health counseling professional competencies. [CACREP Standards C1b, C1c, C1d, C1e, C2a, C2b, C2c, C2d, C2e, C2f, C2g, C2h, C2i, C2j, C2l, C2m, C3a, C3b, C3c, C3d, C3e]

Objective 4.7: Graduates draw upon additional competencies developed through elective courses chosen according to their professional interests and needs.

Goal 5: Develop counselors who conduct themselves in a legal, ethical, and professional manner.

Objective 5.1: Graduates display a practical working knowledge of legislation and government policy relevant to clinical mental health counseling. [CACREP Standards C2i, C2l, C3c]

Objective 5.2: Graduates display a practical working knowledge of the American Mental Health Counselors Association (AMHCA) *Code of Ethics* and the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*. [CACREP Standards C2i, C2l, C3c]

Objective 5.3: Graduates apply legal standards and ethical principles to case studies drawn from the counseling field. [CACREP Standards C2i, C2l, C3c]

Goal 6: Develop in students the professional competencies needed to offer effective managerial functions.

Objective 6.1: Graduates demonstrate a practical working knowledge of the mental health continuum of care, such as inpatient, outpatient, partial treatment and aftercare, services networks, and delivery modalities. [CACREP Standard C2c]

Objective 6.2: Graduates perform common practice and managerial tasks, such as recordkeeping, intake interviews, client histories, mental status evaluations, and third party reimbursements. [CACREP Standards C2m, C3a]

Objective 6.3: Graduates utilize appropriate technology to assist in managing workload and serving clients. [CACREP Standard C2m]

Required Courses. The M.S. in Clinical Mental Health Counseling program consists of the following courses:

Undergraduate Prerequisites (6 credits)

PSYC 103 Introduction to Psychology (3)

PSYC 341 Abnormal Psychology (3)

[If MS-CMHC applicants have not completed these prerequisites or their equivalents, they may take the courses online from Point University.]

Professional Core (6 credits)

CMHC 500 Graduate Clinical Mental Health Counseling Orientation 0

CMHC 505 Foundations of Clinical Mental Health Counseling 3

CMHC 510 Human Growth & Development 3

Clinical Mental Health Counseling (39 credits)

CMHC 520 Legal & Ethical Issues in Mental Health Counseling 3

CMHC 525 Research & Program Evaluation 3

CMHC 530 Counseling Theories & Interventions I 3

CMHC 535 Multicultural Counseling 3

CMHC 540 Group Counseling Theories & Application *[intensive lab]* 3

CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling 3

CMHC 550 Personality Theories & Individual Counseling 3

CMHC 555 Counseling Theories & Interventions II 3

CMHC 560 Assessment Techniques in Mental Health Counseling *[intensive lab]* 3

CMHC 565 Career Assessment, Development & Mental Health Counseling 3

CMHC 570 Psychopathology & Assessment 3

CMHC 575 Crisis Counseling: Prevention and Intervention 3

CMHC 580 Clinical Diagnosis & Treatment Planning *[intensive lab]* 3

Applied Practice (9 credits)

CMHC 610 Applied Practice: Clinical Mental Health Counseling 3

CMHC 620 Clinical Mental Health Counseling Internship I 3

CMHC 630 Clinical Mental Health Counseling Internship II	3
<i>Graduate Electives (6 credits)</i>	6
<i>[In consultation with faculty advisors, students choose graduate-level electives that advance their professional goals. For example, students planning to open their own practice may choose BUSI 544 Nonprofit Management. Students aspiring to work in a church setting may choose MINI 510 Contemporary Models for Holistic Ministry or THEO 535 Promoting Spiritual Formation & Discipleship. Or students may explore an area of professional interest through CMHC 590 Special Topics in Clinical Mental Health Counseling.]</i>	
<i>Comprehensive Examination (0 credits, but required for graduation)</i>	<u>0</u>
<i>[A minimum score of 80% is required for graduation. Students have up to three opportunities to complete the exam with a passing grade. For more information, see below.]</i>	
TOTAL CREDITS IN DEGREE:	60

Intensive Labs. The MS-CMHC program includes three intensive lab courses in which students are observed applying counseling theories and techniques. Labs are offered in *Point Connect* format. *Point Connect* students combine online studies with weekly live videoconferences typically scheduled for Tuesday or Thursday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. The videoconferences feature interactive learning activities, such as role-playing and observation and critique of counseling sessions.

CMHC 540 Group Counseling Theories & Application
 CMHC 560 Assessment Techniques in Mental Health Counseling
 CMHC 580 Clinical Diagnosis & Treatment Planning

Counseling Practicum and Internship. The MS-CMHC program concludes with 100 hours of Applied Practice, in which students shadow an experienced professional in a direct service setting, followed by a 600-hour Clinical Mental Health Counseling Internship in which students assume the role of a counselor-in-training demonstrating their ability to integrate theory into practice. Students complete both experiences under the mentorship of a Point instructor and a qualified professional serving as field supervisor. Students are responsible for identifying potential sites (preferably near their home) and inquiring about potential practicum and internship opportunities. The supervisor must be a licensed therapist holding a degree from an accredited institution and working full-time in the profession. Both the site and the supervisor must be vetted and approved by Point's MS-CMHC program coordinator two sessions (16 weeks) prior to the start of the field education experience. Point faculty assist with arrangements once the supervisor and site are confirmed.

To enter the practicum and internship field education experiences, students must:

- Have completed all other MS-CMHC course requirements, with the exception of General Electives and the Comprehensive Examination;
- Be in good academic standing, possessing a cumulative grade point average (GPA) of 3.0 (on a scale of 4.0);
- Undergo a secure background check, which may be completed through Point University's Human Resources (HR) Department;

- Purchase professional liability insurance from, for example, the Healthcare Providers Service Organization (HPSO, <http://www.hpso.com>); and
- Receive written approval from their Program Advisor certifying their educational, professional, and spiritual readiness for fieldwork.

For more information, see the *Clinical Mental Health Counseling Field Handbook*, available from the MS-CMHC program director, Dr. Maurita Hodge (Maurita.Hodge@Point.edu).

Comprehensive Examination. To graduate with the MS-CMHC degree, students must earn a passing score on the Comprehensive Examination (80%). This exam includes five case studies, which students must address in three hours. It simulates exams required for state licensure, such as the National Counselor Examination (NCE) and National Clinical Mental Health Counselor Examination (NCMHCE).

Students receive two opportunities to pass the Comprehensive Exam during their final term in the program. If students are unable to pass the exam in two attempts, they may retake the exam during the next term. Most students complete the Comprehensive Examination near the end of CMHC 610 Applied Practice: Clinical Mental Health Counseling and prior to beginning CMHC 620 Clinical Mental Health Counseling Internship I.

Counseling Professional Organizations. The faculty strongly encourages all students enrolled in the Clinical Mental Health Counseling program to join (as student members) the professional organizations that most closely align with their career goals and interests. Examples include:

- American Art Therapy Association (<https://arttherapy.org>)
- American Association of Christian Counselors (<https://www.aacc.net>)
- American Association for Marriage and Family Therapists (<https://www.aamft.org>)
- American Counseling Association (<https://www.counseling.org>)
- American Medical Association (<https://www.ama-assn.org>)
- American Mental Health Counselors Association (<http://www.amhca.org/home>)
- American Music Therapy Association (<https://www.musictherapy.org>)
- American Psychiatric Association (<https://www.psychiatry.org>)
- American Psychological Association (<http://www.apa.org>)
- American School Counselors Association (<https://www.schoolcounselor.org>)
- American Society of Group Psychotherapy and Psychodrama (<http://www.asgpp.org/index.php>)
- Association for Play Therapy (<https://www.a4pt.org/default.aspx>)
- Association for Women in Psychology (<https://www.awpsych.org>)
- International Society for Mental Health Online (<http://ismho.org>)
- Licensed Professional Counselors Association of Georgia (<http://www.lpcaga.org>)

- National Association for Addiction Professionals (<https://www.naadac.org>)
- National (USA) Association for Drama Therapy (<http://www.nadta.org>)
- National (USA) Association for Poetry Therapy (<http://poetrytherapy.org>)
- National (USA) Association of Social Workers (<https://www.socialworkers.org>)
- National Association of School Psychologists (<http://www.nasponline.org>)

Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national conferences.

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 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 placed into the Associate of Arts in General Studies track until they declare their program. 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, answering questions, 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

Email: Ross.Haralson@point.edu

Mr. Douglass Johnson, Associate Director of Online Student Services

Telephone: Office (404) 460-2467

Email: Doug.Johnson@point.edu

Mr. Blair Walker, Associate Director of Online Student Services
Telephone: Office (678) 593-3111
Email: Blair.Walker@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 junior or senior undergraduate students to enroll in master-level courses. Enrollment in these “swing courses” must be approved by the Online Student Services Team and the appropriate faculty department chair. Please note:

- Course descriptions appear near the end of this catalog. Approved “swing course” substitutions appear under “Special Considerations.” Students may also use “swing courses” as General Electives.
- To enroll in “swing courses,” an undergraduate student must hold a minimum cumulative grade point average (GPA) of 3.00.
- Students enrolled in a bachelor’s degree program complete such “swing courses” at the undergraduate tuition rate.
- 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.
- Students must earn a minimum grade of “B” to apply the graduate course to a master’s degree.
- 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.

Textbook Lists. CGPS posts all course syllabi its online syllabus repository (<http://intranet.point.edu/syllabus>). Students may preview syllabi at any time to see what texts are required for a given course. Students should order texts early, so they will have them in time for course learning activities. Getting behind in one’s coursework can be overwhelming.

Paying for Textbooks through Financial Aid. Students who receive financial aid may request a book advance to assist them in purchasing required textbooks and up to \$50 in supplies at the Point University Bookstore. For more information and a book voucher request form, log into the Consumer Information page of the Point University website (<https://point.edu/consumerinformation>). Under “Student Financial Information and Assistance, click on “Book Advance Process.”

Point applies financial aid funds to tuition and fees first. In submitting a book voucher application, students give the university permission to apply excess financial aid funds toward the advance purchase of books. Students may request a book voucher only once per 16-week term. CGPS students should therefore purchase books needed for both 8-week sessions of the term at the same time. Book vouchers are available from 10 days prior to the term start through the drop/add date for the first session.

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	Attempted Hours for Financial Aid Considerations
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.	yes
B	80-89	3.00	Above Average. 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.	yes
C	70-79	2.00	Average. 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.	yes
D	60-69	1.00	Below Average. Quality and quantity of work are barely acceptable.	yes
F	0-59	0.00	Failing. Quality and/or quantity of work are unacceptable.	yes
P		N/A	Passing. Does not affect GPA.	yes
A^		4.00	Transfer Course with grade of “A.”	yes
B^		3.00	Transfer Course with grade of “B.”	yes
C^		2.00	Transfer Course with grade of “C.”	yes
P^		N/A	Passing Transfer Course. Does not affect GPA.	yes
AU		N/A	Audit. Not calculated in GPA (see policy on “Auditing Courses”).	no
I-(grade)		N/A	Incomplete. Not calculated in GPA until final grade is awarded (see below).	yes
IP		N/A	In Progress. Typically used for courses that continue beyond one session; replaced with a grade at course completion. Not calculated in GPA until final grade is awarded (see below).	yes

R		see at right	Repeat. Averaged with original grade for students receiving the Georgia HOPE scholarship; replaces original grade for others.	yes
W		N/A	Withdrawn with Attendance before deadline. Not calculated in GPA.	yes
WF		0.00	Withdrawn Failing after deadline due to poor academic performance or other considerations. Treated as “F” for calculating GPA.	yes
WP		N/A	Withdrawn Passing before deadline. Not calculated in GPA.	no
WX			Withdrawn without Attendance before deadline. Not calculated in GPA.	no

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 Registrar, 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 Registrar 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 Registrar 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 Assistant Vice President for Graduate & Professional Studies.
- The Assistant Vice President will investigate and respond to the student in writing within 10 days concerning the disposition of the appeal.
- 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” ($42.0 \div 15 = 2.80$).

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. EST 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.

The last day to drop a course without penalty is the second Wednesday after courses begin. After the drop date, students are billed for courses in which they are enrolled. For the full policy, see below under “Adding, Dropping, or Withdrawing from Courses.”

Modality	Absences Allowed (but not recommended) during 8-Week Session	Administrative Withdrawal
<i>Point Online</i>	2 online absences	3 rd absence
<i>Point Connect</i>	2 videoconference absences (or 1 preview week plus 1 videoconference absence)	3 rd absence

If students anticipate a surgical procedure, hospital stay, overseas trip, or other event that could require them to miss two or more weeks of a course, they should carefully consider whether or not to enroll in that course. Missing two weeks of an accelerated 8-week course is like missing four weeks of a traditional 15-week course, so prolonged absences place most students too far behind to succeed. Students facing such circumstances should contact Online Student Services to discuss their options because there may be a solution they haven’t considered (email OSS@Point.edu; telephone 678-593-3112). They should also contact the Financial Aid Office (email financial.aid@point.edu; telephone 706-385-1018) to discuss the financial implications of an extended 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 and may be administratively withdrawn from the course according to the “No Show” policy (see below).

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 drop/add date for a full tuition refund. If he withdraws later in the session, he is financially liable for the course.

Preview Week (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th 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?

Preview Week (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th week of session)
Absent	Present	Absent	Absent	Admin. Withdrawal			

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.

- 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 (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th 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 drop/add date for a full tuition refund. If she withdraws later in the session, she is financially liable for the course.

Preview Week (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th 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 (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th week of session)
Present	Present	Present	Absent	Absent	Absent	<i>Admin. Withdrawal</i>	

- 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 (1 st week of session)	Week 1 (2 nd week of session)	Week 2 (3 rd week of session)	Week 3 (4 th week of session)	Week 4 (5 th week of session)	Week 5 (6 th week of session)	Week 6 (7 th week of session)	Week 7 (8 th week of session)
Present	Present	Present	Absent with assignments	Absent with assignments	Absent with assignments	<i>Admin. Withdrawal (Appeal)</i>	

“No Show” Policy

The last day to drop a course without penalty is the second Wednesday after courses begin. After the drop date, students are billed for courses in which they are enrolled. For the full policy, see below under “Adding, Dropping, or Withdrawing from Courses.”

If students do not register attendance and remain inactive throughout the first two weeks of a course (preview week plus the following week), the registrar will withdraw them to save them from paying for a course in which they apparently do not plan to participate.

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.) During the last week of a session, students must submit late assignments no later than Wednesday due to government reporting deadlines.* 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 midnight EST on the second Wednesday 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 midnight EST on the second Tuesday after courses begin (or midnight Wednesday if Monday is a holiday)

NOTE: *The student’s enrollment at the end of the drop period is counted as that term’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 third Monday 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.

Appeal 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. That 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 & 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 normally complete the final 30 If 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. *Some fields (such as information technology) are constantly changing, so courses completed many years ago may be outdated and therefore ineligible for transfer. Departmental faculty will review transcripts and may require students to complete a newer version of a course. They will do this only when absolutely necessary for student success in the degree program and the professional field. This policy ensures that students’ professional competencies are reasonably up-to-date at the time Point awards the degree.*
- 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
<i>Essential Skills</i>	
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 <i>Point Online</i> and <i>Point Connect</i> course sites, and the <i>StrengthsFinder</i> 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' <i>writing skills</i> . 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' <i>public speaking skills</i> . Examples include Speech, Debate, and Rhetoric.
<i>Humanities & Fine Arts</i>	
HUMA 101 Introduction to Humanities, ENGL 250 Modern Short Stories, or MUSI 102 Music Appreciation	Point accepts courses that focus on: <ul style="list-style-type: none"> • <i>Critical and historical examination of world cultures.</i> 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. • <i>Critical analysis and interpretation of literary texts.</i> Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a specific genre of literature (e.g. poetry, science fiction). • <i>Fine Arts</i> (e.g. painting, sculpture, art history or appreciation) <i>and Performing Arts</i> (e.g. theater, dramatic writing, dance, music history or appreciation, film history or appreciation).
<i>Natural Sciences</i>	
NSCI xxx Natural Science Course w/ Lab	Point accepts courses focusing on the <i>physical universe</i> , 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' <i>quantitative reasoning skills</i> . Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus.
<i>Social & Behavioral Sciences</i>	
HIST 203 United States History	Point accepts courses that focus on <i>historical examination</i> 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 SOCL 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.
<i>General Electives</i>	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).
<i>Biblical Studies Minor</i>	
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 Equivalent	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
	Human Geography	Social & Behavioral Sciences History Course	3
	Macroeconomics	Social & Behavioral Sciences Course BUSI 321 Principles of Macroeconomics	3

History & Social Science <i>(continued)</i>	Microeconomics	Social & Behavioral Sciences Course BUSI 320 Principles of Microeconomics	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
Mathematics & Computer Science	Calculus AB	MATH 191 Pre-Calculus	3
	Calculus BC	MATH 210 Calculus I	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	Humanities Course <i>Score: 3</i> 6 credits <i>Score: 4</i> 9 credits <i>Score: 5</i> 12 credits	6 to 12
	German Language & Culture		
	Italian Language & Culture		
	Spanish Language & Culture		
	Chinese Language & Culture		
Japanese Language & Culture	<i>under review by AP</i>	0	
Latin			
Spanish Literature & Culture			

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
	Language B: German	Humanities Course	6
	Language B: Japanese	Humanities Course	6
	Language B: Mandarin	Humanities Course	6
	Language B: Spanish	Humanities Course	6
	Language B: Swedish	Humanities Course	6
Mathematics & Computer Science	Computer Science	Mathematics Course	3
	Further Mathematics	Mathematics Course	3
	Mathematical Studies	Mathematics Course	3
	Mathematics	Mathematics Course	3

College Level Examination Program (CLEP). Students who qualify through the College Level Examination Program (CLEP) may receive advanced standing and/or exemption from certain courses offered by Point University's College of Graduate & Professional Studies (CGPS).

To allow time for processing before graduation, students should complete all CLEP examinations prior to their final term at Point. If a student fails a Point course and then passes a CLEP equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The table on the following pages lists available CLEP exams, the minimum scores required to earn Point University credit, the number of credits Point awards for successful completion of each exam, and CGPS course requirements those exams may fulfil. In setting its requirements, CGPS has taken into consideration guidelines published by the American Council on Education. For purposes of computing grade point averages (GPA), Point assigns CLEP credit a grade of "P" (Passing).

NOTE: Under "Minimum Scores," the numbers not in parentheses denote the minimum score students must earn to apply CLEP credit to CGPS General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply CLEP credit to their professional major in the College of Graduate & Professional Studies.

	CLEP Examinations	Minimum Scores (professional major)	Point Course Equivalents	Credits
B U S I N E S S	Financial Accounting	50 (65)	BUSI 211 Financial Accounting	3
	Information Systems & Computer Applications	50 (59)	BUSI 314 Management Information Systems	3
	Introductory Business Law	50 (60)	BUSI 434 Business Law	3
	Principles of Management	50 (63)	BUSI 230 Principles of Management	3
	Principles of Marketing	50 (65)	BUSI 347 Principles of Marketing	3
C O M P & L I T	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
H I S T O R Y & S O C I A L S C I E N C E S	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 Microeconomics	3
	Social Sciences and History	50 (62)	Social & Behavioral Sciences History Course	3
	Western Civilization I	50 (57)	Social & Behavioral Sciences History Course	3
Western Civilization II	50 (56)	Social & Behavioral Sciences History Course	3	

M A T H	Calculus	50 (64)	MATH 210 Calculus I	3
	College Algebra	50 (63)	MATH 120 College Algebra	3
	College Mathematics	50 (62)	MATH 115 Quantitative Reasoning	3
	Pre-Calculus	50 (61)	MATH 191 Pre-Calculus	3
N A T S C I	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
L A N G U A G E S	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 (<i>does not meet General Education Core math requirement</i>)	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 113 Intermediate 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.

ATTENTION HUMAN RELATIONS AND PSYCHOLOGY MAJORS: The CGPS Social & Behavioral Sciences Department does not grant credit for life experience or previous

work experience in place of the following field education courses: HREL 497 Human Relations Practicum, HREL 498 Human Relations Internship—Fieldwork, PSYC 497 Psychology Practicum, and PSYC 498 Psychology Internship. Other forms of credit for prior learning may apply, such as transfer credits from other universities.

ATTENTION SOCIAL WORK MAJORS: In accordance with the policy of the Council on Social Work Education (CSWE), Point University does not grant course credit for life experience or previous work experience for any professional courses in the Social Work Major. Other forms of credit for prior learning may apply, such as transfer credits from other universities.

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.

Maximum Timeframe 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 normally 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 two terms 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

Dean’s List. As an incentive to academic achievement, the Registrar publishes an undergraduate Dean’s List 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 Dean’s List 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 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 by calling 706-385-1000.

CGPS Application Procedures

Undergraduate Application Procedures. To apply for admission to an 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 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 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.
 - b. A transcript from an accredited college or university showing 12+ earned, 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.

While only 12 completed college credits are required for an admission review, the admission committee may request a high school transcript documenting graduation if the student has not completed 60+ college credits and/or an associate's degree.

- 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 sub-tests in the battery
- g. A transcript from a foreign (non-U.S.) high school or the equivalent, translated

and evaluated course-by-course 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

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 and aid returned 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://applyonline.point.edu>).
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 (<https://applyonline.point.edu>).
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 M.S. in Clinical Mental Health Counseling Applicants Only:* To apply for admission to Point's Master of Science in Clinical Mental Health Counseling program (MS-CMHC), a person must complete two additional admission requirements:

- Applicants with an undergraduate cumulative grade point average (GPA) less than 3.25 on a 4-point scale must submit official scores for the Graduate Record Examination (GRE, www.ets.org/gre), which measures verbal, quantitative reasoning, analytical writing, and critical thinking skills.
 - MS-CMHC applicants must also complete a formal interview with the MS-CMHC program director or assigned member of the program faculty.
8. *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, email leadership@ccv.church.
9. *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
 - 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 students into its Dual Credit Enrollment program (DCE). In this program, students complete college-level courses that simultaneously fulfill 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.

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. For further information about financing, see "Veterans Benefits" in the section of this catalog focusing on "Student Costs & Financial Aid."

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, CGPS undergraduate programs with on-ground elements 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 course-by-course 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.

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/transient>).
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.

Another type of “transient student” is the non-degree student (described below).

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 abbreviated online *Application for Admission* available on the Point University website (<https://point.edu/transient>).

2. 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.

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 course-by-course 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 may apply for readmission to a CGPS program by following the abbreviated admission process outlined below:

1. Complete the online *Application for Readmission* available on the Point University website (<https://applyonline.point.edu>).
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).
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 Chief Academic Officer, Online Student Services Team, and 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

CGPS Tuition and Fees

(effective Fall Term 2019)

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/admissions/tuition-aid/tuition-fees/online-blended-undergraduate-tuition-fees>)
- *Point Connect* undergraduate programs (<https://point.edu/admissions/tuition-aid/tuition-fees/online-blended-undergraduate-tuition-fees>)
- Graduate programs (<https://point.edu/admissions/tuition-aid/tuition-fees/online-graduate-tuition-fees>)

The following table provides a summary of CGPS tuition and fees for the 2019-2020 academic year:

CGPS Tuition and Fees 2019-2020		
Undergraduate Program	Tuition	Fees
All undergraduate programs (associate- and bachelor-level)	\$410/credit hour	Term Fee: \$250*
A.S. and B.S. in Healthcare Administration		Annual ACHCA Membership: \$25
B.S. in Accounting		Annual IMA Membership: \$25
B.S. in Communications & Public Relations		Annual PRSSA Membership: \$65
B.S. in Marketing		Annual AMA Membership: \$50
B.S. in Sports Management		Annual NASSM Membership: \$80
Undergraduate Program	Tuition	Fees
M.B.A. in Business Transformation	\$515/credit hour	Term Fee: \$250*
M.S. in Clinical Mental Health Counseling	\$515/credit hour	Term Fee: \$250*
M.Ed. in Early Childhood Education	\$515/credit hour	Term Fee: \$250*
M.S. in Human Resource Management	\$515/credit hour	Term Fee: \$250* Annual SHRM Membership: \$40
M.S. in Information Technology	\$515/credit hour	Term Fee: \$250*
M.Mgt. in Management	\$515/credit hour	Term Fee: \$250* Annual SAM Membership: \$30

M.S. in Operations Management	\$515/credit hour	Term Fee: \$250*
M.P.A. in Public Administration	\$515/credit hour	Annual ASPA Membership: \$50
M.B.A. in Strategic Management & Leadership	\$515/credit hour	Term Fee: \$250*
M.S.M. in Strategic Ministry	\$450/credit hour	Annual Student Fee: \$500
M.T.M. in Transformative Ministry	\$450/credit hour	Term Fee: \$250*
Other Fees		
Audit Fee: \$70 per credit		
Credit by Demonstrated Competency (CDC) Fee: \$75 per credit awarded		
Directed Independent Study Fee: \$50 per credit		
Graduation Fee: \$100		
Transcript Fee: See https://point.edu/transcripts		
<i>NOTE:</i> Students may incur additional costs for certain programs, such as background checks and liability insurance for education and counseling programs.		
*Term Fees charged for each 16-week term primarily cover costs related to online technology and digital library services.		

Tuition Rates for Traditional Students Taking CGPS Courses. Undergraduate students in Point's non-traditional College of Graduate & Professional Studies (CGPS) pay a lower tuition rate than students in Point's traditional, on-ground University College in West Point. The rates differ because student services for the two colleges differ. 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. Instead, CGPS provides “virtual” student services, which learners may access from anywhere via the internet.

With the permission of the Registrar and their academic advisor, traditional students may occasionally enroll in non-traditional CGPS online courses. However, they will pay the traditional tuition rate because they are enrolled in a traditional program and utilize on-ground student services.

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 Title IV Financial Aid as a Result of Withdrawal

Title IV Financial Aid. Title IV federal financial aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or ceases to attend, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

Return of Title IV Funds Policy. The Return of Title IV Funds Policy applies to recipients of Title IV financial aid who withdraw or cease attending all courses for the payment period or term after aid has been disbursed. Repayment of aid is determined according to this policy. Financial aid recipients considering withdrawing from all coursework are advised to contact the Office of Financial Aid prior to withdrawal.

When a student is considered to have totally withdrawn during a payment period or term in which s/he has begun attendance and received federal Title IV financial aid, the University is required to determine the amount of earned and unearned Title IV aid. A student is only eligible to retain the percentage of Title IV aid disbursed that is equal to the percentage of the payment period or term that was completed by the student. The unearned Title IV aid must then be returned to the appropriate federal aid program(s). If more than 60 percent of the payment period or term has been completed by the student, no Title IV aid needs to be returned.

In accordance with federal regulations, unearned Title IV aid shall be returned to these programs in the following order:

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Parent or Graduate PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity
- Other Title IV Programs

The unearned portion of the aid will be charged back to the student's billing account and must be repaid by the student. A hold will be placed on the student's account by the Student Accounts Office if the outstanding balance is not repaid. The Office of Financial Aid will send notification to the student's University email account notifying the student of the withdrawal date, the percent of the payment period or term completed, the amount of aid returned to the federal program(s), and the balance the student currently owes.

There are three types of withdrawals that fall under the Return of Title IV Funds federal calculation regulations:

- **Official Withdrawals.** The student has completed the formal withdrawal process by submitting the online *CGPS Withdrawal Form* available on the University website (<http://intranet.point.edu/cgps-withdrawal-form>). The withdrawal date is the date the student notifies Point of intent to withdraw (*CGPS Withdrawal Form* received by Point) or the date the student resigns from all courses online.

- *Unofficial Withdrawals.* If a student begins to attend a course, receives federal Title IV aid, but then ceases to attend without providing official notification to the University, the federal government considers this an "unofficial withdrawal." This includes students who earn failing grades in all courses, if it is determined the student ceased attending prior to the end of the payment period or term. The withdrawal date for students who unofficially withdraw is the last date of attendance reported by the student's instructor(s). The refund rules for Title IV aid recipients who withdraw are then followed to determine the unearned portion of Title IV aid that must be returned to the appropriate aid program(s).
- *Module Withdrawals.* A module withdrawal refers to a course or courses in a program that do not span the entire length of the payment period or term, such as an 8-week CGPS course falling within a 16-week term. If a student withdraws from an individual module and does not complete all of the days s/he was initially scheduled to attend prior to ceasing attendance, a return of Title IV funds calculation must be performed to determine the percentage of financial aid earned and unearned.

If a student provides written confirmation of his/her intent to attend a future module within the term, it is not necessary to perform the recalculation. However, the student's future attendance within the term must be tracked. If it is determined that the student failed to attend a future module, a recalculation must be performed. Even if a student completes more than 60 percent of the payment period or term, Point University will complete the Return of Title IV calculation to ensure that the student is not entitled to a post-withdrawal disbursement.

Examples of Title IV Calculations

- **EXAMPLE 1:** Jane Doe is enrolled in the major of Early Childhood Education. Her term begins on August 24 and ends December 13. On October 4 (42 days into the term), she drops her courses.

Jane's institutional charges are as follows:

Item	Cost
Tuition	\$9,750.00
Fees	\$550.00
Books	\$ -
Room	\$2,250.00
Meal Plan	\$ 1,700.00
Total:	\$14,250.00

Item	Cost
Federal Direct Subsidized Loan	\$1,732.00
Federal Direct Unsubsidized Loan	\$990.00
Federal Pell Grant	\$2,888.00
Federal FSEOG	\$750.00
Federal Direct Plus Loan	\$10,815.00
Total:	\$17,175.00

Amount refunded to Jane: \$2,925.00

As Jane has completed 43 days (40.6 percent) of her term, according to the federally mandated calculation, 60.4 percent of the unearned portion of her aid, equaling \$8,587.50, must be returned.

Point University must return all of the following aid applied toward Jane's institutional charges:

Item	Cost
Federal Direct Subsidized Loan	\$1,732.00
Federal Direct Unsubsidized Loan	\$990.00
Federal Direct Plus Loan	\$8,587.50
Total:	\$8,857.50

In addition, Jane is required to return \$1,462.50 of the amount refunded to her to the servicer of the Federal Direct Parent PLUS Loan.

Jane is not eligible to receive a tuition reversal because she dropped her courses after the refund period. A collections HOLD is placed on Jane's account at the time the funds are returned to the lender, which prevents Jane from registering for any additional courses or receiving transcripts before paying her balance.

- **EXAMPLE 2:** Karen Williams is a graduate student at Point University. Her term begins August 23 and ends December 6. On November 24 (93 days into the term), Karen accepts a full-time job and drops her courses.

Karen's institutional costs consist of the following:

Item	Cost
Tuition	\$2,970.00
Fees	\$250.00
Books	\$ -
Room	\$
Meal Plan	\$
Total:	\$3,220.00

Item	Cost
Federal Direct Unsubsidized Loan	\$8,141.00
Total:	\$8,141.00

Based on Karen's attendance (69.8 percent of the term), Karen has "earned" all of her financial aid for the term and will not have to return any funds.

- **EXAMPLE 3:** Robert Jones is a student in the B.S. in Biblical Studies program. His term begins on May 9 and ends on August 18. His federal student loan funds are credited to his student account on April 27. On the same day, the loan proceeds are applied to cover Robert's institutional charges, and the funds in excess of those

charges are refunded to him. On April 28, Robert drops his courses due to unforeseen circumstances.

Because Robert dropped his courses prior to the first day of the course, he is not subject to the Title IV calculation. A 100 percent reversal of tuition and fees will be made to his student account, creating a credit balance. When a course is dropped before the student attends the first course, Point University is required to return all funds that were applied to tuition and fees. Therefore, the credit balance will be returned to the appropriate Title IV account(s). In addition, Robert is required to return to the lender the refund that he received. It is recommended that students return their loan refunds directly to Point University's Student Accounts Office, which will return the funds to the lender. This will ensure that there is documentation on the student's Point University student account.

- **EXAMPLE 4—Part of the Term (CGPS):** Point University offers courses that span a standard 16-week term as well as courses that span two 8-week sessions within a term. Jordan Thomas is enrolled in two 8-week sessions during the 16-week fall term (Fall Session 1 and Fall Session 2). On September 2, he drops all courses in Fall Session 1.

	UNDERGRADUATE FALL SESSION 1 AUG. 22 - OCT. 16	UNDERGRADUATE FALL SESSION 2 OCT. 17 - DEC. 11
ENROLLED	No Longer Enrolled	Still Registered
	September 2	

On September 4, Jordan receives a notification to his Point University email from the Registrar's Office requesting that he complete an *Intent to Enroll* form within the next 5 business days.

The chart below summarizes the actions that Jordan may take:

STUDENT ACTION	CONSEQUENCE
IF	THEN
<p>YES</p> <p>If Jordan selects YES, I will attend course(s) during the second session of the term . . .</p>	<p>The Financial Aid Office (FAO) will not need to take further action and Jordan may retain the federal financial aid funds advanced to him for the term. (However, if he fails to attend courses as indicated, he will be considered withdrawn from the term, and the Financial Aid Office will be required to perform the Return of Title IV Funds calculation which may result in an outstanding balance on Jordan's student account.)</p>

<p style="text-align: center;">NO</p> <p>If Jordan selects NO, I will not attend courses during the second session of the term . . .</p>	<p>Jordan's Fall 2 courses will be dropped and the FAO will be required to perform a Return of Title IV calculation which will determine how much of his federal financial aid Jordan will have to return as unearned. This choice may result in an outstanding balance on Jordan's account.</p>
<p style="text-align: center;">NO ACTION for 5 business days</p> <p>If Jordan does not complete and submit the <i>Intent to Enroll</i> form . . .</p>	<p>The FAO must assume that Jordan will NOT attend courses during the second part of the term and the FAO will perform a Return of Title IV calculation. Jordan's Fall 2 courses will be dropped. The calculation will determine how much of his federal financial aid funds will have to be returned as unearned. This may result in an outstanding balance on Jordan's student account.</p>

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.gafutures.org>.

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 <https://www.gafutures.org>.

Verification Policy

Financial Aid Verification. Students who submit a Free Application for Federal Student Aid (FAFSA) may be selected for review in a process called "verification." In this process, the Office of Financial Aid compares information provided on the FAFSA with tax transcripts (if requested) and other information. Federal law indicates that the Office of Financial Aid has the right to ask for this documentation before disbursing federal and state aid. All aid, including student loans, will not be finalized until verification has been completed and any corrections have been processed by the U.S. Department of Education.

The Office of Financial Aid will make any required corrections to the FAFSA based on the documentation provided. The student will receive an updated Student Aid Report (SAR) from the U.S. Department of Education which shows the corrections made. If these corrections change the student's eligibility for aid, the student will also receive an updated award notice.

Required Documentation. The documentation required to complete verification will be listed on the Student Requirements page on the Student Portal. Forms will indicate the specific year(s) for which information is being requested.

The student, his/her spouse, and his/her parents, as applicable, may be asked to provide some or all the following information:

As mandated by the Department of Education

- Adjusted gross income (AGI)
- U.S. income tax paid
- Education credits
- Untaxed IRA distributions
- Untaxed pensions
- IRA deductions and payments
- Tax-exempt interest
- Other untaxed income
- Income earned from work
- Household size
- Number in college
- Supplemental Nutrition Assistance Program (SNAP) benefits
- Child support paid
- High school completion status (*V4 and V5 only*)
- Identity/statement of educational purpose (*V4 and V5 only*)

Identity and use of financial aid

- Proof of identity (an unexpired, valid, photo identification issued by a U.S. government entity)
- Statement of educational purpose confirming that financial aid will only be used for educational expenses

Completion of high school or equivalent

- Proof of high school completion or proof of completion of a state-authorized equivalent (such as GED, HiSET, or TASC), homeschooling, or an associate's degree or higher. Individuals who served in the military and are unable to obtain an official high school transcript may submit their DD Form 214 Certificate of Release or Discharge from Active Duty if the form indicates that they are a high school graduate or equivalent.

Household members

- Documentation of the names, ages, and college enrollment status of the individuals in the household, along with their relationship to the student

Income information

- *Tax filers.* For individuals who were required to file a federal income tax return, information from the IRS confirming federal income tax information for the requested year. Individuals must provide an IRS Tax Return Transcript of their federal income tax return. Beginning 2018-2019, students and parents are highly encouraged to use the IRS Data Retrieval Tool when completing the FAFSA to copy IRS information to the FAFSA. Individuals who choose not to, or are unable to, use the IRS Data Retrieval Tool must provide an IRS Tax Return Transcript of their federal income tax return. Confirmation of eligibility to file under a filing status may be required. Copies of all W-2's for the student, spouse, and/or parents for the requested year may also be required.
- *Rollovers.* For individuals who have a rollover listed on their federal tax return for the requested year, a signed copy of their federal tax return showing it was a rollover or a copy of their 1099-R should be submitted, along with the IRS Tax Return Transcript.
- *Amended Returns.* Individuals who filed an amendment to their federal income tax return must submit the following:
 1. An IRS transcript or any other IRS tax transcript for the tax year that includes all the income and tax information to be reported on the FAFSA; *AND*
 2. A signed copy of the IRS Form 1040X which has been filed with the IRS.
- *Filing Extensions.* Individuals who have been granted a filing extension by the IRS must provide the following:
 1. Documentation of filing extension:
 - a. For 2017-2018, provide a copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return", and (if applicable) a copy of the IRS approval of an additional extension.
 - b. Effective 2018-2019, individuals who only have an automatic six-month extension to file must file their return, then provide an IRS Tax Return Transcript or use the IRS Data Retrieval Tool. Individuals who have been granted a filing extension beyond the automatic extension

must provide a copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return," and a copy of the IRS approval of an additional extension.

- c. Instead of providing IRS Form 4868, an individual called up for active duty or qualifying National Guard duty during war or other military operation or national emergency may provide a signed statement certifying that s/he has not filed a return or requested an extension because of this service.
2. A copy of all W-2's for the requested year
 3. A signed statement certifying any adjusted gross income and the federal income tax paid in the requested year from self-employment
 4. Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1 of the year that the FAFSA is available. Individuals can obtain the IRS documentation by checking box 7 on IRS Form 4506-T.
- *Tax information not available.* Individuals who filed a tax return, did not retain a copy, and whose information cannot be located by the IRS, must submit the following:
 1. Copies of all W-2's or an equivalent document;
 2. Documentation from the IRS or other relevant taxing authority that indicates that the individual's tax account information cannot be located; and
 3. A signed statement that indicates that the individual did not retain a copy of his/her tax account information. Self-employed individuals must list their adjusted gross income and income taxes paid on the statement. Additional documentation of income may be requested.
 - *W-2's not available.* Individuals who are required to submit W-2's but did not keep a copy should request a duplicate from the employer who issued the original or from the government agency that issued the equivalent document.
 - *Non-filers.* Individuals who did not file a federal tax return for the requested year because they were not required to do so must provide copies of all W-2's for the requested year, a signed statement certifying that they have not filed and are not required to file, and a listing of the sources and amounts of income earned from work. For 2017-2018, individuals must provide confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1 of the year that the FAFSA is available. Effective 2018-2019, individuals other than dependent students must provide confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1 of the year that the FAFSA is available.
 - *IRS identity theft.* Individuals who were a victim of IRS tax-related identity theft must submit the following:

1. A Tax Return DataBase View (TRDBV) transcript or equivalent document obtained from the IRS's Identity Protection Specialized Unit at 1-800-908-4490; *AND*
 2. A signed and dated statement by the tax filer indicating that he or she was a victim of IRS tax-related identity theft of which the IRS has been made aware
- *Foreign tax returns and wage statements.* Individuals who filed a foreign income tax return must provide a transcript (obtained at no cost) of the foreign tax return from the country's central government taxing authority, along with an English translation (if the return is not in English). If a transcript cannot be obtained at no cost, a signed copy of the original income tax return may be provided. Individuals who did not file and were not required to file a tax return, for whom W-2's are requested, may be required to provide a copy of the wage and tax statement from the foreign taxing authority.
 - *Family support.* Confirmation of a family's ability to provide sufficient financial support for the number of household family members reported
 - *Support of a dependent.* Documentation of a student's ability to provide more than 50% of the financial support for a dependent
 - *Clarifying documents.* Documentation to clarify income and adjustments to income as reported on the FAFSA

Other information

- Additional documentation as requested by the Office of Financial Aid. This includes, but is not limited to documentation to confirm information provided on the FAFSA, information provided on application materials or forms, or information provided verbally or in writing to college faculty or staff.

Assistance. Students should contact financial.aid@point.edu for assistance with verification requirements if they are unable to provide the required documentation due to one or more of the following situations:

For dependent students

- The parents are residing in a country other than the United States and cannot be contacted by normal means of communication.
- Both parents are mentally incapacitated.

For independent students who are/were married

- The spouse is deceased.
- The spouse is mentally incapacitated.

For refugees, asylees, or victims of human trafficking

- Documentation of completion of secondary school education cannot be obtained.

Checking the Status of Verification. Students can check the status of their verification on the student portal. On the Student Requirements page, the requested verification items will be listed. Below is a listing of what each status means:

- *Requested – Required:* We need the document attached. Make sure the document is submitted in order complete the verification requirement.
- *Received, but Rejected:* Your verification materials have been received but there is an issue, please contact the Financial Aid Office to inquire what needs to be fixed. Materials are generally reviewed within two weeks after being submitted. Allow additional processing time near the beginning of each term.
- *OK:* The Financial Aid Office has received your document and the requirement has been fulfilled successfully.
- *NA:* The requirement has been fulfilled and the document is no longer needed.

Deadlines. To ensure verification is complete by the time first disbursements occur, students should submit all requested documentation to the Financial Aid Office as soon as possible.

Verification must be completed by these deadlines

- For the Federal Pell Grant, verification must be completed within 120 days of the student's last date of attendance, or the federal deadline, whichever is earlier.
- For Federal Work-Study, verification must be completed prior to the 60th day of the term in which the student is receiving Federal Work-Study funds.
- For all other aid, verification must be completed within 120 days of the student's last date of attendance, or one week prior to the end of the spring term, whichever is earlier.

Students who do not complete verification within the required deadlines will not qualify for federal aid and certain state and college aid programs. Federal and state aid funds will not be disbursed, and stipends, if any, will not be available until verification is completed and corrections (if necessary) have been processed and sent to Point University from the U.S. Department of Education.

Students selected for verification after financial aid disbursements have been made will receive a written notice containing a deadline to submit documents, which is approximately 30 days after the date of the letter. If documents are not submitted by the deadline, the student will be ineligible for the grant aid which was received. If the grant aid is not repaid, the student will be considered to have an overpayment and will become ineligible for all federal financial aid at any school.

Students selected for additional verification after financial aid disbursements have been made will receive a written notice containing a deadline to submit documents, which is approximately 30 days after the date of the letter. If documents are not submitted by the deadline, the student will be ineligible for all federal aid which was received, and may also become ineligible for other aid. The student will be responsible for repaying funds to the U.S. Department of Education. If the grant aid is not repaid, the student will be considered to have an overpayment and will become ineligible for all federal financial aid at any school.

Required Referral. The Office of Financial Aid is required by federal regulations to refer students to the U.S. Department of Education's Office of Inspector General if there is evidence of potential fraud or other criminal misconduct related to the student's

application, including but not limited to false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures, and false statements of income.

NOTE: All information regarding verification is subject to change based on changes to federal law, regulation, or college policy and procedure. If changes are made, students must abide by the new policy.

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 be 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 <https://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 <https://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 <https://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 (SAP) for Financial Aid

Satisfactory Academic Progress. Point University's Satisfactory Academic Progress (SAP) standard is used to determine if an enrolled student is making satisfactory academic progress in his or her educational program (regardless of whether s/he is receiving Title IV aid) and for a variety of other purposes. The SAP policy provides a consistent application of standards to all students, supporting and requiring both the quality of academic work and the completion of a student's program within the maximum timeframe.

Point University's SAP Policy provides that a student's academic performance will be evaluated at the end of each term. The SAP Policy applies both qualitative and quantitative standards, as defined below.

Qualitative Standard. The qualitative standard is based on 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, a student must meet the following GPA at each evaluation:

UNDERGRADUATE	
Total Credit Hours Earned	Minimum Cumulative Grade Point Average
0 – 16	2.0
17 – 32	2.0
33 – 48	2.0
49 - 63	2.0
64 – 128	2.0

GRADUATE	
Total Credit Hours Earned	Minimum Cumulative Grade Point Average
0-30	3.0
30-60	3.0

A student with a cumulative GPA below the stated minimum will be put on Financial Aid Warning for the next term and must meet the cumulative GPA standard at the end of the Financial Aid Warning payment period.

Quantitative Standard. To satisfy the quantitative standard, students must successfully complete a minimum of *66.7 percent (rounded from 2/3)* of all attempted

credits each academic year. Please note that repeat and incomplete courses ARE counted toward the quantitative measure.

Quantitative Formula = Successfully Completed Credits

Attempted Credits

There are two components to the quantitative standard: (1) maximum timeframe allowed for program, and (2) cumulative completion percentage (pace). Both standards will be checked at the end of each payment period.

- *Maximum Timeframe.* Students must complete their degree requirements within 150 percent of the published length of their program (number of credits needed to complete degree requirements). For example, a program requiring 120 credits to graduate will be limited to 180 credits of financial aid eligibility.

$$120 \times 150\% = 180 \text{ hours (Maximum Timeframe)}$$

All coursework are counted, including but not limited to repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree or major for which a degree was not conferred.

- *Cumulative Completion Percentage (pace).* Students must successfully complete a minimum of 66.7 percent of all courses attempted within their academic degree level (undergraduate, graduate, first professional, etc.). Students who do not meet pace are not eligible to receive financial aid. Pace is calculated at the end of every term to determine if the student is making the necessary progression to complete the degree program within the maximum timeframe.

Pace Formula = Cumulative Successfully Completed Credits

Cumulative Attempted Credits

IMPORTANT: All credits are part of the calculation, including but not limited to repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree or major for which a degree was not conferred. The only time a student may start over is after a degree is conferred.

PLEASE NOTE: Students interested in receiving state aid (such the Hope Scholarship and Zell Miller Scholarship) must also meet state SAP standards established for each aid program.

Explanation of Terms:

- *Transfer Credit.* Point University will count transfer credits, CLEP, DSST, and Advanced Placement hours accepted toward a student's educational program as both attempted and successfully completed hours.
- *Attempted Credit.* All credits are part of the calculation, including but not limited to repeat and incomplete coursework, transfer credits, and coursework completed for a

prior degree, certificate or major for which a degree or certificate was not conferred, regardless of receiving financial aid.

- *Incomplete and Withdrawals.* Courses with incomplete and withdrawal grades (W, WP, WF) at the time of the SAP review count as attempted but are not counted as successfully completed hours. An incomplete grade that is converted later will be considered during the next term SAP review.
- *Repeat Courses.* Courses that are repeated will count in attempted hours. Repeated courses that are excluded from the academic record will not count as successfully completed hours or in the GPA calculation.
- *Dropped Courses.* Courses that are dropped with a non-attendance code are not counted in attempted hours, except when a student has retained a refund of loan proceeds made prior to the start of courses. All other dropped courses will count in attempted hours. Dropped courses do not count in successfully completed hours.

SAP Determination. The Financial Aid Office evaluates SAP for all students at the end of each payment period to determine financial aid eligibility for the next term. Students who have failed to meet federal SAP requirements are ineligible to receive any federal or state financial aid for the upcoming term.

EVALUATION TIMEFRAME		
Two-term programs	December and May	End of each term
Three-term programs (online and summer attending students)	December, May, and August	End of each term

SAP Notification. Students who are not making satisfactory academic progress (SAP) at the end of any term will receive an email to their Point email address to alert them of their SAP status and its impact on their financial aid (FA).

- *FA Warning* is the first status a student receives, after failing to reach the criteria of a 2.0 and/or a 67% completion rate. Also, this status is given if a student makes an “F” in any course during the term. Students can receive aid for one term while on FA Warning.
- *FA Probation* is the second status a student receives, after failing to meet the FA SAP standards while on FA Warning. The student loses all FA awards while on this status. This status can be appealed.
- *FA Appeal* status is awarded through a successful completion and approval of an FA Appeal (see below). This status allows the student one term to satisfy the SAP standards. This status is only good for one term. If a student fails to meet the standards, the student will automatically be placed on FA Probation for one year.

- *FA Academic Plan* requires a student to meet several criteria to keep this status. These are outlined in the SAP Academic Plan contract (see below). The student can continue to receive Federal Aid while on the Academic Plan.

SAP Appeal. A student with extenuating circumstances may appeal the denial of student financial aid by submitting a *Satisfactory Academic Progress (SAP) Appeal Form* within 15 days from the day the failure notice was sent. The appeal must be made in writing, addressed to the Satisfactory Academic Progress Committee in care of the Office of Student Financial Aid, and include the following documentation:

- Completed *SAP Appeal Form* available from the Financial Aid Office
- A letter written and signed by the student describing why the student has failed SAP and what has changed that will allow the student to successfully meet SAP in the future
- Additional supporting documents; each appeal must have 2 forms of supporting documentation.

A student's appeal may be approved on a probationary basis for one term, if it is feasible for the student to meet all SAP requirements within one term. If not, an academic plan must also be included with the appeal. Late appeals will not be accepted. Generally, the Office of Student Financial Aid will only approve one appeal per academic degree.

SAP Academic Plan. If it is not feasible for a student to meet all SAP requirements within one term, an academic plan must be developed with the student's academic advisor. The academic plan will outline grade and credit requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If SAP failure was based on the quantitative measure only, it is not necessary to establish an academic plan. If SAP failure was based on the maximum timeframe measure, the student must complete all credits required for degree completion by the end of the last term of the academic plan.

Under an academic plan, a student's progress will be monitored at the end of each term in order to ensure that the student is progressing according to the requirements of the plan. As long as the student is progressing accordingly, the student will remain eligible for financial aid. If the student is not meeting the requirements of the plan, the student will not be eligible to receive financial aid until all components of SAP have been met.

SUMMARY OF REQUIREMENTS BY DEGREE LEVEL	
Undergraduate Students	Graduate Students
• <i>Qualitative Measure:</i> minimum GPA 2.00	• <i>Qualitative Measure:</i> minimum GPA 3.00
• <i>Quantitative Measure:</i> successful completion of at least 66.7 percent of all credits attempted annually at Point University	• <i>Quantitative Measure:</i> successful completion of at least 66.7 percent of all credits attempted annually at Point University
• <i>Maximum Timeframe:</i> financial aid limited to 150 percent of the published length of the program	• <i>Maximum Timeframe:</i> financial aid limited to 150 percent of the published length of the program

• <i>Pace</i> : successful completion of at least 66.7 percent of all attempted credits	• <i>Pace</i> : successful completion of at least 66.7 percent of all attempted credits
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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.

Maximum Timeframe 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).

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 Peachtree City and Savannah, Georgia. 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

On-Site and “Virtual” Student 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. EST.

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 or “virtually” from off-site. The primary student support services are outlined below.

New Student Orientation. Upon acceptance to Point, CGPS degree-seeking students are enrolled in APSP 100 Online Orientation. Non-degree, transient, and traditional students completing CGPS courses enroll in APSP 099 Online Orientation. APSP 099 and 100 are fully-interactive, no-cost/no-credit “courses” that provide an avenue for self-paced education regarding (1) the University’s mission, history and theological beliefs; (2) the foundations and structure of Point’s College of Graduate & Professional Studies; and (3) an introduction to staff departments providing critical services to *Point Online* and *Point Connect* registrants. APSP 100 is moderated by the Online Student Services team and is mandatory for all CGPS students enrolling at Point University. Students complete the orientation in a few hours either before or during the initial week of their first CGPS course.

Academic Advising. Enrollment Specialists, in conversation with faculty and Online Student Services (OSS) 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

Email: Ross.Haralson@point.edu

Mr. Douglass Johnson, Associate Director of Online Student Services

Telephone: Office (404) 460-2467

Email: Doug.Johnson@point.edu

Mr. Blair Walker, Associate Director of Online Student Services

Telephone: Office (678) 593-3111

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 (<https://point.edu/title-ix>).

Student Portal. The Point University Student & Faculty Portal provides convenient access to many services, such as (1) CampusNexus®, through which students may view their final grades, degree audits, transcripts, financial aid status, account balance, and more; (2) Office 365, where students may check their Point email and use a variety of office software; (3) *Point Online*, through which students enter online course sites; and (4) SysAid®, through which students may submit IT technology service requests. The portal also includes direct links to many of the student services described below. Users enter the portal by logging into the *MyPoint* single sign-on portal (<http://my.point.edu>) and entering their Point username and password.

Intranet. Point’s Intranet (<http://intranet.point.edu>) offers access to many additional policies and documents, such as CGPS course syllabi, academic catalogs, the degree change form, academic appeal form, and transcript request form. The Intranet also direct links to 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 Newsletter. The Communications Department periodically publishes an online *CGPS 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.

Point University 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 “Office 365” 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.

The Information Technology (IT) staff and CGPS Educational Technology staff provide 24x7 technical support via email, the online helpdesk, or telephone:

- For help and technical support, send an email to itsupport@point.edu. Include as many details as possible in your message.

- Users may access the online SysAid helpdesk 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.
- Users may also telephone the helpdesk at any time (706-385-1493) to speak with a live representative who can assist with issues such as password resets and basic assistance with *Point Online* and other computer applications. After hours (5:00 p.m. – 8:00 a.m.), weekend, and holiday telephone support are currently limited to password resets and basic user functions for the Single Sign On portal to ensure that users can access learning resources. Some support questions may require escalation from the afterhours support desk. In this case, a ticket will be created and a technician will contact the user the following business day.

For email and telephone support, students should have their Student ID number available to verify their identity. For information on where to find one’s student ID, visit <http://point-oit.wikispaces.com/How+to+find+your+Student+ID>.

Computer Labs. Computer labs are located at Point education sites in West Point, Peachtree City, and Savannah. 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 for online learning (see below for minimum system requirements). However, the computer labs are available for students during facility business hours as a supplement. Through the Student Portal (described above), students gain free access to the Microsoft Office 365 software package.

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.

Online Syllabus Repository. The latest CGPS course syllabi are posted online (<http://intranet.point.edu/syllabus>), giving students the opportunity to preview courses and order textbooks early.

CGPS Business & Leadership Online Student Center. The Department of Business & Leadership provides a “virtual” student center in *Point Online* for support of business and leadership majors. The center includes announcements, faculty information, academic resources, APA style guidance and training, access to the Online Writing Lab (OWL) and other CGPS student services, discussion forums and prayer requests, and many other types of support. The online center offers a place for students and faculty to interact and grow in community. The department also hosts a CGPS Business & Leadership Faculty Center featuring resources for instructors.

Admission Services. Enrollment Specialists serve in the Admission Office. They help students assess institutional fit and assist them through admission processes. Students may talk with an Enrollment Specialist by telephone, email, video conference, or by appointment at a Point site (<http://online.point.edu/online-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 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/academics/registrar>).

Financial Aid and Student Accounts 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, electronic resources are now considered the University’s primary collections, and the physical collection has been reduced to approximately 13,500 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 help to 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 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/online-resources>).

- **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 Peachtree City (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 support for students in certain master's courses. Students may meet with library personnel by telephone, email, 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 (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://intranet.point.edu/educational-resource-center>).

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 (<http://intranet.point.edu/writing-center>).
- Coordinating on-site math tutoring services. As part of APSP 100 Online Orientation or 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 (<http://intranet.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 at its Peachtree City site 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.

To schedule a CLEP exam, use the email setup at CLEP@point.edu or contact Stacie Whalen, Assistant Director of Educational Services, by telephone (404-460-2495) or email ([Stacie.Whalen2@ Point.edu](mailto:Stacie.Whalen2@Point.edu)).

The registration cost for CLEP exams is \$87 per exam. Students must pay for the CLEP test online at <https://cleportal.collegeboard.org/myaccount> prior to the day of the exam. CLEP students are required to print the registration ticket from the website. They must present a registration ticket and 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 *Campus Nexus Careers*, powered by *Campus Nexus*. *Campus Nexus Careers* is a new, interactive, easy-to-use career development site available 24/7/365. Students can schedule practice interview sessions, establish connections to employers, and much more. The site can be found on the student's Campus Nexus portal.

Through the *Campus Nexus 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/academics/academic-support/center-for-calling-career>) or log into Campus Nexus and click on the "Career" portal.

Counseling and Telemental Health Services. Point offers students personal counseling by trained professionals at two education sites—West Point and Peachtree City. Limited Telemental Health Services (via videoconference or telephone) are available to students in Georgia and some other locations, subject to state regulations.

Services include, but are not limited to, psychological support and career counseling. Counselors also provide referrals to appropriate off-campus services. To schedule an appointment, email counseling@point.edu or visit the counseling office in person. For office hours and more information, see the University website (<http://intranet.point.edu/counseling>).

Telemental Health Services (also called Telehealth, Online Counseling, Telebehavioral Health, or Telepsychiatry) is the use of telecommunications technology to provide behavioral health services. Telemental Health is an integral part of the Telemedicine movement, which uses computer programs, video conferencing, internet programs, teleconferencing, and smartphone applications for the remote delivery of mental health services, including assessment, diagnosis, system tracking, and treatment.

Providers follow all state and federal laws regarding licensure, confidentiality, and interjurisdictional requirements. Additionally, the technology utilized in providing

Telemental Health Services meets and/or exceeds standards outlined by the American Telemedicine Association (www.americantelemed.org) and other professional associations. Students with questions or concerns may contact the CGPS Social & Behavioral Sciences department chair (Maurita.Hodge@Point.edu).

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/academics/academic-support/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 during facility hours, public library, or restaurant.

POINT UNIVERSITY PERSONNEL

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FAITH SIMPSON, Assistant Principal, Gainesville Middle School (Gainesville, GA)

JIM SLODERBECK, Emergency Physician, Piedmont Hospital (Brookhaven, GA)

ALAN STITH, Retired (Smyrna, GA)

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MICHAEL D. WAERS, Lead Pastor, Northridge Christian Church (Milledgeville, GA)

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BILLYE JOYCE FINE, Professor of Education, Milligan College (Elizabethton, TN)

Senior Administrative Officers

Under the direction of the President of the University, the senior leadership team is responsible for the implementation of policies set by the Board of Trustees.

DEAN C. COLLINS, M.Ed., President (2006)

STACY A. BARTLETT, Ph.D., Vice President for Advancement (2005)

ARTHUR B. DANA, M.B.A., CPA, CVA, Chief Financial Officer (2017)

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)

DENNIS E. GLENN, Ph.D., Vice President for Institutional Effectiveness and Dean of Accreditation (1997)

CARSON GREGORS, B.A., Communications Manager (2018)

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)

TIFFANY SCHOENHOFF WOOD, M.S., Vice President for Enrollment Management (2008)

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 Graduate & 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 for Human Resource Management; Lean Six Sigma Black Belt Certification (LSSBB), Certified Change Management Specialist certification (CMS), Management & Strategy Institute; Certified Manager Certification (CM), Institute of Certified Managers

STACY A. BARTLETT, Instructor in Business and Leadership, Vice President for Advancement (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

JOSHUA (“JOSH”) BOYD, CGPS Education Department Chair, 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

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. MAZAHARI, 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

DINA M. SWEARNGIN, Professor of Nursing, CGPS Health Sciences Department Chair (2017); A.S.N. in Nursing 1993, B.S.N. in Nursing 1997, M.S.N. in Nursing Education 2009, Clayton State University; Ed.D. in Higher Education Management 2015, University of Georgia; Registered Professional Nurse, State of Georgia; Basic Cardiac Life Support for Health Care Providers Certification, Neonatal Resuscitation Provider Certification, Basic Cardiac Life Support Provider Certification

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

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); Lean Six Sigma Black Belt Certification (LSSBB); SHRM Certified Professional certification (SHRM-CP), Society for Human Resource Management; Certified Change Management Specialist certification (CMS), Management & Strategy Institute; Certified Manager Certification (CM), Institute of Certified Managers

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.N. in Nursing 1996, Clayton State University; M.S.N. 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

BARBARA A. ALSTON, Adjunct Instructor in Business and Insurance (2018); B.B.A. in Business Administration 2000, Averett College; M.B.A. in Business Administration 2001, Averett University; D.B.A. in Human Resource Management and Business 2009,

Nova Southeastern University; Florida Resident Insurance License for Health, Life, and Variable Annuity; Manager/Independent Broker, Equis Financial

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

JOSHUA L. BAGBY, Adjunct Instructor in Insurance (2017); B.B.A. in Finance 2009, University of Georgia; M.B.A. in Business Administration 2014, Reinhardt University; licensed by the Georgia Department of Insurance as a Resident Agent for Accident and Sickness, Casualty, Life, and Property; owner Alfa Insurance—The Bagby Agency, Inc.

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 Advancement (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

DENNIS BLOODWORTH, Adjunct Instructor in Worship (2017); B.A. in Ministry 1994, Manhattan Christian College; M.A. in Ministry 2000, Hope International University; Creative Pastor, Neighborhood Ministry Pastor, Christ’s Church of the Valley

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

CHRISTOPHER L. BOYD, Adjunct Instructor in Business and Leadership (2018); B.A. in Communication Studies 1997, Lynchburg College; M.B.A. in Business Administration 2005, Shorter University; Ph.D. in Organizational Leadership 2013, Regent University

JOSHUA (“JOSH”) BOYD, CGPS Education Department Chair, 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 and Insurance (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; licensed by the Georgia Department of Insurance as a Resident Agent for Accident and Sickness, Casualty, Life, Property, and Variable Products; State Farm insurance agency owner

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

ANTOINE J. BROOKS, Adjunct Instructor of Science Labs (2018); B.S. in Biology, Alabama State University; Doctor of Chiropractic candidate, Life 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

REGINA C. BUTTS-IVORY, Adjunct Instructor in Accounting (2018); B.B.A. in Accounting 1994, Fort Valley State University; M.B.A. in Business Administration 1998, Mercer University; D.B.A. in Accounting 2013, Argosy University

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

ROBERT W. CHARLES, Adjunct Instructor in History (2018); B.A. in Sociology (1996), Regents College, State University of New York; M.A. in Military History (2015), Norwich 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., Associate Professor of 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

DEBRUA COLEMAN, Adjunct Instructor in Healthcare Administration and Epidemiology (2019); A.S. in Mortuary Science, American Academy McAlister Institute of Funeral Service; B.S. in Healthcare Administration 2010, M.S. in Healthcare Administration with a Concentration in Health Information Systems 2013, University of Phoenix; Ph.D. in Epidemiology, Walden University

PENNY LANE COLLINS, Adjunct Instructor in Business (2015); B.B.A. in Management Information Systems 1984, University of Georgia; M.B.A. in Business Administration 2010, Auburn University; certified Project Management Professional (PMP), Project Management Institute

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

DARREN L. COOPER, Adjunct Instructor in Social Work (2018); B.S. in Psychology 1997, Fayetteville State University; Graduate Certificate in Nonprofit Leadership 2004, M.S.W. in Social Work 2004, University of North Carolina at Chapel Hill; D.S.W. in Social Work 2017, University of Tennessee; Licensed Clinical Social Worker (LCSW); Certified School Social Worker; licensed and ordained minister

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, Richmond 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

NICK DEMOS, Instructor in Sports Ministry (2017); B.S. in Secondary Education with a Business Specialization 2006, Arizona State University; Master of Sports Leadership 2008, Northeastern University; Sports Pastor and Sports Program Director, Christ's Church of the Valley

JEFFREY L. HAHN, Adjunct Instructor in Business Law and Ethics (2018); B.A. in Criminology (1995), Northern Illinois University; J.D. in Law (1999), University of Louisville; M.S. in Finance and Economics candidate, West Texas A&M University; member, State Bar of Wisconsin

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

JIMMIE FLORES, Adjunct Instructor in Business (2018); B.B.A. in Corporate Financial Management 1990, St. Mary's University; M.B.A. in Finance and Marketing 1992, University of St. Thomas; M.S. in Educational Technology 2008, DeVry University; M.S. in Computer Information Technology 2003, M.S. in Management 2006, M.S. in Nonprofit Management 2006, M.Ed. in Curriculum, Instruction, & Assessment 2009, Regis University; M.A. in Human and Organizational Systems 2005, Ph.D. in Human and Organizational Development 2006, Fielding Graduate University; Doctor of Management in Information Systems and Technology 2009, University of Phoenix; Agile Expert Certified (AEC)[™], Approved Training Organization (ATO), Authorized Training Partner (ATP), Certified Associate in Project Management (CAPM)[®], Certified Scrum Product Owner (CSPO)[®], Certified Scrum Professional (CSP)[®], Certified ScrumMaster (CSM)[®], COBIT[®] 5 Foundations, Global Professional in Human Resources (GPHR)[®], ITIL[®] Foundations v3, ITIL[®] Intermediate – Continual Service Improvement (CSI), ITIL[®] Intermediate – Planning, Protection, and Optimization (PPO), ITIL[®] Intermediate – Release, Control, and Validation (RCV), ITIL[®] Intermediate – Service Strategy, ITIL[®] Intermediate – Service Strategy (SS), ITIL[®] Intermediate – Service Transition (ST), ITIL[®] Intermediate – Service Design (SD), Lean Six Sigma Black Belt (SSBB), PMI-Agile Certified Practitioner (PMI-ACP)[®], PMI-Professional in Business Analysis (PMI-PBA)[®], PMI-Risk Management Professional (PMI-RMP)[®], PMI-Scheduling Professional (PMI-SP)[®], Portfolio Management Professional (PfMP)[®], PRINCE2[®] Foundation, Project Management Professional (PMP)[®], Registered Education Provider (R.E.P.), Scrum Master Certified (SMC)[™], Scrum Product Owner Certified (SPOC)[™], Security+, Senior Certified Professional (SCP)[®], Senior Professional in Human Resources (SPHR)[®]

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.N. in Nursing 2010, Jacksonville State University; Doctor of Nursing Practice in Nursing Administration with Educator Concentration 2015, Samford University; Registered Nurse (RN)

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)

STEPHANIE GILES-MERRICK, Adjunct Instructor in Business and Management (2018); Bachelor of Human Resources Development 2005, Georgia State University, Master of Human Resources Management 2008, Troy State University; Ph.D. in Leadership and Organizational Change 2018, Walden University

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)

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

STEVEN PAUL GROSS, Adjunct Instructor in Education (2017); B.A. in Elementary Education 1994, Arizona State University; additional graduate studies, Ottawa University; M.A. in Elementary Education 2000, Northern Arizona University; K-8

Teacher Certification; former head of security and current Leadership Institute Pastor, Christ's Church of the Valley

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 for 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

DIRK A. HAUPT, Adjunct Instructor in Administration (2017); A.A. Paralegal 1997, Northland Community and Technical College; B.S. in Finance 2003, M.B.A. in Business Administration 2005, Arizona State University; licensed real estate agent; leadership in staff development, operations, and human resources at Christ's Church of the Valley

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)

KIMYETTA E. HAYDEN, Adjunct Instructor in Communication (2017). B.A. in Mass Communications with Emphasis in Public Relations 1996, Grambling State University; M.A. in Communications 2014, Marist College; Doctor of Strategic Leadership with Emphasis in Leadership Coaching candidate, Regent University

DAVID HEMINGWAY, Adjunct Instructor in Intercultural Ministry (2016), B.A. in Religion 2004, B.A. in Sociology 2004, University of Georgia; M.Div. in Ministry 2013, Asbury Theological Seminary; Chief Strategist and Global Team Leader for Café 1040, a global missions mentoring ministry

DARRYL RANDALL (“RANDY”) HEMPHILL, Adjunct Instructor in Bible and Ministry (2015); B.A. in Religion and Christian Ministries 1996, Campbell University; M.Div. in Ministry, D.Min. in Ministry 2000, Samford University's Beeson School of Divinity

TIA W. HERRINGTON, Associate Professor of Education (2013); B.S. in Natural Science 1995, Spelman College; M.Ed. in Teaching and Learning with Concentration in Science Education 2001, Georgia State University; Ed.D in Teacher Leadership 2013, Walden University; Georgia T-4, T-5, T-6, and T-7 Teacher Certifications

TROY D. HIGDON, Instructor in Business and Leadership, Director of Auxiliary Services (2012); B.S. in Health Science 1998, Columbus State University; M.S. in Business Management 2001, Troy State University

TERRY W. HILL, Adjunct Instructor in Bible and Ministry (2014); B.A. Social Sciences 1984, University of Alabama; M.Div. in Ministry 1987, Emory University's Candler School of Theology

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)

JAMIE ANDERSON HOLLEY, Adjunct Instructor in Mathematics (2014); B.S. in Mathematics 2000, M.S. in Post-Secondary Education Mathematics 2011, Troy University

ADRIANE HOLLIMAN, Adjunct Instructor in Medical Assisting (2018); B.S. in Health Administration 2006, M.B.A. in Business 2010, University of Phoenix; National Registered Emergency Medical Technician (EMT); Registered Medical Assistant (AMT); Certified Basic Life Support Instructor (BLS), American Heart Association; Certified Immunization Technician, Certified Medical Service Apprentice, U.S. Air Force; Bloodborne Pathogens Training, First-Aid Certified, U.S. Occupational Safety and Health Administration (OSHA); Health Information Privacy Protection Act Certified (HIPPA)

STEPHEN M. HOOKS, Professor of Biblical Studies (1988); B.A. in Christian Ministry 1969, Point University; M.Div. in Bible 1974, Emmanuel Christian Seminary; Ph.D. in Hebrew Bible and Ancient Near Eastern Languages and Literature 1985, Hebrew Union University

JEFFREY M. HORNER, Adjunct Instructor in Bible and Ministry (2015); B.A. in Political Science 1999, University of North Carolina; M.A. in Theological Studies 2001, Southern Baptist Theological Seminary; M.Litt. in Religious History 2011, Trinity College of the University of Bristol (United Kingdom); Ed.D. in Education and Leadership, Southern Baptist Theological Seminary

LISA R. HORNER, Adjunct Instructor in Ministry (2017); B.S. in Biology 2003, University of New Mexico at Albuquerque; M.A. in Christian Leadership 2011, Hope International University; Global Mobilization Coordinator, Christ's Church of the Valley

RANDALL GEORGE HOWELL, Adjunct Instructor in Biology (2017); B.S. in Education with Health and Physical Education Major and Biology Minor 1984, M.Ed. in Biological Sciences 1990 Auburn University

JOHN DAVID HULL, Adjunct Instructor in Bible and Ministry (2017); Bachelor of Journalism 1980, University of Georgia; M.Div. in Divinity 1983, Liberty Baptist Theological Seminary; D.Min. in Ministry 1996, Gordon-Conwell Theological Seminary

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

SARAH G. HUXFORD, Assistant Professor of Communications (2009); B.A. in English and German 2001, Wofford College; Master of Mass Communications 2002, University of South Carolina

BETHANY HUXFORD-DAVIS, Assistant Professor of 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 with a Concentration in Nonprofit Management 2017, Eastern University; Certified Mediator

KATHERINE E. HYATT, Adjunct Instructor in Business and Management (2017); B.B.A. in Business Management 1998, University of Georgia; M.B.A. in Management with Specialization in Finance 2000, D.B.A. in Management 2012, Nova Southeastern University; Graduate Certificate in Executive and Professional Coaching 2012, University of Texas

KATHLEEN IRWIN, Adjunct Instructor in Accounting and Finance (2018); B.S. in Management 1990, University of North Carolina at Wilmington; M.B.A. in Business Administration 1998, University of North Carolina at Charlotte; Ph.D. in Organization and Management/E-Commerce 2009, Capella University; additional post-doctoral studies in Accounting and Finance, University of Phoenix

ANNA K. IVEY, Adjunct Instructor in English and Humanities (2016); B.A. in English 2007, M.A. in Liberal Studies, Clayton State University; Ph.D. candidate in Creative Writing, Georgia State University

MEREDITH P. JACKSON, Adjunct Instructor in Accounting (2018); B.S. in Commerce and Business Administration 2003, University of Alabama; M.B.A. in Accounting 2005, Jacksonville State University; D.B.A. in Accounting 2017, Liberty University

ANGELIKI JAVARINIS, Adjunct Instructor in Business (2016); B.S. in Business Administration with Accounting Concentration 1988, Wayne State University; M.B.A. in Business Administration with Accounting Forensics and Fraud Concentration 2010, M.B.A. in Business Administration with Healthcare Management Concentration 2012, Davenport University; Certified Manager certification (CM)

THOMAS GEORGE JAVARINIS, Professor of Business, M.B.A. Program Coordinator (2016); B.B.A. in Management 1988, Detroit College of Business; M.B.A. in Strategic Management and Leadership 2001, M.B.A. in Accounting 2008, M.B.A. in Healthcare Management 2013, Davenport University; Ph.D. in General Business, Capella University, Lean Six Sigma Black Belt Certification (LSSBB), Certified Manager Certification (CM), Project Management Qualified Certification (PMQ), Supply Chain Management Certification (SCMC)

QUEENA N. JENKINS, Adjunct Instructor in Accounting (2017); B.B.A. in Business Administration with Concentration in Accounting 2003, M.B.A. in Business Administration 2008, Troy University; M.Acc. in Accounting 2013 Keller Graduate School of Management, DeVry University; Certified Public Accountant (CPA)

JOANNA JURY, Adjunct Instructor in Humanities and History (2011); B.A. in History 2007, LaGrange College; M.A. in Classics 2011, University of Durham (United Kingdom); Ph.D. candidate in History, Georgia State University

ALAN E. KEMPER, Assistant Professor of Business, Pracademics Program Director (2010); B.S. in Management 2001, Georgia Institute of Technology; M.Div. in Ministry 2003, Emmanuel Christian Seminary; M.B.A. in Business 2008, Auburn University; D.B.A. in Management 2016, George Fox University; Lean Six Sigma Black Belt Certification (LSSBB); Certified Associate Project Manager (CAPM)

ALLISON M. KEMPER, Associate Professor of Exercise Science (2012); B.S. in Biology with Minor in Chemistry 2001, Shorter College; D.P.T. in Physical Therapy 2004, Belmont University

OBIE KILLCREAS, Instructor in History, Registrar (2014); A.S. in General Studies 2004, A.S. in Health, Physical Education and Recreation 2004, A.S. in Early Childhood and Elementary Education 2004, A.A. in Social Science 2004, Faulkner State Community College; B.S. in History 2007, M.S. in Post-Secondary Education with Concentration in History 2010, Troy University; Teaching English to Speakers of Other Languages (TESOL) Certification

TOBY KILLCREAS, Adjunct Instructor in History (2018); A.A. in Social Sciences 2004, A.S. in General Studies 2004, A.S. in Early Childhood and Elementary Education 2004, A.S. in Health, Physical Education, and Recreation 2004, Coastal Community College; B.S. in History 2007, M.S. in Post-Secondary Education, History 2010, Troy University; Teaching English to Speakers of Other Languages (TESOL) Certification

MATT J. KING, Adjunct Instructor in Education (2017); B.A. in Communications 2004, University of New Mexico; M.A. in Education 2008, Wayland Baptist University; licensed educator; Pastor of Basketball, Christ's Church of the Valley

CAROLYN ANN KOEPKE, Adjunct Instructor in Business (2016); B.B.A. in Marketing and Management 2012, M.B.A. in Management 2015, University of West Georgia; Lean Six Sigma, Sales, Marketing, and Human Resources certifications

MIKE KOFAHL, Adjunct Instructor in Ministry (2016); B.A. in Bible 1978, Central Bible College; M.A. in Ministerial Leadership 2014, Southeastern University; additional graduate studies in Community Counseling, Georgia State University; ordained minister

DENNIS B. LACY, Adjunct Instructor in Ministry (2017); B.S. in Biblical Studies, Central Bible College; M.A. in Christian Ministry 2004, Assemblies of God Theological Seminary; ordained minister

JONATHAN LENARZ, Adjunct Instructor in Business Law and Sports Management (2018); B.A. in Psychology and Physical Education 1996, Trinity Christian College; M.S. in Kinesiology 1999, University of Illinois at Chicago; J.D. in Law 2011, Trinity International University

DAVID H. LEONARD, Adjunct Instructor in Humanities and Bible (2017); B.A. in Religious Studies 1999, Iowa State University; M.A. in Philosophy of Religion 2004, Denver Seminary; Ph.D. in Philosophy 2010, University of Arkansas

SALLIE LIVINGSTON, Adjunct Instructor in Sociology (2013); B.S. in Psychology 1999, Gardner-Webb University; M.S.W. in Social Work 2001, Georgia State University

KIMBERLY P. MACENCZAK, Professor of History and Education, UC Humanities & General Studies Department Chair (1994). B.A. in Secondary Education with Concentration in History 1980, Milligan University; Master of Arts for Teachers (M.A.T.) in History 1982, Georgia State University; Ph.D. in Social Foundations of Education 1991, Georgia State University

KYLE MALMBERG, Instructor in Adult Education, Assistant Director of Online Learning and Instructional Design (2015); B.S. in Biblical Studies 2012, Point University; M.S. in Curriculum and Instruction with Specialization in Educational Technology 2016, Ed.D. candidate in Curriculum and Instruction with Educational Technology Specialization, University of Florida

ELEANOR MARSCHKE, Adjunct Instructor in Business and Human Resource Management (2017); B.A. in Business Administration 1981, Eastern Michigan University; M.B.A. in Business Administration with a Specialization in Human Resource Management 2004, D.B.A. in Business Administration with a Specialization in Human Resource Management 2008, Nova Southeastern University; SHRM Certified Professional certification (SHRM-CP), Six Sigma Yellow Belt

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

LATIA DIONNE MCCURDY, Adjunct Instructor in Education (2017); B.S. in Biology 2005, Tuskegee University; M.S. in Adult Education & Training 2011, University of Phoenix

SHELLEY MCNEIGHT, Adjunct Instructor in English (2014); B.A. in Mass Communication 1988, West Georgia College; M.Ed. in English Education 1998, Georgia State University

DARRELL L. MCNEIL, Adjunct Instructor in Insurance (2017); B.S. in Marketing 1990, University of Alabama at Birmingham. M.B.A. in Business Administration 2003, University of Phoenix; Master of Family and Financial Counseling candidate, University of Alabama; licensed by the Georgia Department of Insurance as a Resident Agent for Accident and Sickness, Casualty, Life, and Property; Senior Vice President of Marketing and Field Innovation, Alfa Insurance Company, Kennesaw, GA/Montgomery, AL

JAMES CHANCE MCPHERSON, Adjunct Instructor in Mathematics (2017); B.S. in Middle Grades Education 2001, M.Ed. in Adolescent Education 2003, Kennesaw State University; Education Specialist in Instructional Design 2010, University of West Georgia

TRACI GARRETT MCPHERSON, Adjunct Instructor in English (2009); B.S. in English Education 1999, Kennesaw State University; M.Ed. in Adolescent Education with Concentration in English and Language Arts, Kennesaw State University

DAVID MARK MILLER, Adjunct Instructor in Worship Music and Theology (2015); B.Mus. in Classical Guitar Performance 1995, Clayton State University; M.S.M. in Sacred Music 1998, Emory University

GREGORY K. MOFFATT, Professor of Counseling and Human Services, UC Counseling & Human Services Department Chair (1985); B.A. in Human Relations 1983, Milligan College; B.Th. in New Testament 1988, Point University; M.S. in Community Counseling 1987, Ph.D. in Educational Psychology 1991, Georgia State University; Licensed Professional Counselor (LPC)

BRANDI R. MOODY, Adjunct Instructor in Social Work (2016); B.A. in Psychology 2002, State University of West Georgia College of Psychology; M.S.W. in Social Work 2006, University of Georgia College of Social Work; Licensed Master Social Worker (LMSW)

KACEY L. MOORE, Adjunct Instructor in Adult Learning and Human Relations (2014); B.S. in Psychology 2006, Southeastern University; M.A. in Counseling with Emphasis in Professional Mental Health Counseling 2008, Webster University; Licensed Professional Counselor (LPC)

MARK E. MOORE, Adjunct Instructor in Biblical Studies and Ministry (2017); B.Th. in Theology 1986, Ozark Christian College; Master of Adult Education 1990, Incarnate Word College; Master of Religious Studies 2000, Southwest Missouri State University; Ph.D. in Biblical Studies 2008, University of Wales; Teaching Pastor, Christ's Church of the Valley

JANIFER M. MORGAN, Instructor in Business and Leadership, Director of Financial Aid (2015); A.S. 2006, Enterprise-Ozark Community College; B.S. in Psychology 2012, M.P.A. in Public Administration in Grant Writing and Strategic Planning 2015, Troy University; Ph.D. candidate in Public Policy and Administration

JOHN H. MORRIS, Associate Professor of Biblical Studies (2010); B.A. in Biology 1974, Emory University; M.Div. in Ministry with Biblical Languages 2001, M.Th. in Theology 2003, Ph.D. in New Testament 2007, New Orleans Baptist Theological Seminary; additional graduate studies at Medical University of South Carolina

LANIER M. MOTES, Adjunct Instructor in Music, Director of Signature Voices & Sound (2006); B.S. in Music with Specialization in Worship and Music Ministry 2002, Point University; M.Mus. in Music Technology 2014, University of Valley Forge

LYNNE MURRAY, Adjunct Instructor in Nursing (2018); B.S.N. in Nursing 1984, University of Massachusetts; M.S.N. in Nursing 2011, Benedictine University; Basic Life Support Certification (BLS), Advanced Life Support Certification (ACLS), Certified Gastroenterology Nurse (GCRN)

KATHRYN (“KATE”) J. NELSON, Adjunct Instructor in Education (2015); B.S. in Speech Pathology and Audiology 1996, M.Ed. in Adult Education 2012, Graduate Certificate in Teaching English as a Second Language (TESOL), Ph.D. in Adult Education 2015, Auburn University

LESLIE ANN NEWHOUSE, Adjunct Instructor in Mathematics (2015); B.S. in Mathematics 1999, Marshall University; M.M. candidate in Applied and Industrial Mathematics, Towson University

LAM D. NGUYEN, Adjunct Instructor in Business and Management (2017); B.S. in English 1997, Ha Noi University of Foreign Study; B.S. in Business Administration 1997, University of Economics; M.B.A. in International Business 2003, D.Mgt. in Management 2008, Webster University

SAM NWOSU, Adjunct Instructor in Business (2017); B.S. in Finance 1984, M.S. in Economics 1986, Southern Illinois University; Ph.D. in Organization and Management with a Specialization in e-Business 2005, Capella University; additional studies at AT&T School of Business and Massachusetts Institute of Technology (MIT)

ROXANE PACE, Adjunct Instructor in Education, Savannah Site Director; B.S. in Elementary Education 2005, Wilson College; M.Ed. in Reading Education 2006, Shippensburg University

THOMAS S. PARROTT, Adjunct Instructor in Counseling, Accounting, and Finance (2018); B.S. in Business Administration 1976, Suffolk University; M.Acc. in Management and Forensic Accounting, Arizona State University; D.Min. in Counseling 2017, Midwestern Baptist Theological Seminary; Certified Public Accountant (CPA), Certified Management Accountant (CMA), APICS Certified in Production and Inventory Management (CPIM), Licensed Professional Counselor (LPC)

PHILIP PARTAIN, Assistant Professor of Information Technology (2017); Bachelor of Information Technology 2003, American Intercontinental University; M.S. in Management/Information Systems Security 2007, Colorado Technical University; M.Div. in Ministry candidate, Assemblies of God Theological Seminary

CARLA PATTON, Adjunct Instructor in Business (2017); B.S. in Business Administration with a Focus in Management and Minor in Spanish Language 2011, Berea College; M.B.A. in Business Administration 2013, Murray State University

LEIGH-ANNE ROSELLA PAUL, Adjunct Instructor in Biology (2018); B.S. in Education with a Specialization in Middle Grades Science and Math (1996), M.Ed. in Education with a Specialization in Secondary Science (1999) Columbus State University

VERONICA PAZ, Adjunct Instructor in Accounting (2017); Bachelor of Accounting 1997, M.B.A. in Business Administration with a Concentration in Accounting Information Systems, Florida International University; D.B.A. in Business Administration with a Concentration in Accounting 2012, Nova Southeastern University; Certified Public Accountant (CPA), Certified Information Technology Professional (CITP), Certified in Financial Forensics (CFF), Certified Global Management Accountant (CGMA)

CHRISTOPHER PEAK, Adjunct Instructor in Accounting (2017); B.S. in Organizational Management 2004, Virginia Intermont College; M.B.A. in Business Administration with Concentration in Finance 2007, Baker College; D.B.A. in Business Administration with Concentration in Accounting 2016, Northcentral University

DWAYNE PEDROZA, Adjunct Instructor in Ministry (2017); BBA in Management 1991, Stephen. F. Austin State University; M.Div. in Ministry 2009, D.Min. in Ministry 2014, Liberty University; Master of Biblical Counseling candidate, Light University; Associate Pastor, Christ's Church of the Valley

DAVID A. PEIFFER, Adjunct Instructor in Business Law and Ethics (2017); B.A. in Political Science 1987, University of Minnesota; Certificate of European Legal Studies 1991, Tulane Institute of European Legal Studies; Juris Doctor 1992, University of Pittsburgh Law School

DAVID R. (“RICK”) PENNY, Adjunct Instructor in Education (2017); B.S. in Elementary Education, M.A. in Elementary Education, M.Ed. in Early Childhood Education, Northern Arizona University; additional graduate studies at Ottawa University and Northern Arizona University; Leadership Institute Lead Pastor, Christ’s Church of the Valley

JENNIFER PERKINS TYLER, Adjunct Instructor in Physical Education, Softball Head Coach (2011); B.S. in Biology 2008, Trevecca Nazarene University; M.A. in Teaching 2010, Lee University

EMILY K. PLANK, Adjunct Instructor in Counseling and Human Services (2012); B.S. in Human Relations-Counseling 2000, Point University; M.S. in Professional Counseling 2002, Georgia State University; Associate Licensed Professional Counselor (ALPC)

DANIEL PLUNKETT, Adjunct Instructor in Mathematics (2018); B.S. in Mechanical Engineering 2011, M.S. in Mathematics 2017, Georgia Institute of Technology

ANDREA POPE-SMITH, Adjunct Instructor in Sociology and Social Work (2010); B.A. in Sociology 1993, University of Virginia; M.S.W. in Social Work 1995, University of Georgia

PHILIPP ALEXANDER RAUSCHNABEL, Adjunct Instructor in Marketing (2018); B.A. in Business Administration and Economics 2008, Merseburg University of Applied Sciences, Germany; M.A. in Marketing and Channel Management 2010, Georg August-Universität, Göttingen, Germany; Ph.D. in Business Administration with Concentration in Marketing 2014, University of Bamberg, Germany; editor-in-chief, *International Journal of Technology Marketing*

NIA REED, Adjunct Instructor in Sociology (2016); B.A. in Psychology 2000, Clark Atlanta University; M.A. in Gerontology 2010, Ph.D. candidate in Sociology, Georgia State University

LEON M. REESE, JR., Instructor in Bible and Ministry, Assistant Vice President for Graduate & Professional Studies (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

LAWRENCE A. REEVES, III, Adjunct Instructor in Business Administration and Supply Chain Management (2018); B.S. in Supply Chain Management 1996, North Carolina A & T State University; M.B.A. in Global Management 2011, University of Phoenix; D.B.A. in Global Supply Chain candidate, Walden University

JOSHUA F. RICE, Instructor in Biblical Studies, Bible & Ministry Program Coordinator (2014); B.A. in Bible and Theology 1999, Lee University; M.A. in Biblical Studies 2001, Columbia Theological Seminary; Th.M. in New Testament Studies 2004,

Ph.D in New Testament Studies 2012, Lutheran School of Theology at Chicago; ordained minister

REGGIE RICE, Adjunct Instructor in Ministry (2017); B.S. in Multidisciplinary Studies 2006, Liberty University; M.A.R. in Religion with Church Ministries Major 2012, Liberty University; Lead Adult Ministries Pastor, Christ's Church of the Valley

LYNDSEY A. RICH, Adjunct Instructor in Psychology and Counseling (2016); B.A. in Liberal Studies 2007, Armstrong State University; M.A. in Professional Counseling 2015, Liberty University; licensed Georgia Associate Professional Counselor

KENDA L. RIGDON, Adjunct Instructor in Biology (2014); B.S. in Microbiology 1998, University of South Florida; Ph.D. in Microbiology 2005, University of Alabama at Birmingham

JENNIFER RINKENBERGER, Adjunct Instructor in Mathematics (2015); A.A.S. in Sign Language Interpreter/Transliterater 2005, St. Paul College; B.A. in Mathematics 1999, Bethel University; M.Ed. in Mathematics Education 2014, Georgia State University; Middle School and Secondary Education Teacher License

KRISTIE ROBERTS-LEWIS, Professor of Public Administration (2017); B.A. in Criminal Justice 1993, Fort Valley State University; M.P.A. in Public Administration with Concentration in General Management and Human Resource Management 1995, Albany State University; M.Div. in Divinity with Concentration in Women and Theology/Religious Studies 2013, Emory University; Ph.D. in Public Policy and Administration with Concentration in Urban Management and Program Management 2003, Jackson State University; additional post-doctoral studies at Beijing Union University, University of Oxford, Syracuse University, and Ghana, West Africa

MARGARET (“MEG”) M. RODGERS, Adjunct Instructor in History (2014); B.A. in Political Science 1989, Baylor University; Master of Social Science (History and Political Science) 1997, Mississippi College

JONATHAN D. ROE, Adjunct Instructor in Ministry (2017); B.A. in Christian Education 1991, Eastern Nazarene College; M.Div. in Divinity 1996, Wesley Theological Seminary; D.Min. in Ministry 2007, Fuller Theological Seminary

STELLA MARIE ROSTKOWSKI-ANKARLO, Adjunct Instructor in Information Technology (2018); B.A. in Secondary Education with Specialization in English, Speech, and Performing Arts (1994); M.S. in Information Technology (2005), Ph.D. in Organization and Management with Specialization in Information Technology Management (2015), D.P.H. in Public Health candidate, Capella University

IRA ROYAL, Adjunct Instructor in Business (2018); B.S. in Business Administration 2007, University of North Carolina at Wilmington; M.B.A. in Corporate Finance and Business 2014, Mercer University; Master Professional Credit Executive (MPCE) certification; Project Management Professional (PMP) certification

SUSAN S. RYAN, Professor of English and Education (2010); B.S. in English 1983, University of Southern Mississippi; M.A. in English 1986, University of Mississippi; Ed.D in Curriculum Studies 2009, Georgia Southern University

DAN SARTOR, Adjunct Instructor in Psychology and Counseling (2017); B.A. in Church Music (Voice) with a Bible and Theology Minor 1993, Moody Bible Institute; M.A. in Counseling 1997, Reformed Theological Seminary; M.A. in Clinical Psychology 1999, Ph.D. in Clinical Psychology 2001, Rosemead School of Psychology; Licensed Clinical Psychologist, Licensed Clinical Professional Counselor; National Certified Counselor

PATRICIA SCHERNEKAU, Adjunct Instructor in English (2011); B.S. in Education with Concentration in English Education 1973, M.A. in English 1976, Georgia Southern University; Ed.S. (Education Specialist) in Educational Leadership 2000, Georgia State University; graduate studies in Administration and Supervision, University of West Georgia; teaching certifications

CARLYE ANNE SCHOCK, Instructor in English (2012); B.A. in Comparative Humanities and Art History 2006, Bucknell University; M.A. in English 2012, National University; additional coursework in Classical Arabic, and Islamic Culture and Society, School of International Training (Morocco)

MATTHEW D. SCOTT SR., Adjunct Instructor in Christian Ministry (2015). B.S. in Elementary Education 1998, Jacksonville State University; M.Div. in Ministry 2001, D.Min. in Evangelism and Church Growth 2009, Southern Baptist Theological Seminary; ordained minister

PHILIP SHOMO, Adjunct Instructor in Bible and Christian Ministry (2018). B.A. in Religion 1985, Olivet Nazarene University; Master of Transformative Ministry 2018, Point University; ordained minister

JAMES GRADY E. SHELTON, Adjunct Instructor in Bible and Ministry (2011); B.S. in Music 2002, Point University; M.A. in New Testament Exposition and Preaching 2008, Johnson University; M.Div. in Ministry 2010, Mercer University's McAfee School of Theology; D.Min. candidate in Christian Spirituality, Mercer University's McAfee School of Theology; ordained minister

KARA L. SILVERS, Adjunct Instructor in Health Sciences (2018); B.A. in Mathematics (2014), Ottawa University; B.S. in Fashion Merchandising (1993), M.Ed. in Vocational Education (1995), Auburn University; M.S. in Special Education (2012) Western Governors University; Medical Administrative Assistant Diploma (2017), Ultimate Medical Academy; Certified Professional Coder (CPC, 2009), Certified Professional Coding Instructor (CPC-I, 2011), and Certified Professional Billing (CPB, 2015) credentials, American Academy of Professional Coders; Certified Teacher in Mathematics Grades 4-8 (2006), Family and Consumer Sciences Grades 6-12, and Collaborative Special Education Grades 6-12 (2012)

ASHIA R. SIMS, Adjunct Instructor in Social Media Marketing (2016); B.S. in Journalism with a Concentration in Public Relations, Florida A&M University; M.B.A. in Business Administration 2005, Oglethorpe University

LARRY SINGH, Adjunct Instructor in Business (2017); B.S. in Aviation Management, Southern Illinois University; M.S. in Administration 1999, Central Michigan University; D.B.A. in International Business 2013, Argosy University

BARBARA LYNN SMITH, Adjunct Instructor in Early Childhood Education (2018); B.S. in Education Ministry 1993, St. Louis Christian College; M.Ed. in Education Administration 2015, Education Specialist in Educational Leadership candidate, Columbia International University; Georgia Educational Leadership (Tier II) and Special Education Consultative Certification

E. DENISE R. SMITH, Adjunct Instructor in Accounting, Finance, and Healthcare Administration (2017); B.S. in Accounting 1977, Gardner-Webb University; M.B.A. in Business Administration with Certificate in Healthcare Management 2005, Brenau University; Doctorate in Healthcare Administration and Policy 2008, Medical University of South Carolina; additional graduate coursework in accounting, taxation, and healthcare administration at Clemson University, Gardner-Webb University, and the University of North Carolina at Chapel Hill; Certified Public Accountant (CPA)

TANKIYAH SMITH, Adjunct Instructor in Medical Assisting (2018); A.S. in Medical Assisting 2006, H. Councill Trenholm State Technical College; A.S. in Business Administration 1999, B.S. in Resources Management 2000, M.S. in Public Administration 2010, Troy State University; M.S. in Leadership and Management 2008, Amridge University; Ed.D. in Higher and Postsecondary Education candidate, Argosy University; Registered Medical Assisting certification; Allied Health Instructor certification

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

ERIC STANGLAND, Adjunct Instructor in Bible and Ministry (2016); B.S. in Computer Engineering 2001, Christopher Newport University; M.S. in Electrical and Computer Engineering 2005, Johns Hopkins University; M.Div. in Theology 2010, Cincinnati Christian University

GREG STEELY, Adjunct Instructor in Organizational Leadership (2018); B.A. in Bible & Theology 2007, Lee University; M.A. in Organizational Leadership 2012, Doctor of Strategic Leadership 2015, Regent University; pastor

DANIELLA E. STEWART, Adjunct Instructor in Criminal Justice (2018); B.A. in Sociology 2010, Wake Forest University; M.S. in Criminal Justice 2014, Georgia State University; Special Agent/Crime Scene Specialist, Georgia Bureau of Investigation

YOLANDA STRAYHORN, Adjunct Instructor in Management Information Systems (2017); B.A.S. in Applied Studies: Organizational Leadership 2003, Mercer University; M.S. in Library and Information Studies 2006, Florida State University

JAMES L. STREET, Adjunct Instructor in Human Relations and Education (2010); A.B. in Christian Ministries 1974, Point University; M.Ed. in Guidance and Counseling 1975, University of Georgia; Ph.D. in Child and Family Development 1981, University of Georgia; additional graduate studies, Fuller Theological Seminary

TRISHAWNA STUART, Instructor in Sociology and Social Work (2015); B.S. in Psychology 1996, Alabama State University; M.S.W. in Social Work 2014, University of Southern California; Licensed Master Social Worker (LMSW)

DINA M. SWEARNGIN, Professor of Nursing, CGPS Health Sciences Department Chair (2017); A.S.N. in Nursing 1993, B.S.N. in Nursing 1997, M.S.N. in Nursing Education 2009, Clayton State University; Ed.D. in Higher Education Management 2015, University of Georgia; Registered Professional Nurse, State of Georgia; Basic Cardiac Life Support for Health Care Providers Certification, Neonatal Resuscitation Provider Certification, Basic Cardiac Life Support Provider Certification

SANDRA SWINDALL, Adjunct Instructor in Biology (2010); B.S. in Biological Science with Chemistry Minor 1984, M.Ed. in Science Education 1987, Ed.S. (Education Specialist) in Science Education 1994, Georgia State University

SHIRLEY THOMPSON-LEWIS, Social Work Program Director and Field Education Director, Instructor in Human Relations and Social Work (2012); B.S.W. in Social Work 1982, Loyola University of Chicago; M.A. in Christian Studies, Grand Canyon University; M.S.W. in Social Work 1983, University of Illinois at Chicago; D.Min. candidate in Spirituality, Mercer University; Licensed Independent Social Worker with Training Supervision Designation (LISW-S)

MIKE TITUS, Adjunct Instructor in Mathematics (2018); B.S. in Elementary Education 1983, Baptist Bible College; M.S. in Educational Leadership 1989, Florida Institute of Technology; M.E. in Mathematics Education 1997, Georgia State University

SHEILA TOPPIN, Adjunct Instructor in Public Administration (2018); B.S. in Criminal Justice 1989, Illinois State University; M.P.A. in Public Administration 2002, Clark Atlanta University; D.P.A. in Public Administration 2013, Valdosta State University

DEBRA TOUHEY, Adjunct Instructor in Accounting and Finance (2017); B.B.A. in Finance, Florida International University; M.S. in Accountancy 2010, University of Phoenix; M.A. in Management and Leadership 2013, Liberty University; D.B.A. with Concentration in Finance 2015, Northcentral University; Certified Fraud Examiner (CFE)

FELICIA J. TUGGLE, Adjunct Instructor in Human Relations and Social Work (2015); B.S. in Human Relations 2002, Point University; M.S.W. in Social Work 2005, Clark Atlanta University; Ph.D. in Human Development and Family Studies 2014, Auburn University; Licensed Master Social Worker (LMSW)

CHRISTY TURNER, Adjunct Instructor in Business (2016); B.B.A. in Management with Marketing Minor 1999, Mercer University; M.B.A. in Business 2010, Georgia State University

DAISY VALENTIN, Adjunct Instructor in Accounting and Finance (2017); B.S. in Accounting 2006, Hodges University; M.B.A. in Business Administration with Specialization in Accounting 2011, Capella University; D.B.A. in Business Administration with Concentration in Accounting candidate, Walden University

DAVID VANDONGE, Adjunct Instructor in Ministry (2017); B.S. in Educational Ministry with Minors in Youth Ministry and Family Ministry 1999, Manhattan Christian College; M.A. in Christian Leadership 2013, Hope International University; former Youth Pastor, former Neighborhood Pastor, and current Campus Pastor, Christ's Church of the Valley

JAMES B. VERNON, Adjunct Instructor in Business and Leadership (2016); B.S in History and General Business 1965, M.B.A. in Business Administration 1968, Murray State University; Ed.D. in Leadership 1995, Spalding University; additional doctoral studies, University of Arkansas College of Business

WILLIAM GRANT VICKERY, Instructor in English (2012); B.S in Interdisciplinary Studies 2010, M.A. in English with Focus on Rhetoric 2010, Abilene Christian University

STEPHEN E. WAERS, Assistant Professor of Biblical Studies (2018); B.A. in Humanities and Biblical Studies 2007, Point University; M.Div. in Divinity with a Concentration in Church History 2010, Emmanuel Christian Seminary; Ph.D. in Historical Theology 2016, Marquette University

KYAN M. WARE, Adjunct Instructor in Business Law and Ethics (2018); B.A. in Political Science with a Specialization in Public Affairs and a Minor in Religion (1999), Juris Doctor (2002), University of Florida; member of the Florida Bar

ARETHA WALKER, Adjunct Instructor in English, Humanities, and Communication (2018); B.S. in Business 1985, Wiley College; M.A. in Communications 1996, New York University; Ph.D. in Humanities with a Concentration in English 2007, Clark Atlanta University

BLAIR G. WALKER, Instructor in Physical Fitness, Associate Director for Online Student Services (1999); B.S. in Bible with Specialization in Christian Education 1983, Point University; M.P.H. in Public Health 1999, Armstrong Atlantic State University; Gerontology Graduate Certificate, Armstrong Atlantic State University

KATRINA WALKER, Instructor in Nursing and Public Health (2018); A.S. in Nursing B.S. in Nursing (2007), Troy University; M.S. in Nursing (2010), University of Phoenix; D.N.P. in Nursing Practice (2015), Capella University; Registered Nurse; Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) certifications, American Heart Association; Certified Nursing Assistant Trainer, Georgia Medical Care Foundation

JENNIFER (“JENNY”) WALKER, Adjunct Instructor in Education (2009); B.S. in Elementary Education, Armstrong Atlantic State University; M.Ed. in Early Childhood Education with Reading Endorsement 2008, University of West Georgia

S. TODD WEAVER, Professor of Business, UC Business Department Chair (2010); B.B.A. in Business 1992, University of Georgia; M.B.A. in Business 1997, University of North Carolina; Ph.D. in Marketing 2012, Georgia State University; Online Marketing Certified Professional (OMCP)

AUBURY R. WEBB, SR., Adjunct Instructor in Business (2017); B.S. in Physics with Mathematics Minor 1975, Morehouse College; B.S. in Electrical Engineering Technology with Minors in Communications and Digital and Nuclear Safety 2016, Kennesaw State University; M.S. in Business with Focus in Human Resources and Design 1996, National-Louis University; Executive M.S. in Management Technology 2004, Georgia Institute of Technology; M.A. in Secondary Education with Focus in Business and Science Technology Engineering and Mathematics 2016, Mercer University; D.B.A. in

Business Administration with Concentration in International Business 2011, Argosy University

NATASHA WEBSTER, Adjunct Instructor in Healthcare Administration (2017); B.S. in Business Management and Administration 2003, M.S. in Human Services Administration 2004, Louisiana State University; M.S. in Healthcare Administration 2010, University of Phoenix; Ph.D. candidate in Organizational Leadership with a Concentration in Education, Eastern University

TANESHA WELLS, Adjunct Instructor in Human Relations and Counseling (2015); B.A. in Speech Communication 2004, Clark Atlanta University; M.S. in Marriage and Family Therapy 2012, Valdosta State University

KENT J. WESSINGER, Adjunct Instructor in Business and Economic Sustainability (2018); B.S. in Small Business Management 1994, Kennesaw State University; M.A. in Practical Theology 2003, Regent University; Ph.D. in Sustainability Education 2016, Prescott College; founder, create2elevate labs

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

HELEN L. WHITE, Adjunct Instructor in Accounting (2017); B.S. in Accounting 1995, Excelsior (formerly Regents) College; M.B.A. in Business Administration with Concentration in Human Resources 2004, Morehead State University; M.Acc. in Accountancy 2017, Gardner-Webb University; Ph.D. in Business Administration with Concentration in Management 2013, Northcentral University; National Association of Certified Public Bookkeepers (NACPB) Certifications in Accounting Fundamentals 2014, QuickBooks 2013, Tax 2013, Bookkeeping 2013, and Payroll 2013; Volunteer Income Tax Assistance/Tax Counseling for the Elderly (VITA/TCE) Certifications in Intake/Interview and Quality Review 2016, Basic Tax Preparation 2017, Health Savings Accounts 2017, and Advanced Tax Preparation 2017

AISHA DELORES WILLIAMS, Adjunct Instructor in Social Work, Human Relations, and Management (2011); B.S.W. in Social Work 2001, Clark Atlanta University; M.S.W. in Social Work with Specialization in Management 2003, Washington University in St. Louis; M.Mgt. in Management 2015, Shorter University; Ph.D. in Social Work Policy, Planning, and Administration 2010, Clark Atlanta University; Licensed Master Social Worker

ASHLEY C. WILLIAMS, Adjunct Instructor in Mathematics (2016); B.S. in Mathematics 2004, Faulkner University; M.Ed. in Secondary Mathematics 2006, Auburn 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

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

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, 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

ASHLEY WOOLDRIDGE, Adjunct Instructor in Finance and Stewardship (2017); B.A. in Business Administration and Biblical Studies, Hope International University; M.B.A. in Business Administration and Finance, Keller Graduate School; Th.M. in Theology candidate, Fuller Seminary; Senior Pastor, Christ's Church of the Valley

NICCI WOOLEY, Adjunct Instructor in Communications (2018); B.S. in Biology 2001, Louisiana State University; M.A. in Professional Communication 2015, East Tennessee State University; M.Div. in Theology candidate, Candler School of Theology of Emory University

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

MARK M. YARBROUGH, Adjunct Instructor in Biblical Studies (2018); B.A. in Bible and Christian Education 1993, Th.M. in Bible Exposition 1996, Ph.D. in Bible Exposition 2008, Dallas Theological Seminary

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 Graduate & Professional Studies

Career Services

Natalie Brown.....Pracademics Project Manager

Communication Services

Kara JohnsonDirector of Communications

Disability Services

Jessica M. MazaheriDirector of Disability Services

Stacie WhalenAssistant Director of Disability Services

Enrollment Services

Tiffany Schoenhoff Wood.....Vice President for Enrollment Management

Rusty Hassell Executive Director of Enrollment

Tiffany Jackson.....Office Coordinator

Financial Services

John Lanier Director of Student Finance

Janifer MorganDirector of Financial Aid

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 Director of Online Learning and Instructional Design

Mark Boyd Instructional Support Technician

Bobby Weaver..... Instructional Support Technician

Learning Support Services

Jessica M. Mazaheri Director of the Educational Resource Centers

Stacie WhalenAssistant Director of Educational Services

Library Services

Michael L. Bain.....Director of Library Resources

Richard ColemanAssistant Librarian

Online Student Services

Ross Haralson Director of Online Student Services
Douglass Johnson Associate Director of Online Student Services
Blair Walker..... Associate Director of Online Student Services

Registrar Services

Obie Killcreas Registrar

COURSE DESCRIPTIONS

APSP 099 Online Orientation (0)

This short, self-paced, zero-credit online orientation introduces the College of Graduate & Professional Studies (CGPS) and the Point Online learning management system to traditional or transient students taking online courses. It includes introductions to Point University, academic support services, and educational resources available to online students. Students complete the orientation in a few hours either before or during the initial week of their first CGPS course.

APSP 100 Online Orientation (0)

This short, self-paced, zero-credit online orientation introduces new degree-seeking students to the College of Graduate & Professional Studies (CGPS) and the Point Online learning management system. It includes introductions to Point University, academic support services, and educational resources available to online students. Students complete the orientation in a few hours either before or during the initial week of their first CGPS course.

APSP 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.

APSP 110 Effective Thinking (3)

This course builds on APSP 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 204 The Story of Scripture: Genesis to Revelation (3)

This course features an exposition of the biblical narrative of Scripture from Genesis to Revelation with emphasis on the relationships between the content of all 66 books and the unity of what God is doing and saying throughout the entirety of canonical and biblical history. *Special Consideration: Point University offers BIBL 204 partly online and partly on ground at North Point Ministries in Atlanta, Georgia, as part of the North Point Leadership Experience undergraduate internship (<https://npleadershipexperience.com/internship>). The course extends over a full 16-week term.*

BIBL 280 Biblical Theology of the Family (3)

Students explore the theme of the family in the Old and New Testaments, giving special attention to the historical progression of family relationships and key teachings on the family within wisdom literature, the Gospels, and the household codes of New Testament letters. *Prerequisite: BIBL 304 Scripture: How We Use It.*

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 Health Care 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 120 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 120 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. Special Consideration:*

Qualified undergraduates may complete MGMT 560 Managerial Accounting & Decision-Making as a “swing course” in place of BUSI 212.

BUSI 213 Introduction to Nonprofit Management (3)

This course introduces leading trends in nonprofit management, leadership, and governance in both domestic and global contexts. The course highlights the evolution of the field of nonprofit management while examining theoretical constructs that describe nonprofit organizations and the nature of their behavior. Students explore the role of executive leaders in nonprofit organizations, covering topics such as strategic planning and strategic management, capacity building and collaboration, marketing, fund raising, and social entrepreneurship in an era of transparency and accountability.

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 215 Nonprofit Management & Leadership (3)

Students explore the challenges, opportunities, expectations, and diverse roles of nonprofit leadership. The course examines theories of effective governance, including the legal framework for nonprofit organizations, the role of nonprofit boards, and their relationship with nonprofit executive leaders who manage day-to-day operations. The course further provides an overview of the basic responsibilities of nonprofit leadership for ensuring organizational efficiency and effectiveness: ethical management, strategic management, social enterprise and nonprofit ventures, advocacy, lobbying and social change, assessment, and fiscal responsibilities. *Prerequisite: BUSI 213 Introduction to Nonprofit Management.*

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 235 Introduction to Sports Management (3)

Building on BUSI 230 Principles of Management, this course provides an overview of the sports industry and introduces fundamental management principles distinctive to that industry. Students analyze a variety of management techniques to broaden their understanding of the field. They practice solving business problems faced by sports managers as they develop the ability to form an effective, comprehensive sports management plan. Students also explore ways Christians have worked within sports enterprises to have a positive influence on people, promote the Kingship of God, and carry out His redemptive work in the world (e.g. “sports ministry”). *Prerequisite: BUSI 230 Principles of Management.*

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 250 Sports Facilities & Events Management (3)

Students develop a foundational working knowledge of the many elements and dynamics associated with managing a sports facility for athletic competition, recreation, leisure, health and fitness. Major emphases include events management, financing, marketing, implementation, and evaluation. *Prerequisite: BUSI 235 Introduction to Sports Management.*

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 301 Principles of Logistics (3)

This course provides an introductory overview of principles and practices of logistic operations. Students gain a basic understanding of how organizations achieve a competitive advantage through supply chain management, logistics theories and concepts, transportation, warehousing, customer service, third-party logistics, inventory control, manufacturing operations, and operations management in high-performance business environments.

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 305 Volunteer Management in Nonprofit Organizations (3)

Students examine the important role of volunteers within nonprofit organizations, along with effective strategies for attracting, retaining, and sustaining a diverse and multi-generational volunteer demographic. Topics include training, communicating with volunteers, staffing, volunteer engagement, and performance management. *Prerequisite: BUSI 213 Introduction to Nonprofit Management.*

BUSI 309 Transportation Principles (3)

This course provides students the opportunity to gain knowledge and skills in various transportation principles and systems. It gives attention to strategies and decisions for effectively moving goods between sellers and buyers while maintaining cost efficiency. Topics include transportation modes, the services market, management, technologies, logistics and supply chain strategy, global supply chains, and sustainability. *Prerequisite: BUSI 301 Principles of Logistics.*

BUSI 310 Mass Communication (3)

Building on BUSI 238 Business Communication, this course emphasizes mass communication within journalism, broadcasting, digital communication, media management, and sales. Students focus on current events across the mass media landscape, self-awareness of media consumers, and how media content is created, distributed, and exhibited. *Prerequisite: BUSI 238 Business Communication, BUSI 271 Social Media Marketing: Foundations & Strategy.*

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 315 Intercultural Communication (3)

This course focuses on the importance of culture in everyday life and the ways culture interrelates with and affects the communication process. Students examine elements of interpersonal communication and culture as the two relate to one another. Emphases included the influence of culture on the interpretation of the communication act, critical thinking, reflection, and actions that enhance cross-cultural communication. *Prerequisite: BUSI 310 Mass Communication.*

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 201 Introduction to the Healthcare Industry.*

BUSI 318 Communication Research (3)

In today's world, corporate communications and provocative claims may get attention, but without substantiation they have little or no value. This course provides learning theories and strategies that support the evidence of the corporate communication messages. It introduces students to communication research methods, guided reading, and how best to conduct effective research of evidence for informed decision-making. Students further explore different types of evidence, how that evidence might be collected and interpreted, and how to use that evidence to advance an organizational objective or initiative. *Prerequisite: BUSI 310 Mass Communication.*

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 120 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 120 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 326 Public Participation in Democracy (3)

This course introduces students to theories and practices of public participation in a rapidly changing democracy. Students explore the use of participation in various arenas within U.S. education, health, state and federal government now and in the future. Topics include advocacy, assembling participation infrastructure, creation of a sustainable society, and citizen and community contributions to governance. *Prerequisite: BUSI 213 Introduction to Nonprofit Management*

BUSI 330 Sports Marketing (3)

This course introduces students to the exciting field of sports marketing and its role in the industry. Students explore practical approaches to marketing through sport sponsorships, endorsements, naming rights, licensing, sport media and communications, marketing communications and management, marketing of sports segmentation, distribution product decisions, pricing, promotion, and emerging issues in sports marketing. Students also learn principles for developing a sports story, news release, or opinion piece via traditional print media or electronic media, including radio, television, and the Internet. *Prerequisite: BUSI 235 Introduction to Sports Management.*

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. 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 211 Financial Accounting, BUSI 214 Managing Information Systems.*

BUSI 339 International Logistics (3)

Students explore the complexities of international standards of global trade, its impact on logistics, and key areas of concern for international logistics. Additional topics include global trade compliance, tariff schedules, U.S. government import and export trade policies and regulations, U.S. free trade agreements, and supply chain security. *Prerequisite: BUSI 301 Principles of Logistics.*

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. *Special Consideration: Qualified undergraduates may complete MGMT 570 Marketing Management as a “swing course” in place of BUSI 347.*

BUSI 351 Sports Analytics (3)

Data analytics can be applied to every functional area of sports management including marketing, event management and player performance. Using research spanning the sports industry, students develop a working knowledge of data analytics as it applies to business decisions within the field. *Prerequisites: BUSI 202 Business Statistics and BUSI 235 Introduction to Sports Management.*

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. *Special Consideration: Qualified undergraduates may complete MGMT 540 Organizational Behavior & Management as a “swing course” in place of BUSI 352.*

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 opportunities and challenges. Major themes include the theology of work, integration of faith and work, business as mission (BAM), business for transformation (B4T), and

other practical issues related to business as a vehicle for cross-cultural mission. Through business models and case studies, students consider the impact of the theoretical and theological foundations on developing businesses and maintaining one's personal faith in the workplace.

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 404 Introduction to Project Management (3)

This course introduces students to the field of project management, key elements of the project management framework, and the role of project managers. Students gain a working knowledge of basic project management activities and are able to manage work projects effectively. Topics include projects, programs, portfolio management selection, initiating projects, project time and score, cost management, project quality resources, communication, stakeholders, risk, procurement management, executing projects, monitoring and controlling projects, and closing projects. *Prerequisite: BUSI 301 Principles of Logistics.*

BUSI 410 Grant Writing for Nonprofit Organization (3)

This course focuses on effective strategies for identifying and acquiring funding for nonprofit organization programming. Students learn technical aspects of effective research and writing skills for grant writing, including identifying and developing requests for grant proposals, fostering relationships with funders, drafting a compelling problem statement, defining program goals and objectives, creating the program design

and methods, and preparing a budget. *Prerequisite: BUSI 213 Introduction to Nonprofit Management.*

BUSI 415 Program Evaluation for Nonprofit Organizations (3)

Students learn techniques for program evaluation in nonprofit organizations, including how to plan and design useful evaluations for analyzing and engaging diverse stakeholders. Areas of focus include exploratory evaluations, performance management, conducting case studies, utilizing logic models, need assessments, program outcomes and impact, and outcomes evaluation. The course gives major attention to quantitative and qualitative methods for program assessment and appropriate alignment with program goals. *Prerequisite: BUSI 213 Introduction to Nonprofit Management.*

BUSI 416 Quality Management (3)

Students develop a broad conceptual knowledge of both the management of product quality and the process quality for creating project deliverables. Emphases include knowledge and techniques required to improve product quality, process efficiency, and measurement of production process variability. This course includes assignments which allow students to plan quality into a project, determine key metrics, and manage project and process quality. *Prerequisites: BUSI 301 Principles of Logistics and BUSI 404 Introduction to Project Management.*

BUSI 420 Procurement, Principles & Management (3)

Students gain a solid grounding in policies, principles, and processes of procurement. The course highlights the continuous change and development in the field of purchasing, taking care to balance new emerging philosophies with proven and established thinking and practice in the profession. Topics include tendering procedures and documents, traditional procurement methods, design and build, management contracting, comprehensive contracts, specifications and descriptions, cycle and planning, supplier/procure/supply goods, two-stage tendering and evaluation, and ethical issues in procurement. *Prerequisite: BUSI 301 Principles of Logistics.*

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 430 Marketing Channel Strategy (3)

This course introduces students to marketing channels, focusing on how to adopt and apply real-world channel strategies. Emphases include understanding market channel structures and strategies, and designing and implementing such strategies. *Prerequisite: BUSI 301 Principles of Logistics.*

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. Special Consideration: Qualified undergraduates may complete MGMT 550 Business Law & the Legal Environment as a “swing course” in place of BUSI 434.*

BUSI 435 Sports Law (3)

This course focuses on legal issues distinctive to sports and sports management. Students gain an awareness of legal and management concerns, liability issues, protecting the legal rights of athletes and employees, and managing legal risks. Students examine numerous case studies and precedents and their relationship to current situations involving professional, intercollegiate, interscholastic, community sports, and athletic activities. *Prerequisite: BUSI 235 Introduction to Sports Management.*

BUSI 436 Business Ethics (3)

This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. *Prerequisites: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior. Special Consideration: BUSI 436 is a Writing Emphasis course.*

BUSI 437 Ethics in Sports (3)

Ethical issues raised in sports range widely from the investigation of the nature of sport to issues of violence, gender equity, the use of performance enhancing drugs, and the educational significance of sports, especially in higher education. Students wrestle with ethical issues in sports management as they continue to develop their personal philosophy for God-honoring service in this field. *Prerequisite: BUSI 235 Introduction to Sports Management. Special Consideration: BUSI 437 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 444 Small Business Management (3)

This course focuses on opportunities and challenges distinctive to small businesses. It is designed for those who aspire to operate their own business and those who desire to upgrade their skills in their present business. It begins with a survey of the small business environment, risk taking and entrepreneurship, feasibility analysis, factors in starting or buying a small business, forms of ownership, raising capital, and how to prepare a business plan. Students then consider principles for operating a small business and essential management skills, such as planning and organizing, managing human resources, the use of business information, financing, and marketing products and services. The course also gives attention to legal and ethical issues, governmental regulation and taxation, international business, franchising, and other issues relevant to

small business. *Prerequisite: BUSI 230 Principles of Management. Recommended: Courses in other major facets of business, such as BUSI 238 Business Communication, BUSI 214 Managing Information Systems, BUSI 230 Principles of Management, BUSI 336 Principles of Finance, BUSI 347 Principles of Marketing, and BUSI 450 Human Resource Management.*

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 447 Introduction to Public Relations (3)

This course provides an introduction to the field of public relations (PR). Students learn the trends and steps in development of communication skills through critical thinking and application in the PR industry. They also reflect on how ethical and socially-responsible communicators build trust and respect in the field of public relations while honoring God. *Prerequisite: BUSI 310 Mass Communication.*

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 449 Strategic Planning for Public Relations (3)

Strategic planning for public relations introduces students to the processes involved in pulling together and coordinating an organizational PR effort. This course develops the necessary skills to develop, implement, evaluate, and create a public relations campaign. Emphases include understanding an organization's internal and external environment, as well as identifying and addressing public relations situations that emerge in these environments. *Prerequisite: BUSI 310 Mass Communication.*

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. *Special Consideration: Qualified undergraduates may complete MGMT 530 Principles of Human Resource Management as a "swing course" in place of BUSI 450.*

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 459 Cases in Public Relations Management (3)

In this course students advance their public relations knowledge and comfort to a level that applies in the workplace as a PR professional. Students practice thinking and acting like strategic communications professionals while looking critically at how PR executives and practitioners manage day-to-day responsibilities, ranging from crisis communications to media relations, social mainstream, marketing PR, and community engagement. Case studies in PR support and prepare students for application in the real world through evaluation of public relations strategies, tactics, and outcomes (both successful and unsuccessful) from various disciplines. *Prerequisites: BUSI 347 Principles of Marketing, BUSI 310 Mass Communication, BUSI 315 Intercultural Communication, BUSI 318 Communication Research, BUSI 447 Introduction to Public Relations, and BUSI 449 Strategic Planning for Public Relations.*

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete BUSI 520 prior to STML 610 Management Skills II: Planning & Organizing.*

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. Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete BUSI 535 prior to STML 610 Management Skills II: Planning & Organizing.*

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete BUSI 540 prior to STML 600 Management Skills I: Management Essentials.*

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. Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete BUSI 555 prior to STML 615 Management Skills III: Leading & Controlling.

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete BUSI 560 prior to STML 615 Management Skills III: Leading & Controlling.*

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: Prerequisites: All other courses in the M.B.A. in Business Transformation or M.S. in Operations Management 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. *Corequisite: 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.*

CMHC 500 Graduate Clinical Mental Health Counseling Orientation (0)

This online orientation introduces the Master of Science in Clinical Mental Health Counseling program to enrolled students. Students review the *CGPS Academic Catalog*, the *Clinical Mental Health Counseling Student Handbook*, the *Clinical Mental Health Counseling Field Handbook*, and the course of study for the Clinical Mental Health program.

CMHC 505 Foundations of Clinical Mental Health Counseling (3)

This course provides an introduction and overview of the counseling profession. Emphases include the history and philosophy of the counseling profession; the roles, responsibilities, and identity of a mental health counselor; the various work settings of counselors, including pastoral counseling and church settings; standards of preparation; credentialing and licensure; professional organizations; professional journals; ethical and legal issues; current trends and issues; and awareness and action. [CACREP Standards C1a, C2a, C2i, C2k, C2l, C3c, C3d, C3e; Student Learning Objectives 1.1, 1.2, 1.3, 1.4, 1.6]

CMHC 510 Human Growth & Development (3)

Students actively explore research literature regarding human growth and development across the lifespan, including spiritual formation. They consider theoretical understandings of human development from birth to older adulthood, including issues of family, culture, race, gender, and their roles in the lives of children, adolescents, and adults. The course aims to encourage independent thinking and clear communication regarding research in the field of human growth and development, ethical considerations related to these topics, and applications to the student's program of study. [CACREP Standards C1b, C2g; Student Learning Objectives 2.1, 2.2, 2.3, 2.11]

CMHC 520 Legal & Ethical Issues in Mental Health Counseling (3)

This course focuses on legislation and government policy relevant to clinical mental health counseling. It also addresses ethical considerations for counseling professionals, drawing on the *Code of Ethics* approved by the American Mental Health Counselors Association (AMHCA) (<https://amhca.site-ym.com/?codeofethicsia>), as well as the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (<http://www.apa.org/ethics/code>). Students apply these standards and principles to case studies drawn from the counseling field, exploring issues related to duty to warn, crisis management, assessment, the therapeutic relationship, and other concerns. [CACREP Standards C2i, C2l, C3c; Student Learning Objectives 5.1, 5.2, 5.3]

CMHC 525 Research & Program Evaluation (3)

This course focuses on research methods, procedures, and designs appropriate for the field of counseling, including ways to assess the effectiveness of behavioral health organizations and their services to specific populations. The course emphasizes the importance for students to conduct research and appreciate the research designs used by counselors in the field. As part of the course, students prepare a research abstract, proposal, and design. [CACREP Standards C1b, C2k, C3d; Student Learning Objectives 1.4, 1.5, 1.6, 4.1]

CMHC 530 Counseling Theories & Interventions I (3)

Students develop a theoretical framework, basic counseling skills, and other helping skills necessary for effective professional counseling, rehabilitative counseling, school counseling, and school psychology. The course includes both didactic and experiential learning. It is applicable to graduate students in other disciplines that use intentional interviewing and interpersonal skills to promote personal growth and development in others. *Prerequisites: PSYC 103 Introduction to Psychology or equivalent, PSYC 341 Abnormal Psychology or equivalent, CMHC 505 Foundations of Clinical Mental Health Counseling, and CMHC 510 Human Growth & Development. Corequisites: CMHC 520 Legal & Ethical Issues in Mental Health and CMHC 525 Research & Program Evaluation. [CACREP Standards C1b, C1c, C2b, C2c, C2d, C3b; Student Learning Objectives 2.2, 2.3, 2.9, 2.11, 4.1, 4.2, 4.3]*

CMHC 535 Multicultural Counseling (3)

This course enhances and advances knowledge, skills, and sensitivity to diverse populations in the counseling process. Students explore the effects of culture, ethnicity, race, gender, and the attitude of the therapist on the client's development and functioning. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling, CMHC 510 Human Growth & Development, CMHC 520 Legal & Ethical Issues in Mental Health, CMHC 525 Research & Program Evaluation, and CMHC 530 Counseling Theories & Interventions I. [CACREP Standard C2j; Student Learning Objectives 2.4, 2.6, 3.4, 4.1, 4.2]*

CMHC 540 Group Counseling Theories & Application (3) [Intensive Lab]

This intensive lab course provides opportunities to learn and apply systems for group counseling and skills related to group leadership and member participation. Topics include goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling, CMHC 510 Human Growth & Development, CMHC 520 Legal & Ethical Issues in Mental Health, CMHC 525 Research & Program Evaluation, and CMHC 530 Counseling Theories & Interventions I. Special Considerations: This intensive lab course is offered in Point Connect format, which combines online studies with a mandatory weekly live videoconference typically scheduled for Tuesday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. EST. A minimum of 6 students must be enrolled to hold the lab. [CACREP Standards C1b, C1c, C2b, C2c, C2d, C2i, C2j, C2l, C3b, C3c; Student Learning Objectives 1.4, 2.4, 2.6, 2.9, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3]*

CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling (3)

This course addresses an array of professional responsibilities for the clinical mental health counselor, including involvement in professional organizations, advocacy for the profession, consultation, referral, and supervision. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling, CMHC 510 Human Growth & Development, CMHC 520 Legal & Ethical Issues in Mental Health, CMHC 525 Research & Program Evaluation, and CMHC 530 Counseling Theories & Interventions I. [CACREP Standards C1a, C2a, C2k, C3d; Student Learning Objectives 1.2, 4.4, 4.5, 6.1, 6.2, 6.3]*

CMHC 550 Personality Theories & Individual Counseling (3)

Students learn the science and practice of psychological assessment, with emphasis on theory and applications related to abnormal personality types. They develop basic understanding of the administration and scoring of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), Millon Clinical Multiaxial Inventory (MCMI-III), Millon Index of Personality Styles (MIPS Revised), Cattell's 16 Personality Factors (16PF), and other assessment instruments. The course also develops knowledge and skills associated with comprehensive interpretation and integrative report writing.

Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling, CMHC 510 Human Growth & Development, CMHC 520 Legal & Ethical Issues in Mental Health, CMHC 525 Research & Program Evaluation, and CMHC 530 Counseling Theories & Interventions I. [CACREP Standards C1b, C1e, C2b, C2d, C3a; Student Learning Objectives 2.1, 2.2, 2.5, 2.11, 3.1, 4.1, 4.2, 4.3]

CMHC 555 Counseling Theories & Interventions II (3)

This advanced clinical skills course addresses issues that affect clinical mental health counselors, such as program development and management, trauma-causing events, and crisis management. The course includes models of supervision, progress notes and other documentation, case conceptualization, and treatment planning.

Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling, CMHC 510 Human Growth & Development, CMHC 520 Legal & Ethical Issues in Mental Health, CMHC 525 Research & Program Evaluation, and CMHC 530 Counseling Theories & Interventions I. [CACREP Standards C1b, C2a, C2f, C2m, C3d; Student Learning Objectives 1.2, 2.6, 2.9, 2.11, 3.4, 4.1, 4.3, 6.1, 6.2, 6.3]

CMHC 560 Assessment Techniques in Mental Health Counseling (3) [Intensive Lab]

This intensive lab course develops students' ability to recognize and categorize psychological and behavioral patterns (syndromes) considered dysfunctional according to the classification system utilized in the American Psychiatric Association's *Diagnosis and Statistical Manual of Mental Disorders* (DSM-IV-TR, 2000) and the World Health Organization's *International Classification of Diseases* (ICD). The course focuses on Axis I and Axis II (Personality) Disorders through lectures, written and videotaped case studies, and student research and presentations of selected disorders.

Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling; CMHC 510 Human Growth & Development; CMHC 520 Legal & Ethical Issues in Mental Health; CMHC 525 Research & Program Evaluation; CMHC 530 Counseling Theories & Interventions I; CMHC 535 Multicultural Counseling; CMHC 540 Group Counseling Theories & Application; CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling; CMHC 550 Personality Theories & Individual Counseling; and CMHC 555 Counseling Theories & Interventions II. Special Consideration: This intensive lab course is offered in Point Connect format, which combines online studies with a mandatory weekly live videoconference typically scheduled for Tuesday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. EST. A minimum of 6 students must be enrolled to hold the lab. [CACREP Standards C1e, C2d, C3a; Student Learning Objective 3.2]

CMHC 565 Career Assessment, Development & Mental Health Counseling (3)

This course introduces career theory, assessment, and intervention. It includes classic and contemporary career development and counseling theories, career assessment, multicultural career issues, and career counseling and intervention. Students apply career theories and assessments in counseling various populations. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling; CMHC 510 Human Growth & Development; CMHC 520 Legal & Ethical Issues in Mental Health; CMHC 525 Research & Program Evaluation; CMHC 530 Counseling Theories & Interventions I; CMHC 535 Multicultural Counseling; CMHC 540 Group Counseling Theories & Application; CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling; CMHC 550 Personality Theories & Individual Counseling; and CMHC 555 Counseling Theories & Interventions II. [CACREP Standards: C1b, C1e, C2j, C3b; Student Learning Objectives 2.10, 3.3, 4.2]*

CMHC 570 Psychopathology & Assessment (3)

This course focuses on assessment of various psychological disorders and the use of medications to treat those disorders. Students learn the classifications, indications, and contra-indications of commonly prescribed psychopharmacological medications, along with legal, ethical, and professional issues related to appraisal. Special attention is given to addiction, co-occurring medical and psychological disorders, and medication management. Under a trained and licensed instructor, students gain direct experience in the use and interpretation of assessment tools. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling; CMHC 510 Human Growth & Development; CMHC 520 Legal & Ethical Issues in Mental Health; CMHC 525 Research & Program Evaluation; CMHC 530 Counseling Theories & Interventions I; CMHC 535 Multicultural Counseling; CMHC 540 Group Counseling Theories & Application; CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling; CMHC 550 Personality Theories & Individual Counseling; and CMHC 555 Counseling Theories & Interventions II. [CACREP Standards C1a, C1d, C1e, C2a, C2c, C2d, C2e, C2g, C2h, C2i, C3a, C3c, C3d; Student Learning Objectives 3.1, 3.2, 3.4, 4.1, 4.3]*

CMHC 575 Crisis Counseling: Prevention & Intervention (3)

Students explore crisis intervention models and appropriate techniques for assessing and facilitating crisis situations. Research bases and practical guidelines are discussed and compared. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling; CMHC 510 Human Growth & Development; CMHC 520 Legal & Ethical Issues in Mental Health; CMHC 525 Research & Program Evaluation; CMHC 530 Counseling Theories & Interventions I; CMHC 535 Multicultural Counseling; CMHC 540 Group Counseling Theories & Application; CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling; CMHC 550 Personality Theories & Individual Counseling; and CMHC 555 Counseling Theories & Interventions II. [CACREP Standards: C1b, C2f; Student Learning Objectives 2.6, 4.3]*

CMHC 580 Clinical Diagnosis & Treatment Planning (3) [Intensive Lab]

In this intensive lab course, students learn the principles of clinical diagnosis and development of treatment plans. Using the current edition of the *Diagnosis and Statistical Manual of Mental Disorders* (DSM-IV-TR, 2000), students consider dimensional, relational, and systemic issues important in diagnosis and treatment

planning. *Prerequisites: CMHC 505 Foundations of Clinical Mental Health Counseling; CMHC 510 Human Growth & Development; CMHC 520 Legal & Ethical Issues in Mental Health; CMHC 525 Research & Program Evaluation; CMHC 530 Counseling Theories & Interventions I; CMHC 535 Multicultural Counseling; CMHC 540 Group Counseling Theories & Application; CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling; CMHC 550 Personality Theories & Individual Counseling; and CMHC 555 Counseling Theories & Interventions II. Special Consideration: This intensive lab course is offered in Point Connect format, which combines online studies with a mandatory weekly live videoconference typically scheduled for Tuesday evenings from 6:00 to 8:00 or 8:00 to 10:00 p.m. EST. A minimum of 6 students must be enrolled to hold the lab. [CACREP Standards C1c, C2b, C2d, C3a; Student Learning Objectives 3.2, 4.1]*

CMHC 590 Special Topics in Clinical Mental Health Counseling (1-3)

Under faculty supervision, students conduct advanced studies and/or explore personal interests related to Clinical Mental Health Counseling. *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.*

CMHC 610 Applied Practice: Clinical Mental Health Counseling (3)

In this supervised practicum experience for the M.S. in Clinical Mental Health Counseling, students shadow an experienced professional in a direct service setting, observing and practicing counseling skills with actual clients at a site commensurate with the student's professional interests. The experience offers learners a variety of opportunities to receive feedback and evaluate their ability to integrate theory into practice. As they prepare to enter supervised internship, they articulate their personal philosophy of counseling and their identity as a counselor informed by theory, practice, and integration of faith and learning. Students are responsible for identifying potential sites (preferably near their home) and inquiring about practicum opportunities. The practicum supervisor must be a licensed therapist holding a degree from an accredited institution and working full-time in the profession. Both the site and the supervisor must be vetted and approved by the Point program coordinator two sessions (16 weeks) prior to the start of the practicum. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for CMHC 610, students must complete 100 hours of field education (an average of 12-13 hours per week during the 8-week session). If the practicum must extend beyond one session to complete the required hours, students may petition for an "Incomplete" and finish the practicum within 30 days. *Prerequisites: All prior CMHC courses in the M.S. in Clinical Mental Health Counseling program—namely, CMHC 500, 505, 510, 520, 525, 530, 535, 540, 545, 550, 555, 560, 565, 570, 575, and 580. Special Considerations: CMHC 610 is graded on a pass/fail basis using a point scale. If students fail the practicum course, they have one opportunity to repeat it to earn a passing grade. Most students complete the MS-CMHC Comprehensive Examination near the end of this practicum. [CACREP Standards C1b, C1c, C1d, C1e, C2a, C2b, C2c, C2d, C2e, C2f, C2g, C2h, C2i, C2j, C2k, C2l, C2m, C3a, C3b, C3c, C3d, C3e; Student Learning Objectives 1.1, 1.2, 1.4, 1.7, 2.1,*

2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3]

CMHC 620 Clinical Mental Health Counseling Internship I (3)

In this capstone experience for the M.S. in Clinical Mental Health Counseling, students assume the role of a counselor-in-training at an approved site(s) as they practice professional or rehabilitation counseling competencies under a Point instructor and a qualified field supervisor. Students carry out all activities and functions performed by employed counselors at the site, demonstrating their ability to integrate theory into practice. Students are responsible for identifying potential sites (preferably near their home) and inquiring about internship opportunities. The field supervisor must be a licensed therapist holding a degree from an accredited institution and working full-time in the profession. Both the site and the supervisor must be vetted and approved by the Point program coordinator two sessions (16 weeks) prior to the start of the practicum. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for CMHC 620-630 Clinical Mental Health Counseling Internship I-II, students must complete 600 hours of field education (an average of 37-38 hours per week over two 8-week sessions) , or 300 hours for each 3-credit internship course.

Prerequisite: CMHC 610 Applied Practice: Clinical Mental Health Counseling. Special Considerations: CMHC 620 is graded on a pass/fail basis using a point scale. If students fail CMHC 620, they have one opportunity to repeat it to earn a passing grade. [CACREP Standards C1b, C1c, C1d, C1e, C2a, C2b, C2c, C2d, C2e, C2f, C2g, C2h, C2i, C2j, C2k, C2l, C2m, C3a, C3b, C3c, C3d, C3e; Student Learning Objectives 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3]

CMHC 630 Clinical Mental Health Counseling Internship II (3)

In this continuation of CMHC 620, students assume the role of a counselor-in-training at an approved site(s) as they practice professional or rehabilitation counseling competencies under a Point instructor and a qualified field supervisor. Students carry out all activities and functions performed by counselors employed at the site, demonstrating their ability to integrate theory into practice. Students are responsible for identifying potential sites (preferably near their home) and inquiring about internship opportunities. The field supervisor must be a licensed therapist holding a degree from an accredited institution and working full-time in the profession. Both the site and the supervisor must be vetted and approved by the Point program coordinator two sessions (16 weeks) prior to the start of the practicum. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for CMHC 620-630 Clinical Mental Health Counseling Internship I-II, students must complete 600 hours of field education (an average of 37-38 hours per week over two 8-week sessions) , or 300 hours for each 3-credit internship course. If the internship must extend beyond two sessions to complete the required hours, students may petition for an “Incomplete” and finish the internship within 30 days. *Prerequisite: CMHC 620 Clinical Mental Health Counseling Internship I. Special Considerations: CMHC 630 is graded on a pass/fail basis using a point scale. If students fail CMHC 630, they have one opportunity to repeat it to earn a passing grade. [CACREP Standards C1b, C1c, C1d, C1e, C2a, C2b, C2c, C2d, C2e, C2f, C2g, C2h, C2i, C2j, C2k, C2l, C2m, C3a, C3b, C3c, C3d, C3e; Student*

Learning Objectives 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3]

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.

CURR 605 Historical & Theoretical Foundations of Instructional Design (3)

This course introduces participants to the field of curriculum and instruction with a focus on historical foundations, professional certification (including Georgia's tiered certification structure and professional learning requirements), testing protocol, and relationship to other areas of service. Participants are introduced to the Point University field experience observation instrument and the Georgia Department of Education Teacher Keys to Effectiveness System (TKES, <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>). They also develop a historical knowledge base of the theoretical, philosophical, and psychological underpinnings of instructional design. Exploring this history enables participants to understand the diverse theories and models that have played a part in the development of instructional design as a practice. The rich insights gained serve to guide decision-making processes in the development and implementation of curriculum. In this course, participants also begin to develop their philosophy of service as they reflect on how Christians have advanced God's redemptive purposes in the world through educational initiatives.

CURR 610 Current Trends in Curriculum & Instructional Technology (3)

Participants explore best practices in curriculum development and implementation using instructional technology. Current trends include strategies for addressing diverse teaching modalities and scaffolding techniques. Participants learn how to employ these strategies to solve problems of practice. Learning the best strategies ensures excellence in writing and executing curriculum by matching the best technology to the task or goal.

CURR 615 Creating Non-Traditional Educational Environments (3)

Participants explore methods and modalities of non-traditional educational environments, including variations of synchronous, asynchronous, online, hybrid, distance learning, mixed modalities, and the technologies that surround those environments. Participants further develop their skills in instructional design, development, and delivery to offer quality educational programs across contexts, maximizing the use of technology to meet goals specific to different non-traditional environments.

CURR 620 Principles of Instructional Design (3)

This course outlines the process of instructional design, giving participants practical pathways toward identifying an instructional problem, formulating and implementing a

solution, and evaluating and refining that solution. Participants begin connecting theories and practices used to solve real-world problems in education while aligning curriculum with national, state, local, and program standards.

CURR 625 Advanced Instructional Design (3)

This course builds on the foundation obtained in CURR 620 Principles of Instructional Design. Students engage a contextual problem of practice and exhibit mastery of the instructional design process, incorporating the best strategies and research to develop an implementation that addresses the concern. *Prerequisites: CURR 605 Historical & Theoretical Foundations of Instructional Design, CURR 610 Current Trends in Curriculum & Instructional Technology, CURR 620 Principles of Instructional Design.*

CURR 655 Practical Research Implementation (3)

Applying best practices and strategies appropriate to their field, participants develop, conduct, and manage an action research project providing appropriate and relevant research literature, data analysis, and concluding scenarios. For projects involving human subjects, participants will seek advance approval from local authorities and the Point University Institutional Research Board (IRB). *Prerequisites: CURR 610 Current Trends in Curriculum & Instructional Technology, EDUC 544 Introduction to Research Methodology.*

CURR 699A Capstone Practicum in Curriculum & Instructional Design A (3)

In this Master of Education capstone course, students identify a contextualized problem and apply appropriate research methodologies, instructional design processes, and best practices to develop curricula that address that problem. After a peer review and instructor approval, they submit the proposal to local authorities and the Point University Institutional Research Board (IRB) as applicable. *Prerequisites: All prior courses in the M.S. in Curriculum & Instruction program—namely, EDUC 540, 542, 543, 544 and CURR 605, 610, 615, 620, 625, 655.*

CURR 699B Capstone Practicum in Curriculum & Instructional Design B (3)

In this continuation of CURR 699A Capstone Practicum in Instructional Design A, students implement their project design, present the findings to their instructor and peers, and perform a preliminary evaluation of the project's success or failure, providing suggestions on how to improve the curricula and the process. *Prerequisite: CURR 699A Capstone Project in Curriculum & Instructional Design A.*

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.

ECID 620 Best Practices for Early Childhood Professionals (3)

Guided by the position statement of the National Association for the Education of Young Children (NAEYC) regarding Developmentally Appropriate Practice (DAP), participants apply optimum methods for guiding young children's growth and development by effectively using all of the information available to educators for planning, implementation, and assessment.

ECID 621 Spiritual Development in Young Children (3)

Moving beyond the well-established areas of child development (physical, cognitive, social, and emotional), this course focuses on spiritual development in young children. Areas of focus include children's consciousness of the surrounding world; their understanding of God, the Bible, and prayer; their developing sense of morality; and their emerging views concerning the care of self and others. Participants reflect on Elkind's stages of faith development and articulate how best to help children develop a strong spiritual foundation.

ECID 622 Advocacy in Early Childhood Education (3)

This course provides tools for becoming a voice in the continuous improvement of early childhood education by influencing policymakers at the local level, community-based leaders, and elected officials. Participants analyze current issues and develop appropriate communication strategies to make a positive difference.

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. Participants begin to develop their personal philosophy of service as they reflect on how Christians have advanced God's redemptive purposes in the world through educational initiatives.

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 350 Curriculum & Assessment (2)

Participants study curricula in relation to major concepts, assumptions, debates, processes of inquiry, ways of knowing, and misconceptions. They approach curricula through the lens of appropriate academic language, so that they may create effective educational activities as they progress toward mastery of Georgia Professional Standards Commission (GaPSC) standards. The course gives special attention to the

creation of culturally relevant content that engages and develops diverse learners. It also introduces participants to assessment in education, including standardized tests and informal strategies, selection and administration, classroom assessment of academic achievement, and the appropriate interpretation and use of findings. Participants learn multiple forms of assessment that are both formative and summative in nature, and they explore how assessment is used to design, adapt, and adjust instruction as students progress toward learning goals. This course includes best practices related to engaging learners through their assessment results, utilizing effective feedback as a tool to help students create and accomplish their own academic goals. It also introduces students to the Point University field experience observation instrument and the Georgia Department of Education Teacher Keys Effectiveness System (TKES, <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>). *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

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)

This course focuses on characteristics of children with exceptionalities as identified by school officials, including students designated as gifted and those with disabilities. The course begins with a study of how all learning occurs and how these insights can be used to create lesson plans reflecting best practices and research related to student readiness. Next, participants discuss appropriate modifications of curricula in light of students' language and culture. Participants then survey common learning disorders, assessment techniques, the use of appropriate instructional strategies and materials, and the differences between educational accommodations and modifications. The course gives special attention to state and federal legal requirements and case law as they pertain to all students with exceptionalities. Against this background, participants make practical applications toward serving students with exceptionalities, both gifted and those associated with disabilities. EDUC 401 prepares participants for EDUC 433 Differentiated Instruction. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 405 Integrated Technology for Music Education (3)

Students prepare standards-based, research- and theory-supported lessons, using the latest media and technology integration techniques to make their instrumental-, choral-, and general music education classrooms innovative, high-energy, and interactive environments for *all* learners. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Special Consideration: The faculty offers this course in Point*

Connect format, which combines online studies with weekly live videoconference with the instructor and peers.

EDUC 407 Classroom Management (3)

This course focuses on the interaction process and patterns of communication in the classroom with the goal of increasing student and teacher effectiveness as an influence on the learning process. Participants discuss research on the relationship between motivation and engagement and how to apply these insights to create better classroom environments for diverse learners. A key component is understanding students' individual differences, cultural diversity, and human development as they relate to student outcomes in the classroom. The course also gives attention to both preventive and remedial techniques for handling discipline problems in the classroom. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 433 Differentiated Instruction (2)

Participants explore the many different teaching methods that adapt curricula and instructional approaches to the specific and individual learning needs of each student in the diverse classroom. Emphases include how students demonstrate what they know, multiple approaches to inquiry, how to allow students to demonstrate mastery of a standard in multiple ways, how to utilize student choice and experience as a learning tool, and how to create a tiered and scaffolding approach to learning. Participants create lesson plans and assessment strategies that engage students in their unique learning style and celebrate their uniqueness and individual talents. *Prerequisite: EDUC 401 The Exceptional Child. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 435 Elementary Grades Field Experience (1)

The faculty offers this course in *Point Connect* format featuring on-ground field experiences and a weekly videoconference, supplemented by online learning. Participants observe and engage in actual teaching experiences in a public elementary grades (PreK-5) classroom for a minimum of 60 hours. They share in the various stages of the learning cycle, including planning, implementation, assessment, and reflection on teaching practices that best meet the unique developmental needs of elementary grades learners. Participants directly observe teachers in an elementary grades (PreK-5) setting applying best practices related to curriculum, assessment, and teaching students with exceptionalities. They use their observations to create their own lesson plans and student learning experiences. The field experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). Online discussions include edTPA topics as participants discuss, develop, implement, and evaluate teaching strategies. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 436 Middle Grades Field Experience (1)

The faculty offers this course in *Point Connect* format featuring on-ground field experiences and a weekly videoconference, supplemented by online learning. Participants observe and engage in actual teaching experiences in a public middle grades (6-8)

classroom for a minimum of 60 hours. They share in the various stages of the learning cycle, including planning, implementation, assessment, and reflection on teaching practices that best meet the unique developmental needs of middle grades learners. Participants make direct observations related to integration of technology and classroom management. They use their observations to create their own lesson plans. The field experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). Online discussions include edTPA topics as participants discuss, develop, implement, and evaluate teaching strategies. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 437 High School Field Experience (1)

The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly videoconference, supplemented by online learning. Participants observe and engage in actual teaching experiences in a public high school grades (9-12) classroom for a minimum of 60 hours. They share in the various stages of the learning cycle, including planning, implementation, assessment, and reflection on teaching practices that best meet the unique developmental needs of high school learners. Participants make direct observations related to differentiated instruction, as well as diversity and culture in education. They use their observations to create their own lesson plans. The field experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). Online discussions include edTPA topics as participants discuss, develop, implement, and evaluate teaching strategies. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 490 Child Development Practicum I (6)

Students spend about 16 hours per week working 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. The onsite practicum is accompanied by online learning activities. *Prerequisite EDUC 300 Educational Psychology.*

EDUC 491 Child Development Practicum II (6)

Students spend about 25 hours per week working in an educational setting for infants, toddlers, or prekindergartners. They practice the dispositions and skills necessary for leading young children. The onsite practicum is accompanied by online learning activities. *Prerequisite EDUC 490 Child Development Practicum I.*

EDUC 495A-B Student Teaching (12)

Participants engage in observation, participation, and directed teaching in an approved elementary (K-5th grades) or secondary school setting (6-12th grades) under the supervision of university faculty and a Point-approved field supervisor. Student teaching extends through two 8-week sessions (parts A-B) with participants earning six credits per session. The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly online seminar with the university supervisor, supplemented by online learning. Assessment focuses on preparation and teaching

procedures. The Student Teaching Clinical Experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com).

Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.

EDUC 501 The Exceptional Child (3)

This course focuses on characteristics of children with exceptionalities as identified by school officials, including students designated as gifted and those with disabilities. It gives special attention to requirements of state and federal laws as they pertain to all students with exceptionalities. Participants learn appropriate ethical best practices, instructional strategies, related services, and supplementary aids that best serve students in an inclusive class-room. Issues include adapting curricula, accommodations, differentiation, scaffolding, and multi-sensory practices most effective for students with various types of disabilities. Assessments and progress monitoring in the general education classroom are addressed as they relate to students with exceptionalities. Participants learn to understand their role in the development, implementation, and monitoring of Individual Education Plans (IEPs) for children.

EDUC 502 Educational Foundations (3)

This course focuses on foundations, influences, consequences, and the direction of current and future educational trends in American Education. Participants explore evolving issues related to historical and philosophical movements in education, professional ethics, pedagogy, and changing social factors that influence classroom interaction. Participants also begin to develop their personal philosophy of service as they reflect on how Christians have advanced God's redemptive purposes in the world through educational initiatives.

EDUC 511 Advanced Strategies for Teaching History in Secondary Grades (3)

Participants explore essential subject content and concepts relevant for teaching History at the secondary level. They investigate and assess relevant research and its implications for strategies and curricular needs.

EDUC 512 Advanced Strategies for Teaching English in Secondary Grades (3)

Participants explore essential subject content and concepts relevant for teaching English Language Arts at the secondary level. They investigate and assess relevant research and its implications for strategies and curricular needs.

EDUC 540 Multimedia Design (3)

In this project-based course, learners experiment with multiple media applications in the learning environment with a focus on overcoming instructional obstacles through those media. Technology and multimedia resources are used as tools to assist in instruction as well increase student motivation. Using images, text, and audio together effectively is imperative for learners designing and implementing curriculum. Using media effectively addresses cognitive load concerns, promotes student engagement, and prepares learners to be contributing members of a connected and interactive global community. This course also includes a focus on copyright law and the legal and ethical use of media.

EDUC 542 Teaching Diverse Students (3)

This project-based course focuses on helping educators identify multiple areas of uniqueness in their students, which are important to address in instructional design and teaching. Areas of uniqueness include culture, language, religion, and ethnicity; social, environmental, and economic influences; level of cognitive, physical, and emotional development; individual learning level, and more. Participants learn how to engage diverse learners in a single classroom through the use of appropriate ethical curricular approaches, teaching strategies, and assistive technologies. They learn to celebrate classroom diversity and provide learning opportunities that are engaging, culturally sensitive, and emotionally supportive of all learners.

EDUC 543 Education Project Management (3)

Participants apply principles of planning, scheduling, budgeting, preparing proposals, risk-mitigation, and allocation of resources for instructional projects. Participants go through the process of designing a plan and accommodating for various contingencies. Participants also formulate solutions for case studies using project management strategies and technologies.

EDUC 544 Introduction to Research Methodologies for Education (3)

Participants explore quantitative, qualitative, formative, summative, and mixed research methods commonly used in multiple disciplines. Through organizing, interpreting, synthesizing, applying, and reflecting on data in an ethical way, researchers increase their knowledge, problem-solving skills, and insight into their discipline. The course also includes an orientation to Point's extensive online library resources related to the field of education.

EDUC 607 Classroom Management (3)

This course focuses on ethics- and research-based practices related to managing classroom productivity and communication in order to increase student and teacher effectiveness. Participants utilize assessments, preventive and remedial techniques, and reflective practices to handle discipline problems in the classroom. The course gives special attention to creating a positive classroom environment where students feel welcomed, engaged, and a part of their learning process. Participants also explore how to help students play a role in adopting their own learning goals and monitoring their own progress as a tool to developing reflective lifelong learners.

EDUC 609 Reading Development in the Content Areas (3)

This course focuses on reading skill development in learners of different abilities, including strategies for addressing reading problems in participants' content specializations and for assisting non-readers in secondary education settings. Issues include why literacy matters, evidence-based teaching practices, responses to intervention, new literacies, culturally responsive teaching in diverse classrooms, instruction for content literacy, and learning from varied types of texts.

EDUC 611 Assessment & Accountability (3)

This course focuses on principles of assessing student learning outcomes using a variety of techniques and strategies. Emphases include theory and methods, formative and summative assessment strategies, standardized tests, testing protocol, fundamental statistical concepts, and assessment as an ongoing process related to accountability. Participants learn to analyze data and make data-driven decisions that improve

instruction. Ultimately, participants engage in an assessment and accountability cycle that includes assessing prior knowledge, planning appropriate curricula, implementing a research-based teaching strategy, assessing the effectiveness of the strategy, offering intervention if necessary, and then using assessment data to reflect and improve upon practice. Participants are introduced to the Point University field experience observation instrument and the Georgia Department of Education Teacher Keys Effectiveness System (TKES, <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>).

EDUC 612 Advanced Methods for Differentiation in Education (3)

As professionals, participants develop research-based instructional strategies and create environments that nurture students' varied learning styles, creativity, and critical thinking. They analyze and articulate various learning theories that support differentiation, applying the principles to the development and management of curriculum and strategies that foster student success.

EDUC 613 Inclusive Educational Environments (3)

Using ethical guidelines prominent in 21st-century educational settings, participants apply strategies for creating productive inclusive environments that are intentionally diverse, child-centered, engaged with students' families, and collaborative with communities and other professionals. Examination and analysis of critical issues relevant to inclusion will challenge assumptions about teaching and learning.

EDUC 614 Leadership in Educational Settings (3)

Educators have many opportunities to lead: curriculum development, grade-level decisions, media and communications with families and communities, mentoring new teachers, presenting in professional settings, and administrative roles, among others. This course provides tools of leadership that can propel classroom teachers to become teacher leaders.

EDUC 636 Field Experience in Middle Grades (1)

The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly videoconference, supplemented by online learning. Participants observe and engage in actual teaching experiences in a public middle grades (6-8) classroom for a minimum of 60 hours. They share in the various stages of the learning cycle, including planning, implementation, assessment, and reflection on teaching practices that best meet the unique developmental needs of middle grades learners. Participants make direct observations related to integration of technology and classroom management. They use their observations to create their own lesson plans. The field experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). Online discussions include edTPA topics as participants discuss, develop, implement, and evaluate teaching strategies.

EDUC 637 Field Experience in High School (1)

The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly videoconference, supplemented by online learning. Participants observe and engage in actual teaching experiences in a public high school grades (9-12) classroom for a minimum of 60 hours. They share in the various stages of the learning cycle, including planning, implementation, assessment, and reflection on teaching practices that best meet the unique developmental needs of high school learn-

ers. Participants make direct observations related to differentiated instruction, as well as diversity and culture in education. They use their observations to create their own lesson plans. The field experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). Online discussions include edTPA topics as participants discuss, develop, implement, and evaluate teaching strategies. *Prerequisites: Completion of all other courses in the Master of Arts in Teaching (M.A.T.) program and a passing score on the GACE test.*

EDUC 695A-B Student Teaching Clinical Experience in Secondary English (12)

Focusing on their English Language Arts specialization, participants engage in observation, participation, and directed teaching in an approved secondary school setting (6-12th grades) under the supervision of university faculty and a Point-approved field supervisor. Student teaching extends through two 8-week sessions (parts A-B) with participants earning six credits per session. The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly online seminar with the university supervisor, supplemented by online learning. Assessment focuses on preparation and teaching procedures. The Student Teaching Clinical Experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). *Prerequisites: Completion of all other courses in the Master of Arts in Teaching (M.A.T.) program and a passing score on the GACE test.*

EDUC 696A-B Student Teaching Clinical Experience in Secondary History (12)

Focusing on their History specialization, participants engage in full-time observation, participation, and directed teaching in an approved secondary school setting (6-12th grades) under the supervision of university faculty and a Point-approved field supervisor. Student teaching extends through two 8-week sessions (parts A-B) with participants earning six credits per session. The faculty offers this course in *Point Connect Ground* format featuring on-ground field experiences and a weekly online seminar with the university supervisor, supplemented by online learning. Assessment focuses on preparation and teaching procedures. The Student Teaching Clinical Experience also includes components related to the edTPA portfolio system for assessing teacher performance (www.edtpa.com). *Prerequisites: Completion of all other courses in the Master of Arts in Teaching (M.A.T.) program and a passing score on the GACE test.*

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. *Prerequisite: ENGL 101 Critical Reading & Writing I or equivalent. 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.*

ETCH 625 Advanced Instructional Technology (3)

This course builds on the foundation obtained in the Education Core and Program Courses for the M.Ed. program in Instructional Technology. Participants engage a contextual problem of practice and implement a technology solution, incorporating the best research and strategies. *Prerequisites: CURR 605 Historical & Theoretical Foundations of Instructional Design, CURR 610 Current Trends in Curriculum & Instructional Technology, CURR 620 Principles of Instructional Design.*

ETCH 655 Practical Research Implementation (3)

Applying best practices and strategies appropriate to their field, participants develop, conduct, and manage an action research project providing appropriate and relevant research literature, data analysis, and concluding scenarios. For projects involving human subjects, participants seek advance approval from local authorities and the Point University Institutional Research Board (IRB). *Prerequisites: CURR 610 Current Trends in Curriculum & Instructional Technology, EDUC 544 Introduction to Research Methodology.*

ETCH 699A Capstone Practicum in Instructional Technology A (3)

In this capstone course for the M.Ed. in Instructional Technology program, participants identify a contextualized problem and apply appropriate research methodologies, instructional design processes, and best practices to develop curricula that address that problem. After a peer review and instructor approval, they submit the proposal to local authorities and the Point University Institutional Research Board (IRB) as applicable. *Prerequisites: All prior courses in the M.S. in Curriculum & Instruction program—namely, EDUC 542, 540, 542, 544 and CURR 605, 610, 615, 620, and ETCH 625, 655.*

ETCH 699B Capstone Practicum in Instructional Technology B (3)

In this continuation of ETCH 699A Capstone Practicum in Instructional Design A, participants implement their project design, present the findings to their instructor and peers, and perform a preliminary evaluation of the project's strengths and weaknesses, providing suggestions on how to improve the curricula and the process. *Prerequisite: ETCH 699A Capstone Project in Instructional Technology A.*

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: PSYC 103 Introduction to Psychology or SOCI 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 Assessment & Management (3)

This course focuses on how service providers assess the needs of a client and arrange, coordinate, advocate for, monitor, mediate, negotiate, and evaluate the package of services designed to meet the needs of diverse clients and constituents. The course emphasizes the use and importance of appropriate inter-professional collaboration to achieve beneficial outcomes. *Prerequisites: Either HREL 396 Counseling Theory & Procedures and HREL 312 Counseling Diverse Populations (for Human Relations Majors) or SOWK 401 Social Welfare Theory and SOWK 402 Social Welfare Policy (for Social Work Majors).*

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: The faculty recommends that students enroll in the practicum only after completing all earlier courses in the Human Relations Major. However, if they miss a course, the Online Student Services team (in consultation with the faculty department chair) may approve the practicum if students have completed the following minimum prerequisites: HREL 308 Life, Work & Ethics of the Helping Profession, HREL 312 Counseling Diverse Populations, HREL 396 Counseling Theory & Procedures, and HREL 445 Case Management.*

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: HREL 498 is graded on a pass/fail basis using a point scale.*

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 Considerations: HURM 510 is a prerequisite for all courses in the MS in Human Resource Management program. Students pursuing the M.B.A. in Strategic Management & Leadership must complete HURM 510 prior to STML 610 Management Skills II: Planning & Organizing.*

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 510 and HURM 515 are prerequisites for all other courses in the M.S. in Human Resource Management program.*

HURM 520 Workforce 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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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.

Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.

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.

Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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. *Prerequisites: HURM 510 Strategic Human Resource Management and HURM 515 Employment Law & Ethical Practices.*

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 (0)

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. *Prerequisite: HURM 690 Human Resource Management Capstone Project.*

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 four bases in Europe, 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 four bases in Europe, 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 four bases in Europe, 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 four bases in Europe, 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.

INSU 201 Insurance Principles (3 credits)

This course provides a basic overview of the insurance industry, including how it operates and generates revenue. Students explore the property/casualty sector, life and health insurance, reinsurance, alternative risk factors, and basic contract law as it relates to insurance policies. The course also includes an orientation to online library resources related to the insurance industry.

INSU 203 Property Insurance (3 credits)

Students develop a working knowledge of various types of property insurance, including basic commercial property, business personal property, business income protection, business owner coverage, inland marine, crime, and builder's risk. *Prerequisite: INSU 201 Insurance Principles.*

INSU 215 Personal Lines Insurance (3 credits)

This course focuses on individual and family markets for property and casualty insurance coverage. Topics include types of property policies, casualty policies, umbrella and excess liability, property and casualty terms, related casualty provisions, and contract law. *Prerequisite: INSU 201 Insurance Principles.*

INSU 220 Commercial Casualty Insurance (3 credits)

This course focuses on the role of commercial casualty insurance protection for businesses. Topics include commercial general liability, additional insureds concepts and endorsements, workers compensation and employers' liability, business automobile coverage, and excess liability/commercial umbrella coverages. *Prerequisite: INSU 201 Insurance Principles.*

INSU 230 Executive Risk Liability Insurance (3 credits)

This course offers insight into policies, potential exposures, and trends in underwriting, insurance claims and coverage related to management liability. Topics include market outlook, employment practice liability, fiduciary liability, directors and officers liability, and errors and omissions liability. *Prerequisite: INSU 201 Insurance Principles.*

INSU 240 Life, Disability & Long-Term Care Insurance (3 Credits)

This course introduces students to life, disability, and long-term care insurance, including why individuals purchase these types of coverage and the financial significance of insufficient or no coverage. Topics include types of policies, application, underwriting and delivery, policy riders, policy provisions, options, exclusions, benefit types, benefit triggers, benefit periods, tax considerations, and retirement. *Prerequisite: INSU 201 Insurance Principles.*

INSU 280 Principles of Underwriting (3 Credits)

This course provides an overview of underwriting, the process of measuring risk exposure and determining insurance policy terms and conditions. Topics include the role of the underwriter, risk exposure and loss, pricing coverage, and monitoring underwriting decisions. *Prerequisite: INSU 201 Insurance Principles.*

ITCC 505 IT Risk Management (3)

This course focuses on the Information Technology (IT) risk management processes of risk assessment, risk mitigation, and ongoing evaluation of enterprise information systems. Students explore strategies, methodologies, and tools for conducting risk assessments and the people, processes, and technologies required in a formal risk management program. This course guides students through risk management practices that include risk mitigation, security testing, auditing, and maintenance from the perspective of security practitioners and business decision makers.

ITCC 510 Ethics, Policy & Legal Issues (3)

This course addresses legal, social, and ethical frameworks for the information technology field, including Christian perspectives. Students identify standards and policies that guide and regulate information technology and IT professionals. They apply moral, ethical, and reasoned decision-making strategies when confronted with ethical dilemmas or gray areas. They demonstrate appropriate resource allocation and an understanding of privacy and confidentiality issues. Through research, they determine

the required response for violations of the law, industry regulations, and established policy.

ITCC 515 Business Continuity & Disaster Recovery Planning (3)

Students investigate the impact that risks, threats, and incidents involving information technology systems have on business operations, as well as processes for prioritizing, preserving and protecting resources, and recovery after catastrophic events. Students explore secure data backup, storage, tools associated with continuity, and their relationship with the IT Risk Management program. They demonstrate best practices in information technology risk assessment, planning, preparation, recovery, communication, and decision-making. *Prerequisite: ITCC 505 IT Risk Management.*

ITCC 520 Security Architecture & Design (3)

This course focuses on best practices in secure IP network design, network device configuration, and the evaluation, selection, and deployment of security software and appliances. Students evaluate business requirements, develop a layered security strategy for the organization, and create a secure infrastructure design that defines the hardware, software, topology, and configuration requirements.

ITCS 540 Application Security (3)

This course focuses on vulnerabilities, threats, and mitigation strategies specific to common applications and operating systems. Students implement secure practices in the software development lifecycle (SDLC) to prevent coding errors that introduce risk to the organization. Students gain a foundational understanding of how to identify and prioritize threats. The course also focuses on applications and platforms that could include ASP, .NET, iOS, Android, Java, C+, JavaScript, and Python.

ITCS 550 Ethical Hacking (3)

This course compares and contrasts the guidelines and requirements for legal, ethical hacking versus illegal, unethical hacking. Students learn to identify system vulnerabilities and to exploit and defend against malicious attacks. Additional topics include encryption, packet sniffing, footprinting, cloud computing, network scanning, malware, firewalls, honeypots, platforms, servers, and applications. Students explore ways to improve security and recover data. *Prerequisite: ITCS 540 Application Security.*

ITCS 560 Digital Forensics (3)

Students evaluate digital forensic tools, techniques, and principles. They analyze file recovery and preservation techniques, locate artifacts within a variety of systems and network connections (Windows, Linux, Unix, mobile devices), and research the ethical and legal issues related to chain of custody and data handling. Additional computer forensic topics include memory analysis, encryption, data collection, volatility, network traffic, and intrusion. *Prerequisite: ITCS 550 Ethical Hacking.*

ITCS 610 Physical Security (3)

Students analyze methods for safeguarding hardware, equipment, installations, facilities, materials, personnel, and information against a variety of physical breaches. They engage in environment assessment, security planning, and countermeasures. Students also investigate authentication and access control systems, legal issues, and the relationship between IT and physical security. *Prerequisite: ITCC 520 Security Architecture & Design.*

ITCS 620 Security Operations (3)

Students learn processes for identifying, classifying, and protecting sensitive systems and data. They identify behaviors that introduce risk and methods to mitigate them. They explore response to security events and the ongoing evaluation of risk, along with additional topics that may include ethics, compliance controls, data integrity, asset management processes, policies, procedures, awareness trainings, confidentiality, and enterprise systems. *Prerequisite: ITCS 610 Physical Security.*

ITCS 650 Advanced Topics in Cybersecurity (3)

This course enables students to apply elements of research, security techniques, and methodologies to current topics in cybersecurity. Students research and discuss relevant and emerging state-of-the-art advances in security. They also analyze recent security breaches to determine the failure point and prevention measures. Additional topics may include vulnerability updates, exploitation techniques, deep scanning, risk management, web attacks, malware analysis, penetration testing, and advancements in security applications, cloud security, security appliances, and relevant legal issues. *Prerequisites: ITCC 520 Security Architecture & Design, ITCS 620 Security Operations.*

ITCS 699A Cybersecurity Capstone A (3)

In this course students identify a contextualized cybersecurity problem within their community, such as a business, non-profit, school, church, or parachurch organization. They use research, methodologies, planning, and the recovery process to develop a cybersecurity solution that thoroughly addresses the contextual problem. Students research the problem and utilize knowledge of best practices to develop a plan of remediation for peer review. Students then implement that plan under the guidance of the program coordinator. They then perform a preliminary evaluation of its success or failure, identifying what worked and offering suggestions on how to improve or prevent the problem. *Prerequisites: All prior courses in the M.S. in Information Technology program—namely, ITCC 505, ITCC 510, ITCC 515, ITCC 520, ITCS 540, ITCS 550, ITCS 560, ITCS 610, ITCS 620, and ITCS 650.*

ITCS 699B Cybersecurity Capstone B (3)

In this continuation of ITCS 699A, students address a contextualized cybersecurity problem under the guidance of the program coordinator and their peers. *Prerequisite: ITCS 699A Cybersecurity Capstone A.*

MAPL 209 Applied Instruction (1)

Students receive weekly individualized, private instruction in their selected major applied area: voice, keyboard, brass, woodwind, guitar/strings, or percussion. Students develop mastery of études, significant music literature, improvisation, and the ability to use their instrument as an assistive tool in their role as music educators. Students are required to submit recorded solo performances to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Special Considerations: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers. Students may repeat this course for credit.*

MATH 111 Elementary Algebra (3)

This foundational course develops skills such as performing basic operations on real numbers; simplifying algebraic expressions; solving linear equations in one variable;

solving algebraic formulas; using scientific notation; and solving application problems involving proportions, percentages, and ratios. *Prerequisite: An appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 111 does not meet the General Education Core math requirement, but may be used as a General Elective. The course is designed to prepare students for MATH 113 Intermediate Algebra, MATH 115 Quantitative Reasoning, and MATH 117 Introductory Statistics.*

MATH 113 Intermediate Algebra (3)

Building on MATH 111 Elementary Algebra, this course develops many types of intermediate skills. Examples include solving and graphing linear equations in one and two variables, solving word problems using geometric formulas, solving problems through the use of a coordinate plane, solving quadratic and basic cubic equations by factoring, using polynomials, and performing operations on complex numbers. *Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent, or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 113 does not meet the General Education Core math requirement, but may be used as a General Elective. The course is designed to prepare students for MATH 120 College Algebra.*

MATH 115 Quantitative Reasoning (3)

This course develops practical skills necessary to process and communicate quantitative information found in daily life. Examples include probability, statistics, proportional reasoning, modeling data, financial mathematics, problem solving, and voting methods. *Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent, or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 115 satisfies the General Education Core math requirement for degree programs that do not require MATH 117 Introductory Statistics or MATH 120 College Algebra.*

MATH 117 Introductory Statistics (3)

Introductory Statistics is a first course in statistics for students whose college and career paths require knowledge of the fundamentals of the collection, analysis and interpretation of data. Topics include the presentation and interpretation of univariate data using graphical and numerical methods, probability, discrete and continuous probability distributions, linear regression, an understanding of good practice in study design, statistical inference, confidence intervals, and hypothesis testing. The course emphasizes the development of statistical thinking. *Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent, or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 117 satisfies the General Education Core math requirement for degree programs that do not require MATH 120 College Algebra.*

MATH 120 College Algebra (3)

Building on MATH 113 Intermediate Algebra, this course develops algebraic skills such as solving equations; graphing and analyzing a variety of functions, including linear, quadratic, rational, exponential, and logarithmic; and solving systems of linear, three-variable, and non-linear equations. The course also includes an introduction to matrices, including identifying parts, performing operations, and solving polynomial

and rational inequalities. *Prerequisite: Minimum final grade of 70% in MATH 113 Intermediate Algebra or equivalent, or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 120 satisfies the General Education Core math requirement.*

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 115 Quantitative Reasoning, MATH 117 Introductory Statistics, or MATH 120 College Algebra (recommended).*

MEDC 200 Introduction to Medical Coding & Billing (3)

This course introduces fundamentals of medical coding classifications and nomenclature. It includes an overview of diseases and procedures, basic coding rules, insurance claim processes, and correct billing and reimbursement practices.

MEDC 205 ICD Medical Coding & Billing (3)

This course introduces students to medical coding classifications and nomenclature with a focus on International Classification of Diseases (ICD) coding. Topics include basic coding rules and an overview of diseases and procedures.

MEDC 210 Insurance Claim Procedures (3)

This course offers an in-depth review of insurance documents, procedures for processing claims, procedures for handling rejections and denials of claims, billing and collection procedures, ethical standards, and reimbursement cash flow.

MEDC 220 CPT Medical Coding & Billing (3)

This course focuses on medical coding for procedures using Current Procedural Terminology (CPT) nomenclature. Students also begin exploring the relationship of coding to correct reimbursement.

MEDC 225 Hospital Coding & Billing (3)

This course provides experience in inpatient hospital coding and procedures. Using the most current coding system, students analyze and assign correct coding related to inpatient facility dynamics.

MEDI 200 Medical Terminology (3)

This course introduces students to medical terminology essential to healthcare professions. Its learning strategy focuses on common medical prefixes and suffixes, which help students break down, understand, and use complex medical terminology. *Prerequisite: NSCI 214 Human Anatomy & Physiology for Health Professionals.*

MEDI 220 Medical Legal & Ethical Topics (3)

Students explore legal and ethical implications of medical assisting from a Christian worldview, including issues related to interaction with families, physicians, and legal documentation. The course gives attention to federal laws and regulations, such as the Health Insurance Portability and Accountability Act (HIPAA). *Special Consideration: MEDI 220 is a Writing Emphasis course.*

MEDM 210 Medical Systems & Procedures (3)

This course offers an in-depth review of medical systems and procedures within the medical assistant's scope of practice. It includes front office operations, patient intake, infection control procedures, basic lab tests, and other aspects of medical office operations. Students work with electronic medical record systems in a virtual format to acclimate to technology currently used in healthcare.

MEDM 220 Medical Systems & Records Management (3)

This course offers an in-depth review of medical systems and procedures within the context of medical practice management. Topics include front office operations, electronic medical records (EMRs), and other technologies that assist the function of the practice. Students work with electronic medical record systems in a virtual format to acclimate to technology currently used in healthcare.

MEDM 250 Leadership & Management for Medical Professionals (3)

This course focuses on leadership principles from business and medicine, using case studies to prepare the graduate for complex issues found in the medical office settings. Topics include scheduling, personnel management, conflict resolution, crisis management, and leadership strategies. The course also gives attention to federal laws and regulations, such as the Health Insurance Portability and Accountability Act (HIPAA). Students explore legal and ethical issues from a Christian worldview, including issues related to interaction with families, physicians, and legal documentation.

MEDM 298 Clinical Externship in Medical Assisting (4)

In this capstone experience for the A.S. in Medical Assisting, students validate clinical skills in a hospital or agency environment under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Assistant holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and approved by Point's Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed. The externship must involve a minimum 64 hours of supervised clinical training. *Prerequisites: All other courses in the AS-MOA professional component—namely, NSCI 214, MEDI 200, MEDC 200, MEDM 210, and MEDI 220.*

MEDM 299 Clinical Externship in Medical Office Management (4)

In this capstone experience for the A.S. in Medical Office Management, students validate clinical skills in a hospital or office environment under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Office Manager holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and approved by Point's Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed. *Prerequisites: All other courses in the AS-MOM professional component—namely, NSCI 214, MEDI 200, MEDC 210, MEDM 250, and MEDM 220.*

MEDU 322 Music Education Methods for Elementary Grades (2)

Students explore strategies, techniques, and resources needed for effective music instruction at elementary grade levels (PreK-5). Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 325 Music Education Methods for Secondary Grades (2)

Students explore strategies, techniques, and resources needed for effective music instruction at secondary grade levels (6-12). The course focuses on theory, literature, teaching methods, and organizational skills needed to lead an effective school instrumental music program. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. As a part of this course, students focus on the Georgia Code of Ethics for Educators. They learn how the Code applies to professional ethical practice and social behaviors as they relate to an educator's personal and professional dispositions within the school building and community. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 326 Class Brass (1)

Students explore foundational principles of brass instrument performance, pedagogy, maintenance, and repairs, including basic concepts such as breathing, embouchure, improvisation, and articulation. Learners must provide their own brass instrument (trumpet, horn, trombone, or tuba). Students are required to submit recorded solo performances to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 327 Class Woodwinds (1)

Students explore foundational principles of woodwind instrument performance, pedagogy, maintenance, and repairs, including basic concepts such as breathing, embouchure, improvisation, and articulation. Learners must provide their own woodwind instrument (bassoon, clarinet, flute, oboe, or saxophone). Students are required to submit recorded solo performances to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 328 Class Percussion (1)

Students explore foundational principles of percussion instrument performance, pedagogy, maintenance, and repairs, including basic concepts such as technique, sound production, improvisation, and appropriate applications. Learners must provide their own percussion instrument (concert snare drum, drum set, mallet keyboard, or timpani). Students are required to submit recorded solo performances to the *Senior*

Capstone Performance Portfolio (MUSI 402) for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 329 Class Voice (1)

Students explore foundational principles of the art of singing, including vocal technique, breath control, pronunciation, use and care of the vocal instrument, improvisation, and repertoire, with a focus on pedagogical applications. Students are required to submit recorded solo performances to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 330 Class Guitar & Strings (1)

Students explore basic skills on the guitar and other string instruments, such as tuning, notation, beginning level music, development of strummed/fingerpicked/bowed style, improvisation, and basic vocabulary of chord/positions. Learners must provide their own guitar or other string instrument. Students are required to submit recorded solo performances to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 332 Choral Pedagogy (2)

Students gain professional preparation associated with teaching strategies and techniques for middle and high school students (grades 6-12). The course focuses on theory, literature, teaching methods, and organizational skills needed to lead an effective school choral music program. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 348 Vocal Pedagogy (1)

Students learn methods of vocal training with emphasis on vocal health, physiology of the vocal mechanism, diagnosis and correction of vocal problems, and vocal demands of various styles of solo and ensemble music for singers in elementary and secondary grades. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Prerequisite: MEDU 332 Choral Pedagogy. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 434 Choral Conducting & Repertoire (3)

Students develop expertise in advanced techniques of choral conducting, including conducting patterns and skills with and without batons, score preparation, rehearsal techniques, and terminology associated with small and large choral ensembles. Students

are required to submit to the *Senior Capstone Performance Portfolio* (MUSI 402) recorded examples of the student conducting both small and large choral ensembles for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 311 of Conducting. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 435 Instrumental Conducting & Repertoire (3)

Students develop expertise in advanced techniques of instrumental conducting to include conducting patterns and skills with and without batons, score preparation, rehearsal techniques, and terminology associated with small and large instrumental ensembles. Students are required to submit to the *Senior Capstone Performance Portfolio* (MUSI 402) recorded examples of the student conducting both small and large instrumental ensembles for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 311 Conducting. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MEDU 436 Marching Band Techniques (1)

Participants study various marching styles, formulation of drill, and show writing for bands of various sizes and abilities. They also explore the many responsibilities associated with running an effective marching band program, including recruiting, organization, and fundraising. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. *Prerequisite: MEDU 325 Music Education Methods for Secondary Grades. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MENS 205 Small Ensemble (1)

Students participate in a small musical ensemble of less than 10 members, such as a church praise band; a local chamber group; a small woodwind, brass, percussion, or string ensemble; or a vocal duet, trio, quartet, or *acappella* group. The faculty encourages students to seek out new and innovative opportunities for growth in accordance with their career aspirations. The ensemble must be approved in advance by the Point University instructor. Students are required to submit to the *Senior Capstone Performance Portfolio* (MUSI 402) recorded excerpts from ensemble rehearsals and performances illustrating pedagogy, technique, literature, and methods associated with and inherent to performing in the small ensemble setting. Personal and instructor-led evaluations must accompany each example. *Special Considerations: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers. Music Education majors must earn a total of six small and/or large ensemble credits. Toward this end, students may repeat MENS 205 for credit. Students may also fulfil ensemble requirements through participation in a Summer Intensive held each year at Point University's main campus in West Point, Georgia.*

MENS 206 Large Ensemble (1)

Students participate in a large musical ensemble of 10 or more members, such as a community concert band or choir; marching band or drum corps; winds ensemble or percussion group. The faculty encourages students to seek out new and innovative opportunities for growth in accordance with their career aspirations. The ensemble must be approved in advance by the Point University instructor. Students are required to submit to the *Senior Capstone Performance Portfolio* (MUSI 402) recorded excerpts from ensemble rehearsals and performances illustrating pedagogy, technique, literature, and methods associated with and inherent to performing in the small ensemble setting. Personal and instructor-led evaluations must accompany each example. *Special Considerations: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers. Music Education majors must earn a total of six small and/or large ensemble credits. Toward this end, students may repeat MENS 206 for credit. Students may also fulfill ensemble requirements through participation in a Summer Intensive held each year at Point University's main campus in West Point, Georgia.*

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. Special Consideration: Qualified undergraduates may complete MGMT 530 as a “swing course” in place of BUSI 540 Human Resource 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. Special Consideration: Qualified undergraduates may complete MGMT 540 as a “swing course” in place of BUSI 352 Organizational Behavior.*

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. Special Consideration: Qualified undergraduates may complete MGMT 550 as a “swing course” in place of BUSI 434 Business Law.*

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. Special Consideration: Qualified undergraduates may complete MGMT 560 as a “swing course” in place of BUSI 212 Managerial Accounting.*

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. Special Consideration: Qualified*

undergraduates may complete MGMT 570 as a “swing course” in place of BUSI 347 Principles of Marketing.

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 other 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 305A Columbus Ministry Practicum 3A (1.5)

Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205A-D Columbus Ministry Practicum 2A-D.*

MINI 305B Columbus Ministry Practicum 3B (1.5)

Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205A-D Columbus Ministry Practicum 2A-D.*

MINI 305C Columbus Ministry Practicum 3C (1.5)

Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205A-D Columbus Ministry Practicum 2A-D.*

MINI 305D Columbus Ministry Practicum 3D (1.5)

Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205A-D Columbus Ministry Practicum 2A-D.*

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 405A-D Columbus Ministry Practicum 4A-D (6)

Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. *Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205A-D Columbus Ministry Practicum 2A-D, MINI 305A-D Columbus Ministry Practicum 3A-D.*

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.

MSEI 423 Advanced Elementary Materials & Methods for Music Education (2)

Students gain professional preparation associated with teaching methods and materials suitable for general music in elementary grades. The course includes methods from

Kodaly, Dalcroze, and Orffhods, the latest in research-based elementary learning techniques, and organizational skills needed to lead an effective general music program. Students are required to submit recorded teaching sessions to the *Senior Capstone Performance Portfolio* (MUSI 402) for personal and instructor-led evaluations. As a part of this course, students focus on the Georgia Code of Ethics for Educators. They learn how the Code applies to professional ethical practice and social behaviors as they relate to an educator's personal and professional dispositions within the school building and community. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

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 103 Music Theory I (3)

Using the latest in music publishing software, participants study fundamentals of music, including pitch, rhythm, clef reading, rhythmic notation, intervals, major and minor key signatures, and scales. They then progress to western harmony, including part-writing, counterpoint, and Roman numeral analysis. *Corequisite: MUSI 103L Functional Theory Skills I.*

MUSI 103L Functional Theory Skills I (1)

Students develop musicianship skills through singing and aural skills/dictation. The course includes basic ear training, sight-singing, improvisation, and simple and compound rhythms. *Corequisite: MUSI 103 Music Theory I. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 104 Music Theory II (3)

Using the latest in music publishing software, participants continue their study of music fundamentals, including principles of four-voice compositions using substitute chords, non-harmonic tones, chord progressions, modulations, and dominant seventh chords. *Prerequisite: MUSI 103 Music Theory I; Corequisite: MUS 104L Functional Theory Skills II.*

MUSI 104L Functional Theory Skills II (1)

Students hone musicianship skills through singing and aural skills/dictation. The course continues to develop their ear training, sight-singing, and improvisation skills. It includes two- and three-part harmony and progressions. *Prerequisite: MUS 103 Music Theory I; Corequisite: MUS 104 Music Theory II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 105 Music Theory III (3)

Using the latest in music publishing software, participants study compositions using voice leading, secondary dominants, modulations, pentatonic scales, blues scales and harmonies, and two- and three-part form. *Prerequisite: MUSI 104 Music Theory II; Corequisite: MUS 105L Functional Theory Skills III.*

MUSI 105L Functional Theory Skills III (1)

Students will hone musicianship associated through singing and aural skills/dictation. This class will include intense instruction on specific ear training skills associated with melodic and rhythmic dictation and transposition. *Prerequisite: MUSI 104 Music Theory II; Corequisite: MUS 205 Music Theory III. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 106 Music Theory IV (3)

Using the latest in music publishing software, students participate in an analytical and technical examination of 19th and 20th century music, including modes, chromatic harmony, and large forms. Students use these concepts to arrange musical works for a variety of vocal and instrumental ensembles, including general music application. *Prerequisite: MUSI 105 Music Theory III; Corequisite: MUS 106L Functional Theory Skills IV.*

MUSI 106L Functional Theory Skills IV (1)

This course focuses on advanced harmonic and dictation skills and analysis. Students continue to develop musicianship skills particularly through singing and aural skills/dictation. *Prerequisite: MUS 105 Music Theory III; Corequisite: MUS 106 Music Theory IV. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 301 Music History I (3)

Students learn about the history of Western and Non-Western art music from Antiquity to the Baroque Era. With an emphasis on the cultivation of listening skills, students correlate musical works with their place in history, context, and culture. *Prerequisite: MUSI 103 Music Theory I.*

MUSI 302 Music History II (3)

Students learn about the history of Western- and Non-Western art music from the Classical Era to the present. With an emphasis on the cultivation of listening skills, students correlate musical works with their place in history, context, and culture. *Prerequisite: MUS 301 Music History I.*

MUSI 311 Conducting (2)

This course offers an introduction to fundamental conducting patterns, skills, terminology, and rehearsal procedures for both choral and instrumental genres. *Prerequisite: MUS 103 Music Theory I. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 342 Keyboard Skills I (1)

The course is designed for the students with minimal keyboard ability, focusing on hand/finger placement and technique, major scales and arpeggios, basic chords and progressions, and right/left hand playing ability. Students gain basic piano keyboard skills needed to complete MUSI 346 Piano Keyboard Proficiency Exam. *Prerequisite: MUS 103 Music Theory I. Special Considerations: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers. Students may test out of this course by passing the Piano Keyboard Proficiency Exam.*

MUSI 343 Keyboard Skills II (1)

A continuation of MUSI 342, this course focuses on hand/finger placement & technique, major and minor scales and arpeggios, intermediate chords and progressions, and emerging technical playing ability. Students gain basic piano keyboard skills needed to complete MUSI 346 Piano Keyboard Proficiency Exam. *Prerequisite: MUS 342 Keyboard Skills I. Special Considerations: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers. Students may test out of this course by passing the Piano Keyboard Proficiency Exam.*

MUSI 344 Keyboard Harmony I (1)

This course develops advanced keyboard skills needed for accompanying solos and choirs, and playing for services and in the classroom setting. It focuses on advanced piano keyboard techniques, transposition, harmonization, and improvisation. *Prerequisite: MUS 343 Keyboard Skills II. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 345 Keyboard Harmony II (1)

A continuation of MUSI 344, this course develops advanced keyboard skills needed for accompanying solos and choirs, and playing for services and in the classroom setting. It focuses on advanced piano keyboard techniques, transposition, harmonization, and improvisation. *Prerequisite: MUSI 344 Keyboard Harmony I. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

MUSI 346 Piano Keyboard Proficiency Exam (0)

This proficiency exam ensures that music majors possess essential skills in piano keyboard technique. Students must pass the exam with a minimum of “C” prior to graduation. Students may repeat the exam as often as necessary, but they may take it no more than once per session without special permission from the department chair. *Special Consideration: MUSI 342-343 Keyboard Skills I-II are designed to prepare students to pass this exam.*

MUSI 402 Senior Capstone Performance Portfolio (2)

Music Education majors present a digital portfolio showcasing individual mastery in performance, evaluation, and pedagogy in preparation for careers as music educators. The portfolio must include sample products from all instrumental class coursework (woodwind, brass, percussion, voice, and guitar/strings), instrumental/vocal applied coursework, advanced education content coursework, vocal pedagogy, conducting,

keyboarding, small- and large ensemble rehearsal and performance data, and all personal- and instructor-led commentary, and evaluations. The portfolio can be a useful tool for demonstrating the student's abilities to potential employers. *Prerequisite: Entrance into the Teacher Education Program (TEP).*

MUSI 415 Worship Leadership (3)

This course introduces principles of worship from Scripture and their application in current worship styles.

MUSI 435 Instrumental Conducting & Repertoire (3)

Students develop expertise in advanced techniques of instrumental conducting, including conducting patterns and skills with and without batons, score preparation, rehearsal techniques, and terminology associated with small and large instrumental ensembles. Students are required to submit to the *Senior Capstone Performance Portfolio* (MUSI 402) recorded examples of the student conducting both small and large instrumental ensembles for personal and instructor-led evaluations from a pedagogical standpoint. *Prerequisite: MUSI 311 Conducting. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

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.

NSCI 214 Human Anatomy & Physiology for 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. This course also includes an introduction to Point University healthcare programs, an orientation to online library resources pertinent to healthcare professions, and reflection on historical contributions of the Church to this field. *Prerequisite: NSCI 105 Introduction to Biology with Lab. Special Consideration: For Public Health majors, PBHE 210 Introduction to Public Health is a corequisite for NSCI 214 Human Anatomy & Physiology for Health Professionals.*

NURS 100 RN-BSN Orientation (0)

This brief online orientation introduces students to Point University, the RN-BSN program structure, nursing faculty, the *Sakai* learning management system, online student support services, and the extensive educational resources available to RN-BSN students, including library research tools.

NURS 300 Pathophysiology (3)

This course introduces students to pathophysiological concepts related to altered biological processes affecting individuals across the lifespan. The first part of the course emphasizes basic concepts of pathophysiology: cellular level of response,

fluid and electrolytes, acid-base balance, and the immune response. The second part of the course focuses on the application of these basic concepts to body systems and disease processes. *Prerequisites: 8+ credits in Anatomy & Physiology with Lab and 8+ credits in Chemistry with lab.*

NURS 305 Transition to Professional Nursing (3)

This course enhances the registered nurse's understanding of the distinct role of the baccalaureate-prepared nurse. Students explore historical, societal, political, ethical, and legal factors impacting the profession. They analyze selected theories, issues, and current trends in nursing driven by the professional and social environment. Students also shape their personal philosophy of service as they reflect on how believers down through the centuries have labored in the healthcare professions to carry out Christ's redemptive purposes in the world: "Heal the sick *and* tell them, 'The Kingship of God has come near to you'" (Luke 10:9). *Special Consideration: NURS 305 is a Writing Emphasis course.*

NURS 310 Health Assessment (3)

This course develops the knowledge and skills necessary for the professional nurse to perform health assessments across the life span. It emphasizes critical thinking skills needed to identify actual or potential alterations in health. Topics include interviewing skills, completing health histories, and differentiating between normal and abnormal physical findings when conducting a head-to-toe physical examination. *Corequisite: NURS 310L Health Assessment Practicum.*

NURS 310L Health Assessment Practicum (3)

Students conduct virtual and real-life head-to-toe health assessments under the supervision of a pre-approved preceptor. Patient histories and complete charting of the assessment are included. All major body systems are reviewed. *Corequisite: NURS 310 Health Assessment.*

NURS 315 Nursing Research (3)

This course focuses on qualitative and quantitative research methods related to the nursing profession. It includes an orientation to the extensive scholarly resources available through Point's online library services. It builds on MATH 302 Statistics to address issues such as sample size, descriptive statistics, and the use of statistical inferences to determine study validity. To demonstrate mastery of research methods, students prepare a written critical analysis of a selected study. *Prerequisite: Pre-requisite MATH 302 Statistics. Special Consideration: NURS 305 is a Writing Emphasis course.*

NURS 400 Leadership & Management I (3)

Concepts addressed in this course include leadership and management theories from nursing and business disciplines, standards of professional nursing practice, the healthcare environment, organizational factors and strategic planning, professional development, and leadership/management of personnel.

NURS 410 Healthcare Policy (3)

This course addresses the political climate of the healthcare profession, along with the role of the nurse in the political process. Emphases include healthcare access, quality, cost, healthcare financing, managed care and coverage of the uninsured, legislative and

regulatory issues, and nursing advocacy. Students complete a written analysis of an issue related to their specialty. *Special Consideration: NURS 305 is a Writing Emphasis course.*

NURS 415 Informatics in Healthcare (3)

Students develop a foundational knowledge of informatics with emphasis on concepts relevant to the use of technology in healthcare. Students explore informatics-based health applications that aid decision-making in the following areas: clinical, administrative, research, and education.

NURS 420 Community & Population Health (3)

Students analyze community- and population- focused nursing practices that promote wellness, disease prevention, and health needs of vulnerable populations. They utilize principles of international health, community assessment, epidemiology, disaster preparedness, environmental factors, and community resources to guide evidence-based, population-focused nursing care. *Corequisite: NURS 420L Community & Population Health Practicum.*

NURS 420L Community & Population Health Practicum (3)

Students are paired with a pre-approved preceptor who specializes in community or public health. They apply practices learned in NURS 420 to promote wellness and address healthcare issues specific to vulnerable populations. *Corequisite: NURS 420 Community & Population Health.*

NURS 440L Leadership & Management II Capstone Practicum (4)

In this capstone course, a pre-approved clinical preceptor guides the student's transition into the distinct role of the baccalaureate-prepared professional nurse. Emphases include leadership responsibilities, management techniques, and integration of knowledge and skills gained throughout the RN-BSN program. *Prerequisites: Students must complete all other RN-BSN completion courses with a minimum grade of "C" prior to enrolling in NURS 440L Leadership & Management II Capstone Practicum.*

OMSC 500 Graduate Operations Management Orientation (0)

In this online orientation, students are introduced to the courses in the Operations Management & Leadership program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available.

OMSC 505 Foundations for Operations Management (3)

This course includes four online learning modules designed to equip students for success in the M.S. in Operations Management program. The modules are (1) Foundations of Business Communication, (2) Foundations of Business Statistics, (3) Foundations of Management, and (4) Foundations of Operations & Production 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.S. in Operations Management program.*

OMSC 510 Production & Operations Management (3)

This course focuses on production and operations management (POM), emphasizing their importance to the overall strategy and competitiveness of a business organization. The course begins with a holistic view of operations followed by in-depth study of three primary tiers of operation —namely, coordination of product development, process management, and supply chain management. Students learn concepts and techniques related to areas such as product design, process analysis, facility layout, materials management, forecasting, production scheduling, inventory management, aggregate planning, and quality improvement. Students also consider ethical issues found in operations management as they begin to develop their personal philosophy for service in this field.

OMSC 525 Materials Management (3)

Materials Management addresses the flow of goods and services throughout an organization's production process, from order placement to product delivery. Students explore issues related to purchasing, planning, production, inventory, storage, and distribution processes. The course also introduces warehouse functions, processes, organization, and operations as critical components of business strategy. Students analyze best practices related to warehouse location, operation, management, controls, procedures, finance, shipping and receiving, cargo and materials handling, productivity, safety, and security. Course assignments raise logistics management challenges experienced by a given company or industry. Students take the role of materials manager and seek to find the optimal processes for both satisfying customers and maximizing company profits. *Prerequisite: OMSC 510 Production & Operations Management.*

OMSC 530 Purchasing & Procurement Management (3)

This course focuses on the development and management of strategic sourcing relationships, emphasizing the strategic role of supply management in effective value chain operations. Purchasing and supply management play an essential role in a firm's ability to operate legally, ethically, efficiently, and competitively in the contemporary global business environment. These processes include identifying potential suppliers, creating relationships with selected suppliers, obtaining the needed materials in the most efficient quantities at the highest quality levels, and developing strategies to ensure an uninterrupted flow of goods and materials. *Prerequisite: OMSC 510 Production & Operations Management.*

OMSC 535 Foundations of Supply Chain Management (3)

Supply chain management professionals play a key role in capturing customer demands, creating forecasts, developing schedules, ordering and managing inventory, controlling production orders, and maximizing customer satisfaction. In this course, students connect and integrate sourcing, procurement, conversion, and logistics management. They

gain a working knowledge of purchasing inventory, setting up supplier relationships, the manufacture and design of product, and how to address the logistics of distribution and delivery. They also consider ethical issues in supply chain management as they continue to develop their personal philosophy for service in this field. *Prerequisites: OMSC 510 Production & Operations Management, BUSI 520 Quantitative Analysis for Decision-Making, OMSC 525 Materials Management, OMSC 530 Purchasing & Procurement Management, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, and BUSI 527 Lean Six Sigma Methodology for Business Transformation II.*

OMSC 540 Logistics & Transportation (3)

This course focuses on logistics and intermodal transportation as part of supply chain management. It addresses the development of the global transportation system, transportation regulation, modes of transportation and how they interface, shipper issues, intermodal transportation management, handling, warehousing, inventory control, financial controls, and the future of logistics and transportation. Students also gain understanding of current transportation security issues, globalization, resilience, risk assessment, innovation of technology, and the network process. *Prerequisites: OMSC 510 Production & Operations Management, BUSI 520 Quantitative Analysis for Decision-Making, OMSC 525 Materials Management, OMSC 530 Purchasing & Procurement Management, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, BUSI 527 Lean Six Sigma Methodology for Business Transformation II, and OMSC 535 Foundations of Supply Chain Management.*

OMSC 545 Inventory Management (3)

This course focuses on the strategic role that inventory plays in the modern logistics environment. Subjects include inventories, regulations, outsourcing, materials handling, procurement, continuous improvement, inventory control, and measuring inventory productivity. *Prerequisites: OMSC 510 Production & Operations Management, BUSI 520 Quantitative Analysis for Decision-Making, OMSC 525 Materials Management, OMSC 530 Purchasing & Procurement Management, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, BUSI 527 Lean Six Sigma Methodology for Business Transformation II, and OMSC 535 Foundations of Supply Chain Management.*

OMSC 550 International Logistics Management (3)

This course focuses on government's role in global logistics; the global logistics environment; ocean and air transportation; transportation to Canada, Mexico, and the European continent, including intermediaries; documentation; insurance; exporting; and importing. Students explore and evaluate current trends in globalization, including the role of logistics and transportation organizations in the global supply chain process. *Prerequisites: OMSC 510 Production & Operations Management, BUSI 520 Quantitative Analysis for Decision-Making, OMSC 525 Materials Management, OMSC 530 Purchasing & Procurement Management, BUSI 526 Lean Six Sigma Methodology for Business Transformation I, BUSI 527 Lean Six Sigma Methodology for Business Transformation II, and OMSC 535 Foundations of Supply Chain Management.*

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 (0)

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 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 Healthcare Systems (3)

This course focuses on the healthcare delivery system in the United States, including its organization and structures, the roles of healthcare providers and government agencies, related policies and laws, financing and economics, comparisons with other countries, and challenges facing healthcare 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 430 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. Special Consideration: Qualified undergraduates may complete PREA 510 Preaching & Teaching for Change as a “swing course” in place of PREA 320.*

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. *Special Consideration: Qualified undergraduates may complete PREA 510 as a “swing course” in place of PREA 320 Advanced Preaching.*

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: The faculty recommends that students enroll in the practicum only after completing all earlier courses in the Psychology Major. However, if they miss a course, the Online Student Services team (in consultation with the faculty department chair) may approve the practicum if students have completed the following minimum prerequisites: HREL 308 Life, Work & Ethics of the Helping Profession, and HREL 396 Counseling Theory & Procedures.*

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. *Special Consideration: PSYC 498 is graded on a pass/fail basis using a point scale. Prerequisite: PSYC 497 Psychology Practicum.*

PSYC 504 Developmental Psychology through Adolescence (3)

This course focuses on human growth and development from conception and the pre-natal period through adolescence. Participants analyze and apply the foundation of general knowledge, major concepts, principles, theories, social contexts, and research of developmental psychology through engaging practices and behaviors that develop competence for successful teaching. Participants practice this knowledge by developing appropriate classroom lessons, small group interventions and individual tiered instruction based on varied developmental levels of students in the classroom. Participants demonstrate the ability to connect human growth and development to teaching and learning. *Prerequisite: PSYC 103 Introduction to Psychology or equivalent.*

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 the social environment. Students examine how various social influences—economics, religion, politics, and other social institutions—may influence individuals, families, groups, organizations, and communities. Students critically evaluate and apply these insights in assessing diverse clients and constituencies. *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.

SOWK 301 Introduction to Social Work (3)

This course introduces students to the social work profession with a focus on historical foundations, professional licensure and continuing education unit (CEU) requirements, scope of practice and roles, and relationship to other disciplines and areas of service. As the introductory course in the baccalaureate Social Work Major, it takes a generalist approach to social work. Students begin to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God's redemptive purposes in the world. During the course, students are required to submit to a criminal background check and fingerprinting in preparation for work in the field. Students may complete the background check through Point University's Human Resources (HR) Department.

SOWK 304 Social Work Statistics (3)

This course introduces students to statistical tests and analyses frequently encountered by social workers and researchers. It emphasizes foundational concepts and principles of statistical analyses.

SOWK 306 Research Methodologies for Social Workers (3)

This course focuses on quantitative and qualitative research methodologies and their respective roles in evaluating and advancing social work theory and practice. It emphasizes principles of logic and critical thinking, scientific inquiry, culturally informed and ethical approaches to building knowledge, multidisciplinary ways of

knowing, and practical applications. The course also includes an orientation to Point's extensive online library resources related to the field of social work. *Prerequisite: SOWK 301 Introduction to Social Work. Special Consideration: SOWK 306 is a Writing Emphasis Course.*

SOWK 308 Social Work Ethics (3)

This course introduces aspiring social workers to ethical decision-making by applying the standards of the NASW (National Association of Social Workers) Code of Ethics, models for ethical decision-making, ethical conduct of research, ethical use of technology, and relevant laws and regulations.

SOWK 401 Social Welfare Theory (3)

This course introduces theories and structures undergirding social work, including historical, cultural, and philosophical roots; theories of human need and concepts of social and economic justice; and major social welfare structures and policies. Students critically examine the philosophy that every person regardless of position in society has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. The course introduces strategies designed to advance human rights and civil, political, environmental, economic, and social justice.

Prerequisites: SOWK 301 Introduction to Social Work, SOCI 350 Social Problems. Special Consideration: SOWK 401 is a Writing Emphasis Course.

SOWK 402 Social Welfare Policy (3)

Building on SOWK 401 Social Welfare Theory, this course focuses on contemporary social policies, structures, and services; the role of policy in service delivery; and the role of practice in policy development. Students explore practical strategies for promoting social justice and human rights, and how those strategies are mediated by policy implementation at federal, state, and local levels. *Prerequisite: SOWK 401 Social Welfare Theory.*

SOWK 412 Social Work & Diversity (3)

This course broadens students' understanding and skills for working with diverse individuals, families, groups, organizations, and communities. It assists students in effectively using empathy, reflection, and interpersonal skills to engage diverse clients and constituents using knowledge of human behavior and the social environment, along with person-in-environment and other multi-disciplinary frameworks. *Prerequisites: SOWK 440 Social Work Practice I.*

SOWK 440 Social Work Practice I: Individuals & Families (3).

Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This first course in the sequence provides foundations for social work practice at the micro level, including interviewing and relationship-building skills, case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. *Prerequisites: SOWK 301 Introduction to Social Work, SOWK 401 Social Welfare Theory, SOWK 402 Social Welfare Policy.*

SOWK 450 Social Work Practice II: Groups & Organizations (3)

Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This second course in the sequence provides foundations for social work practice at the mezzo level, including case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course builds skills in facilitating group bonding, decision-making, and functionality. It also highlights the value of inter-professional collaboration in addressing human needs. *Prerequisite: SOWK 440 Social Work Practice I.*

SOWK 460 Social Work Practice III: Communities (3)

Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This third course in the sequence provides foundations for practice at the macro level, at which social workers assist vulnerable populations indirectly and on a much larger scale. Emphases include case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. *Prerequisites: SOCI 355 Human Behavior in the Social Environment, SOWK 440 Social Work Practice I, SOWK 450 Social Work Practice II.*

SOWK 497 Social Work Practicum (3)

In this practicum experience for the Bachelor of Social Work, students shadow an experienced professional in a direct service setting, observing and practicing generalist social work competencies. The experience offers learners a variety of opportunities to receive feedback and evaluate their ability to integrate theory into practice. Students are responsible for identifying potential sites (preferably near their home) and inquiring about practicum opportunities. The practicum supervisor must be a licensed social worker who holds a bachelor's or master's degree in social work from a CSWE-accredited program, has a minimum of two years of post-social work degree practice, and currently works full-time in the profession. Both the site and the supervisor must be vetted and approved by Point's B.S.W. program coordinator two sessions (16 weeks) prior to the start of the practicum. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for SOWK 497, students must complete 100 hours of field education working with individuals, families, groups, organizations, and communities (an average of 12-13 hours per week during the 8-week session). Toward this end, specific learning experiences are designed by the student and program coordinator in cooperation with the practicum supervisor. *Prerequisites: All other courses in the Social Work Major with the exception of SOWK 498A-B Social Work Internship. Special Consideration: SOWK 497 is graded on a pass/fail basis using a point scale.*

SOWK 498A Social Work Internship I: Fieldwork (3)

In this capstone experience for the Bachelor of Social Work, students practice generalist social work competencies under the oversight of a Point instructor and a qualified field supervisor, demonstrating their ability to integrate theory into practice. Students are responsible for identifying potential sites (preferably near their home) and inquiring about internship opportunities. The field supervisor must be a licensed social worker

who holds a bachelor's or master's degree in social work from a CSWE-accredited program, has a minimum of two years of post-social work degree practice, and currently works full-time in the profession. Both the site and the supervisor must be vetted and approved by Point's B.S.W. program coordinator two sessions (16 weeks) prior to the start of the internship. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for SOWK 498A-B, students must complete 400 hours of field education working with individuals, families, groups, organizations, and communities (approximately 25 hours per week over two 8-week session). Toward this end, specific training models are designed by the student and program coordinator in cooperation with the supervisor. During SOWK 498A-B, students also complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which the student understands and can apply the knowledge, skills, and values of generalist social work practice. *Prerequisite: All other courses in the Social Work Major, including SOWK 497 Social Work Practicum. Special Consideration: SOWK 498A is graded on a pass/fail basis using a point scale.*

SOWK 498B Social Work Internship II: Fieldwork (3)

In this continuation of SOWK 498A, students practice and demonstrate generalist social work competencies under the oversight of a Point instructor and a qualified field supervisor. During SOWK 498A-B, students complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which the student understands and can apply the knowledge, skills, and values of generalist social work practice. *Prerequisite: All other courses in the Social Work Major, including SOWK 497 Social Work Practicum and SOWK 498A Social Work Internship I. Special Consideration: SOWK 498B is graded on a pass/fail basis using a point scale.*

SOWK 499 Social Work Internship Continuation (0)

Bachelor of Social Work students continue the fieldwork begun in SOWK 498A or SOWK 498B beyond the end of 8-week session allotted for that experience. They enroll in this course and pay a \$100 continuation fee each session until the fieldwork is complete, at which time they receive a grade for the internship.

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete STML 510 prior to STML 600 Management Skills I: Management Essentials.*

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete STML 515 prior to STML 600 Management Skills I: Management Essentials.*

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. *Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete STML 525 prior to STML 600 Management Skills I: Management Essentials.*

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. *Prerequisite: STML 600 Management Skills I: Management Essentials. Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete STML 545 prior to STML 610 Management Skills II: Planning & Organizing.*

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. *Prerequisite: STML 600 Management Skills I: Management Essentials. Special Consideration: Students pursuing the M.B.A. in Strategic Management & Leadership must complete STML 550 prior to STML 610 Management Skills II: Planning & Organizing.*

STML 600 Management Skills I: Management Essentials (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. *Prerequisites: 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: BUSI 520 Quantitative Analysis for Decision-Making, HURM 510 Strategic Human Resource Management, STML 545 Strategic Planning, STML 550 Teamwork: Leading & Managing Teams, and STML 600 Management Skills I: Management Essentials.*

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 managers 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: BUSI 535 Financial Statement Analysis & Valuation, BUSI 555 Cost Management & Decision-Making, BUSI 560 Applied Leadership: Change Management & Organizational Culture, and STML 610 Management Skills II: Planning & Organizing.*

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 (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 562A-D Church Administration (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 563A-D Church Planting (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 564A-D Intercultural Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 565A-D Pastoral Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 567A-D Special Needs Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 568A-D Sports Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 569A-D Worship Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.*

STMN 570A-D Youth Ministry (4.5)

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: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an “IP” (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit 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 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. *Special Consideration: Qualified undergraduates may complete THEO 535 Promoting Spiritual Formation & Discipleship as a “swing course” in place of THEO 310.*

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. *Special Consideration: Qualified undergraduates may complete THEO 310 Spiritual Formation: Kingdom Living.*

YMIN 205 Contemporary Models for Youth & Family Ministry (3)

Students explore and critique a variety of contemporary approaches to youth and family 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 & Family Ministers (3)

This course focuses on essential skills, tools, and resources for youth and family 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 & Family Ministers (3)

This course develops important interpersonal skills for youth and family 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.

YMIN 405 Ethics in Youth & Family Ministry (3)

This course focuses on ethics of professional practice for youth and family ministers, including appropriate personal and professional boundaries, ethical parameters of engaging in family dynamics, legal requirements in situations of risk, ethical implications of social and technological changes, and respect for diverse cultural values.

YMIN 420 Parent Education & Discipleship (3)

This course equips ministers with principles and practical skills for guiding and supporting parents. Areas of focus include how parents influence, teach, guide, and disciple children and adolescents; parental roles in spiritual formation and discipleship; psychological, social, and behavioral outcomes of different parenting styles and family

structures; the impact of societal trends on parenting; changing parenting roles across the lifespan; and the influence of cultural differences and values. *Prerequisites: PSYC 204 Developmental Psychology, HREL 202 The Family, BIBL 280 Biblical Theology of the Family.*

YMIN 497 Practicum in Youth & Family Ministry (3)

Students engage in youth and/or family ministry in a local church or parachurch setting under the supervision of a seasoned minister. *Special Consideration: Students normally complete YMIN 415 as the final course in the Youth & Family Ministries Major. They may complete the practicum earlier with permission from the program coordinator.*

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 099 Online Orientation (0)
- APSP 100 Online Orientation (0)
- 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 204 The Story of Scripture: Genesis to Revelation (3)
- BIBL 280 Biblical Theology of the Family (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 213 Introduction to Nonprofit Management (3)
- BUSI 214 Managing Information Systems (3)
- BUSI 215 Nonprofit Management & Leadership (3)
- BUSI 230 Principles of Management (3)
- BUSI 235 Introduction to Sports Management (3)
- BUSI 238 Business Communication (3)
- BUSI 250 Sports Facilities & Events Management (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 274 Social Media Marketing: LinkedIn (3)

- BUSI 275 Social Media Marketing: Facebook (3)
- BUSI 301 Principles of Logistics (3)
- BUSI 304 Contemporary Issues in U.S. Healthcare Administration (3)
- BUSI 305 Volunteer Management in Nonprofit Organizations (3)
- BUSI 309 Transportation Principles (3)
- BUSI 310 Mass Communication (3)
- BUSI 311 Intermediate Accounting I (3)
- BUSI 312 Intermediate Accounting II (3)
- BUSI 313 Intermediate Accounting III (3)
- BUSI 315 Intercultural Communication (3)
- BUSI 316 Personal & Professional Accountability in Healthcare Administration (3)
- BUSI 318 Communication Research (3)
- BUSI 320 Principles of Microeconomics (3)
- BUSI 321 Principles of Macroeconomics (3)
- BUSI 324 Human Resource Management in Healthcare Administration (3)
- BUSI 326 Public Participation in Democracy (3)
- BUSI 330 Sports Marketing (3)
- BUSI 332 Accounting Information Systems (3)
- BUSI 334 Financial Management in Healthcare Administration (3)
- BUSI 336 Principles of Finance (3)
- BUSI 339 International Logistics (3)
- BUSI 340 Operations Management (3)
- BUSI 342 Supply Chain Management (3)
- BUSI 347 Principles of Marketing (3)
- BUSI 351 Sports Analytics (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 400 Social Media Marketing Capstone (3)
- BUSI 404 Introduction to Project Management (3)
- BUSI 410 Grant Writing for Nonprofit Organization (3)
- BUSI 415 Program Evaluation for Nonprofit Organizations (3)
- BUSI 416 Quality Management (3)
- BUSI 420 Procurement, Principles & Management (3)
- BUSI 425 Auditing (3)
- BUSI 426 International Business (3)
- BUSI 430 Marketing Channel Strategy (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 435 Sports Law (3)
- BUSI 436 Business Ethics (3)
- BUSI 437 Ethics in Sports (3)
- BUSI 440 Risk Management in Healthcare Administration (3)
- BUSI 441 Marketing Analytics (3)
- BUSI 442 Business Policy (3)
- BUSI 443 Entrepreneurship (3)
- BUSI 444 Small Business Management (3)
- BUSI 445 Patient Advocacy in Healthcare Administration (3)
- BUSI 447 Introduction to Public Relations (3)
- BUSI 448 Governmental & Nonprofit Accounting (3)
- BUSI 449 Strategic Planning for Public Relations (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 459 Cases in Public Relations Management (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 5050 Foundations Demonstrated Competency (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 694 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)
- CMHC 500 Graduate Clinical Mental Health Counseling Orientation (0)
CMHC 505 Foundations of Clinical Mental Health Counseling (3)
CMHC 510 Human Growth & Development (3)
CMHC 520 Legal & Ethical Issues in Mental Health Counseling (3)
CMHC 525 Research & Program Evaluation (3)
CMHC 530 Counseling Theories & Interventions I (3)
CMHC 535 Multicultural Counseling (3)
CMHC 540 Group Counseling Theories & Application (3) [*Intensive Lab*]
CMHC 545 Consultation, Advocacy & Leadership in Mental Health Counseling (3)
CMHC 550 Personality Theories & Individual Counseling (3)

CMHC 555 Counseling Theories & Interventions II (3)
CMHC 560 Assessment Techniques in Mental Health Counseling (3) [*Intensive Lab*]
CMHC 565 Career Assessment, Development & Mental Health Counseling (3)
CMHC 570 Psychopathology & Assessment (3)
CMHC 575 Crisis Counseling: Prevention & Intervention (3)
CMHC 580 Clinical Diagnosis & Treatment Planning (3) [*Intensive Lab*]
CMHC 590 Special Topics in Clinical Mental Health Counseling (1-3)
CMHC 610 Applied Practice: Clinical Mental Health Counseling (3)
CMHC 620 Clinical Mental Health Counseling Internship I (3)
CMHC 630 Clinical Mental Health Counseling Internship II (3)

COMM 205 Public Speaking (3)
COMM 305 Media Effects on Children & Adolescents (3)

CURR 605 Historical & Theoretical Foundations of Instructional Design (3)
CURR 610 Current Trends in Curriculum & Instructional Technology (3)
CURR 615 Creating Non-Traditional Educational Environments (3)
CURR 620 Principles of Instructional Design (3)
CURR 625 Advanced Instructional Design (3)
CURR 655 Practical Research Implementation (3)
CURR 699A Capstone Practicum in Curriculum & Instructional Design A (3)
CURR 699B Capstone Practicum in Curriculum & Instructional Design B (3)

ECHL 314 Creative Arts for Early Childhood (3)

ECID 620 Best Practices for Early Childhood Professionals (3)
ECID 621 Spiritual Development in Young Children (3)
ECID 622 Advocacy in Early Childhood Education (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 350 Curriculum & Assessment (2)
EDUC 390 Special Topics in Education (1-3)
EDUC 401 The Exceptional Child (3)
EDUC 405 Integrated Technology for Music Education (3)
EDUC 407 Classroom Management (3)
EDUC 433 Differentiated Instruction (2)
EDUC 435 Elementary Grades Field Experience (1)
EDUC 436 Middle Grades Field Experience (1)
EDUC 437 High School Field Experience (1)
EDUC 490 Child Development Practicum I (6)
EDUC 491 Child Development Practicum II (6)
EDUC 495A Student Teaching A (6)
EDUC 495B Student Teaching B (6)

- EDUC 501 The Exceptional Child (3)
EDUC 502 Educational Foundations (3)
EDUC 511 Advanced Strategies for Teaching History in Secondary Grades (3)
EDUC 512 Advanced Strategies for Teaching English in Secondary Grades (3)
EDUC 540 Multimedia Design (3)
EDUC 542 Teaching Diverse Students (3)
EDUC 543 Education Project Management (3)
EDUC 544 Introduction to Research Methodologies for Education (3)
EDUC 607 Classroom Management (3)
EDUC 609 Reading Development in the Content Areas (3)
EDUC 611 Assessment & Accountability (3)
EDUC 612 Advanced Methods for Differentiation in Education (3)
EDUC 613 Inclusive Educational Environments (3)
EDUC 614 Leadership in Educational Settings (3)
EDUC 636 Field Experience in Middle Grades (1)
EDUC 637 Field Experience in High School (1)
EDUC 695A Student Teaching Clinical Experience in Secondary English A (6)
EDUC 695B Student Teaching Clinical Experience in Secondary English B (6)
EDUC 696A Student Teaching Clinical Experience in Secondary History A (6)
EDUC 696B Student Teaching Clinical Experience in Secondary History B (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)
- ETCH 625 Advanced Instructional Technology (3)
ETCH 655 Practical Research Implementation (3)
ETCH 699A Capstone Practicum in Instructional Technology A (3)
ETCH 699B Capstone Practicum in Instructional Technology B (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 & 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 Workforce 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)
- INSU 201 Insurance Principles (3)
INSU 203 Property Insurance (3)
INSU 215 Personal Lines Insurance (3)
INSU 220 Commercial Casualty Insurance (3)
INSU 230 Executive Risk Liability Insurance (3)
INSU 240 Life, Disability & Long-Term Care Insurance (3)
INSU 280 Principles of Underwriting (3)
- ITCC 505 IT Risk Management (3)
ITCC 510 Ethics, Policy & Legal Issues (3)
ITCC 515 Business Continuity & Disaster Recovery Planning (3)
ITCC 520 Security Architecture & Design (3)
- ITCS 540 Application Security (3)
ITCS 550 Ethical Hacking (3)
ITCS 560 Digital Forensics (3)
ITCS 610 Physical Security (3)
ITCS 620 Security Operations (3)

ITCS 650 Advanced Topics in Cybersecurity (3)

ITCS 699A Cybersecurity Capstone A (3)

ITCS 699B Cybersecurity Capstone B (3)

MAPL 209 Applied Instruction (1)

MATH 111 Elementary Algebra (3)

MATH 113 Intermediate Algebra (3)

MATH 115 Quantitative Reasoning (3)

MATH 117 Introductory Statistics (3)

MATH 120 College Algebra (3)

MATH 302 Statistics (3)

MEDC 200 Introduction to Medical Coding & Billing (3)

MEDC 205 ICD Medical Coding & Billing (3)

MEDC 210 Insurance Claim Procedures (3)

MEDC 220 CPT Medical Coding & Billing (3)

MEDC 225 Hospital Coding & Billing (3)

MEDI 200 Medical Terminology (3)

MEDI 220 Medical Ethics & Legal Considerations (3)

MEDM 210 Medical Systems & Procedures (3)

MEDM 220 Medical Systems & Records Management (3)

MEDM 250 Leadership & Management for Medical Professionals (3)

MEDM 298 Clinical Externship in Medical Assisting (4)

MEDM 299 Clinical Externship in Medical Office Management (4)

MEDU 322 Music Education Methods for Elementary Grades (2)

MEDU 325 Music Education Methods for Secondary Grades (2)

MEDU 326 Class Brass (1)

MEDU 327 Class Woodwinds (1)

MEDU 328 Class Percussion (1)

MEDU 329 Class Voice (1)

MEDU 330 Class Guitar & Strings (1)

MEDU 332 Choral Pedagogy (2)

MEDU 348 Vocal Pedagogy (1)

MEDU 434 Choral Conducting & Repertoire (3)

MEDU 435 Instrumental Conducting & Repertoire (3)

MEDU 436 Marching Band Techniques (1)

MENS 205 Small Ensemble (1)

MENS 206 Large Ensemble (1)

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 405A Columbus Ministry Practicum 4A (1.5)
MINI 405B Columbus Ministry Practicum 4B (1.5)
MINI 405C Columbus Ministry Practicum 4C (1.5)
MINI 405D Columbus Ministry Practicum 4D (1.5)
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)
- MSEI 423 Advanced Elementary Materials & Methods for Music Education (2)
- MSEV 302 Church Growth & Evangelism (3)
- MUSI 102 Music Appreciation (3)
MUSI 103 Music Theory I (3)
MUSI 103L Functional Theory Skills I (1)
MUSI 104 Music Theory II (3)
MUSI 104L Functional Theory Skills II (1)
MUSI 105 Music Theory III (3)
MUSI 105L Functional Theory Skills III (1)
MUSI 106 Music Theory IV (3)
MUSI 106L Functional Theory Skills IV (1)
MUSI 301 Music History I (3)
MUSI 302 Music History II (3)
MUSI 311 Conducting (2)
MUSI 342 Keyboard Skills I (1)
MUSI 343 Keyboard Skills II (1)
MUSI 344 Keyboard Harmony I (1)
MUSI 345 Keyboard Harmony II (1)
MUSI 346 Piano Keyboard Proficiency Exam (0)
MUSI 402 Senior Capstone Performance Portfolio (2)
MUSI 415 Worship Leadership (3)
MUSI 435 Instrumental Conducting & Repertoire (3)
- NSCI 105 Introduction to Biology with Lab (4)
NSCI 214 Human Anatomy & Physiology for Health Professionals (3)
- NURS 100 RN-BSN Orientation (0)
NURS 300 Pathophysiology (3)
NURS 305 Transition to Professional Nursing (3)
NURS 310 Health Assessment (3)
NURS 310L Health Assessment Practicum (3)
NURS 315 Nursing Research (3)
NURS 400 Leadership & Management I (3)
NURS 410 Healthcare Policy (3)
NURS 415 Informatics in Healthcare (3)
NURS 420 Community & Population Health (3)
NURS 420L Community & Population Health Practicum (3)
NURS 440L Leadership & Management II Capstone Practicum (4)
- OMSC 500 Graduate Operations Management Orientation (0)
OMSC 505 Foundations for Operations Management (3)

- OMSC 510 Production & Operations Management (3)
OMSC 525 Materials Management (3)
OMSC 530 Purchasing & Procurement Management (3)
OMSC 535 Foundations of Supply Chain Management (3)
OMSC 540 Logistics & Transportation (3)
OMSC 545 Inventory Management (3)
OMSC 550 International Logistics Management (3)
- 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 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 Healthcare 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)
- SOWK 301 Introduction to Social Work (3)
 SOWK 304 Social Work Statistics (3)
 SOWK 306 Research Methodologies for Social Workers (3)
 SOWK 308 Social Work Ethics (3)
 SOWK 401 Social Welfare Theory (3)
 SOWK 402 Social Welfare Policy (3)
 SOWK 412 Social Work & Diversity (3)
 SOWK 440 Social Work Practice I: Individuals & Families (3).
 SOWK 450 Social Work Practice II: Groups & Organizations (3)
 SOWK 460 Social Work Practice III: Communities (3)
 SOWK 497 Social Work Practicum (3)
 SOWK 498A Social Work Internship I: Fieldwork (3)
 SOWK 498B Social Work Internship II: Fieldwork (3)
 SOWK 499 Social Work Internship Continuation (0)
- 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: Management Essentials (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 Ministry (2)
- STMN 564B Intercultural Ministry (2)
- STMN 564C Intercultural Ministry (2)
- STMN 564D Intercultural Ministry (3)
- STMN 565A Pastoral Ministry (2)
- STMN 565B Pastoral Ministry (2)
- STMN 565C Pastoral Ministry (2)
- STMN 565D Pastoral Ministry (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 & Family Ministry (3)
YMIN 305 Adolescent Growth & Maturation (3)
YMIN 310 Practical Skills for Youth & Family Ministers (3)
YMIN 315 Interpersonal Skills for Youth & Family Ministers (3)
YMIN 405 Ethics in Youth & Family Ministry (3)
YMIN 420 Parent Education & Discipleship (3)
YMIN 497 Practicum in Youth & Family Ministry (3)