ACADEMIC CATALOG 2021-2022

Effective Fall Term 2021 – Summer Term 2022

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

Education Sites

Main Campus
WEST POINT, GEORGIA
507 W. 10th Street
West Point, GA 31833
706-385-1000 or 855-37-POINT
www.point.edu

COLUMBUS, GEORGIA
North Highland Church
7300 Whittlesey Blvd.
Columbus, GA 31909
706-561-7777

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

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

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

Point University Academic Catalog. This *Academic Catalog* presents the educational programs and policies of Point University for students entering in Fall Term 2021, Spring Term 2022, and Summer Term 2022. It describes programs offered at the main campus in West Point, Georgia, along with programs offered online and at other Point educational sites, including Dual Credit Enrollment (DCE).

Point University 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.

For further information on accreditation, including teacher education and other professional accreditations, see the section of this catalog on "Accreditation and Authorizations"

State Authorizations. For purposes of Title IV (financial aid), Point University is authorized to operate in Georgia by the Governor's executive order of June 28, 2013. Point offers online degree programs to students in 49 states with appropriate state authorization through GA-SARA, NC-SARA, and other arrangements. The process to review and appropriately act on complaints arising under state laws and NC-SARA is conducted by the Georgia Nonpublic Postsecondary Education Commission (GNPEC, 2082 East Exchange Place, Suite 220, Tucker, GA 30084, www.gnpec.ga.sara or call 770-414-3300). *However, out-of-state online students must first complete the complaint process through Point University and contact GNPEC only if the complaint is not resolved.*

Nondiscrimination Policies. Point University does not discriminate on the basis of age, gender, color, race, nationality, or national or ethnic origin, or disability in the administration of admission policies, educational policies, financial aid, employment, or 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. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973 is Edward Clark, the Director of Disability Services (706-385-1432; Disability.Services@Point.edu).

How to Interpret and Use This Catalog. The *Academic Catalog* serves as a reference guide. The detailed table of contents (see next page) assists the reader in finding needed information. The information contained in the catalog 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 require 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*, the *Point Community Honor Code*, and *A Covenant for a Christian Community*. The *Honor Code* (student handbook) and *Covenant* appear on the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation). 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

PRESIDENT: DEAN C. COLLINS, M.Ed.

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.

Moving into the 21st century, the University grew rapidly by adding evening programs for working adults, Dual Credit Enrollment (DCE) programs for high school students seeking university credit, and off-site locations in Peachtree City, Savannah, and elsewhere. On July 1, 2011 the institution was renamed Point University. The main campus relocated from East Point to West Point, Georgia, in summer 2012.

In 2015 Point organized the College of Graduate & Professional Studies (CGPS) to oversee its strategic expansion into online and graduate programs. This move produced over 40 new degree programs in four years, including Point's first master's degrees.

In 2019 the faculty reorganized into five discipline-related colleges—namely, the College of Arts & Sciences, College of Business & Leadership, College of Biblical Studies and Ministry, College of Education, and College of Social & Behavioral Sciences. The faculty subject matter experts in each college oversee all programs in their field, regardless of level (undergraduate or graduate), modality (on-ground, online, or hybrid), or location (main campus or other education sites).

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

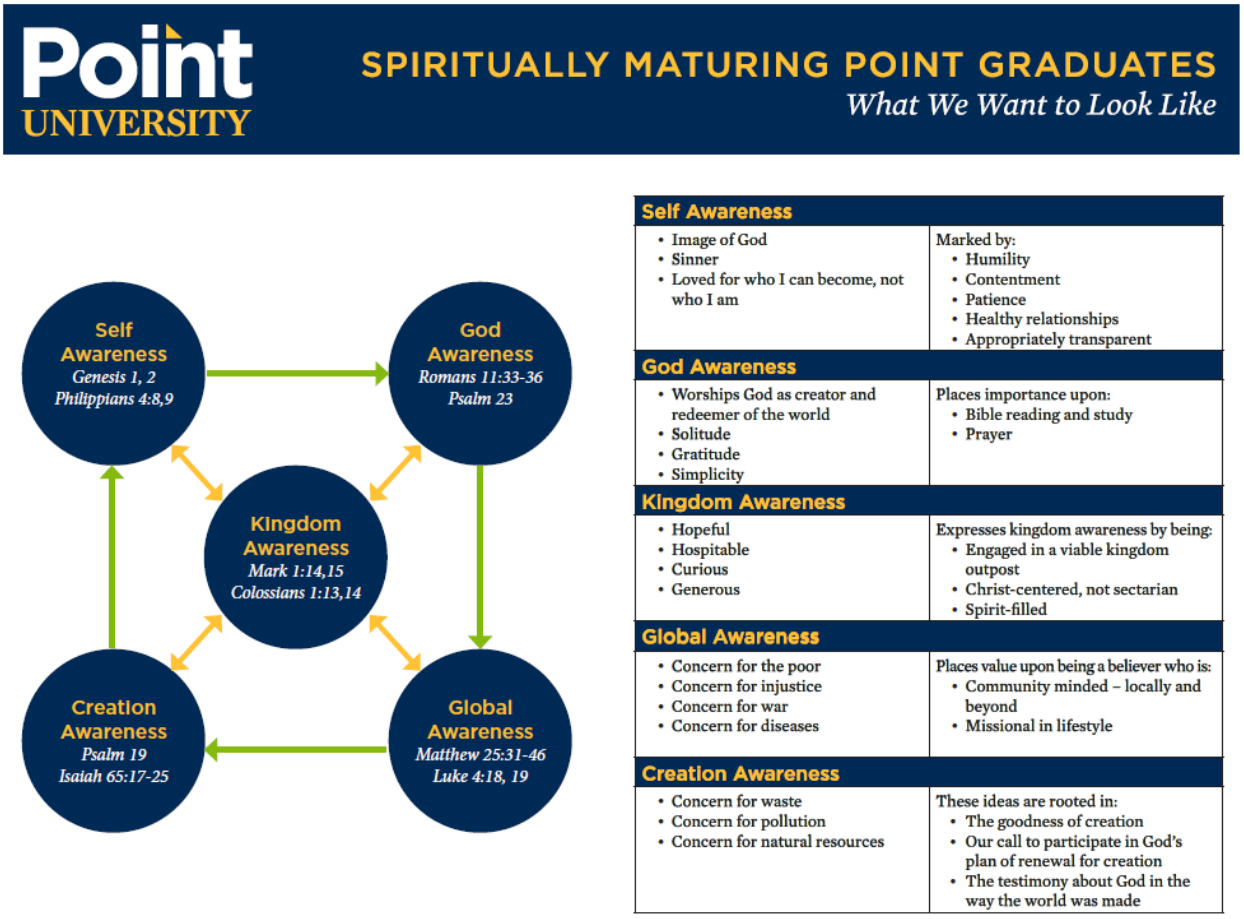
(3) Some students at Point University will sense that they are called to ordained ministry. Thus, some will find themselves in:

- 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. It and *The Point Community Honor Code* provide guidance for students, faculty, and staff. Both documents are accessible through the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation).

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, Multiple Sites

Point University currently operates on-ground academic programs at multiple locations in Georgia and elsewhere. Point also offers online programs through which it extends its educational mission across the nation and 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 on-ground residential programs while also offering support for students in *Point Online* and *Point Connect* hybrid 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, Italian, 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 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 on-ground students, dual credit enrollment courses for high school students, and support for students in *Point Online* and *Point Connect* programs.

Columbus, Georgia (North Highland Church, 7300 Whittlesey Blvd., Columbus, GA 31909; Telephone: 706-561-7777). The North Highland Church in Columbus hosts Point University's Columbus Ministry Practicum, a residential mentored ministry training experience. This site is also known as the Columbus Leadership Campus (CLC). Most CLC students are enrolled in the A.A. or B.S. in Applied Ministry programs. However, the practicum is also open to other students as a general elective or internship option.

Other Sites. Alongside the primary education sites, Point offers occasional courses at other locations, such as Dual Credit Enrollment (DCE) courses and ministry practica hosted by church partners.

Online Campus. Point University offers over 40 online programs at the associate, baccalaureate, and master levels. These programs allow students to earn a degree from almost every state in the U.S. and many foreign countries—anywhere with a reliable Internet connection. The University provides a full array of "virtual" support services for such students.

Accreditation and Authorizations

SACSCOC Institutional Accreditation. Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Questions about the accreditation of Point University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org). 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).

GaPSC Teacher Education Accreditation. The Georgia Professional Standards Commission (GaPSC, www.gapsc.com) governs teacher certification in the State of Georgia. Within Point's College of Education, GaPSC has approved the Teacher Education Department and all educator programs that lead to state certification. Approved programs include the Elementary Education preparation program (preschool through fifth grades), the Middle Grades Education preparation program (fourth through eighth grades), the Secondary Education program in the areas of Biology, English, and History (sixth through twelfth grades), and the Special Education General Curriculum program (grades PreK-12).

CSWE Social Work Accreditation. Point University launched its Bachelor of Social Work (B.S.W.) program in 2019-2020 after receiving approval to offer the program from its SACSCOC institutional accrediting body. At the same time, Point began the process of seeking professional accreditation from the Council on Social Work Education (CSWE, https://www.cswe.org). Point aligned its Social Work Major with CSWE's nine Core Competencies and other standards, so that the program prepares students for licensure as social workers. In February 2020 the CSWE Commission on Accreditation granted candidacy status to Point's B.S.W. program. In November 2021 CSWE granted Initial Accreditation through October 2029. In accordance with CSWE policy concerning retroactive accreditation status, any students who entered the program in Fall Term 2019 or later are considered to have graduated from a CSWE-accredited Social Work program. For further information concerning CSWE accreditation, contact Dr. Aisha Williams, BSW Program Coordinator and Chair of the Sociology & Social Work Department (Aisha.Williams@Point.edu).

U.S. Department of Education Recognition. Point University is recognized by the U.S. Department of Education and is listed in the Education Directory. For the purposes of Title IV (federal financial aid), Point University is authorized to operate in Georgia by the Governor's executive order of June 28, 2013.

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

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

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 post-secondary educational institution. *However, out-of-state online students must first complete the complaint process through Point University and contact GNPEC only if the complaint is not resolved.*

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 (www.gnpec.ga.sara);
- 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

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, www.gnpec.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 California.

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 this *Academic Catalog*, which is 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. For more information concerning any Point University Title IX issues, contact the lead Title IX officer (Laura.Schaaf@Point.edu), and/or those assisting in the areas of Students (Laura.Schaaf@Point.edu), Staff (Margaret.Hodge@Point.edu), or Athletics (Chad.Simpson@Point.edu).

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 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

Institutional Policies. Other policies are published in the "Institutional Policies" section of *MyPoint* (http://intranet.point.edu/institutional-policies), 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 (http://intranet.point.edu/institutional-policies)
- The Violence Against Women Reauthorization Act of 2013 (VAWA) (http://intranet.point.edu/institutional-policies)
- Written Complaints

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

Nondiscrimination Policies

Point University does not discriminate on the basis of age, gender, color, race, nationality, or national or ethnic origin, or disability in the administration of admission policies, educational policies, financial aid, employment, or 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 Disability Services by telephone at 706-385-1432 or by email at Disability.Services@Point.edu. The Director of Disability Services also serves as Point's designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973.

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 and Appeal Policies

Types of Grievances. Students who believe they have been unjustly treated may seek resolution of the issue through policies and procedures established by Point University:

Grade Appeals and Other Academic Appeals

- For policies and procedures, see the sections of this catalog labeled "Grading System" and "Academic Appeals Process."
- Submit the online Academic Appeal Form (http://intranet.point.edu/academic appeal).

Disability Services Grievances and Appeals

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.

- For policies and procedures, see the Point website under "Disability" (https:// point.edu/academics/academic-support/ disability) and "Disability Services Grievance Policy and Procedure" (https://point. edu/academics/academic-support/disability/grievance-policy-procedure).
- Submit the online *Point University Grievances* form found in the "Consumer Information" section of the Point intranet (https://point.edu/consumer information) under "Student Grievance and Appeal Policies."

Sexual Harassment Grievances

Point University complies with federal Title IX requirements designed to prevent campus sexual harassment, violence, and other crime categories as directed by the Clery Act.

- For policies, procedures, and contact persons see the Point website under "Title IX" (https://point.edu/title-ix).
- Speak with one of the Title IX coordinators listed on the website or submit the online *Point University Grievances* form found in the "Consumer Information" section of the Point intranet (https://point.edu/consumerinformation) under "Student Grievance and Appeal Policies."

General Grievances

For other complaints or grievances related to the University or its employees (including faculty), students are urged first to address the issue with the employee on an informal basis because most issues may be resolved by this approach. However, if the issue is not resolved or students believe a hostile relationship with the employee makes this approach unfeasible, students may file a formal grievance.

- Submit the online *Point University Grievances* form found in the "Consumer Information" section of the Point intranet (https://point.edu/consumer information) under "Student Grievance and Appeal Policies."

Grievance Form Process. When students submit a *Point University Grievances* form, it goes to the Vice President for Academic Initiatives (or the Registrar in the case of academic appeals), who will send it to the appropriate supervisor or administrator based on the nature of the grievance. Students should email any supporting evidence or materials related to the grievance to grievance@point.edu. *A formal 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 process proceeds as follows:

1. Upon receipt of the grievance, 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 seven days of receipt of the written grievance form and supporting evidence.
2. 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 Chief Academic Officer (CAO), Dr. Stephen Waers (Stephen.Waers@Point.edu).
3. The CAO will forward the appeal 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.

4. After hearing and considering all the information presented, the Grievance Appeals Committee will render a decision and inform the student in writing within 10 days of the hearing date. The decision of the Grievance Appeals Committee is final.

INTRODUCTION TO ACADEMICS

CHIEF ACADEMIC OFFICER: STEPHEN E. WAERS, Ph.D.

Academic Organization

Senior Academic Administrator. The Chief Academic Officer (CAO), Dr. Stephen Waers, leads the academic division of Point University. He reports to the president, who reports to the Board of Trustees. The CAO serves on the president's senior support team. His primary responsibility is to ensure alignment of every aspect of academic operations with the University mission and values, including programs, personnel, policies, facilities, and finances.

Five Colleges. Point has organized its faculty into five colleges focusing on particular academic fields or disciplines—namely, the (1) College of Arts & Sciences, (2) College of Biblical Studies & Ministry, (3) College of Business & Leadership, (4) College of Education, and (5) College of Social & Behavioral Sciences. Each college is led by a dean, who reports to the Chief Academic Officer. Within their respective colleges, the deans oversee faculty department chairs, who oversee program coordinators and remaining faculty. Faculty subject matter experts within each college oversee all academic programs related to their field, regardless of level (undergraduate or graduate), modality (on-ground, online, or hybrid), or location (main campus or other education sites).

Academic Programs and Organization. A full list of colleges, departments, and academic programs appears below (see next nine pages). For information concerning a given program or area, contact the appropriate dean, department chair, or program coordinator.

Point Academic Support Services (PASS). 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.

University Academic Council. Decisions that affect only students within a given department or program are generally made at the department or college level (e.g. course curricula, practicum requirements). Decisions that require a broader "University perspective" are made by the University Academic Council (e.g. admission standards, academic calendar, General Education Core requirements, new program development). Chaired by the Chief Academic Officer (CAO), the University Academic Council (UAC) focuses primarily on issues related to educational programs, policies, assessment, quality control, and accreditation. The UAC is composed of the Chief Academic Officer as its chair, the college deans, academic administrators, and others as appointed by the CAO.

Point University

ACADEMIC PROGRAMS AND ORGANIZATION

OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning

COLLEGES, DEPARTMENTS,PROGRAMS	DEANS, DEPARTMENT CHAIRS, PROGRAM COORDINATORS
COLLEGE OF ARTS & SCIENCES	**Dean: Dedra Woolfolk, Ph.D.** (Dedra.Woolfolk@Point.edu)
Humanities Department	**Chair: Jennifer Craft, Ph.D.** (Jennifer.Craft@Point.edu)
General Education	
➢ General Education Core (OG, OL) *(included in all undergraduate programs as part of the Point Core Curriculum)*	Jennifer Craft, Ph.D. (Jennifer.Craft@Point.edu) Math Curriculum: Tammy Burch, M.S. (Tammy.Burch@Point.edu)
➢ Dual Credit Enrollment Courses (OG, OL)	Full-time faculty program coordinators oversee DCE courses in their area. For example, the program coordinator for English majors oversees English courses offered through DCE. The program coordinator for the Math Curriculum oversees DCE math courses. The Dean of the College of Arts & Sciences and the Humanities Department Chair organize their efforts.
Associate's Degree Programs	
• AA General Studies (ONL)	Philip Partain, M.S., M.Div. (Philip.Partain@Point.edu)
Bachelor's Degree Programs	
• BS Communication (OG)	Sarah G. Huxford, M.M.C. (Sarah.Huxford@Point.edu)
• BA English (OG)	Susan S. Ryan, Ed.D. (Susan.Ryan@Point.edu) First-Year Writing Experience: William Grant Vickery, Ph.D. (William.Vickery@Point.edu)
• BA English & Biblical Studies (OG)	Susan S. Ryan, Ed.D. (Susan.Ryan@Point.edu) First-Year Writing Experience: William Grant Vickery, Ph.D. (William.Vickery@Point.edu)

• BA History (OG)	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
• BA History & Biblical Studies (OG)	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
• BA Humanities (OG) ➢ *English Specialization* ➢ *Literature Specialization* ➢ *Philosophy Specialization* ➢ *Writing Specialization* ➢ *Interdisciplinary Specialization*	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
• BA Humanities & Biblical Studies (OG)	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
• BA University Studies (Interdisciplinary) (OG)	William Grant Vickery, Ph.D. (William.Vickery@Point.edu)
• BS University Studies (Interdisciplinary) (OG)	William Grant Vickery, Ph.D. (William.Vickery@Point.edu)
Minors	
➢ Communication Minor (OG)	Sarah Huxford, M.M.C. (Sarah.Huxford@Point.edu)
➢ English Minor (OG)	Susan S. Ryan, Ed.D. (Susan.Ryan@Point.edu) First-Year Writing Experience: William Grant Vickery, Ph.D. (William.Vickery@Point.edu)
➢ History Minor (OG)	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
➢ Humanities Minor (OG)	D. J. Dycus, Ph.D. (DJ.Dycus@Point.edu)
Fine Arts Department	**Chair: Chapel McCullough, Ph.D.** (Chapel.McCullough@Point.edu)
Bachelor's Degree Programs	
• BA Music (OG) ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	Chapel McCullough, Ph.D. (Chapel.McCullough@Point.edu)
• BS Music (OG) ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	Chapel McCullough, Ph.D. (Chapel.McCullough@Point.edu)
Minors	
➢ Music (OG)	Chapel McCullough, Ph.D. (Chapel.McCullough@Point.edu)
➢ Music Business (OG)	Chapel McCullough, Ph.D. (Chapel.McCullough@Point.edu)

Health Sciences Department	**Chair: Clotilde Dudley-Smith, Ed.D.** (Clotilde.Smith@Point.edu)
Associate's Degree Programs	
• AS Medical Assisting (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
• AS Medical Coding & Billing (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
• AS Medical Office Management (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
• AA Public Health (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
Bachelor's Degree Program	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
• BS Public Health (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
Certificates	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
➢ Medical Assisting Certificate (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
➢ Medical Coding & Billing Certificate (ONL)	Clotilde Dudley-Smith, Ed.D. (Clotilde.Smith@Point.edu)
Information Technology Department	**Chair: Philip Partain, M.S., M.Div.** (Philip.Partain@Point.edu)
Associate's Degree Program	
• AS Information Technology (OL)	Philip Partain, M.S., M.Div. (Philip.Partain@Point.edu)
Bachelor's Degree Programs	
• BS Information Technology/Info Systems Security (OL)	Philip Partain, M.S., M.Div. (Philip.Partain@Point.edu)
• BS Information Technology/Network Admin (OL)	Philip Partain, M.S., M.Div. (Philip.Partain@Point.edu)
Science & Mathematics Department	**Acting Chair: Dedra Woolfolk, Ph.D.** (Dedra.Woolfolk@Point.edu)
Bachelor's Degree Programs	
• BS Biology (OG)	Rebecca Aquino, D.O. (Rebecca.Aquino@Point.edu)
• BS Biology/ Pre-Professional Option (OG)	Rebecca Aquino, D.O. (Rebecca.Aquino@Point.edu)
• BS Exercise Science (OG)	Allison Kemper, D.P.T. (Allison.Kemper@Point.edu)

• BS Exercise Science/Pre-Professional Option (OG)	Allison Kemper, D.P.T. (Allison.Kemper@Point.edu)
Minors	
➢ Biology Minor (OG)	Rebecca Aquino, D.O. (Rebecca.Aquino@Point.edu)
COLLEGE OF BIBLICAL STUDIES & MINISTRY	**Dean: Samuel W. ("Wye") Huxford, M.Div.** (Wye.Huxford@Point.edu)
Biblical Studies Department	**Chair: Holly J. Carey, Ph.D.** (Holly.Carey@Point.edu)
Point University Core Curriculum	
➢ Biblical Studies Minor (OG) *(included in all baccalaureate programs without a Biblical Studies Major as part of the Point University Core Curriculum)*	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu)
➢ Biblical Studies Minor (ONL) *(included in all baccalaureate programs without a Biblical Studies Major as part of the Point University Core Curriculum)*	John H. Morris, Ph.D. (John.Morris@Point.edu)
➢ Biblical Studies Major (OG)	Holly J. Carey, Ph.D. (Holly.Carey@Point.edu)
Bachelor's Degree Programs	
• BA Biblical Studies and Preaching Ministry (OG) (dual major)	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu)
• BS Biblical Studies and Preaching Ministry (OG) (dual major)	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu)
• BA Biblical Studies with Ministry Specialization (OG)	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu)
• BS Biblical Studies with Ministry Specialization (OG)	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu)
• BA Biblical Studies and Youth & Family Ministries (OG) (dual major)	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
• BS Biblical Studies and Youth & Family Ministries (OG) (dual major)	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
Specializations	
➢ Ministry Specializations (OG)	Samuel W. ("Wye") Huxford, M.Div. (Wye.Huxford@Point.edu) Joshua Rice, Ph.D. (Joshua.Rice@Point.edu) Chapel McCullough, Ph.D. (Chapel.McCullough@Point.edu)

Christian Ministries Department	**Chair: Joshua Rice, Ph.D.** (Joshua.Rice@Point.edu)
Associate's Degree Programs	
• AA Applied Ministry (OG, ONL + PC-G)	Gordon Griffin, D.Min. (Gordon.Griffin@Point.edu)
• AA Christian Ministries (OL)	Gordon Griffin, D.Min. (Gordon.Griffin@Point.edu)
• AA Youth Ministry (OL)	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
Bachelor's Degree Programs	
• BS Applied Ministry (ONL + PC-G)	Gordon Griffin, D.Min. (Gordon.Griffin@Point.edu)
• BS Christian Ministries (OL)	Gordon Griffin, D.Min. (Gordon.Griffin@Point.edu)
• BS Youth & Family Ministries (OL)	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
Master's Degree Program	
• Master of Transformative Ministry (ONL)	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
Certificate	
• Certificate in Campus Ministry	Joshua Rice, Ph.D. (Joshua.Rice@Point.edu)
COLLEGE OF BUSINESS & LEADERSHIP	**Dean: S. Todd Weaver, Ph.D.** (Todd.Weaver@Point.edu)
Accounting & Finance Department	**Chair: Jeffrey A. Haverly, D.Mgt., CPA** (Jeff.Haverly@Point.edu)
Associate's Degree Program	
• AA Accounting (OL)	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)
Bachelor's Degree Programs	
• BS Accounting/Forensics & Fraud (OL)	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)
• BBA Accounting (OG)	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)
• BBA Accounting & Information Systems (OG)	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)
• BBA Financial Management (OG)	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)
Minor	
➢ Accounting Minor	Jeffrey A. Haverly, D.Mgt., CPA (Jeff.Haverly@Point.edu)

Management Department	**Chair: Thomas George Javarinis, Ph.D.** (Thomas.Javarinis@Point.edu)
Associate's Degree Programs	
• AA Business (OG)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• AA Business Administration (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• AA Business Administration with Concentration in Hospitality Leadership (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• AA Healthcare Administration (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• AA Organizational Leadership (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
Bachelor's Degree Programs	
• BS Business Administration (OG, ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BS Entrepreneurship (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BS Business Administration with Concentration in Hospitality Leadership (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BBA Business Admin/Logistics Management (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BS Healthcare Administration (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BBA Management (OG)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BS Management (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
• BS Organizational Leadership (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
Master's Degree Program	
• MBA Business Administration (ONL)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
Minors	
➢ Business Administration Minor (OG)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
➢ Management Minor (OG) (for Business majors only)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
➢ Music Business Minor (OG)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)

➢ Sports Management Minor (OG) (version for Business majors only)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
➢ Sports Management Minor (OG) (version for non-Business majors)	Thomas George Javarinis, Ph.D. (Thomas.Javarinis@Point.edu)
Marketing & Public Relations Department	**Chair: S. Todd Weaver, Ph.D.** (Todd.Weaver@Point.edu)
Associate's Degree Programs	
• AA Social Media Marketing (ONL)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
Bachelor's Degree Programs	
• BS Marketing (ONL)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
• BBA Marketing (OG)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
• BS Social Media Marketing (ONL)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
Minor	
➢ Marketing Minor (OG) (for Business majors only)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
Certificate	
➢ Social Media Marketing Certificate (ONL)	S. Todd Weaver, Ph.D. (Todd.Weaver@Point.edu)
COLLEGE OF EDUCATION	**Susan S. Ryan, Ed.D.** (Susan.Ryan@Point.edu)
Child & Youth Development Department	**Chair: Lacey Southerland, Ph.D.** (Lacey.Southerland@Point.edu)
Associate's Degree Program	
• AA Child Development (PC-V)	Lacey Southerland, Ph.D. (Lacey.Southerland@Point.edu)
Bachelor's Degree Programs	
• BS Child Development (PC-V)	Lacey Southerland, Ph.D. (Lacey.Southerland@Point.edu)
• BS Child & Youth Development (OG) ➢ *Children's Ministry Specialization* ➢ *Early Childhood Specialization* ➢ *Special Education Specialization* ➢ *Youth Programs Administration Specialization*	Lacey Southerland, Ph.D. (Lacey.Southerland@Point.edu)
Teacher Education Department [GaPSC]	**Chair: James Donovan, Ph.D.** (Jim.Donovan@Point.edu)
Teacher Education Program (TEP)	
➢ Teacher Education Program (OG) *(embedded in bachelor's programs shown below)*	James Donovan, Ph.D. (Jim.Donovan@Point.edu)

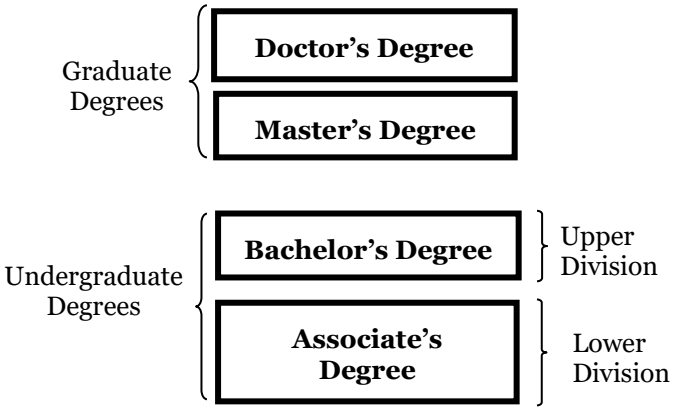
Bachelor's Degree Programs	
• BA Elementary Education (OG)	James Donovan, Ph.D. (Jim.Donovan@Point.edu)
• BS Elementary Education (OG)	James Donovan, Ph.D. (Jim.Donovan@Point.edu)
• BS Middle Grades Education (OG)	Edward W. Clark, Jr., M.Ed. (Eddie.Clark@Point.edu)
• BS Secondary Education (OG) ➢ *Biology Concentration* ➢ *English Concentration* ➢ *History Concentration*	Susan S. Ryan, Ed.D. (Susan.Ryan@Point.edu)
• BS Special Education General Curriculum (OG)	Edward W. Clark, Jr., M.Ed. (Eddie.Clark@Point.edu)
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES	**Dean: Gregory K. Moffatt, Ph.D., LPC** (Greg.Moffatt@Point.edu)
Criminal Justice Department	**Chair: Forrest B. ("Butch") Beach, D.P.A.** (Butch.Beach@Point.edu)
Associate's Degree Program	
• AA Criminal Justice (ONL)	Forrest B. ("Butch") Beach, D.P.A. (Butch.Beach@Point.edu)
Bachelor's Degree Programs	
• BS Criminal Justice (OG, ONL)	Forrest B. ("Butch") Beach, D.P.A. (Butch.Beach@Point.edu)
• BS Criminal Justice/Pre-Law Emphasis (ONL)	Forrest B. ("Butch") Beach, D.P.A. (Butch.Beach@Point.edu)
Minor	
➢ Criminal Justice Minor (OG)	Forrest B. ("Butch") Beach, D.P.A. (Butch.Beach@Point.edu)
Psychology & Counseling Department	**Chair: Simone Cox, M.A., M.B.A.** (Simone.Cox@Point.edu)
Associate's Degree Program	
• AA Human Relations (ONL)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
• AA Psychology (ONL)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
Bachelor's Degree Programs	
• BA Counseling & Human Services (OG)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
• BS Counseling & Human Services (OG)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
• BS Human Relations (ONL)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)

• BA Psychology (OG)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
• BS Psychology (OG, ONL)	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
Minors	
➢ Counseling	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
➢ Developmental Psychology	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
➢ Human Services Skills	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
➢ Psychology	Simone Cox, M.A., M.B.A. (Simone.Cox@Point.edu)
Sociology & Social Work Department	**Chair: Aisha Williams, Ph.D., LMSW** (Aisha.Williams@Point.edu)
• BS Sociology with Social Work Specialization (OG)	Aisha Williams, Ph.D., LMSW (Aisha.Williams@Point.edu)
• BSW Social Work (ONL + PC-G)	Aisha Williams, Ph.D., LMSW (Aisha.Williams@Point.edu)

Types of Degree Programs

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

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



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. Point University associate's

degrees typically include four major components: (1) a 31-32 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. All associate's degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth.

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). Baccalaureate degrees typically include four major components: (1) a 31-32 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 or full Biblical Studies Major 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) General Electives, which enable students to explore additional areas of interest. All baccalaureate degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth.

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. All master's degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth. 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 traditionally 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 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.

Apart from the A.A., A.S., B.A. and B.S., Point also offers more specialized types of undergraduate degrees, such as the Bachelor of Business Administration (B.B.A.) and Bachelor of Social Work (B.S.W.).

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. Majors typically include 45+ credits, with at least 30 credits in the Upper Division.

Students pursuing a bachelor's degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is 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. The sections of this catalog describing each academic department include descriptions of any minors offered by that department.

The following policies govern the offering of minors:

- The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select another minor, they complete it in addition to the Biblical Studies Minor.
- Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. Students may not add minors to associate's degrees.
- For a minor to appear on student transcripts as a "minor," at least 12 credits required for the minor must be beyond those required in the Core Curriculum (General Education and Biblical Studies) and professional major of the student's chosen degree program. A maximum of two courses may be used to satisfy both Core Curriculum and minor requirements. A maximum of two courses may be used to satisfy requirements for both the professional major and the minor. A maximum of two courses may be used to satisfy requirements of more than one minor.
- If a specific course required for the student's major is also required for the minor, students should substitute another course in the same discipline to fulfill the required minimum number of credits for the minor. Any course used to replace an upper division course should also be upper division (300 or 400 level).
- At least 6 credits within the minor must be completed at Point University.
- For purposes of academic planning and financial aid, Point recommends that students declare their desired minor(s) as soon as possible—preferably (but not necessarily) at the same time they declare their major. See the policy on "Declaring Programs, Majors, and Minors" in the section of this catalog devoted to "Academic Advising."

- Point awards minors and places them on transcripts only when the baccalaureate degree is awarded.
- The proper sequencing of courses to include a minor in a degree program is the student's responsibility.

Concentrations and Specializations. Some undergraduate majors and graduate programs include a "concentration" or "specialization," which consists of 12+ credits focusing on a particular field, discipline, or specialty. One example is the B.S. in Information Technology, for which students may choose a concentration in Information Systems Security or Network Administration.

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, On-Ground versus Online. 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 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. However, *since Point's traditional programs often include non-traditional "virtual" elements, the University generally designates students and programs as primarily "on-ground" or "online."*

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

- *On-Ground Courses*—Students typically meet face-to-face with instructors at the main campus in West Point or another Point education site for about 3 hours each week.
- *Point Online*—In this fully-online format, 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*—This online format 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.

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. See also the discussion of "Credit Hour Definition" under "Academic Policies & Procedures."

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 Associate's and Bachelor's Degree Structure

Point 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 certain bachelor's degrees in that all A.A. coursework also applies to the corresponding baccalaureate degree. In the table 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 the "College of Arts & Sciences."

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)

Biblical Studies. Biblical Studies ground students in the Christian Scriptures as a foundation for spiritual formation, faith integration, and a Christian worldview. Associate's degrees typically include 9 credits of Biblical Studies. Bachelor's students either complete an additional 6 credits to earn a 15-credit Biblical Studies Minor or complete a full 30+ credit Biblical Studies Major. For detailed descriptions of the Biblical Studies Minor and Biblical Studies Major, see below under the "College of Biblical Studies & Ministry."

Professional Studies. Point associate's degrees include 15+ credits of Professional Studies focusing on the student's chosen field or discipline. Bachelor's students complete additional credits to earn a 45+ credit Professional Major. Point offers majors in a variety of fields, such as accounting, biblical studies, business, child development, criminal justice, education, English, history, humanities, human relations, information technology, leadership, marketing, medical assisting, ministry, music, psychology, public health, and social work. For a complete list, see below under "Academic Programs." Detailed descriptions of professional programs appear in the sections of this catalog devoted to each of the six Point University colleges.

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.

Internships. The internship requirement in many degree programs involves the assignment of upper-class students to selected fields of service under the supervision of an instructor and a field supervisor. From 2 to 30 credit hours may be received in internships, depending on the program of study. The utilization of internships is based on the belief that the higher education learning experience is strengthened by practice. An internship gives the student an opportunity for supervised practical experience.

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, students 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 Point University Professional Majors and Graduate Programs

In accordance with Point University's mission and educational goals (described above), every 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.

Academic Calendar

University 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:
  - Traditional undergraduate students typically enroll in four to six 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 16 weeks in length.
  - Dual Credit Enrollment (DCE) courses are also offered in a 16-week term-length format aligned with the calendar of the host school.
  - Non-traditional students enrolled in undergraduate *Point Online* or *Point Connect* programs typically complete two courses each session year-round. Non-traditional courses are 8 weeks in length.
  - Non-traditional students enrolled in online graduate programs typically complete one 8-week course each session *year-round*.
- The first week of an 8-week session or 16-week term is called "Getting Started Week." It always begins with new student orientations on Monday and Tuesday followed by a half week of courses extending from Wednesday through Sunday. During this half week students must attend on-ground class sessions and/or log onto their online course websites, introduce themselves to their instructor and fellow learners, review course syllabi, participate in course orientations, complete any initial assignments, and work ahead if they wish. Most instructors do not make *major* assignments during "Getting Started Week" to give students time to get oriented and plan their educational strategy.
- The remaining course "weeks" always begin on Monday and end on Sunday. They include a variety of focused learning activities.

- 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 cancels the synchronous class session and conducts 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 purposes of financial aid. For graduate students, 6 credits per term constitute "full-time" status.
- The Academic Calendar (see below) specifies course start and end dates, add/drop/withdrawal deadlines, holidays and breaks, and key events for students operating within the 8-week session structure.

2021-2022 and 2022-2023 Academic Calendars. Point University academic calendars for 2021-2022 and 2022-2023 appear below. Note that there are separate calendars for Residential/Dual Credit Enrollment Programs and Online Programs:

Point University

Academic Calendar 2021-2022

Residential Degree Programs and Dual Credit Enrollment Programs (16-week courses)

Due to the need for flexibility in response to COVID-19, this calendar may be changed in order to safeguard the health of students, staff, and faculty.

Summer Term 2021 (May 5 - August 22)	
Residential students wishing to take summer courses may do so under the Online Degree Program Calendar (see below).	
Fall Term 2021 (August 25 – December 19)	
August 23-24	New student orientations
August 25	Courses begin; West Point convocation
September 1	Last day to add/drop course without notation
September 6	Labor Day holiday (no classes, offices closed)
September 22	Last day to withdraw from a course with "W"
October 18	Midterm grades due
October 18-19	Midterm Break (no classes)
November 19	Last day to voluntarily withdraw from a course
November 22-26	Thanksgiving Break
December 19	Courses end (last day in classroom December 17)

Spring Term 2022 (January 5 – May 1)	
January 3-4	New student orientations
January 5	Courses begin
January 12	Last day to add/drop course without notation
January 17	Dr. Martin Luther King, Jr. Holiday (no classes, offices closed)
February 2	Last day to withdraw from a course with "W"
February 28	Midterm grades due
February 28 - March 6	Spring Break*
April 8	Last day to voluntarily withdraw from a course
April 15	Good Friday Holiday (no classes, offices closed)
May 1	Courses end (last day in classroom April 29)
**Dual-credit enrollment courses will observe the spring break of the students' location. Students at public or private high schools will take their spring breaks when that high school does. Students at Point locations will follow the University's spring break schedule.*	
Summer Term 2022 (May 2 - August 24)	
Residential students wishing to take summer courses may do so under the Online Degree Program Calendar (see below).	

Point University

Academic Calendar 2021-2022

Online Degree Programs (8-week courses)

Due to the need for flexibility in response to COVID-19, this calendar may be changed in order to safeguard the health of students, staff, and faculty.

Summer Term 2021 (May 5 - August 22)		
Summer Session 1 (May 5 – June 27)		
	New student orientations/Midterm Break	May 3-4 (Monday – Tuesday)
Getting Started Week **May 5-9**	Courses begin	May 5 (Wednesday)
Week 1 **May 10-16**	Courses continue	May 10 (Monday)
	Last day to add/drop course without notation	May 12 (2nd Wednesday of term/session)
Week 2 **May 17-23**		
Week 3 **May 24-30**	Last day to withdraw from course voluntarily with "W"	May 28
Week 4 **May 31 - June 6**	Memorial Day Holiday (no classes, offices closed)	May 31
	Midterm Grades Due	May 31

Week 5 **June 7-13**	Last day to withdraw from course voluntarily with WP or WF	June 11
Week 6 **June 14-20**		
Week 7 **June 21-27**	Courses End	June 27 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	June 30, 5:00 p.m. (Wednesday)
Summer Session 2 (June 30 – August 22)		
Getting Started Week **June 30 – July 4**	New student orientations (online programs) /Midterm Break	June 28-29 (Monday – Tuesday)
	Courses begin	June 30 (Wednesday)
	Independence Day	July 4 (Sunday)
Week 1 **July 5-11**	Courses continue	July 5 (Monday)
	Independence Day holiday observed (no classes; offices closed)	July 5 (Monday)
	Last day to add/drop course without notation	July 7 (2nd Wednesday of session)
Week 2 **July 12-18**		
Week 3 **July 19-25**	Last day to withdraw from course voluntarily with "W"	July 23
Week 4 **July 26 – August 1**	Midterm Grades Due	July 26
Week 5 **August 2-8**	Last day to withdraw from course voluntarily with WP or WF	August 6
Week 6 **August 9-15**		
Week 7 **August 16-22**	Courses End	August 22 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	August 25, 5:00 p.m. (Wednesday)
Fall Term 2021 (August 25 – December 19)		
Fall Session 1 (August 25 – October 17)		
	New student orientations	August 23-24 (Monday – Tuesday)
Getting Started Week **August 25-29**	Courses begin West Point convocation	August 25 (Wednesday)
Week 1 **August 30-September 5**	Courses continue	August 30 (Monday)
	Last day to add/drop course without notation	September 1 (2nd Wednesday of term/session)

Week 2 **September 6-12**	Labor Day holiday (no classes, offices closed)	September 6 (Monday)
Week 3 **September 13-19**	Last day to withdraw from course voluntarily with "W"	September 17

Week 4 **September 20-26**	Midterm Grades Due	September 20
Week 5 **Sept. 27 – Oct. 3**	Last day to withdraw from course voluntarily with WP or WF	October 1
Week 6 **October 4-10**		
Week 7 **October 11-17**	Courses End	October 17 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	October 20, 5:00 p.m. (Wednesday)
Fall Session 2 (October 20 – December 19)		
	New student orientations (online programs) /Midterm Break	October 18-19 (Monday – Tuesday)
Getting Started Week **October 20-24**	Courses begin	October 20 (Wednesday)
Week 1 **October 25-31**	Courses continue	October 25 (Monday)
	Last day to add/drop course without notation	October 27 (2nd Wednesday of session)
Week 2 **November 1-7**	Registration begins for spring term	November 1 (10th Monday of term)
Week 3 **November 8-14**	Last day to withdraw from course voluntarily with "W"	November 12
Week 4 **November 15-21**	Midterm Grades Due	November 15
November 22-28	Thanksgiving Break (no classes this week, offices closed Nov. 25-26)	November 22 – 28 (Monday - Sunday)
Week 5 **November 29 – December 5**	Last day to withdraw from course voluntarily with WP or WF	December 3
Week 6 **December 6-12**		
Week 7 **December 13-19**	Fall Commencement	December 18 (Saturday)
	Courses End	December 19 (Sunday)
December 20 – January 4	Final Grades Due (award letter grade or "Incomplete" by this date)	December 22, 5:00 p.m. (Wednesday)
	Christmas Break (dates offices are closed TBD)	Dec. 20 – Jan. 4

Spring Term 2022 (January 5 – May 1)		
Spring Session 1 (January 5 – February 27)		
	New student orientations	January 3-4 (Monday – Tuesday)
Getting Started Week **January 5-9**	Courses begin	January 5 (Wednesday)
Week 1 **January 10-16**	Courses continue	January 10 (Monday)
	Last day to add/drop course without notation	January 12 (2nd Wednesday of session)
Week 2 **January 17-23**	Dr. Martin Luther King, Jr. Holiday (no classes, offices closed)	January 17 (Monday)
Week 3 **January 24-30**	Last day to withdraw from course voluntarily with "W"	January 28
Week 4 **Jan 31 – Feb. 6**	Midterm Grades Due	January 31
Week 5 **February 7-13**	Last day to withdraw from course voluntarily with WP or WF	February 11
Week 6 **February 14-20**		
Week 7 **February 21-27**	Courses End	February 27 (Sunday)
Feb. 28 – Mar. 6	Spring Break (no classes)	February 28 - March 6
	Final Grades Due (award letter grade or "Incomplete" by this date)	March 2, 5:00 p.m. (Wednesday)
Spring Session 2 (March 9 – May 1)		
	New student orientations (online programs)	March 7-8 (Monday – Tuesday)
Getting Started Week **March 9-13**	Courses begin	March 9 (Wednesday)
Week 1 **March 14-20**	Courses continue	March 14 (Monday)
	Last day to add/drop course without notation	March 16 (2nd Wednesday of session)
Week 2 **March 21-27**	Registration begins for summer and fall terms	March 21 (10th Monday of term)
Week 3 **Mar. 28 – April 3**	Last day to withdraw from course voluntarily with "W"	April 1
Week 4 **April 4-10**	Midterm Grades Due	April 4
Week 5 **April 11-17**	Good Friday Holiday (no classes, offices closed)	April 15
	Last day to withdraw from course voluntarily with WP or WF	April 15

Week 6 **April 18-24**		
Week 7 **April 25 – May 1**	Spring Commencement	April 30 (Saturday)
	Courses End	May 1
	Final Grades Due (award letter grade or "Incomplete" by this date)	May 4, 5:00 p.m. (Wednesday)

Point University

Academic Calendar 2022-2023

Residential Degree Programs and Dual Credit Enrollment Programs (16-week courses)

Due to the need for flexibility in response to COVID-19, this calendar may be changed in order to safeguard the health of students, staff, and faculty.

Summer Term 2022 (May 2 - August 24)	
Residential students wishing to take summer courses may do so under the Online Degree Program Calendar (see below).	
Fall Term 2022 (August 24 – December 18)	
August 22-23	New student orientations
August 24	Courses begin, West Point convocation
August 31	Last day to add/drop course without notation
September 5	Labor Day holiday (no classes, offices closed)
September 21	Last day to withdraw from a course with "W"
October 17	Midterm grades due
October 17-18	Midterm Break (no classes)
November 18	Last day to voluntarily withdraw from a course
November 21-25	Thanksgiving Break
December 18	Courses end (last day in classroom December 16)
Spring Term 2023 (January 4 – April 30)	
January 2-3	New student orientations
January 4	Courses begin
January 11	Last day to add/drop course without notation
January 16	Dr. Martin Luther King, Jr. Holiday (no classes, offices closed)
February 1	Last day to withdraw from a course with "W"
February 27	Midterm grades due
February 27- March 7	Spring Break*
April 7	Last day to voluntarily withdraw from a course
April 7	Good Friday Holiday (no classes, offices closed)

April 30	Courses end (last day in classroom April 28)
**Dual-credit enrollment courses will observe the spring break of the students' location. Students at public or private high schools will take their spring breaks when that high school does. Students at Point locations will follow the University's spring break schedule.*	

Point University

Academic Calendar 2022-2023

Online Degree Programs (8-week courses)

Due to the need for flexibility in response to COVID-19, this calendar may be changed in order to safeguard the health of students, staff, and faculty.

Summer Term 2022 (May 2 - August 24)		
Summer Session 1 (May 2 – June 26)		
	New student orientations/Midterm Break	May 2-3 (Monday – Tuesday)
Getting Started Week **May 4-8**	Courses begin	May 4 (Wednesday)
Week 1 **May 9-15**	Courses continue	May 9 (Monday)
	Last day to add/drop course without notation	May 11 (2nd Wednesday of term/session)
Week 2 **May 16-22**		
Week 3 **May 23-29**	Last day to withdraw from course voluntarily with "W"	May 27
Week 4 **May 30 - June 5**	Memorial Day Holiday (no classes, offices closed)	May 30
	Midterm Grades Due	May 30
Week 5 **June 6-12**	Last day to withdraw from course voluntarily with WP or WF	June 10
Week 6 **June 13-19**		
Week 7 **June 20-26**	Courses End	June 26 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	June 29, 5:00 p.m. (Wednesday)
Summer Session 2 (June 29 – August 21)		
	New student orientations (online programs) /Midterm Break	June 27-28 (Monday – Tuesday)
Getting Started Week **June 29 – July 3**	Courses begin	June 29 (Wednesday)

Week 1 **July 4-10**	Independence Day Holiday (no classes, offices closed)	July 4 (Monday)
	Courses continue	July 5 (Tuesday)
	Last day to add/drop course without notation	July 6 (2nd Wednesday of session)
Week 2 **July 11-17**		
Week 3 **July 18-24**	Last day to withdraw from course voluntarily with "W"	July 22
Week 4 **July 25-31**	Midterm Grades Due	July 25
Week 5 **August 1-7**	Last day to withdraw from course voluntarily with WP or WF	August 5
Week 6 **August 8-14**		
Week 7 **August 15-21**	Courses End	August 21 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	August 24, 5:00 p.m. (Wednesday)
Fall Term 2022 (August 24 – December 18)		
Fall Session 1 (August 24 – October 16)		
	New student orientations	August 22-23 (Monday – Tuesday)
Getting Started Week **August 24-28**	Courses begin West Point convocation	August 24 (Wednesday)
Week 1 **August 29-September 4**	Courses continue	August 29 (Monday)
	Last day to add/drop course without notation	August 31 (2nd Wednesday of term/session)
Week 2 **September 5-11**	Labor Day holiday (no classes, offices closed)	September 5 (Monday)
Week 3 **September 12-18**	Last day to withdraw from course voluntarily with "W"	September 16
Week 4 **September 19-25**	Midterm Grades Due	September 19
Week 5 **Sept. 26 – Oct. 2**	Last day to withdraw from course voluntarily with WP or WF	September 30
Week 6 **October 3-9**		

Week 7 **October 10-16**	Courses End	October 16 (Sunday)
	Final Grades Due (award letter grade or "Incomplete" by this date)	October 19, 5:00 p.m. (Wednesday)
Fall Session 2 (October 19 – December 18)		
	New student orientations (online programs) /Midterm Break	October 17-18 (Monday – Tuesday)
Getting Started Week **October 19-23**	Courses begin	October 19 (Wednesday)
Week 1 **October 24-30**	Courses continue	October 24 (Monday)
	Last day to add/drop course without notation	October 26 (2nd Wednesday of session)
Week 2 **October 31 – Nov. 6**	Registration begins for spring term	October 31 (10th Monday of term)
Week 3 **November 7-13**	Last day to withdraw from course voluntarily with "W"	November 11
Week 4 **November 14-20**	Midterm Grades Due	November 14
November 21-27	Thanksgiving Break (no classes this week, offices closed Nov. 24-25)	November 21 – 27 (Monday - Sunday)
Week 5 **November 28 – December 4**	Last day to withdraw from course voluntarily with WP or WF	December 2
Week 6 **December 5-11**		
Week 7 **December 12-18**	Fall Commencement	December 17 (Saturday)
	Courses End	December 18 (Sunday)
December 19 – January 3	Final Grades Due (award letter grade or "Incomplete" by this date)	December 21, 5:00 p.m. (Wednesday)
	Christmas Break (dates offices are closed TBD)	Dec. 19 – Jan. 3
Spring Term 2023 (January 4 – April 30)		
Spring Session 1 (January 4 – February 26)		
	New student orientations	January 2-3 (Monday – Tuesday)
Getting Started Week **January 4-8**	Courses begin	January 4 (Wednesday)
Week 1 **January 9-15**	Courses continue	January 9 (Monday)
	Last day to add/drop course without notation	January 11 (2nd Wednesday of session)

Week 2 **January 16-22**	Dr. Martin Luther King, Jr. Holiday (no classes, offices closed)	January 16 (Monday)
Week 3 **January 23-29**	Last day to withdraw from course voluntarily with "W"	January 27
Week 4 **Jan 30– Feb. 5**	Midterm Grades Due	January 30
Week 5 **February 6-12**	Last day to withdraw from course voluntarily with WP or WF	February 10
Week 6 **February 13-19**		
Week 7 **February 20-26**	Courses End	February 26 (Sunday)
Feb. 27 – Mar. 7	Spring Break (no classes)	February 27 - March 7
	Final Grades Due (award letter grade or "Incomplete" by this date)	March 1, 5:00 p.m. (Wednesday)
Spring Session 2 (March 8 – April 30)		
	New student orientations (online programs)	March 6-7 (Monday – Tuesday)
Getting Started Week **March 8-12**	Courses begin	March 8 (Wednesday)
Week 1 **March 13-19**	Courses continue	March 13 (Monday)
	Last day to add/drop course without notation	March 15 (2nd Wednesday of session)
Week 2 **March 20-26**	Registration begins for summer and fall terms	March 19 (10th Monday of term)
Week 3 **Mar. 27 – April 2**	Last day to withdraw from course voluntarily with "W"	March 31
Week 4 **April 3-9**	Midterm Grades Due	April 3
	Good Friday Holiday (no classes, offices closed)	April 7
Week 5 **April 10-16**	Last day to withdraw from course voluntarily with WP or WF	April 14
Week 6 **April 17-23**		
Week 7 **April 24-30**	Spring Commencement	April 29 (Saturday)
	Courses End	April 30
	Final Grades Due (award letter grade or "Incomplete" by this date)	May 3, 5:00 p.m. (Wednesday)

Online Learning

***Canvas* Online Learning Management System (LMS).** *Point Online* and *Point Connect* utilize *Canvas*, an online Learning Management System (LMS).

Online Course Sites. Point's *Canvas* course sites facilitate online presentations, the sharing of educational resources, communications with instructors and other students, course assignments, and assessments of student learning.

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.

Online Instructional Design. Point University has developed an online 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. Point department chairs and professional instructional designers work closely with faculty subject matter experts (SMEs) to ensure every course meets Point 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 *Point University Course Design Guide* and accompanying tools provide a detailed description of the instructional design process and rationale.

Online Course Andragogy. To deliver full "online courses," Point 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 online 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 Point 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 strong learning communities, which strengthen motivation and retention.

Accordingly, Point 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, Point 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.

Point's center for excellence in teaching and learning (CETL) provides mandatory training for all faculty in the "high tech, high touch" method of student engagement, course management, university mission and values, faith integration, and student privacy and other policies.

Online Course Delivery System for Point Online and Point Connect Programs

Course Carousels. Point University uses a system of "course carousels" to ensure that online students are able to get the classes they need as they need them. This helps students progress through their degree in a timely manner.

Professional Carousels. Fully-online bachelor's degrees 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 online 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.

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 degree program.

Course Weeks. All online courses are offered in either *Point Online* (fully-online) or *Point Connect* format (weekly live session supplemented by online learning activities). All such courses are 8 weeks in length, consisting of "Getting Started" Week plus Weeks 1-7 of additional learning activities. Please note:

- *"Getting Started" Week*—The first week of a session always begins with new student orientations on Monday and Tuesday followed by a half week of learning activities extending from Wednesday through Sunday. During this half week students must log onto their online course websites, introduce themselves to their instructor and fellow learners, review course syllabi, participate in course orientations, complete any initial assignments, and work ahead if they wish. Most instructors do not make *major* assignments due during this half-week to give students time to get oriented and plan their educational strategy.
- Online course sites open to students no later than Monday of "Getting Started" week when the half week of studies begins.
- *Weeks 1-7 of the Session*—The remaining seven course "weeks" always begin on Monday and end on Sunday. They include a variety of focused learning activities.
- The first day of a course or session does not necessarily coincide with the first live videoconference 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 Wednesday. Accordingly, students should log into the course website and begin working early in the week because some course assignments may be due prior to Thursday.
- Unless stated otherwise in the course syllabus, all weekly assignments are due by 11:59 p.m. on Sunday, Eastern Standard Time (EST).
- *Point highly recommends that online students begin logging into 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.*
- Online course sites close 45 days 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 45-day period because they will no longer be accessible afterwards.

Academic Programs

Point University currently offers the following educational programs (see the following six pages):

Point University

ACADEMIC PROGRAMS

OG = On-ground format, West Point

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

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

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

***** = planned program not yet launched

COLLEGES, DEPTS, PROGRAMS	MODALITIES				
COLLEGE OF ARTS & SCIENCES					
Humanities Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Point University Core Curriculum					
➢ General Education Core *(included in all undergraduate programs as part of the Point Core Curriculum)*	X	X			PC-G elements at North Highland Church in Columbus, GA
➢ Dual Credit Enrollment Courses	X	X			
Associate's Degree Programs					
• AA General Studies		X			
Bachelor's Degree Programs					
• BS Communication	X				
• BA English	X				
• BA English & Biblical Studies (dual major)	X				
• BA History	X				
• BA History & Biblical Studies (dual major)	X				
• BA Humanities ➢ *English Specialization* ➢ *Literature Specialization* ➢ *Philosophy Specialization* ➢ *Writing Specialization* ➢ *Interdisciplinary Specialization*	X				
• BA Humanities & Biblical Studies (dual major)	X				
• BA University Studies (Interdisciplinary)	X				
• BS University Studies (Interdisciplinary)	X				
Minors					
➢ Communication Minor	X				
➢ English Minor	X				
➢ History Minor	X				
➢ Humanities Minor	X				

Fine Arts Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BA Music ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	X				
• BS Music ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	X				
Minors					
➢ Music	X				
➢ Music Business	X				
Health Sciences Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AS Medical Assisting		X			include OG Clinical Externship at approved site near student's home
• AS Medical Coding & Billing		X			
• AS Medical Office Management		X			includes OG Clinical Externship at approved site near student's home
• AA Public Health		X			
Bachelor's Degree Program					
• BS Public Health		X			
Certificates					
➢ Medical Assisting Certificate		X			include OG Clinical Externship at approved site near student's home
➢ Medical Coding & Billing Certificate		X			
Information Technology Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AS Information Technology		X			
Bachelor's Degree Programs					
• BS Info Tech/Info Systems Security		X			
• BS Info Tech/Network Administration		X			
Science & Mathematics Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BS Biology	X				
• BS Biology/ Pre-Professional Option	X				
• BS Exercise Science	X				
• BS Exercise Science/Pre-Prof. Option	X				
Minor					
• Biology Minor	X				

COLLEGE OF BIBLICAL STUDIES & MINISTRY					
Biblical Studies Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Point University Core Curriculum					
➢ Biblical Studies Minor *(included in all baccalaureate programs without a Biblical Studies Major as part of the Point University Core Curriculum)*	X	X			PC-G elements at North Highland Church in Columbus, GA
➢ Biblical Studies Major	X				
Bachelor's Degree Programs					
• *BA Biblical Studies with dual major in English, History, or Humanities*	X	The Biblical Studies Department and Humanities Department cooperate to offer BA degrees with dual majors in Biblical Studies and English, History, or Humanities. Requirements appear in this catalog under the Humanities Department.			
• BA Biblical Studies and Preaching Ministry (dual major)	X				
• BS Biblical Studies and Preaching Ministry (dual major)	X				
• BA Biblical Studies with Ministry Specialization	X	Students choose a specialization in Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music & Worship Ministry, Preaching Ministry, or Seminary Preparation, or other area proposed by the student.			
• BS Biblical Studies with Ministry Specialization	X				
• BA Biblical Studies and Youth & Family Ministries (dual major)	X				
• BS Biblical Studies and Youth & Family Ministries (dual major)	X				
Specializations					
➢ Ministry Specializations	X				
Christian Ministries Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Applied Ministry		X	X		consists of OG or OL courses + extended OG ministry practicum at designated sites
• AA Christian Ministries		X			
• AA Youth Ministry		X			
Bachelor's Degree Programs					
• BS Applied Ministry		X	X		consists of OL courses + extended OG ministry practicum at designated sites
• BS Christian Ministries		X			
• BS Youth & Family Ministries		X			
Master's Degree Program					
• Master of Transformative Ministry		X			
Certificate					

• Certificate in Campus Ministry		X			
COLLEGE OF BUSINESS & LEADERSHIP					
Accounting & Finance Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Accounting		X			
Bachelor's Degree Programs					
• BS Accounting/Forensics & Fraud		X			
• BBA Accounting	X				
• BBA Accounting & Information Systems	X				
• BBA Financial Management	X				
Minor					
➢ Accounting Minor	X				
Management Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Business	X				
• AA Business Administration		X			
• AA Business Administration with Concentration in Hospitality Leadership		X			consists of OL courses + OG practica hosted by business partners, such as Chick-fil-A
• AA Healthcare Administration		X			
• AA Organizational Leadership		X			
Bachelor's Degree Programs					
• BS Business Administration	X	X			
• BS Entrepreneurship		X			
• BS Business Administration with Concentration in Hospitality Leadership		X			consists of OL courses + OG practica hosted by business partners, such as Chick-fil-A
• BBA Business Admin/Logistics Mgmt		X			
• BS Healthcare Administration		X			
• BBA Management	X				
• BS Management		X			
• BS Organizational Leadership		X			
Master's Degree Program					
• MBA Business Administration		X			
Minors					
➢ Business Administration Minor	X				
➢ Management Minor (for Business majors only)	X				
➢ Music Business Minor	X				

➢ Sports Management Minor (version for Business majors only)	X				
➢ Sports Management Minor (version for non-Business majors)	X				
Marketing & Public Relations Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Social Media Marketing		X			
Bachelor's Degree Programs					
• BS Marketing		X			
• BBA Marketing	X				
• BS Social Media Marketing		X			
Minor					
➢ Marketing Minor (for Business majors only)	X				
Certificate					
➢ Social Media Marketing Certificate		X			
COLLEGE OF EDUCATION					
Child & Youth Development Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Child Development				X	
Bachelor's Degree Programs					
• BS Child Development				X	
• BS Child & Youth Development ➢ *Children's Ministry Specialization* ➢ *Early Childhood Specialization* ➢ *Special Education Specialization* ➢ *Youth Programs Administration Specialization*	X				
Teacher Education Dept [GaPSC]	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Teacher Education Program (TEP)					
• Teacher Education Program *(embedded in bachelor's programs shown below)*	X				
• BA Elementary Education	X				
• BS Elementary Education	X				
• BS Middle Grades Education	X				
• BS Secondary Education ➢ *Biology Concentration* ➢ *English Concentration* ➢ *History Concentration*	X				

• BS Special Education General Curriculum	X				
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES					
Criminal Justice Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Criminal Justice		X			
Bachelor's Degree Programs					
• BS Criminal Justice	X	X			
• BS Criminal Justice/Pre-Law Emphasis	X				
Minor					
➢ Criminal Justice Minor	X				
Psychology & Counseling Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Human Relations		X			
• AA Psychology		X			
Bachelor's Degree Programs					
• BA Counseling & Human Services	X				
• BS Counseling & Human Services	X				
• BS Human Relations		X			
• BA Psychology	X				
• BS Psychology	X	X			
Minors					
➢ Counseling	X				
➢ Developmental Psychology	X				
➢ Human Services Skills	X				
➢ Psychology	X				
Sociology & Social Work Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BS Sociology ➢ *Social Work Specialization*	X				
• BSW Social Work		X			CSWE accredited consists of online courses plus extended field seminar and internship experiences at approved sites

Point University

COLLEGE OF ARTS & SCIENCES

DEAN: DEDRA R. WOOLFOLK, PH.D.

Personnel

College Dean

Dedra R. Woolfolk, Ph.D. in Pharmacology, M. S. in Biological and Biomedical Sciences—Dean of the College of Arts & Sciences, Professor of Natural Science

Department Chairs

Jennifer Allen Craft, M.Litt. in Theology, Imagination and the Arts, Ph.D. in Divinity—Humanities Department Chair, Associate Professor of Humanities and Theology

Chapel John McCullough, Ph.D. in Music Education—Fine Arts Department Chair, Assistant Professor of Music, Director of Bands

Philip Partain, M.S. in Management/Information Systems Security; M.Div. candidate in Ministry—Information Technology Department Chair, Assistant Professor of Information Technology

Clotilde Dudley-Smith, M.P.A. in Public Administration with Healthcare Administration Concentration, Ed.D. in Educational Management—Health Sciences Department Chair, Assistant Professor of Health Sciences

Alexis L. Taylor, Ed.D. in Education—Instructor in English

Dedra R. Woolfolk, Ph.D. in Pharmacology, M. S. in Biological and Biomedical Sciences—Dean of the College of Arts & Sciences, Science & Mathematics Department Acting Chair, Professor of Natural Science

Other Full-Time Faculty

David P. Adams, Ph.D. in History and Sociology of Medicine—Instructor in History

Rebecca L. Aquino, D.O. in Osteopathy—Assistant Professor of Science

Kristen J. R. Berry, M.A. in Human Communication Studies, M.Div. in Divinity—Assistant Professor of Communication

Taylor Douglas Bowman, Ph.D. in English Literature—Assistant Professor of English

Tammy Burch, M. S. in Education (Math)—Assistant Professor of Mathematics

Dallas J. (“DJ”) Dycus, Ph.D. in English—Professor of English and Humanities

Michael J. Elliott, Ph.D. in Chemistry/Chemical Education—Associate Professor of Chemistry

Nathaniel Gworek, Doctor of Musical Arts in Percussion Performance—Assistant Professor of Music, Assistant Director of Bands

Andrew Harry, M.Mus. in Piano Performance, Doctor of Music Education candidate—Assistant Professor of Fine Arts

Randall George Howell, M.Ed. in Biological Sciences—Instructor in Biology

Teddy Hall, Jr., M.Mus. in Music Education—Instructor of Percussion

Steven R. Harn, M.A. in History—Instructor of History
Sarah G. Huxford, Master of Mass Communication—Associate Professor of Communication
Allison M. Kemper, D.P.T. in Physical Therapy—Associate Professor of Exercise Science
Kathryn Johnson Radunski, M.Ed. in Mathematics Education—Instructor in Mathematics and Science
Susan S. Ryan, M.A. in English, Ed.D. in Curriculum Studies—Dean of the College of Education, Professor of English and Education
Amy L. Schuler, M.S. in Biology—Instructor in Biology
William Grant Vickery, Ph.D. in English—Assistant Professor of English
Edward ("Chip") Winters, M.A. in English—Instructor in English
Nicci Wooley, M.A. in Professional Communication—Assistant Professor of Communication

Administrative Faculty

James William "Bill" Dorminy, Sr. (Director of Information Technology), M.B.A. in Technology Management—Adjunct Instructor in Information Technology
Lanier M. Motes (Director of Fine Arts Center), M.Mus. in Music Technology, Instructor in Music
Kathryn ("Kate") J. Nelson (Academic Advisor), Ph.D. in Adult Education—Adjunct Instructor in Education
Jennifer Perkins Tyler (Head Coach), M.A. in Teaching—Adjunct Instructor in Physical Education
Adam Solomon (Director of Library Resources), M.L.I.S. in Library and Information Science 2018

NOTE: For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." Administrative faculty are full-time administrators or staff who hold academic credentials in a field related to Arts and Sciences. They influence academic programs but may or may not teach on a regular basis.

Point University
College of Arts & Sciences

Humanities Department

DEPARTMENT CHAIR: JENNIFER ALLEN CRAFT, PH.D.

Academic Programs

The Humanities Department oversees the following academic programs. Baccalaureate programs that do not include a dual major in Biblical Studies include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF ARTS & SCIENCES					
Humanities Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Point University Core Curriculum					
➢ General Education Core *(included in all undergraduate programs as part of the Point Core Curriculum)*	X	X			PC-G elements at North Highland Church in Columbus, GA
➢ Dual Credit Enrollment Courses	X	X			
Associate's Degree Programs					
• AA General Studies		X			
Bachelor's Degree Programs					
• BS Communication	X				
• BA English	X				
• BA English & Biblical Studies (dual major)	X				
• BA History	X				
• BA History & Biblical Studies (dual major)	X				

• BA Humanities ➢ *English Specialization* ➢ *Literature Specialization* ➢ *Philosophy Specialization* ➢ *Writing Specialization* ➢ *Interdisciplinary Specialization*	X				
• BA Humanities & Biblical Studies (dual major)	X				
• BA University Studies (Interdisciplinary)	X				
• BS University Studies (Interdisciplinary)	X				
Minors					
➢ Communication Minor	X				
➢ English Minor	X				
➢ History Minor	X				
➢ Humanities Minor	X				

Role of General Studies in the Point University Core Curriculum

The Point University Core Curriculum

Background: The Point University Core Curriculum. All Point University associate's degree programs include courses in General Studies (Liberal Arts) and Biblical Studies. All Point bachelor's degree programs include a full 30+ credit General Studies Core and either a Biblical Studies Minor or Major. Together, the General Studies and Biblical Studies components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

Relationship of the Core Curriculum to Point's Gen Ed Competencies. Point University's mission and goals include facilitating students' intellectual, spiritual, and social growth. In accordance with these aims, Point's Core Curriculum develops certain broad General Education Competencies in all associate and baccalaureate degree students, regardless of program, location, or modality. The following table lists those competencies, along with instruments used to assess student attainment:

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

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

General Education Core

(on-ground)

Program Coordinator: Kristen Berry, M.A., M.Div.
Math Curriculum: Tammy Burch, M.S.

Overview. All Point University associate's and bachelor's degree programs are based on a General Education Core, which includes foundational coursework in five areas of the Liberal Arts: (1) Essential Skills related to written communication, oral communication, and critical thinking; (2) Humanities & Fine Arts; (3) Natural Sciences; (4) Mathematics; and (5) Social & Behavioral Sciences.

Modality. Point University offers the General Education Core in both on-ground format and *Point Online* format. Both versions develop General Education competencies in the five areas listed above. However, the on-ground version of the Core taught on the West Point campus (shown here) offers students more course choices within each area.

Program Purpose and Student Learning Objectives

Purpose. The on-ground 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 student learning objectives:

Objective 1: Communicate effectively orally and in writing.

Objective 2: Demonstrate an integrated Christian worldview.

Objective 3: Operate in the areas of humanities, social and behavioral sciences, and natural sciences.

Objective 4: Demonstrate skills in critical thinking, mathematics, and computer literacy.

Objective 5: Demonstrate a basic understanding of the content of the Old and New Testaments (all degrees) and of biblical theology and the basic principles of biblical interpretation (baccalaureate degrees).

Required Courses. The on-ground General Education Core consists of the following courses. Students have a choice of courses within some categories. However, many of the principles, theories, issues, and skills addressed in each degree program's professional component are based on what students learn in Core courses. Accordingly, *some programs mandate that students complete specific courses among the Core offerings*. See the program descriptions in this catalog for General Education Core requirements for a particular degree program. The Registrar also publishes a *General Studies Course Selection Guide* to guide students in course selection.

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core courses from at least two different areas/prefixes: *6*

- ENG 202 American Literature to 1860 (3)
- ENG 203 American Literature since 1860 (3)
- ENG 204 British Literature to 1800 (3)
- ENG 205 British Literature since 1800 (3)
- ENG 207 World Literature (3)
- HUM 101 Introduction to Humanities (3)
- MUS 102 Music Appreciation (3)
- MUS 105 Survey of Popular Music (3)
- PHL 201 Introduction to Philosophy (3)
- PHL 225 History of Philosophy (3)

Natural Sciences

Select one Science core course with associated lab: 4

- NSC 101 & 101L Survey of Biology with Lab (4)
- NSC 103 & 103L Biology I with Lab (4)
- NSC 106 & 106L Environmental Science with Lab (4)
- NSC 110 & 110L Physical Science with Lab (4)
- NSC 215 & 215L Human Anatomy & Physiology with Lab (4)
- NSC 228 & 228L General Chemistry I with Lab (4)

Mathematics

Select one Math core course: 3

Students should select the course that fulfils 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").

- MTH 115 Quantitative Reasoning (3)
- MTH 117 Introductory Statistics (3)
- MTH 120 College Algebra (3)
- MTH 191 Pre-Calculus (3)
- MTH 202 Basic Statistics (3)
- MTH 210 Calculus I (4)
- MTH 212 Calculus II (4)

Social & Behavioral Sciences	
PSY 103 Introduction to Psychology	3
Select one of the following History core courses: HIS 104 World History I (3) HIS 105 World History II (3) HIS 250 United States History I (3) HIS 251 United States History II (3)	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3
TOTAL GENERAL EDUCATION CORE CREDITS:	*32*

General Education Core

(online)

Program Coordinator: Kristen Berry, M.A., M.Div.
Math Curriculum: Tammy Burch, M.S.

Overview. All Point University associate's and bachelor's degree programs are based on a General Education Core, which includes foundational coursework in five areas of the Liberal Arts: (1) Essential Skills related to written communication, oral communication, and critical thinking; (2) Humanities & Fine Arts; (3) Natural Sciences; (4) Mathematics; and (5) Social & Behavioral Sciences.

Modality. Point University offers the General Education Core in both on-ground format and *Point Online* format. Both versions develop General Education competencies in the five areas listed above. However, the on-ground version of the Core taught on the West Point campus (shown above) offers students more course choices within each area. *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose and Student Learning Objectives

Purpose. The online 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 student learning objectives:

Lifelong Learning

Objective 1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 2: Graduates employ effective study habits and time management skills.

Objective 3: Graduates locate and use information resources

Objective 4: Graduates demonstrate basic computer literacy.

Objective 5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 6: Graduates communicate effectively orally and in writing.

Objective 7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 8: Graduates work effectively to accomplish tasks both independently and within teams.

Content, principles, and methodologies of primary areas of knowledge

Objective 9: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 10: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 11: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 12: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

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

Essential Skills

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

Humanities & Fine Arts

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ___ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one Math core course: *Students should select the course that fulfils 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").* MATH 115 Quantitative Reasoning (3) MATH 117 Introductory Statistics (3) MATH 120 College Algebra (3)	3

Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
TOTAL GENERAL EDUCATION CORE CREDITS:	*31*

Academic Policies Related to General Education

Undergraduate Mathematics Policy. Point University offers three levels of general math courses as shown below:

Higher Level	MTH 212 Calculus II
	MTH 210 Calculus I
	MTH 202 Basic Statistics
	MTH 191 Pre-Calculus
Mid-Level *(Gen Ed minimum)*	MTH/MATH 120 College Algebra
	MTH/MATH 117 Introductory Statistics
	MTH/MATH 115 Quantitative Reasoning
Lower Level	MTH/MATH 113 Intermediate Algebra
	MTH/MATH 111 Elementary Algebra

Please note:

Each degree program has specified the "minimum" math course required for students pursuing that program. For example, students majoring in Public Health must complete MATH 117 Introductory Statistics (or higher) as their General Education math course. This lower-level statistics course prepares them to complete PBHE 304 Biostatistical Research, a higher-level course that is part of the major.

(1) *The mid-level courses are the lowest level math courses that can fulfil the General Education Core requirement to earn an associate's or bachelor's degree.* MTH/MATH 111 Elementary Algebra and MTH/MATH 113 Intermediate Algebra *do not* fulfil the minimum Core requirement for any program but may be used as General Electives. Some programs require higher-level math, so students should check program requirements.

(2) The minimum math course is not the only way to fulfil the degree requirement because students may substitute a higher level math course for the minimum. For example, students majoring in Public Health must, at minimum, complete MATH 117 Introductory Statistics to enter the major. However, MATH 120 College Algebra also qualifies them to enter the major since it is a higher level course than MATH 117.

(3) Students who need a review of foundational skills prior to entering their required math course may need to enroll in a lower-level course to prepare themselves. For example,

- MTH/MATH 111 Elementary Algebra prepares students for MTH/MATH 113 Intermediate Algebra.
- MTH/MATH 113 Intermediate Algebra prepares students for MTH/MATH 120 College Algebra.
- MTH/MATH 120 College Algebra and MTH 191 Pre-Calculus prepare students for MTH 210 Calculus I.

Students may use these lower-level courses as General Electives.

(4) Since mathematics lays the groundwork for many professional skills, full-time undergraduate students must enroll in an appropriate math course within the first two terms of enrollment at Point. If necessary, they must then enroll in an appropriate math 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*.

Undergraduate Math Placement Test. The *Point Admission Assessment* (PAA) includes a math placement test. On-ground students usually complete the PAA before or during their "Starting Point" event. Online students either take the full PAA or complete the math placement part of the PAA during PASS 100 Online Orientation. Point places students in math courses based on their PAA score.

Undergraduate English Policy. Full-time students should completed ENG/ENGL 101 Critical Reading & Writing I and ENG/ENGL 102 Critical Reading & Writing II as early as possible in their programs. Passing these courses with a grade of "C" or higher is a prerequisite for many other courses.

Writing Emphasis Courses. In the Lower Division, undergraduate students gain university-level writing skills through ENG/ENGL 101-102 Critical Reading & Writing I-II, supported by metacognitive and career-readiness strategies taught in APSP 110/EFT 101 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.

Transfer Guidelines for the Gen Ed Core and Biblical Studies Minor. The faculty of Point University 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, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the Chief Academic Officer and college deans. For the guidelines and full policy on course transfers, see "Credit for Prior Learning" in the section of this catalog focusing on "Academic Regulations."

Dual Credit Enrollment Courses. Point University admits qualified high school students into its Dual Credit Enrollment program (DCE, also known as "joint enrollment"). In this program, students complete college-level courses that simultaneously fulfil requirements for both their high school diploma and a university degree from Point. For more information, see "Application Procedures for Dual Credit Enrollment Students" in the section of this catalog focusing on "Application & Admission."

Point offers DCE courses in both on-ground and online formats. All Point DCE course curricula are approved by the State of Georgia. Virtually all DCE courses fall into the category of "General Education" and meet Point University General Education Core requirements.

Policy for Degree-Seeking Students with Undecided Major

For purposes of academic planning and financial aid, Point recommends that students seeking a bachelor's degree declare their desired major as soon as possible. However, if they have not yet chosen a major, they should follow the policies outlined below.

If degree-seeking *on-ground* students have not yet decided their baccalaureate major, or if they desire to complete a bachelor's degree at another university offering a major not found at Point, they should enroll in Point's on-ground B.A. or B.S. in University Studies program (described below). This program keeps students' options open for the future and allows them to apply for financial aid if needed.

If degree-seeking *online* students have not yet decided their baccalaureate major, or if they desire to complete a bachelor's degree at another university offering a major not found at Point, they should enroll in Point's online Associate of Arts in General Studies program (described below). This program consists almost entirely of General Education courses that will apply to any Point bachelor's degree and will transfer to other universities. It keeps students' options open for the future and allows them to apply for financial aid if needed.

Once students decide on a major, they should contact the academic advising center (telephone 706-385-1018, email Advising.Center@Point.edu) and follow the procedure for "Declaring Programs, Majors, and Minors" found in the section of this catalog devoted to "Academic Advising."

Associate's Degree Programs

Associate of Arts in General Studies
(online)

Program Coordinator: Philip Partain, M.S., M.Div.

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

Modality. Point University offers the A.A. in General Studies in *Point Online* format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose 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 student learning objectives:

Lifelong Learning

Objective 1: Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.

Objective 2: Graduates employ effective study habits and time management skills.

Objective 3: Graduates locate and use information resources

Objective 4: Graduates demonstrate basic computer literacy.

Objective 5: Graduates read with understanding, think critically, and develop reasoned arguments.

Objective 6: Graduates communicate effectively orally and in writing.

Objective 7: Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.

Objective 8: Graduates work effectively to accomplish tasks both independently and within teams.

Content, principles, and methodologies of primary areas of knowledge

Objective 9: Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.

Objective 10: Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.

Objective 11: Graduates articulate and apply scientific concepts, principles, and methods.

Objective 12: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Biblical theology and worldview issues

Objective 13: Graduates demonstrate a basic understanding of the content of the Old and New Testaments.

Objective 14: 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 (43 credits)

Essential Skills

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

Humanities & Fine Arts

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

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
PHED 105 Fitness & Wellness	3

Mathematics

Select one Math core course: *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)	3

Social & Behavioral Sciences

HIST 250 United States History	3
PSYC 103 Introduction to Psychology	3
SOCI 103 Introduction to Sociology	3

Biblical Studies Component (9 credits)

BIBL 103 The 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
TOTAL DEGREE CREDITS:	*60*

Recommended Course Sequence. As online students prepare to enter their program, Academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Communication

(on-ground)

Program Coordinator: Sarah G. Huxford, M.M.C.

Overview. The B.S. in Communication program equips students to serve as professional communicators in a variety of ministry and marketplace settings, developing a broad base of skills in oral, written, and visual communication. Coursework is designed to lead students to develop the skills required to be Christ-centered communicators who prepare and deliver high-quality messages to audiences with integrity and professionalism. Students majoring in communication learn to communicate in both oral and written modalities; to understand the mass media and their audiences; and to utilize a variety of media skills. Graduates of the program are equipped to work in the fields of communication or public relations in both non-profit and for-profit organizations, or to pursue graduate study in Communication or related fields.

Modality. Point University offers the B.S. in Communication primarily in on-ground format at its main campus in West Point, Georgia. The faculty offers some courses in fully-online format.

Program Purpose and Student Learning Objectives

Purpose. The Communication Major equips students to serve as professional communicators in a variety of ministry and marketplace settings, developing a broad base of skills in oral, written, and visual communication.

The Communication Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Mass communication

Objective 1: Graduates demonstrate familiarity with the process of communication at the interpersonal, organizational, and mass communication levels.

Objective 2: Graduates can use a variety of methods for reaching audiences through mass communication.

Objective 3: Graduates accurately assess the effectiveness of communication campaigns to mass audiences.

Objective 4: Graduates are familiar with significant laws that govern mass communication, including issues surrounding the First Amendment, copyright law, and privacy law.

Written, oral, and visual communication

Objective 5: Graduates prepare and deliver effective oral presentations, virtually and in-person.

Objective 6: Graduates demonstrate the ability to write using Associated Press (AP) style.

Objective 7: Graduates think critically and write effectively for a variety of communication channels.

Objective 8: Graduates demonstrate basic graphic design skills, including familiarity with Adobe Creative Cloud software.

Objective 9: Graduates are able to use changing technology to communicate with a variety of audiences.

Legal, ethical, professional, and Christ-centered principles in communication

Objective 10: Graduates are able to describe a variety of communication theories and apply Christian principles when relevant.

Objective 11: Graduates develop a personal code of ethics, preparing them to apply Christian principles to mass communication in the marketplace and in ministry.

Objective 12: Graduates are able to apply the legal principles of mass communication in a variety of situations.

Required Courses. The B.S. in Communication program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ____ English Course (3)	
HUM ____ Humanities Course (3)	
MUS 102 Music Appreciation (3)	
PHL ____ Philosophy Course (3)	

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 117 Introductory Statistics (or higher)	3

Social & Behavioral Sciences	
HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Communication Major (57 credits)	
BUS 247 Principles of Marketing	3
BUSI 271 Social Media Marketing: Foundations & Strategies	3
Select 3 credits from the following Social Media Marketing courses: BUSI 272 Social Media Marketing: Twitter (3) BUSI 274 Social Media Marketing: LinkedIn (3) BUSI 275 Social Media Marketing: Facebook (3)	*3*
BUS 375 Digital Marketing	3
BUS 436 Professional Ethics *[WE]**	3
COM 238/BUS 238 Business Communication *[WE]**	3
COM 305 Media Effects on Children and Adolescents	3
COM/ENG 361 Introduction to Mass Communication	3
COM 365/ENG 365 Media Writing	3
COM 461 Public Relations	3
COM 497 Communication Internship	6
COM 208 Interpersonal Communication	3
COM 306 Organizational Communication	3
COM 307 Principles of Graphic Design	3
COM 405 Mass Communication Law	3
COM/BUS ____ Communication or Business elective course 1	3
COM/BUS ____ Communication or Business elective course 2	3
ENG 262 Advanced Writing: Nonfiction *[WE]*	3
General Electives (16)	
Elective Courses	16
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Communication Internship. The Communication Major culminates with an internship which students may complete with the program coordinator's permission during the summer term or other term. Students must complete the internship in a professional setting related to their area of interest in the communication field. Examples include a

student interested in journalism completing an internship at a local newspaper, or a student interested in public relations interning with a PR firm.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Communication	
FIRST YEAR BBS 102 The Drama of Scripture (3) COM 208 Interpersonal Communication (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) NSC ____/____L Natural Science course w/Lab (4) MTH 117 Introductory Statistics [or higher] (3) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) BUSI 271 Social Media Marketing: Foundations (3) COM 205 Public Speaking (3) COM 305 Media Effects on Children & Adolescents (3) COM/ENG 361 Intro to Mass Communication (3) HFA core selections 1-2 (6) General Elective (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) BUSI 272, 274, or 275 Soc Media Mktg Elective (3) COM 306 Organizational Communication (3) COM 307 Principles of Graphic Design (3) COM/BUS Electives (6) ENG 262 Advanced Writing: Non-Fiction (3) *[WE]* General Electives (4) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms*	**FOURTH YEAR** BUS 375 Digital Marketing (3) BUS 436 Professional Ethics (3) *[WE]* COM/ENG 365 Media Writing (3) COM 461 Public Relations (3) COM 405 Mass Communication Law (3) COM 497 Communication Internship (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (6) *TOTAL CREDITS: 30*

Bachelor of Arts in English

(on-ground)

English Program Coordinator: Susan S. Ryan, Ed.D.
First-Year Writing Experience Program Coordinator: William Grant Vickery, Ph.D.

Overview. The B.A. in English program prepares students with an understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview. It focuses on the study of English language and literature, writing and literary analysis. Graduates with degrees in English are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer and editorial assistant.

The degree program includes a Minor in Biblical Studies, which students may choose to expand to a dual major in English and Biblical Studies (described below).

Modality. Point University offers the B.A. in English in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.A. in English program prepares students with an understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview.

The English Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Read and write with an advanced level of reflective, critical, and original thinking.

Objective 2: Demonstrate knowledge of a broad range of literature.

Objective 3: Demonstrate an understanding of the grammatical, literary, and linguistic foundations of English.

Objective 4: Demonstrate an advanced development in writing and literary analysis.

Objective 5: Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.

Objective 6: Pursue advanced studies in English or interdisciplinary programs within the humanities, independently or academically.

Required Courses. The B.A. in English program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
ENG 202 American Literature to 1860	3
Select 3 credits from the following HFA core courses: HUM ___ Humanities elective (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy elective (3)	3
Natural Sciences	
NSC ___ and ___L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3

Select one of the following Sociology core courses: 3
SOC 103 Introduction to Sociology (3)
SOC/HIS 210 Cultural Anthropology (3)
SOC/HIS 214 Geography (3)

Foreign Language (14 credits)

Select one Foreign Language sequence: 14
GRK 301, 302, 401, 402 Greek I-IV (14)
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]* 3

English Major (48 credits)

ENG 202 American Literature to 1860 *[included in the Gen Ed Core]*
ENG 203 American Literature since 1860 3
ENG 204 British Literature to 1800 3
ENG 205 British Literature since 1800 3
ENG 240 Linguistic Theory 3
ENG 262 Advanced Writing: Non-Fiction *[WE]* 3
ENG 375 Literary Theory 3

Select 9 credits from the following Writing courses: *9*
COM/BUS 238 Business Communication (3)
ENG 264 Advanced Writing: Poetry & Drama (3)
ENG/COM 365 Media Writing (3)
ENG 373 Modern Grammar (3)
ENG 413 Editing for Publication (3)
ENG 415 Student Publication Practicum (3)
ENG 417 Rhetoric for Writing (3)

Select 9 credits from the following Literature courses: *9*
ENG 207 World Literature (3)
ENG 300 Shakespeare (3)
ENG 330 Adolescent Literature (3)
ENG 332 History & Literature of Women in America (3)
ENG 350 Christian Literature (3)
ENG 425 Seminar in Literature (3)

ENG ___ English elective (300/400 level) 3

Select 6 credits from the following courses: *6*
ENG ___ or related electives (varies)
ENG 497 English Internship (varies)

ENG 495 Senior Thesis: English *[WE]** 3

General Electives (11 credits)
Elective Courses 11

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in English

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection (3) HIS ____ History core elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 29*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG 202 American Literature to 1860 (3) ENG 203 American Literature since 1860 (3) ENG 240 Linguistic Theory (3) ENG Literature selection 1 (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* General electives (5) *TOTAL CREDITS: 31*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) ENG 204 British Literature to 1800 (3) ENG 205 British Literature since 1800 (3) ENG 262 Advanced Writing: Non-Fiction (3) *[WE]* ENG 375 Literary Theory (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* ENG Literature selection 2 (3) ENG Writing selection 1 (3) General elective (3) *TOTAL CREDITS: 30*	BBS ____ Biblical Studies elective (3) ENG English elective (300/400 level) (3) ENG Literature selection 3 (3) ENG Writing selection 2 (3) ENG Writing selection 3 (3) ENG, related electives or Internship (6) ENG 495 Senior Thesis: English (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* General Elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*

Bachelor of Arts in English and Biblical Studies (dual major)
(on-ground)

English Program Coordinator: Susan S. Ryan, Ed.D.
First-Year Writing Experience Program Coordinator: William Grant Vickery, Ph.D.

Overview. In this Bachelor of Arts (B.A.) program, students complete both an English Major and a Biblical Studies Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The English Major prepares students with an understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview. It focuses on the study of English language and literature, writing and literary analysis. Graduates are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer and editorial assistant.

Modality. Point University offers the B.A. in English and Biblical Studies in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.A. in English and Biblical Studies program prepares students with an understanding of language and literature, including biblical literature, so that they engage their culture, professionally and intellectually, promoting the Christian worldview.

The dual major in English and Biblical Studies builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

English Major

Objective 1: Read and write with an advanced level of reflective, critical, and original thinking.

Objective 2: Demonstrate knowledge of a broad range of literature.

Objective 3: Demonstrate an understanding of the grammatical, literary, and linguistic foundations of English.

Objective 4: Demonstrate an advanced development in writing and literary analysis.

Objective 5: Pursue advanced studies in English or interdisciplinary programs within the humanities, independently or academically.

Biblical Studies Major

Objective 6: Exegete specific texts in the Old and New Testaments.

Objective 7: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 8: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 9: Communicate the theological themes of the Old and New Testaments.

Objective 10: Explain and apply biblical concepts of church and ministry.

Objective 11: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Required Courses. The B.A. in English and Biblical Studies dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

ENG 202 American Literature to 1860	3
Select 3 credits from the following HFA core courses: HUM ____ Humanities Course (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy Course (3)	3

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher)	3

Social & Behavioral Sciences

HIS ____ History elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Foreign Language (14 credits)

Select one Foreign Language sequence: GRK 301, 302, 401, 402 Greek I-IV (14) GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	14

English Major (39)

ENG 202 American Literature to 1860 *[included in the Gen Ed Core]*	
ENG 203 American Literature since 1860	3
ENG 204 British Literature to 1800	3
ENG 205 British Literature since 1800	3
ENG 240 Linguistic Theory	3
ENG 262 Advanced Writing: Non-Fiction *[WE]*	3
ENG 375 Literary Theory	3

Select 6 credits from the following Writing courses:	*6*
COM/BUS 238 Business Communication (3)	
ENG 264 Advanced Writing: Poetry & Drama (3)	
ENG /COM 365 Media Writing (3)	
ENG 373 Modern Grammar (3)	
ENG 413 Editing for Publication (3)	
ENG 415 Student Publication Practicum (3)	
ENG 417 Rhetoric for Writing (3)	
Select 6 credits from the following Literature courses:	*6*
ENG 207 World Literature (3)	
ENG 300 Shakespeare (3)	
ENG 330 Adolescent Literature (3)	
ENG 332 History & Literature of Women in America (3)	
ENG 350 Christian Literature (3)	
ENG 425 Seminar in Literature (3)	
ENG ___ English elective (300/400 level)	3
ENG ___ English elective (300/400 level)	3
ENG 495 Senior Thesis: English *[WE]**	3
Biblical Studies Major (35-36 credits)	
BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament Course	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament Course	3
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]*	3
Select one of the following Theology courses:	3
THE 302 Apologetics (3) *[WE]**	
THE 392 Theology & the Arts (3) *[WE]**	
THE 402 Systematic Theology (3) *[WE]**	
Select one of the following Church History courses:	*2-3*
HIS 201 Church History I (3)	
HIS 202 Church History II (3)	
HIS 204 History of Religion in America (3)	
HIS 301 Restoration History (2)	
General Electives (0-1 credits)	
General elective (if necessary to meet the B.A. minimum of 120 credits)	0-1
TOTAL DEGREE CREDITS:	***120-121***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in English and Biblical Studies (dual major)	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 29*	BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG 202 American Literature to 1860 (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HFA core selection (3) ENG 240 Linguistic Theory (3) ENG 301 American Literature since 1860 (3) NTS 203 The Acts of the Apostles (3) *TOTAL CREDITS: 32*
THIRD YEAR	**FOURTH YEAR**
ENG 204 British Literature to 1800 (3) ENG 205 British Literature since 1800 (3) ENG 262 Advanced Writing: Non-Fiction (3) *[WE]* ENG 375 Literary Theory (3) ENG Literature selection 1 (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* NTS 308 The Epistles of Paul (3) NTS New Testament course (3) THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	ENG English course 1 *(300/400 level)* (3) ENG English course 2 *(300/400 level)* (3) ENG Literature selection 2 (3) ENG Writing selection 1 (3) ENG Writing selection 2 (2-3) ENG 495 Senior Thesis: English (3) HIS Church History course (2-3) Old Testament course (3) THE 405 Christ, Culture & Career (3) *[WE]* THE Theology selection (3) General Elective (if needed to reach 120 credits) (0-1) *TOTAL CREDIT 30*

Bachelor of Arts in History

(on-ground)

Program Coordinator: D. J. Dycus, Ph.D.

Overview. The B.A. in History program creates an important framework for understanding the present and influencing the future. Students begin with foundational courses in American and world history. A variety of in-depth upper-level courses are available for students in U.S. history and world history. Research and writing are emphasized in the program, as well as hands-on experiences through internships and study abroad. Graduates are prepared to pursue advanced studies in individual or interdisciplinary programs within history. For information on additional procedures and guidelines for this major, see the Registrar or an academic advisor in the department.

The degree program includes a Minor in Biblical Studies, which students may choose to expand to a dual major in History and Biblical Studies (described below).

Modality. Point University offers the B.A. in History in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in History program is to create an important framework for understanding the present and influencing the future.

The History Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate an advanced level of reflective, critical and original thinking.

Objective 2: Develop an appreciation for history and the craft of the historian.

Objective 3: Describe the important institutional and cultural developments in world history.

Objective 4: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 5: Identify the events and people that have shaped history.

Objective 6: Pursue advanced studies in individual or interdisciplinary programs within history.

Required Courses. The B.A. in History program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: HUM ____ Humanities elective (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy elective (3)	3
Natural Science	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
SOC/HIS 214 Geography	3
PSY 103 Introduction to Psychology	3

SOC 103 Introduction to Sociology	3
Foreign Language (14 credits)	
Select one Foreign Language sequence:	14
GRK 301, 302, 401, 402 Greek I-IV (14)	
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)	
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies Elective	3
THE 405 Christ, Culture & Career *[WE]**	3
History Major (45 credits)	
HIS 103 U.S. Government	3
HIS 104 World History I	3
HIS 105 World History II	3
HIS 250 United States History I	3
HIS 251 United States History II	3
HIS 430 Historiography with Georgia History	3
HIS 495 Senior Thesis: History *[WE]**	3
HIS 497 History Internship or Study Abroad	6
History electives *(any courses with HIS or HUM prefix)*	18
General Electives (14 credits)	
General elective courses	14
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in History	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1)	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3)
ENG 101 Critical Reading & Writing I (3)+ *ENG 102 Critical Reading & Writing II (3)+*	*Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+*
HIS 104 World History I (3) HIS 105 World History II (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	HFA core selection (3) HIS 103 U.S. Government (3) HIS 250 United States History I (3) HIS 251 United States History II (3) HIS or HUM History Elective (3) SOC/HIS 214 Geography (3) *TOTAL CREDITS: 32*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* HIS or HUM History electives (9) General electives (9) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	HIS 430 Historiography with Georgia History (3) HIS or HUM History Electives (6) HIS 495 Senior Thesis: History (3) *[WE]* HIS 497 History Internship or Study Abroad (6) THE 405 Christ, Culture & Career (3) *[WE]* General electives (5) *TOTAL CREDITS: 26*

Bachelor of Arts in History and Biblical Studies (dual major)
(on-ground)

Program Coordinator: D. J. Dycus, Ph.D.

Overview. In this Bachelor of Arts (B.A.) program, students complete both a History Major and a Biblical Studies Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The History Major creates an important framework for understanding the present and influencing the future. Students begin with foundational courses in American and world history. A variety of in-depth upper-level courses are available for students in U.S. history and world history. Research and writing are emphasized in the program, as well as hands-on experiences through internships and study abroad. Graduates are prepared to pursue advanced studies in individual or interdisciplinary programs within history. For information on additional procedures and guidelines for this dual major, see the Registrar or an academic advisor in the department.

Modality. Point University offers the B.A. in History and Biblical Studies in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. program in History and Biblical Studies is to create an important framework for understanding the present and influencing the future while promoting the Christian worldview.

The dual major in History and Biblical Studies builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

History Major

Objective 1: Develop an appreciation for history and the craft of the historian.

Objective 2: Describe the important institutional and cultural developments in world history.

Objective 3: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 4: Identify the events and people that have shaped history.

Objective 5: Pursue advanced studies in individual or interdisciplinary programs within history.

Biblical Studies Major

Objective 6: Exegete specific texts in the Old and New Testaments.

Objective 7: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 8: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 9: Communicate the theological themes of the Old and New Testaments.

Objective 10: Explain and apply biblical concepts of church and ministry.

Objective 11: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Required Courses. The B.A. in History and Biblical Studies dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: HUM ____ Humanities elective (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy elective (3)	3
Natural Sciences	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
SOC/HIS 214 Geography	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Foreign Language (14 credits)

Select one Foreign Language sequence:	14
GRK 301, 302, 401, 402 Greek I-IV (14)	
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)	
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	

History Major (41-42 credits)

HIS 103 U.S. Government	3
HIS 104 World History I	3
HIS 105 World History II	3
HIS 250 United States History I	3
HIS 251 United States History II	3
HIS 430 Historiography with Georgia History	3
HIS 495 Senior Thesis: History *[WE]**	3
HIS 497 History Internship or Study Abroad	6
Select 5-6 credits from the following Church History courses:	*5-6*
HIS 201 Church History I (3)	
HIS 202 Church History II (3)	
HIS 204 History of Religion in America (3)	
HIS 301 Restoration History (2)	
History electives *(any courses with HIS or HUM prefix)*	9

Biblical Studies Major (33)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ____ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ____ Old Testament elective	3
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses:	*3*
THE 302 Apologetics (3) *[WE]**	
THE 392 Theology & the Arts (3) *[WE]**	
THE 402 Systematic Theology (3) *[WE]**	
TOTAL DEGREE CREDITS:	***120-121***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in History and Biblical Studies	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 104 World History I (3) HIS 105 World History II (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HFA core selection (3) HIS 103 U.S. Government (3) HUM 101 Introduction to Humanities (3) NTS 203 The Acts of the Apostles (3) SOC/HIS 214 Geography (3) *TOTAL CREDITS: 32*
THIRD YEAR *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* HIS 250 United States History I (3) HIS 251 United States History II (3) HIS ____ Church History selection 1 (3) HIS or HUM History elective (3) NTS 308 The Epistles of Paul (3) NTS ____ New Testament elective (3) THE 301 Theological Foundations for Chr. Life (3) THE Theology selection (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** HIS 430 Historiography with Georgia History (3) HIS ____ Church History selection 2 (2-3) HIS or HUM History electives (6) HIS 495 Senior Thesis: History (3) *[WE]* HIS 497 History Internship or Study Abroad (6) OTS ____ Old Testament elective (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 26-27*

Bachelor of Arts in Humanities

(on-ground)

Program Coordinator: D. J. Dycus, Ph.D.

Overview. The B.A. in Humanities program educates students in an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ. Students investigate the development of culture, values, and worldviews through an interdisciplinary study of history, literature, philosophy, religion, and arts. The degree program includes a Minor in Biblical Studies, along with a Specialization in English, Literature, Philosophy, Writing, or Interdisciplinary Studies. Students may also choose to expand the Biblical Studies Minor into a dual major in Humanities and Biblical Studies (described below). Graduates with degrees in Humanities are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer, editorial assistant, historian and archivist.

Modality. Point University offers the B.A. in Humanities in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Humanities program is to educate students in an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ.

The Humanities Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate an advanced level of reflective, critical and original thinking.

Objective 2: Demonstrate an understanding of the different elements within culture, such as literature, philosophy, arts, religion and history.

Objective 3: Demonstrate an understanding of the major trends in the history of ideas in the Western tradition and their role in the making of the modern world.

Objective 4: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 5: Demonstrate an understanding of the dynamics of influencing culture as ambassadors for Christ.

Objective 6: Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.

Objective 7: Pursue advanced studies in individual or interdisciplinary programs within the humanities, independently or academically.

Required Courses. The B.A. in Humanities program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
ENG ____ Literature core elective	3
HIS ____ History core elective	3
HUM 101 Introduction to Humanities	3
Natural Sciences	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
PSY 103 Introduction to Psychology	3

Select one of the following Sociology courses: 3
SOC 103 Introduction to Sociology (3)
SOC/HIS 210 Cultural Anthropology (3)
SOC/HIS 214 Geography (3)

Foreign Language (14 credits)

Select one Foreign Language sequence: 14
GRK 301, 302, 401, 402 Greek I-IV (14)
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Humanities Major (51 credits)

ENG 425 Seminar in Literature 3
HUM 311 Humanities: Greek & Roman 3
HUM 315 Humanities: Medieval & Renaissance 3
HUM 321 Humanities: Baroque through Romanticism 3
HUM 325 Humanities: Modern World 3
HUM ___ Humanities or related elective 1 3
HUM ___ Humanities or related elective 2 3
HUM 495 Senior Thesis: Humanities *[WE]** 3
Select one of the following Music courses: 3
MUS 102 Music Appreciation (3)
MUS 301 Music History I (3)
PHL 201 Introduction to Philosophy 3
PHL 216 Philosophy of Religion 3
PHL 425 Major Worldviews 3
THE 302 Apologetics *[WE]** 3

Choose one of the following Humanities Specializations (12 credits) *12*

English Specialization
ENG ___ World, American, or British Literature elective 1 (3)
ENG ___ World, American, or British Literature elective 2 (3)
ENG ___ Writing elective (3)
Select one of the following English courses: 3
ENG 240 Linguistic Theory (3)
ENG 373 Modern Grammar (3)
ENG 375 Literary Theory (3)

Literature Specialization
ENG 375 Literary Theory (3)
ENG ___ World, American, or British Literature elective 1 (3)
ENG ___ World, American, or British Literature elective 2 (3)

ENG ____ Literature course (300/400 level) (3)

Philosophy Specialization
PHL 225 History of Philosophy (3)
PHL ____ Philosophy elective 1 (3)
PHL ____ Philosophy elective 2 (3)
PHL ____ Philosophy elective 3 (3)

Writing Specialization
ENG ____ Writing elective 1 (3)
ENG ____ Writing elective 2 (3)
ENG ____ Writing elective 3 (3)
ENG ____ Advanced Writing elective (3)

Interdisciplinary Specialization

Select four courses from
ENG, HIS, MUS, PHL and/or THE (12)

General Electives (8 credits)
General electives 8

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Humanities	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) MUS Music selection (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology selection (3) *TOTAL CREDITS: 32*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG Literature core elective (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HUM 311 Humanities: Greek & Roman (3) HUM 315 Humanities: Medieval/Renaissance (3) PHL 201 Introduction to Philosophy (3) General elective (2) *TOTAL CREDITS: 28*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* HUM 321 Humanities: Baroque/Romanticism (3) HUM 325 Humanities: Modern World(3) PHL 216 Philosophy of Religion (3) Specialization courses (6) General elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	ENG 425 Seminar in Literature (3) HUM Humanities or related electives 1-2 (6) HUM 495 Senior Thesis: Humanities (3) *[WE]* PHL 425 Major Worldviews (3) THE 302 Apologetics (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* Specialization courses (6) General elective (3) *TOTAL CREDITS: 30*

Bachelor of Arts in Humanities and Biblical Studies (dual major)
(on-ground)

Program Coordinator: D. J. Dycus, Ph.D.

Overview. In this Bachelor of Arts (B.A.) program, students complete both a Humanities Major and a Biblical Studies Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Humanities Major educates students in an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ. Students investigate the development of culture, values, and worldviews through an interdisciplinary study of history, literature, philosophy, religion, and arts. Graduates are prepared to engage in graduate study in a variety of disciplines, including seminary studies, and in an array of entry-level roles such as copy writer, editorial assistant, historian and archivist.

Modality. Point University offers the B.A. program in Humanities and Biblical Studies in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. program in Humanities and Biblical Studies is to educate students in an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ.

The dual major in Humanities and Biblical Studies builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Humanities Major

Objective 1: Demonstrate an advanced level of reflective, critical and original thinking.

Objective 2: Demonstrate an understanding of the different elements within culture, such as literature, philosophy, arts, religion and history.

Objective 3: Demonstrate an understanding of the major trends in the history of ideas in the Western tradition and their role in the making of the modern world.

Objective 4: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 5: Demonstrate an understanding of the dynamics of influencing culture as ambassadors for Christ.

Objective 6: Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.

Objective 7: Pursue advanced studies in individual or interdisciplinary programs within the humanities, independently or academically.

Biblical Studies Major

Objective 8: Exegete specific texts in the Old and New Testaments.

Objective 9: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 10: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 11: Communicate the theological themes of the Old and New Testaments.

Objective 12: Explain and apply biblical concepts of church and ministry.

Objective 13: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Required Courses. The B.A. in Humanities and Biblical Studies dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
ENG ____ Literature core elective	3
HIS ____ History core elective	3
HUM 101 Introduction to Humanities	3
Natural Sciences	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
PSY 103 Introduction to Psychology	3

Select one of the following Sociology courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3
Foreign Language (14 credits)	
Select one Foreign Language sequence: GRK 301, 302, 401, 402 Greek I-IV (14) GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	14
Humanities Major (41-42 credits)	
ENG 425 Seminar in Literature	3
HIS ___ History elective (300/400 level)	3
Select one of the following Church History courses: HIS 201 Church History I (3) HIS 202 Church History II (3) HIS 204 History of Religion in America (3) HIS 301 Restoration History (2)	*2-3*
HUM 311 Humanities: Greek & Roman	3
HUM 315 Humanities: Medieval & Renaissance	3
HUM 321 Humanities: Baroque through Romanticism	3
HUM 325 Humanities: Modern World	3
HUM ___ Humanities or related elective 1	3
HUM ___ Humanities or related elective 2	3
HUM 495 Senior Thesis: Humanities *[WE]**	3
Select one of the following Music courses: MUS 102 Music Appreciation (3) MUS 301 Music History I (3)	3
PHL 216 Philosophy of Religion	3
PHL 425 Major Worldviews	3
THE 302 Apologetics *[WE]**	3
Biblical Studies Major (33)	
BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament elective	3
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]*	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]**	3
TOTAL DEGREE CREDITS:	***120-121***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Humanities and Biblical Studies	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC Sociology selection (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG Literature core elective (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HUM 311 Humanities: Greek & Roman (3) HUM 315 Humanities: Medieval/Renaissance (3) MUS Music selection (3) NTS 203 The Acts of the Apostles (3) *TOTAL CREDITS: 32*
THIRD YEAR **Fall Term** *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* HIS ____ History elective (300/400 level) (3) HIS ____ Church History selection (2-3) HUM 321 Humanities: Baroque/Romanticism (3) HUM 325 Humanities: Modern World(3) NTS 308 The Epistles of Paul (3) OTS ____ Old Testament elective (3) PHL 216 Philosophy of Religion (3) THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 29-30* *+Take these courses in consecutive terms*	**FOURTH YEAR** **Fall Term** ENG 425 Seminar in Literature (3) HUM Humanities or related electives 1-2(6) HUM 495 Senior Thesis: Humanities (3) *[WE]* NTS ____ New Testament elective (3) PHL 425 Major Worldviews (3) THE 302 Apologetics (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* THE ____ Theology selection (3) *TOTAL CREDITS: 27*

Bachelor of Arts in University Studies

(on-ground)

Program Coordinator: William Grant Vickery, Ph.D.

Overview. The B.A. in University Studies allows students to pursue an individualized program of study in order to accomplish a range of personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired student learning outcomes.

A specific program of study is developed by the student in consultation with the program coordinator and one or more academic advisors who are academically qualified to oversee the student's program of study with the program coordinator. The student's program of study proposal must be approved by the Chief Academic Officer and must include:

- Stated student learning outcomes that are aligned with the Mission and Goals of the University and the student's personal/career goals;
- A coherent, college-level course of study that is designed to achieve those student learning outcomes;
- Point University's General Education Core, Biblical Studies Minor, and University Studies Core (see below);
- One concentration of 30 credits or two concentrations that average 15 credits each;
- Two years of foreign language study for the Bachelor of Arts degree (the Bachelor of Science program in University Studies, described below, lacks the foreign language requirement);
- Two appropriate Writing Emphasis (WE) courses;
- A baccalaureate progression with appropriate 300- and 400-level courses and no fewer than 120 credit hours for the entire degree; and
- One or more academic advisors who are academically qualified regarding that program of study.

The courses to be taken by the student for the University Studies Core and the concentration(s) are normally selected from the University's curriculum of courses. The student is responsible for the proper sequencing of the courses included in the program of study. A limited number of courses may be transferred from other institutions of higher education, subject to approval by the Chief Academic Officer and to the University's normal transfer of credit practices. In all cases, no more than 33% of the University Studies Core and of each concentration may be satisfied with transferred courses.

Students enrolled in the University Studies program must design a customized major prior to completion of 38 credits, including transfer credits. Students are encouraged to use the first year of the program to complete General Education core courses and clarify their interests.

Graduates with the B.A. in University Studies would be prepared to pursue personal and/or professional goals, which could include graduate-level study.

Modality. Point University offers the B.A. in University Studies in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. program in University Studies is to allow students to pursue an individualized program of study in order to accomplish a range of personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired student learning outcomes.

The student develops written learning goals and objectives for the University Studies Major in cooperation with the program coordinator and academic advisor(s). To receive final approval by the department chair and Chief Academic Officer, the stated student learning objectives must:

- Align with and build upon Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies);
- Be aimed at achievement of the student's personal and career goals; and
- Be appropriate for a baccalaureate program of study.

Required Courses. The B.A. program in University Studies consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HIS ____ History core elective	3
HUM 101 Introduction to Humanities	3
Select one of the following Literature core courses: ENG 202 American Literature to 1860 (3) ENG 203 American Literature since 1860 (3) ENG 204 British Literature to 1800 (3) ENG 205 British Literature since 1800 (3)	3

Natural Sciences

Select one Science core course with associated lab: NSC 101 & 101L Survey of Biology with Lab (4) NSC 103 & 103L Biology I with Lab (4) NSC 106 & 106L Environmental Science with Lab (4) NSC 110 & 110L Physical Science with Lab (4) NSC 215 & 215L Human Anatomy & Physiology with Lab (4) NSC 228 & 228L General Chemistry I with Lab (4)	4

Mathematics

MTH 113 Intermediate Algebra (or higher based on the student's stated goals)

Social & Behavioral Sciences

PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Foreign Language (14 credits)

Select a Foreign Language sequence, such as: GRK 301, 302, 401, 402 Greek I-IV (14) SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14) GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	14

Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
University Studies Major (48-49 credits)	
University Studies Core (18-19 credits)	
ENG ____ English elective	3
HIS ____ History elective	3
Select one:	3-4
MTH ____ Mathematics elective (3)	
NSC ____-____L Natural Science elective with Lab (4)	
MUS ____ Music elective	3
PHL ____ Philosophy elective	3
Select one:	3
PSY ____ Psychology elective (3)	
SOC ____ Sociology elective (3)	
Concentration Courses (30 credits)	30
In consultation with the program coordinator and academic advisor(s), and approved by the Chief Academic Officer, the student designs either one concentration of 30 credits or two concentrations that average 15 credits each, including two Writing Emphasis (WE) courses.	
General Electives (10-11 credits)	
General electives	10-11
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in University Studies	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 113 Intermediate Algebra [or higher] (3) MUS Music elective (3) NSC ____-____L Nat. Science selection w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology selection (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG ____ English elective (3) ENG ____ Literature core selection (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HIS ____ History elective (3) MTH/NSC Math or Nat. Science elec. w/ Lab (3-4) PSY/SOC Psychology or Sociology elective (3) General elective (1-2) *TOTAL CREDITS: 31*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* PHL ____ Philosophy electives (3) Concentration courses (12) General elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** THE 405 Christ, Culture & Career (3) *[WE]* Concentration courses (18) *[including WE]* General electives (6) *TOTAL CREDITS: 27*

Bachelor of Science in University Studies
(on-ground)

Program Coordinator: William Grant Vickery, Ph.D.

Overview. The B.S. in University Studies allows students to pursue an individualized program of study in order to accomplish a range of personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired student learning outcomes.

A specific program of study is developed by the student in consultation with the program coordinator and one or more academic advisors who are academically qualified to oversee the student's program of study with the program coordinator. The student's program of study proposal must be approved by the Chief Academic Officer and must include:

- Stated student learning outcomes that are aligned with the Mission and Goals of the University and the student's personal/career goals;
- A coherent, college-level course of study that is designed to achieve those student learning outcomes;
- Point University's General Education Core, Biblical Studies Minor, and University Studies Core (see below);

- One concentration of 36 credits or two concentrations that average 18 credits each;
- Two appropriate Writing Emphasis (WE) courses;
- A baccalaureate progression with appropriate 300- and 400-level courses and no fewer than 120 credit hours for the entire degree; and
- One or more academic advisors who are academically qualified regarding that program of study.

The courses to be taken by the student for the University Studies Core and the concentration(s) are normally selected from the University's curriculum of courses. The student is responsible for the proper sequencing of the courses included in the program of study. A limited number of courses may be transferred from other institutions of higher education, subject to approval by the Chief Academic Officer and to the University's normal transfer of credit practices. In all cases, no more than 33% of the University Studies Core and of each concentration may be satisfied with transferred courses.

Students enrolled in the University Studies program must design a customized major prior to completion of 38 credits, including transfer credits. Students are encouraged to use the first year of the program to complete General Education core courses and clarify their interests.

Graduates with the B.S. in University Studies would be prepared to pursue personal and/or professional goals, which could include graduate-level study.

Modality. Point University offers the B.S. in University Studies in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. program in University Studies is to allow students to pursue an individualized program of study in order to accomplish a range of personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired student learning outcomes.

The student develops written learning goals and objectives for the University Studies Major in cooperation with the program coordinator and academic advisor(s). To receive final approval by the department chair and Chief Academic Officer, the stated student learning objectives must:

- Align with and build upon Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies);
- Be aimed at achievement of the student's personal and career goals; and
- Be appropriate for a baccalaureate program of study.

Required Courses. The B.S. program in University Studies consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HIS ____ History core elective	3
HUM 101 Introduction to Humanities	3
Select one of the following Literature core courses: ENG 202 American Literature to 1860 (3) ENG 203 American Literature since 1860 (3) ENG 204 British Literature to 1800 (3) ENG 205 British Literature since 1800 (3)	3

Natural Sciences

Select one Science core course with associated lab: NSC 101 & 101L Survey of Biology with Lab (4) NSC 103 & 103L Biology I with Lab (4) NSC 106 & 106L Environmental Science with Lab (4) NSC 110 & 110L Physical Science with Lab (4) NSC 215 & 215L Human Anatomy & Physiology with Lab (4) NSC 228 & 228L General Chemistry I with Lab (4)	4

Mathematics

MTH 113 Intermediate Algebra (or higher based on the student's stated goals)	3

Social & Behavioral Sciences

PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

University Studies Major (58 credits)

University Studies Core (22 credits)

ENG ____ English elective	3
HIS ____ History elective	3
MTH ____ Mathematics elective	3
NSC ____-____L Natural Science elective with Lab	4
MUS ____ Music elective	3
PHL ____ Philosophy elective	3

Select one: PSY ____ Psychology elective (3) SOC ____ Sociology elective (3)	3
Concentration Courses (36 credits) In consultation with the program coordinator and academic advisor(s), and approved by the Chief Academic Officer, the student designs either one concentration of 36 credits or two concentrations that average 18 credits each, including two Writing Emphasis (WE) courses.	36
General Electives (15 credits) General electives	15
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in University Studies	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* MTH 113 Intermediate Algebra [or higher] (3) MTH ____ Mathematics elective (3) NSC ____-____L Natural Science course w/ Lab (4) NSC ____/____L Nat. Science elective w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 30*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG ____ English elective (3) ENG ____ Literature core selection (3) HIS ____ History core elective (3) HIS ____ History elective (3) HUM 101 Introduction to Humanities (3) MUS Music elective (3) PSY/SOC Psychology or Sociology elective (3) General elective (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) PHL ____ Philosophy elective (3) Concentration courses (21) *[including WE]* *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	THE 405 Christ, Culture & Career (3) *[WE]* Concentration courses (18) *[including WE]* General electives (9) *TOTAL CREDITS: 30*

Minors

Minors Offered by the Humanities Department (on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minors. The Humanities Department offers the following minors:

Communication Minor (17 credits)

Purpose. The Communication Minor program prepares students with a foundational understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview.

Student Learning Objectives. The Communication Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Read and write with a foundational level of reflective, critical, and original thinking.

Objective 2: Demonstrate knowledge of a range of literature.

Objective 3: Demonstrate an understanding of the grammatical, literary, and linguistic foundations of English.

Objective 4: Demonstrate a foundational development in writing and literary analysis.

Required Courses:
COM 305 Media Effects on Children and Adolescents (3)
COM 361 Introduction to Mass Communication (3)
COM 365 Media Writing (3)
COM 461 Public Relations (3)
PSY 425 Interpersonal Effectiveness (2)
Select one of the following:
ENG 415 Student Publication Practicum (3)
COM ____ Communication elective (3)

English Minor (18 credits)

Purpose. The English Minor program prepares students with a proficient understanding of language and literature so that they engage their culture, professionally and intellectually, promoting the Christian worldview.

[*NOTE*: Fifteen credit hours in English would allow a Secondary Education teacher to teach English a minor portion of the day.]

Student Learning Objectives. The English Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Read and write with a proficient level of reflective, critical, and original thinking.

Objective 2: Demonstrate knowledge of a range of literature.

Objective 3: Demonstrate an understanding of the grammatical, literary, and linguistic foundations of English.

Objective 4: Demonstrate a proficient development in writing and literary analysis.

Required Courses:
ENG 207 World Literature (3)

Select one of the following English courses:
ENG 240 Linguistic Theory (3)
ENG 373 Modern Grammar (3)
ENG 375 Literary Theory (3)

Select one of the following American Literature courses:
ENG 202 American Literature to 1860 (3)
ENG 203 American Literature since 1860 (3)

Select one of the following British Literature courses:
ENG 204 British Literature to 1800 (3)
ENG 205 British Literature since 1800 (3)

Select two (2) of the following Writing courses:
COM/BUS 238 Business Communication (3)
ENG 264 Advanced Writing: Poetry & Drama (3)
ENG/COM 365 Media Writing (3)
ENG 373 Modern Grammar (3)
ENG 413 Editing for Publication (3)
ENG 415 Student Publication Practicum (3)
ENG 417 Rhetoric for Writing (3)

History Minor (18 credits)

Purpose. The History Minor program creates a foundational framework for understanding the present and influencing the future.

Student Learning Objectives. The History Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate a foundational level of reflective, critical and original thinking.

Objective 2: Develop an appreciation for history and the craft of the historian.

Objective 3: Describe important institutional and cultural developments in world history.

Objective 4: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 5: Identify events and people that have shaped history.

Required Courses:
HIS 103 U.S. Government (3)

Select 6 credits from the following History core courses (6):
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS 250 United States History I (3)
HIS 251 United States History II (3)

HIS/SOC 214 Geography (3)
HIS ___ History elective (300/400 level) (3)
HUM 101 Introduction to Humanities (3)

Humanities Minor (21 credits)
Purpose. The Humanities Minor program develops in students an understanding of culture in order to engage the world, both professionally and intellectually, as ambassadors of Christ.

Student Learning Objectives. The Humanities Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate an advanced level of reflective, critical and original thinking.

Objective 2: Demonstrate an understanding of the different elements within culture, such as literature, philosophy, arts, religion and history.

Objective 3: Demonstrate an understanding of the major trends in the history of ideas in the Western tradition and their role in the making of the modern world.

Objective 4: Demonstrate an understanding of a comprehensive Christian worldview.

Objective 5: Demonstrate an understanding of the dynamics of influencing culture as ambassadors for Christ.

Required Courses:
HUM 101 Introduction to Humanities (3)
HUM 311 Humanities: Greek & Roman (3)
HUM 315 Humanities: Medieval & Renaissance (3)
HUM 321 Humanities: Baroque through Romanticism (3)
HUM 325 Humanities: Modern World (3) *[WE]**

THE 405 Christ, Culture, and Career (3) *[WE]**

Select one of the following:

ENG 490 Studies in English/Literature (3)
HUM 425 Seminar in Humanities (3)
HUM 490 Studies in Humanities (3)
PHL 425 Major Worldviews (3)

**Writing Emphasis course*

Point University
College of Arts & Sciences

Fine Arts Department

DEPARTMENT CHAIR: CHAPEL McCULLOUGH, PH.D.

Academic Programs

The Fine Arts Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning ***** = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF ARTS & SCIENCES					
Fine Arts Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BA Music ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	X				
• BS Music ➢ *Music Performance/Pedagogy Spec.* ➢ *Music Production Specialization* ➢ *Worship & Music Ministry Spec.*	X				
Minors					
➢ Music	X				
➢ Music Business	X				

Bachelor's Degree Programs

Bachelor of Arts in Music

(on-ground)

Program Coordinator: Chapel McCullough, Ph.D.

Overview. The B.A. in Music program gives students a foundation in the competencies expected of a musician. Students complete a professional core of Music courses and select a specialization in Music Performance & Pedagogy, Music Production (sound reinforcement and recording), or Worship & Music Ministry. Students declare a primary area of applied music instruction and receive secondary training in piano and voice. Graduates with degrees in Music are prepared to engage in music ministry, private music instruction, music production, professional performance, and continued studies in graduate school. The Bachelor of Arts (B.A.) version of the Music program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

See below under "Guidelines and Stipulations" for additional information about this program, including applied instruction, recitals, ensembles, piano and voice proficiencies, and other important elements. Students will also meet with an academic advisor in the department to assist with scheduling.

Modality. Point University offers the B.A. in Music in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.A. in Music program gives students a foundation in the competencies expected of a musician.

The Music Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate competence in sight singing and ear training, music theory, and music history and literature.

Objective 2: Perform solo with appropriate techniques in the student's primary applied music area and with basic skills in a secondary area.

Objective 3: Perform in an ensemble with appropriate musical and social skills.

Music Performance & Pedagogy Specialization only

Objective 4: Demonstrate advanced performance and teaching skills in the primary applied music area.

Music Production Specialization only

Objective 5: Support the requirements of programming for sound reinforcement and recording.

Worship & Ministry Specialization only

Objective 6: Organize and lead the music program of a local church.

Required Courses. The B.A. in Music program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

MUS 112 Survey of Music	3
MUS 103 Music Theory I	3

Natural Sciences

NSC ___ and ___L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher)	3

Social & Behavioral Sciences

PSY 103 Introduction to Psychology	3
Select one of the following History core courses: HIS 104 World History I (3) HIS 105 World History II (3) HIS 250 United States History I (3) HIS 251 United States History II (3)	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Foreign Language (14 credits)

Select one Foreign Language sequence: GRK 301, 302, 401, 402 Greek I-IV (14) SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14) GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	14

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Music Major (64 credits)

MUS 103 Music Theory I (3) *[included above in General Education Core]*	
MUS 103L Functional Theory Skills I	1
MUS 104 Music Theory II	3
MUS 104L Functional Theory Skills II	1
MUS 205 Music Theory III	3
MUS 205L Functional Theory Skills III	1

MUS 206 Music Theory IV	3
MUS 206L Functional Theory Skills IV	1
MUS 301 Music History I	3
MUS 302 Music History II	3
MUS 315 Music Technology I	3
MUS 412 Philosophy of Music *[WE]**	3
MAP ___ Applied Instruction	8

Non-piano majors only: (piano majors see faculty advisor to evaluate needs)

MAP 113 Beginning Piano Class I	1
MAP 123 Beginning Piano Class II	1
MAP 233 Intermediate Piano Class	1
MAP 253 Advanced Piano Class	1

Non-vocal majors only: (vocal majors see faculty advisor to evaluate needs)

MAP 112 Beginning Voice Class	1
MAP 232 Intermediate Voice Class	1
MEN ___ Performance Ensemble (8 terms)	8

Choose one of the following Music Specializations (17 credits) *17*

*Music Performance & Pedagogy Specialization***
MUS 311 Conducting (2)
MUS 446 Music Pedagogy (3)
MAP 388 Junior Recital (1) *[WE]**
MAP 46_ Advanced Private Instruction (4)
MAP 488 Senior Recital (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (5)
[The faculty recommends MUS 480 Form & Analysis (3).]

Music Production Specialization
MUS 316 Music Technology II (3)
MUS 326 Survey of Music Business (3)
MUS 493 Music Production Internship (2)
MAP 369 Applied Music Technology (2)
MAP 388 Junior Recital (1)
MAP 495 Senior Production Project (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (4)

Worship & Music Ministry Specialization
MUS 335/THE 451 Worship (3)
MUS 338 Congregational Music (3)
MUS 426 Music Ministry Administration (3)
MUS 495 Worship Internship (2)
MAP 388 Junior Recital (1)
MAP 472 Senior Worship Project (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (3)

TOTAL DEGREE CREDITS: ***125***

**Writing Emphasis course*

***Acceptance into the Music Performance & Pedagogy Specialization requires faculty approval following a sophomore-year jury (4 terms of study).*

Guidelines and Stipulations for Music Majors. The following policies apply to students majoring in Music:

- Each music major must complete a performance audition for acceptance into the program. Information about the performance auditions can be found online. Each music major declares a primary area of applied music instruction based on his/her audition. Students may choose a secondary area of applied instruction with special permission from the department and a separate performance audition.
- Students who wish to be considered for advanced standing in music theory may take a placement exam prior to the start of their first term.
- All music majors must pass a piano proficiency exam prior to graduation. Students without piano background will satisfy this requirement through successful completion of four terms of class piano (MAP 113, MAP 123, MAP 233, and MAP 253 for a total of 4 credits). Students with a piano background should see a faculty advisor to evaluate needs.
- All music majors must complete a level of vocal proficiency prior to graduation. Non-vocal majors will satisfy this requirement through successful completion of two terms of voice class (MAP 112 and MAP 232 for a total of 2 credits). Vocal majors should see a faculty advisor to evaluate needs.
- Each music major must enroll as a member of an approved Point ensemble each term, as appropriate to the student's area of applied music.
- At the end of their sophomore year, all music majors will choose and declare an area of specialization from the following: Performance and Pedagogy, Music Production, and Worship, and Music Ministry.
- All music majors perform a junior recital in their primary area of applied music instruction. Students in their senior year must complete a project or recital based on their degree specialization.

Point University Music Programs Available for Non-Majors. The Music faculty provides certain courses and services to non-music majors:

- Non-music majors may enroll in MUS 102 Music Appreciation to fulfil the Humanities & Fine Arts requirement in the General Education Core.
- The music faculty offers private applied instruction to non-music majors if they meet prerequisites and secure permission from the Fine Arts Department Chair.
- All Point University students are eligible to participate in musical ensembles, such as the Marching Band (fall term only), Signature Voices (fall and spring terms), and String Ensemble (fall and spring terms). Audition requirements may be applicable.
- All Point University students, faculty, staff, and members of the community are eligible to participate in the Community Concert Band (spring term only) and the Community Choir (fall and spring terms).

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Music	
FIRST YEAR **Fall Term** BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core selection (3) MAP 113 Beginning Piano Class I (1) MAP 123 Beginning Piano Class II (1) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MTH 115 Quantitative Reasoning [or higher] (3) MUS 103 Music Theory I (3) MUS 103L Functional Theory Skills I (1) MUS 104 Music Theory II (3) MUS 104L Functional Theory Skills II (1) MUS 112 Survey of Music (3) *TOTAL CREDITS: 33*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) MAP 233 Intermediate Piano Class (1) MAP 253 Advanced Piano Class (1) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MUS 205 Music Theory III (3) MUS 205L Functional Theory Skills III (1) MUS 206 Music Theory IV (3) MUS 206L Functional Theory Skills IV (1) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) Fine Arts Specialization courses (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* MAP ____ Applied Instruction (2) MAP 112 Beginning Voice Class (1) MAP 232 Intermediate Voice Class (1) MEN ____ Performance Ensemble (2) MUS 301 Music History I (3) MUS 302 Music History II (3) MUS 315 Music Technology I (3) *TOTAL CREDITS: 32* *+Take these courses in consecutive terms*	**FOURTH YEAR** Fine Arts Specialization courses (14) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MUS 412 Philosophy of Music (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Bachelor of Science in Music

(on-ground)

Program Coordinator: Chapel McCullough, Ph.D.

Overview. The B.S. in Music program gives students a foundation in the competencies expected of a musician. Students complete a professional core of Music courses and select a specialization in Music Performance & Pedagogy, Music Production (sound reinforce-

ment and recording), or Worship & Music Ministry. Students declare a primary area of applied music instruction and receive secondary training in piano and voice. Graduates with degrees in Music are prepared to engage in music ministry, private music instruction, music production, professional performance, and continued studies in graduate school. The Bachelor of Arts (B.A.) version of the Music program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

See below under "Guidelines and Stipulations" for additional information about this program, including applied instruction, recitals, ensembles, piano and voice proficiencies, and other important elements. Students will also meet with an academic advisor in the department to assist with scheduling.

Modality. Point University offers the B.S. in Music in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. in Music program gives students a foundation in the competencies expected of a musician.

The Music Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate competence in sight singing and ear training, music theory, and music history and literature.

Objective 2: Perform solo with appropriate techniques in the student's primary applied music area and with basic skills in a secondary area.

Objective 3: Perform in an ensemble with appropriate musical and social skills.

Music Performance & Pedagogy Specialization only

Objective 4: Demonstrate advanced performance and teaching skills in the primary applied music area.

Music Production Specialization only

Objective 5: Support the requirements of programming for sound reinforcement and recording.

Worship & Music Ministry Specialization only

Objective 6: Organize and lead the music program of a local church.

Required Courses. The B.S. in Music program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts
MUS 112 Survey of Music 3
Select 3 credits from the following HFA core courses: 3
ENG ___ English elective (3)
HUM ___ Humanities elective (3)
PHL ___ Philosophy elective (3)

Natural Sciences
NSC ___ and ___L Natural Science course with Lab 4

Mathematics
MTH 115 Quantitative Reasoning (or higher) 3

Social & Behavioral Sciences
PSY 103 Introduction to Psychology 3
Select one of the following History core courses: 3
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS 250 United States History I (3)
HIS 251 United States History II (3)

Select one of the following Sociology core courses: 3
SOC 103 Introduction to Sociology (3)
SOC/HIS 210 Cultural Anthropology (3)
SOC/HIS 214 Geography (3)

Biblical Studies Minor (15 credits)
BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies Elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Music Major (67 credits)
MUS 103 Music Theory I 3
MUS 103L Functional Theory Skills I 1
MUS 104 Music Theory II 3
MUS 104L Functional Theory Skills II 1
MUS 205 Music Theory III 3
MUS 205L Functional Theory Skills III 1
MUS 206 Music Theory IV 3
MUS 206L Functional Theory Skills IV 1
MUS 301 Music History I 3
MUS 302 Music History II 3
MUS 315 Music Technology I 3
MUS 412 Philosophy of Music *[WE]** 3
MAP ___ Applied Instruction 8

Non-piano majors only: (piano majors see faculty advisor to evaluate needs)

MAP 113 Beginning Piano Class I	1
MAP 123 Beginning Piano Class II	1
MAP 233 Intermediate Piano Class	1
MAP 253 Advanced Piano Class	1

Non-vocal majors only: (vocal majors see faculty advisor to evaluate needs)

MAP 112 Beginning Voice Class	1
MAP 232 Intermediate Voice Class	1
MEN ____ Performance Ensemble (8 terms)	8

Choose one of the following Music Specializations (17 credits) *17*

*Music Performance & Pedagogy Specialization***
MUS 311 Conducting (2)
MUS 446 Music Pedagogy (3)
MAP 388 Junior Recital (1) *[WE]**
MAP 46_ Advanced Private Instruction (4)
MAP 488 Senior Recital (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (5)
[NOTE: The faculty recommends MUS 480 Form & Analysis (3).]

Music Production Specialization
MUS 316 Music Technology II (3)
MUS 326 Survey of Music Business (3)
MUS 493 Music Production Internship (2)
MAP 369 Applied Music Technology (2)
MAP 388 Junior Recital (1)
MAP 495 Senior Production Project (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (4)

Worship & Music Ministry Specialization
MUS 335/THE 451 Worship (3)
MUS 338 Congregational Music (3)
MUS 426 Music Ministry Administration (3)
MUS 495 Worship Internship (2)
MAP 388 Junior Recital (1)
MAP 472 Senior Worship Project (2) *[WE]**
MUS, MAP, or MEN courses approved by advisor (3)

General Electives (6 credits)

Elective Courses	6
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

***Acceptance into the Music Performance & Pedagogy Specialization requires faculty approval following a sophomore-year jury (4 terms of study).*

Guidelines and Stipulations for Music Majors. The following policies apply to students majoring in Music:

- Each music major must complete a performance audition for acceptance into the program. Information about the performance auditions can be found online. Each music major declares a primary area of applied music instruction based on his/her audition. Students may choose a secondary area of applied instruction with special permission from the department and a separate performance audition.
- Students who wish to be considered for advanced standing in music theory may take a placement exam prior to the start of their first term.
- All music majors must pass a piano proficiency exam prior to graduation. Students without piano background will satisfy this requirement through successful completion of four terms of class piano (MAP 113, MAP 123, MAP 233, and MAP 253 for a total of 4 credits). Students with a piano background should see a faculty advisor to evaluate needs.
- All music majors must complete a level of vocal proficiency prior to graduation. Non-vocal majors will satisfy this requirement through successful completion of two terms of voice class (MAP 112 and MAP 232 for a total of 2 credits). Vocal majors should see a faculty advisor to evaluate needs.
- Each music major must enroll as a member of an approved Point ensemble each term, as appropriate to the student's area of applied music.
- At the end of their sophomore year, all music majors will choose and declare an area of specialization from the following: Performance and Pedagogy, Music Production, and Worship, and Music Ministry.
- All music majors perform a junior recital in their primary area of applied music instruction. Students in their senior year must complete a project or recital based on their degree specialization.

Point University Music Programs Available for Non-Majors. The Music faculty provides certain courses and services to non-music majors:

- Non-music majors may enroll in MUS 102 Music Appreciation to fulfil the Humanities & Fine Arts requirement in the General Education Core.
- The music faculty offers private applied instruction to non-music majors if they meet prerequisites and secure permission from the Fine Arts Department Chair.
- All Point University students are eligible to participate in musical ensembles, such as the Marching Band (fall term only), Signature Voices (fall and spring terms), and String Ensemble (fall and spring terms). Audition requirements may be applicable.
- All Point University students, faculty, staff, and members of the community are eligible to participate in the Community Concert Band (spring term only) and the Community Choir (fall and spring terms).

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Music	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core selection (3) MAP 113 Beginning Piano Class I (1) MAP 123 Beginning Piano Class II (1) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MTH 115 Quantitative Reasoning [or higher] (3) MUS 103 Music Theory I (3) MUS 103L Functional Theory Skills I (1) MUS 104 Music Theory II (3) MUS 104L Functional Theory Skills II (1) MUS 112 Survey of Music (3) *TOTAL CREDITS: 33*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) MAP 233 Intermediate Piano Class (1) MAP 253 Advanced Piano Class (1) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MUS 205 Music Theory III (3) MUS 205L Functional Theory Skills III (1) MUS 206 Music Theory IV (3) MUS 206L Functional Theory Skills IV (1) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) Fine Arts Specialization Courses (3) HFA core selection (3) MAP 112 Beginning Voice Class (1) MAP 232 Intermediate Voice Class (1) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MUS 301 Music History I (3) MUS 302 Music History II (3) MUS 315 Music Technology I (3) General Elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	Fine Arts Specialization Courses (14) MAP ____ Applied Instruction (2) MEN ____ Performance Ensemble (2) MUS 412 Philosophy of Music (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* General Elective (3) *TOTAL CREDITS: 27*

Minors

Minors Offered by the Fine Arts Department (on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minors. The Fine Arts Department offers the following minors:

Music Minor (22 credits)
(for non-Music majors)

Purpose. The Music Minor program gives students an introductory foundation in the competencies expected of a musician.

Student Learning Objectives. The Music Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate competence in sight singing and ear training, music theory, and music history and literature.

Objective 2: Perform solo with appropriate techniques in the student's primary applied music area and with introductory skills in piano and voice.

Objective 3: Perform in an ensemble with appropriate musical and social skills.

Required Courses:
MUS 103 Music Theory I (3)
MUS 103L Functional Theory Skills I (1)
MUS 104 Music Theory II (3)
MUS 104L Functional Theory Skills II (1)
MAP ____ Applied Instruction (4)
MEN ____ Performance Ensemble (4)
MAP ____ Piano Classes (2)
MAP ____ Intermediate Piano Class or Beginning Voice Class (1)
MUS ____ or MAP ____ course(s) (3)

Music Business Minor (18 credits)
(offered with the Management Department of the College of Business & Leadership)

Purpose. The Music Business Minor program gives students a foundation in the competencies expected of successful employment in the music business field.

Student Learning Objectives. The Music Business Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate competence in business management and marketing.

Objective 2: Demonstrate an understanding and the ability to apply the use of music technology tools in the music business field.

Objective 3: Demonstrate knowledge of the history and current practices of relevant music business topics, such as publishing and copyright law.

Required Courses:
BUS 225 Principles of Management (3)
BUS 247 Principles of Marketing (3)
MUS 326/BUS 325 Survey of Music Business (3)
MUS 315 Music Technology I (3)

MUS 316 Music Technology II (3)
MUS 410 Music Publishing & Copyright Law (3)

Point University
College of Arts & Sciences

Health Sciences Department

DEPARTMENT CHAIR: CLOTILDE DUDLEY-SMITH, ED.D, RDH, HEC-C

Academic Programs

The Health Sciences Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF ARTS & SCIENCES					
Health Sciences Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AS Medical Assisting		X			include OG Clinical Externship at approved site near student's home
• AS Medical Coding & Billing		X			
• AS Medical Office Management		X			includes OG Clinical Externship at approved site near student's home
• AA Public Health		X			
Bachelor's Degree Program					
• BS Public Health		X			
Certificates					
➢ Medical Assisting Certificate		X			include OG Clinical Externship at approved site near student's home
➢ Medical Coding & Billing Certificate		X			

Associate's Degree Programs

Associate of Science in Medical Assisting

(online)

Program Coordinator: Clotilde Dudley Smith, Ed.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Lifelong learning

Objective 1: Employ critical analysis and reasoning, supported by knowledge and skills learned throughout the program to enhance personal and professional decision making

Objective 2: Demonstrate competent writing and reading skills and effective oral communication throughout the program of study.

Objective 3: Develop the ability to integrate learning, making connections within the major, between fields, between curricular and cocurricular activities, and between academic knowledge and practice.

Principles of lifetime health and fitness

Objective 4: Demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion.

Objective 5: 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 6: Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice.

Technology in the medical field

Objective 7: Understand the proper use of electronic medical records in the clinical setting with beginning mastery.

Objective 8: Comprehend the documentation of patient records and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 9: Utilize medical equipment correctly and with patient safety as a top priority.

Medical office functions and management

Objective 10: Accurately assist with insurance coding and billing.

Objective 11: Adopt appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 12: 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

Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI 105 Introduction to Biology with Lab	4

Mathematics

MATH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3

Select one SABS core course:		3
HIST 250 United States History (3)		
PSYC 103 Introduction to Psychology (3)		
SOCI 103 Introduction to Sociology (3)		
Biblical Studies Component (9 credits)		
BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3
Professional Component (21 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 *[WE*]*	3
MEDM 298A	Clinical Externship in Medical Assisting A	3
MEDM 298B	Clinical Externship in Medical Assisting B	3
TOTAL DEGREE CREDITS:		***61***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of obtaining a certificate in medical assisting.

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

Clinical Externship. The capstone courses for the A.S. in Medical Assisting consist 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 one session (8 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

(online)

Program Coordinator: Clotilde Dudley-Smith, Ed.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Foundational knowledge for healthcare providers

Objective 1: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems pertinent to health professionals.

Objective 2: Students demonstrate a foundational working knowledge of medical terminology employed in healthcare professions.

Medical coding and billing

Objective 3: Students demonstrate a working knowledge of International Classification of Diseases (ICD) nomenclature.

Objective 4: Students demonstrate a working knowledge of Current Procedural Terminology (CPT) nomenclature.

Objective 5: Students analyze patient care and assign correct codes for medical issues and procedures.

Objective 6: Students follow correct procedures for processing insurance claims.

Objective 7: Students follow correct procedures for patient billing, collections, and reimbursement.

Objective 8: 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

Select one HFA core course: 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 (or higher)	3

Social & Behavioral Sciences

HIST 250	United States History	3

Select one SABS core course: 3
- PSYC 103 Introduction to Psychology (3)
- SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103	The 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
TOTAL DEGREE CREDITS:		***61***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Science in Medical Office Management

(online)

Program Coordinator: Clotilde Dudley-Smith, Ed.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Principles of lifetime health and fitness

Objective 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: 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.

Medical office functions and management

Objective 3: Students use electronic medical records in the clinical setting with beginning mastery.

Objective 4: Students document patient records with accuracy and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 5: Graduates have a sound foundation in personnel leadership and management that enables them to integrate crisis intervention and conflict in a professional manner.

Objective 6: Graduates correctly assist with insurance coding and billing.

Objective 7: Graduates use appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 8: Graduates practice the highest ethical principles in accordance with a Christian view of their profession.

Objective 9: Graduates remain current with medical practices by seeking out and remaining current with evidence-based practice.

Objective 10: Graduates are prepared to manage personnel, financial, ethical, and legal aspects of the medical practice.

Biblical theology and worldview issues

Objective 11: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Required Courses. The A.S. in Medical Office Management 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

Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI 105 Introduction to Biology with Lab	4

Mathematics

MATH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Component (9 credits)

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

THEO 310	Spiritual Formation: Kingdom Living	3
Professional Component (19 credits)		
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 *[WE*]*	3
MEDM 220	Medical Systems & Records Management	3
MEDM 299	Clinical Externship in Medical Office Management	4
General Elective Component (3 credits)		
Elective Course		3
TOTAL DEGREE CREDITS:		***62***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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. Students must complete a minimum 160 clinical hours to qualify for certification.

Associate of Arts in Public Health

(online)

Program Coordinator: Clotilde Dudley-Smith, Ed.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Principles of lifetime health and fitness

Objective 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 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 3: Students acquire and apply principles of physical fitness in pursuit of achieving optimal health and wellness.

Objective 4: Students acquire and apply principles of nutrition and weight management in pursuit of achieving optimal health and wellness.

Health literacy

Objective 5: Students critically evaluate the validity of health information, consumer products, and services in light of sound research methodologies.

Objective 6: Students examine different sources of health information and determine appropriate materials to be used when working with diverse groups of individuals.

Biblical theology and worldview issues

Objective 7: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

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		
Select one HFA core course:		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 117	Introductory Statistics	3
Social & Behavioral Sciences		
HIST 250	United States History	3
PSYC 103	Introduction to Psychology	3
Biblical Studies Component (9 credits)		
BIBL 103	The 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 117	Introductory Statistics	3
PBHE 301	Nutrition & Wellness	3
PBHE 304	Biostatistical Research	3
General Elective Component (2 credits)		
Elective Courses		2
TOTAL DEGREE CREDITS:		***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Program

Bachelor of Science in Public Health

(online)

Program Coordinator: Clotilde Dudley-Smith, Ed.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Principles of lifetime health and fitness

Objective 1: Students articulate a biblical and theological perspective on lifetime health and fitness and its impact on individual and community wellness.

Objective 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 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 4: Students acquire and apply principles of physical fitness in pursuit of achieving optimal health and wellness.

Objective 5: Students acquire and apply principles of nutrition and weight management in pursuit of achieving optimal health and wellness.

Objective 6: Students acquire and apply effective methods and strategies for preventing the spread of infectious diseases.

Objective 7: Students acquire and apply effective drug abuse prevention methods and strategies in pursuit of achieving optimal health and wellness.

Objective 8: Students assess the social, cultural, economic, political, and physical environments in applying holistic approaches to community health and wellness.

Health literacy

Objective 9: Students critically evaluate the validity of health information, consumer products, and services in light of sound research methodologies.

Objective 10: Students examine different sources of health information and determine appropriate materials to be used when working with diverse groups of individuals.

Disease prevention and health promotion programs

Objective 11: Students assess need, plan, implement, and evaluate disease prevention and health promotion programs utilizing evidence-based strategies.

Objective 12: Students employ instructional methods and strategies appropriate for the context, considering factors such as age, gender, ethnicity, culture, and physical environment.

Utilizing health care systems

Objective 13: 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 14: Students demonstrate a working knowledge of leadership and management skills appropriate for public health organizations, such as budgeting, resource management, and grant writing.

Objective 15: Students critically examine issues related to the intersection of public health, legal standards, faith, and ethics in professional practice.

Required Courses. The B.S. in Public Health program consists of the following courses:

General Education Core (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	
Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI 105 Introduction to Biology with Lab	4
Mathematics	
MATH 117 Introductory Statistics	3
Social & Behavioral Sciences	
HIST 250 United States History	3

Select one SABS core course:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Minor (15 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	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 117 Introductory 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
General Elective Component (29 credits)	
General electives	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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.

Certificate Programs

Medical Assisting Certificate

(online)

Program Coordinator: Clotilde Dudley Smith, Ed.D.

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.

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 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 to accomplish the following student learning objectives:

Lifelong learning

Objective 1: Employ critical analysis and reasoning, supported by knowledge and skills learned throughout the program to enhance personal and professional decision making

Objective 2: Demonstrate competent writing and reading skills and effective oral communication throughout the program of study.

Objective 3: Develop the ability to integrate learning, making connections within the major, between fields, between curricular and cocurricular activities, and between academic knowledge and practice

Principles of lifetime health and fitness

Objective 4: Demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion.

Objective 5: 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 6: Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice.

Technology in the medical field

Objective 7: Understand the proper use of electronic medical records in the clinical setting with beginning mastery.

Objective 8: Comprehend the documentation of patient records and maintain patient privacy in accordance with HIPAA and other applicable federal regulations.

Objective 9: Utilize medical equipment correctly and with patient safety as a top priority.

Medical office functions and management

Objective 10: Accurately assist with insurance coding and billing.

Objective 11: Adopt appropriate medical terminology to communicate with office personnel, physicians, and other medical entities.

Objective 12 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)		
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 298A	Clinical Externship in Medical Assisting A	3
MEDM 298B	Clinical Externship in Medical Assisting B	3
TOTAL CERTIFICATE CREDITS:		***27***

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

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These

customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of obtaining a certificate in medical assisting.

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

Clinical Externship. The capstone courses for the Medical Assisting Certificate consist 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 one session (8 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed.

Medical Coding & Billing Certificate

(online)

Program Coordinator: Clotilde Dudley-Smith, Ed.D.

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.

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 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 to accomplish the following student learning objectives:

Lifelong learning
Objective 1: Graduates read with understanding and think critically.

Objective 2: Graduates communicate effectively orally and in writing.

Objective 3: Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Foundational knowledge for healthcare providers

Objective 4: Students demonstrate a broad conceptual knowledge of human anatomy, physiology, and body systems pertinent to health professionals.

Objective 5: Students demonstrate a foundational working knowledge of medical terminology employed in healthcare professions.

Medical coding and billing

Objective 6: Students demonstrate a working knowledge of International Classification of Diseases (ICD) nomenclature.

Objective 7: Students demonstrate a working knowledge of Current Procedural Terminology (CPT) nomenclature.

Objective 8: Students analyze patient care and assign correct codes for medical issues and procedures.

Objective 9: Students follow correct procedures for processing insurance claims.

Objective 10: Students follow correct procedures for patient billing, collections, and reimbursement.

Objective 11: 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)		
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 five additional courses: APSP 105 Introduction to Adult Learning, APSP 110 Effective Thinking, 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.

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out

which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Point University
College of Arts & Sciences

Information Technology Department

DEPARTMENT CHAIR: PHILIP PARTAIN, M.S., M.DIV.

Academic Programs

The Information Technology Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF ARTS & SCIENCES					
Information Technology Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AS Information Technology		X			
Bachelor's Degree Programs					
• BS Info Tech/Info Systems Security		X			
• BS Info Tech/Network Administration		X			

Associate's Degree Program

Associate of Science in Information Technology (IT)

(online)

Program Coordinator: Philip Partain, M.S., M.Div.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Foundational knowledge and skills in information technology

Objective 1: Students locate and survey industry-related tools and resources.

Objective 2: Students identify and describe a variety of information technologies, support services, and operating systems.

Principles, methods, and legal and ethical standards for IT support

Objective 3: Students describe the role of technology in the workplace.

Objective 4: Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Functions and components of a desktop personal computing devices

Objective 5: Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.

Objective 6: Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

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

General Education Component (31 credits)

Essential Skills

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

Humanities & Fine Arts	
Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
CISM 100 Introduction to Information Technology	3
CISM 210 Information Technology Applications I	3
CISM 220 Information Technology Operating Systems	3
CISM 215 Information Technology Applications II	3
CISM 230 Technical Writing *[WE]**	3
General Elective Component (5 credits)	
Elective Courses	5
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Professional Certifications. Courses within the A.S. in Information Technology program are specifically designed to prepare students to earn up to two highly respected professional certifications from the Computing Technology Industry Association (CompTIA), a leading IT industry trade organization. Point strongly urges students to complete the certification exams as they progress through the academic program because these high-demand industry certifications will give them a significant advantage in the job market. The certifications, the Point courses that support them, and the current exam

costs appear below. Point does not guarantee that students will pass every exam. However, if they master the knowledge and skills taught in the Point courses, students should be well-prepared to complete the exams successfully.

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

Bachelor's Degree Programs

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

(online)

Program Coordinator: Philip Partain, M.S., M.Div.

Overview. The B.S. program in Information Technology (IT) 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 four highly respected professional certifications from the Computing Technology Industry Association (CompTIA)—namely, CompTIA Linux, CompTIA A+, CompTIA Security+, and CompTIA Network+ (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 or M.S. in IT Management.

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 and Student Learning Objectives

Purpose. The B.S. program in Information Technology (IT) 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 Information Technology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Foundational knowledge and skills in information technology

Objective 1: Students locate and survey industry-related tools and resources.

Objective 2: Students identify and describe a variety of information technologies, support services, and operating systems.

Principles, methods, and legal and ethical standards for IT support

Objective 3: Students describe the role of technology in the workplace.

Objective 4: Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Functions and components of a desktop personal computing devices

Objective 5: Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.

Objective 6: Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

Computer networks and troubleshooting

Objective 7: Students identify network configurations, topologies, and protocols.

Objective 8: Students explain connectivity and communication standards.

Objective 9: Students apply troubleshooting techniques and tools to network installation, maintenance, and configuration of devices.

Objective 10: Students compare and contrast servers, administration (deployment, management, directories, storage), and recovery solutions.

Systems security, risk mitigation, and disaster recovery

Objective 11: Students identify network classifications (e.g. LAN, WAN, MAN) and network typologies.

Objective 12: Students recognize security vulnerabilities and preventive measures.

Objective 13: Students create effective, usable security policies and procedures for troubleshooting, maintenance, and prevention.

Objective 14: 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 15: Students perform risk analyses and assessments to create disaster recovery and business continuity plans reflecting "best practices."

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

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Information Technology Major with a Concentration in Information Systems Security (45 credits)

CISM 100 Introduction to Information Technology	3
CISM 210 Information Technology Applications I	3
CISM 230 Technical Writing *[WE]**	3
CISM 215 Information Technology Applications II	3
CISM 220 Information Technology Operating Systems	3
CISM 300 Networking Fundamentals	3
CISM 410 Introduction to Data Management	3
CISM 320 Introduction to Network Security	3
CISM 315 Risk Mitigation & Security Policy *[WE]**	3
CISM 325 Network Security Applications	3
CISM 415 Advanced Security Applications	3
CISM 420 Network Management	3
CISM 435 Information Systems Disaster Recovery	3
CISM 440 Server Administration	3

CISM 475 Capstone Project in Secure Information Systems	3
General Elective Component (29 credits)	
General electives	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Professional Certifications. Courses within the Information Technology/Information Systems Security Major are specifically designed to prepare students to earn four highly respected professional certifications from the Computing Technology Industry Association (CompTIA), the leading IT industry trade organization described below). 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 Security+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals CISM 320 Introduction to Network Security CISM 325 Network Security Applications	$311
CompTIA Network+	CISM 100 Introduction to Information Technology CISM 210 Information Technology Applications I CISM 220 Information Technology Operating Systems CISM 300 Networking Fundamentals	$285

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

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

(online)

Program Coordinator: Philip Partain, M.S., M.Div.

Overview. The B.S. program in Information Technology (IT) 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 five highly respected professional certifications from the Computing Technology Industry Association (CompTIA) and from Microsoft—namely, CompTIA Linux, CompTIA A+, CompTIA Project+, CompTIA Security+, and CompTIA Network+ (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 and Student Learning Objectives

Purpose. The B.S. program in Information Technology (IT) 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 Information Technology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Foundational knowledge and skills in information technology

Objective 1: Students locate and survey industry-related tools and resources.

Objective 2: Students identify and describe a variety of information technologies, support services, and operating systems.

Principles, methods, and legal and ethical standards for IT support

Objective 3: Students describe the role of technology in the workplace.

Objective 4: Students demonstrate effective, ethical, and secure practices for troubleshooting a variety of technologies.

Functions and components of a desktop personal computing devices

Objective 5: Students employ critical thinking to diagnose and recommend the appropriate technology troubleshooting techniques or tool.

Objective 6: Students demonstrate basic knowledge of information technology best practices, safety, security, and preventive measures.

Computer networks and troubleshooting

Objective 7: Students identify network configurations, topologies, and protocols.

Objective 8: Students explain connectivity and communication standards.

Objective 9: Students apply troubleshooting techniques and tools to network installation, maintenance, and configuration of devices.

Objective 10: Students compare and contrast servers, administration (deployment, management, directories, storage), and recovery solutions.

Website development and hosting

Objective 11: Students write web content for a target audience.

Objective 12: Students examine a variety of web layouts using Cascading Style Sheets (CSS) and Hypertext Markup Language (HTML).

Objective 13: Students evaluate methods for hosting and maintaining a website.

Security protocols and procedures for computer networks

Objective 14: Students identify network classifications (e.g. LAN, WAN, MAN) and network typologies.

Objective 15: Students recognize security vulnerabilities and preventive measures.

Objective 16: Students create effective security policies and procedures for troubleshooting, maintenance, and prevention.

Information technology management and business management strategies

Objective 17: Students analyze all phases of project management during a system's life cycle.

Objective 18: Students explain managing quality assurance and customer service for helpdesk and support environments.

Programming knowledge and data management skills

Objective 19: Students identify data structures, algorithms, and paradigms.

Objective 20: Students survey a variety of programming languages and their uses.

Objective 21: Students compare and contrast differentiations of data.

Objective 22: Students explain the use of Standard Query Language (SQL), Data Definition Language (DDL), and Data Manipulation Language (DML).

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

General Education Core (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	
Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Information Technology Major with a Concentration in Network Administration (45 credits)

CISM 100 Introduction to Information Technology	3
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 *[WE]**	3
CISM 300 Networking Fundamentals	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 420 Network Management	3
CISM 430 Technical Project Management *[WE]**	3
CISM 440 Server Administration	3
CISM 480 Information Technology Capstone Project	3

General Elective Component (29 credits)

Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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

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

Point University
College of Arts & Sciences

Science & Mathematics Department

ACTING DEPARTMENT CHAIR: DEDRA WOOLFOLK, PH.D.

Academic Programs

The Science & Mathematics Department oversees the following academic programs. Baccaaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF ARTS & SCIENCES					
Science & Mathematics Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BS Biology	X				
• BS Biology/ Pre-Professional Option	X				
• BS Exercise Science	X				
• BS Exercise Science/Pre-Prof. Option	X				
Minor					
• Biology Minor	X				

Bachelor's Degree Programs

Bachelor of Science in Biology
(on-ground)

Program Coordinator: Rebecca Aquino, D.O.

Overview. The B.S. in Biology program provides a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian world-view, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences. The program

introduces majors to the concepts and role of biology as an integrative science, helping them to discover and interpret the characteristics of nature as part of God's creation. Students who take courses in the Biology curriculum are expected to under-stand the concepts and processes of biology as a scientific discipline. Students are provided a depth of classroom instruction and laboratory and field work in a breadth of science courses.

Students may also pursue the B.S. in Biology with a Pre-Professional Option (described below). The faculty encourages students to complete the Pre-Professional Option if they intend to pursue admission to a graduate professional program to become, for example, a physician, dentist, or veterinarian.

Modality. Point University offers the B.S. in Biology in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Biology program is to provide a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian worldview, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences.

The Biology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate a knowledge base within the study of biology.

Objective 2: Understand the process by which biological data is gathered, analyzed, and interpreted.

Objective 3: Develop a foundation for understanding humans in relation to the living environment.

Objective 4: Demonstrate personal integrity and an awareness of the ethical issues in the life sciences.

Objective 5: Develop an internally consistent philosophy of life that integrates science and Scripture.

Objective 6: Outline a basic foundation for employment in biology-related vocations.

Required Courses. The B.S. in Biology program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts	
Select 6 credits from the following HFA core course from at least two different areas/prefixes: ENG ___ English Course (3) HUM ___ Humanities Course (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy Course (3)	6
Natural Sciences	
NSC 106 and 106L Environmental Science with Lab	4
Mathematics	
MTH 120 College Algebra (or higher in addition to MTH 117 below)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Biology Major (53 credits)	
MTH 117 Introductory Statistics (in addition to MTH 120 above)	3
NSC 103 and 103L Biology I with Lab	4
NSC 104 and 104L Biology II with Lab	4
NSC 215 and 215L Human Anatomy & Physiology I with Lab	4
NSC 216 and 216L Human Anatomy & Physiology II with Lab	4
NSC 228 and 228L General Chemistry I with Lab	4
NSC 229 and 229L General Chemistry II with Lab	4
NSC 303 Methods in Research *[WE]**	3
NSC 307 and 307L Microbiology with Lab	4
NSC 310 Cell Biology	3
NSC 401 Ethics in Science	3
NSC 421 and 421L Genetics with Lab	4
NSC ___ Science or related elective course 1	4
NSC ___ Science or related elective course 2	4
PHE 201 First Aid & CPR	1
General Electives (20 credits)	
Elective Courses	20
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Satisfactory Academic Progress. To graduate with the B.S. in Biology degree, students must complete all courses in the Biology Major—and any prerequisites for Natural Science courses in the major—with a minimum grade of "C" (2.00). Students must retake courses with lower grades as soon as possible.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Biology	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* *NSC 103-103L Biology I with Lab (4)+* *NSC 104-104L Biology II with Lab (4)+* MTH 120 College Algebra [or higher] (3) PHE 201 First Aid & CPR (1) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 31*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) HIS ____ History core elective (3) *NSC 215-215L Human Anat/Phys I w/Lab (4)+* *NSC 216-216L Human Anat/Phys II w/Lab (4)+* *NSC 228-228L Gen. Chemistry I w/ Lab (4)+* *NSC 229-229L Gen Chemistry II w/ Lab (4)+* *TOTAL CREDITS: 31*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) MTH 117 Introductory Statistics (3) NSC 106-106L Environmental Science w/Lab (4) NSC 303 Methods in Research (3) *[WE]* NSC 307-307L Microbiology with Lab (4) *[WE]* NSC 310 Cell Biology (3) General Electives (8) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms*	NSC 401 Ethics in Science (3) NSC 421-421L Genetics with Lab (4) NSC Science or related elective course 1 (4) NSC Science or related elective course 2 (4) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (9) *TOTAL CREDITS: 27*

Bachelor of Science in Biology with Pre-Professional Option
(on-ground)

Program Coordinator: Rebecca Aquino, D.O.

Overview. The B.S. in Biology program with the Pre-Professional Option provides a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian worldview, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences. The program introduces majors to the concepts and role of biology as an integrative science, helping them to discover and interpret the characteristics of

nature as part of God's creation. Students who take courses in the Biology curriculum are expected to understand the concepts and processes of biology as a scientific discipline. Students are provided a depth of classroom instruction and laboratory and field work in a breadth of science courses.

Like most higher education institutions, Point University does not offer pre-medical, pre-dental, or pre-veterinary as undergraduate majors. Students interested in pursuing careers as physicians, dentists, or veterinarians may choose any number of majors. However, it is critical that they choose appropriate science courses in order to meet the course prerequisites for admission to medical, dental, or veterinary schools and to achieve higher scores on standardized admission tests for those professional graduate programs.

The B.S. in Biology program with the Pre-Professional Option is designed to assist students in preparing for that graduate study. Admission to most professional programs of study after the completion of a bachelor's degree is a highly competitive process. In addition to the selected program and courses at Point, the successful applicant would need to be competitive in overall grade point average (GPA), science GPA, Medical College Admission Test (MCAT) or Dental Admission Test (DAT) score, number of hours worked in a medical setting and types of experiences, strength of recommendation letters, and interview quality. See a faculty academic advisor for assistance if interested in that process.

Modality. Point University offers the B.S. in Biology with Pre-Professional Option in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Biology program with the Pre-Professional Option is to provide a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian worldview, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences.

The Biology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate a knowledge base within the study of biology.

Objective 2: Understand the process by which biological data is gathered, analyzed, and interpreted.

Objective 3: Develop a foundation for understanding humans in relation to the living environment.

Objective 4: Demonstrate personal integrity and an awareness of the ethical issues in the life sciences.

Objective 5: Develop an internally consistent philosophy of life that integrates science and Scripture.

Objective 6: Prepare to take entrance exams and fulfil the entrance requirements of the student's chosen graduate or professional school.

Required Courses. The B.S. in Biology program with Pre-Professional Option consists of the following courses:

General Education Core (33 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: ENG ___ English elective (3) HUM ___ Humanities elective (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy elective (3)	6

Natural Sciences

NSC 103 and 103L Biology I with Lab	4

Mathematics

MTH 210 Calculus I (or higher in addition to MTH 117 below)	4

Social & Behavioral Sciences

HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Biology Major (58 credits)

MTH 117 Introductory Statistics (in addition to MTH 210 above)	3
NSC 104 and 104L Biology II with Lab	4
NSC 215 and 215L Human Anatomy & Physiology I with Lab	4
NSC 216 and 216L Human Anatomy & Physiology II with Lab	4
NSC 228 and 228L General Chemistry I with Lab	4
NSC 229 and 229L General Chemistry II with Lab	4
NSC 303 Methods in Research *[WE]**	3
NSC 307 and 307L Microbiology with Lab	4

NSC 401 Ethics in Science	3
NSC 421 and 421L Genetics with Lab	4
PHE 201 First Aid & CPR	1
Pre-Professional Option	
NSC 210 Medical Terminology	1
NSC 320 and 320L Physics I with Lab	4
NSC 321 and 321L Physics II with Lab	4
NSC 330 and 330L Organic Chemistry I with Lab	4
NSC 331 and 331L Organic Chemistry II with Lab	4
NSC 440 Biochemistry	3
Entrance Exam Prep Review	0
General Electives (14 credits)	
Elective Courses	14
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Satisfactory Academic Progress. To graduate with the B.S. in Biology degree with Pre-Professional Option, students must complete all courses in the Biology Major, including Pre-Professional Option courses, with a minimum grade of "C" (2.00). Likewise, they must complete any prerequisites for Natural Science (NSC) courses with a minimum grade of "C" (2.00). Students must retake courses with lower grades as soon as possible.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Biology with Pre-Professional Option	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* MTH 210 Calculus I [or higher] (4) *NSC 103-103L Biology I with Lab (4)+* *NSC 104-104L Biology II with Lab (4)+* *NSC 228-228L Gen. Chemistry I w/ Lab (4)+* *NSC 229-229L Gen Chemistry II w/ Lab (4)+* PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 33*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection 1 (3) NSC 210 Medical Terminology (1) *NSC 215-215L Human Anat/Phys I w/Lab (4)+* *NSC 216-216L Human Anat/Phys II w/Lab (4)+* *NSC 320-320L Physics I with Lab (4)+* *NSC 321-321L Physics II with Lab (4)+* PHE 201 First Aid & CPR (1) SOC Sociology core selection (3) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) HFA core selection 2 (3) HIS ____ History core elective (3) NSC 307-307L Microbiology with Lab (4) *[WE]* *NSC 330-330L Organic Chemistry I w/Lab (4)+* *NSC 331-331L Organic Chemistry II w/Lab (4)+* General electives (6) Entrance Exam Prep (0) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**Fall Term** MTH 117 Introductory Statistics (3) NSC 303 Methods in Research (3) *[WE]* NSC 401 Ethics in Science (3) NSC 421-421L Genetics with Lab (4) NSC 440 Biochemistry (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (8) *TOTAL CREDITS: 27*

Bachelor of Science in Exercise Science
(on-ground)

Program Coordinator: Allison Kemper, D.P.T.

Overview. The B.S. in Exercise Science program provides a foundational, scientifically-based preparation for entry-level careers in healthcare or related fitness industries, successful completion of national certifications, and/or the pursuit of advanced or professional degrees in related fields of study. It provides a broad-based approach to the science of exercise and fitness, including strategies used to design and implement comprehensive health programs for the public and private sectors.

Students may also pursue the B.S. in Exercise Science with a Pre-Professional Option (described below). The faculty encourages students to complete the Pre-Professional Option if they intend to pursue admission to a graduate professional program to become, for example, a physical therapist.

Modality. Point University offers the B.S. in Exercise Science in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Exercise Science program is to provide a broad-based approach to the science of exercise and fitness, including strategies used to design and implement comprehensive health programs for the public and private sectors.

The Exercise Science Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Read and write with an advanced level of reflective, critical and original thinking.

Objective 2: Demonstrate a knowledge base within the study of exercise science.

Objective 3: Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.

Objective 4: Describe physiological concepts related to exercise testing (e.g., maximal aerobic testing, anaerobic testing, and body composition analysis).

Objective 5: Demonstrate the ability to develop safe and effective exercise programs for normal and special populations.

Objective 6: Demonstrate a basic understanding of sound nutritional concept sand safe weight management techniques.

Objective 7: Understand and debate current exercise physiology principles based on historical and technological changes.

Required Courses. The B.S. in Exercise Science program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

ENG ____ English elective (3)
HUM ____ Humanities elective (3)
MUS 102 Music Appreciation (3)
PHL ____ Philosophy elective (3)

Natural Sciences

NSC 103 and 103L Biology I with Lab	4

Mathematics

MTH 120 College Algebra (or higher in addition to MTH 117 below)	3

Social & Behavioral Sciences

HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3

Select one of the following Sociology courses: 3

SOC 103 Introduction to Sociology (3)
SOC/HIS 210 Cultural Anthropology (3)
SOC/HIS 214 Geography (3)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3

BBS ____ Biblical Studies Elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Exercise Science Major (53 credits)	
ESC 230 Foundations of Health & Wellness	3
ESC 240 Human Nutrition	3
ESC 340 Kinesiology & Biomechanics	3
ESC 350 Exercise Physiology	3
ESC 420 Exercise Testing & Prescription	3
ESC 430 Exercise Science for Special Populations *[WE]**	3
MTH 202 Basic Statistics (in addition to MTH 120 above)	3
NSC 104 and 104L Biology II with Lab	4
NSC 210 Medical Terminology	1
NSC 215 and 215L Human Anatomy & Physiology I with Lab	4
NSC 216 and 216L Human Anatomy & Physiology II with Lab	4
NSC 303 Methods in Research *[WE]**	3
NSC 401 Ethics in Science	3
NSC/EXC ____ Natural/Exercise Science or related elective 1	3
NSC/EXC ____ Natural/Exercise Science or related elective 2	3
PHE 115 Cardiovascular Conditioning	1
PHE 130 Weight Training	1
PHE 201 First Aid & CPR	1
PHE 220 Exercise & Weight Control	1
SPM 427 Administration of Fitness & Wellness Programs	3
General Electives (20 credits)	
Elective Courses	20
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Satisfactory Academic Progress. To graduate with the B.S. in Exercise Science degree, students must complete all courses in the Exercise Science Major with a minimum grade of "C" (2.00). Likewise, they must complete any prerequisites for Natural Science (NSC) and Exercise Science (EXC) courses with a minimum grade of "C" (2.00). Students must retake courses with lower grades as soon as possible.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Exercise Science	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* MTH 120 College Algebra [or higher] (3) *NSC 103-103L Biology I with Lab (4)+* *NSC 104-104L Biology II with Lab (4)+* PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 30*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ESC 230 Foundations of Health & Wellness (3) ESC 240 Human Nutrition (3) HFA core selection 1 (3) HIS ____ History core elective (3) *NSC 215-215L Human Anat/Phys I w/Lab (4)+* *NSC 216-216L Human Anat/Phys II w/Lab (4)+* NSC 210 Medical Terminology (1) PHE 201 First Aid & CPR (1) PHE 220 Exercise & Weight Control (1) General Elective (3) *TOTAL CREDITS: 32*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) ESC 340 Kinesiology & Biomechanics (3) *ESC 350 Exercise Physiology (3)+* *ESC 430 Exercise Phys/Special Pops (3) [WE]+* HFA core selection 2 (3) MTH 117 Introductory Statistics (3) NSC 303 Methods in Research (3) *[WE]* PHE 115 Cardiovascular Conditioning (1) PHE 130 Weight Training (1) General Electives (6) *TOTAL CREDITS: 32* *+Take these courses in consecutive terms*	ESC 420 Exercise Testing & Prescription (3) NSC 401 Ethics in Science (3) NSC, ESC or related elective courses 1-2 (6) SPM 427 Admin of Fitness & Wellness Progs (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (8) *TOTAL CREDITS: 26*

Bachelor of Science in Exercise Science with Pre-Professional Option
(on-ground)

Program Coordinator: Allison Kemper, D.P.T.

Overview. The B.S. in Exercise Science program with the Pre-Professional Option provides a foundational, scientifically-based preparation for entry-level careers in healthcare or related fitness industries, successful completion of national certifications, and/or the pursuit of advanced or professional degrees in related fields of study. It provides a broad-based approach to the science of exercise and fitness, including strategies used to design and implement comprehensive health programs for the public and private sectors.

Like most higher education institutions, Point University does not offer pre-physical therapy as an undergraduate major. Students interested in pursuing a career as a physical therapist may choose any number of majors. However, it is critical that a student choose

appropriate science courses in order to meet the course prerequisites for admission to graduate schools in physical therapy and to achieve higher scores on standardized admission tests for professional graduate programs.

The B.S. in Exercise Science program with the Pre-Professional Option is designed to assist students in preparing for that graduate study. Admission to most professional programs of study after the completion of a bachelor's degree is a highly competitive process. In addition to the selected program and courses at Point, the successful applicant would need to be competitive in overall grade point average (GPA), science GPA, number of hours worked in a therapy setting and types of experiences, strength of recommendation letters, and interview quality. See a faculty academic advisor for assistance if interested in that process.

Modality. Point University offers the B.S. in Exercise Science with Pre-Professional Option in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Exercise Science program with the Pre-Professional Option is to provide a broad-based approach to the science of exercise and fitness, including strategies used to design and implement comprehensive health programs for the public and private sectors.

The Exercise Science Major with Pre-Professional Option builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Read and write with an advanced level of reflective, critical and original thinking.

Objective 2: Demonstrate a knowledge base within the study of exercise science.

Objective 3: Identify critical elements of the bones and muscles involved in human movement and combine the concepts related to anatomy and physiology with biomechanics.

Objective 4: Describe physiological concepts related to exercise testing (e.g., maximal aerobic testing, anaerobic testing, and body composition analysis).

Objective 5: Demonstrate the ability to develop safe and effective exercise programs for normal and special populations.

Objective 6: Demonstrate a basic understanding of sound nutritional concept sand safe weight management techniques.

Objective 7: Understand and debate current exercise physiology principles based on historical and technological changes.

Objective 8: Be prepared to fulfil entrance requirements to the student's chosen graduate or professional school.

Required Courses. The B.S. in Exercise Science program with Pre-Professional Option consists of the following courses:

General Education Core (33 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ___ English elective (3)	
HUM ___ Humanities elective (3)	
MUS 102 Music Appreciation (3)	
PHL ___ Philosophy elective (3)	

Natural Sciences

NSC 103 and 103L Biology I with Lab	4

Mathematics

MTH 210 Calculus I (or higher in addition to MTH 117 below)	4

Social & Behavioral Sciences

HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology courses:	3
SOC 103 Introduction to Sociology (3)	
SOC/HIS 210 Cultural Anthropology (3)	
SOC/HIS 214 Geography (3)	

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Exercise Science Major (60 credits)

ESC 230 Foundations of Health & Wellness	3
ESC 240 Human Nutrition	3
ESC 340 Kinesiology & Biomechanics	3
ESC 350 Exercise Physiology	3
ESC 420 Exercise Testing & Prescription	3
ESC 430 Exercise Science for Special Populations *[WE]**	3
MTH 117 Introductory Statistics (in addition to MTH 210 above)	3
NSC 104 and 104L Biology II with Lab	4
NSC 210 Medical Terminology	1
NSC 215 and 215L Human Anatomy & Physiology I with Lab	4
NSC 216 and 216L Human Anatomy & Physiology II with Lab	4
NSC 303 Methods in Research *[WE]**	3
NSC 401 Ethics in Science	3

PHE 115 Cardiovascular Conditioning	1
PHE 130 Weight Training	1
PHE 201 First Aid & CPR	1
PHE 220 Exercise & Weight Control	1
Pre-Professional Option	
NSC 228 and 228L General Chemistry I with Lab	4
NSC 229 and 229L General Chemistry II with Lab	4
NSC 320 and 320L Physics I with Lab	4
NSC 321 and 321L Physics II with Lab	4
General Electives (12 credits)	
General electives	12
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Satisfactory Academic Progress. To graduate with the B.S. in Exercise Science degree with Pre-Professional Option, students must complete all courses in the Exercise Science Major, including Pre-Professional Option courses, with a minimum grade of "C" (2.00). Likewise, they must complete any prerequisites for Natural Science (NSC) and Exercise Science (EXC) courses with a minimum grade of "C" (2.00). Students must retake courses with lower grades as soon as possible.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Exercise Science with Pre-Professional Option	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) *NSC 103-103L Biology I with Lab (4)+* *NSC 104-104L Biology II with Lab (4)+* MTH 210 Calculus I [or higher] (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 31*	BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ESC 230 Foundations of Health & Wellness (3) ESC 240 Human Nutrition (3) HFA core selection 1 (3) NSC 210 Medical Terminology (1) *NSC 215-215L Human Anat/Phys I w/Lab (4)+* *NSC 216-216L Human Anat/Phys II w/Lab (4)+* *NSC 228-228L General Chemistry I w/ Lab (4)+* *NSC 229-229L General Chemistry II w/ Lab (4)+* PHE 201 First Aid & CPR (1) PHE 220 Exercise & Weight Control (1) *TOTAL CREDITS: 34*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) ESC 340 Kinesiology & Biomechanics (3) *NSC 320-320L Physics I with Lab (4)+* *NSC 321-321L Physics II with Lab (4)+* *NSC 350 Exercise Physiology (3)+* *ESC 430 Exerc Phys for Special Pops (3) [WE]+* PHE 115 Cardiovascular Conditioning (1) PHE 130 Weight Training (1) General Elective (3) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms*	HFA core selection 2 (3) MTH 117 Introductory Statistics (3) ESC 420 Exercise Testing & Prescription (3) NSC 303 Methods in Research (3) *[WE]* NSC 401 Ethics in Science (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (9) *TOTAL CREDITS: 27*

Minor

Minor Offered by the Science & Mathematics Department (on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minor. The Science & Mathematics Department offers the following minor:

Biology Minor (18 credits)

Purpose. The Biology Minor introduces foundational concepts and methodologies of biology, with an emphasis on human anatomy and physiology, within an ethical framework and a Christian worldview.

Student Learning Objectives. The Biology Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate a foundational knowledge base within the study of biology with emphasis on human anatomy and physiology.

Objective 2: Demonstrate personal integrity and an awareness of the ethical issues in the life sciences.

Required Courses:
NSC 1031-103L Biology I with Lab (4)
NSC 215-215L Human Anatomy & Physiology I with Lab (4)

NSC 216-216L Human Anatomy & Physiology II with Lab (4)
NSC 401 Ethics in Science (3)
NSC ___ Natural Science elective (300/400 level) (3)

COLLEGE OF BIBLICAL STUDIES & MINISTRY

DEAN: SAMUEL W. ("WYE") HUXFORD, M.Div.

Personnel

Salaries of faculty members who teach in the Biblical Studies Department are funded in part by the Mount Olive Christian Church Trust Endowment.

College Dean

Samuel W. ("Wye") Huxford, M.Div. in New Testament and Theology—Dean of the College of Biblical Studies & Ministry, Professor of Biblical Studies

Department Chairs

Holly J. Carey, Ph.D. in New Testament and Christian Origins—Biblical Studies Department Chair, Professor of Biblical Studies

Joshua F. Rice, Ph.D in New Testament Studies—Christian Ministries Department Chair, Assistant Professor of Biblical Studies, Director of Spiritual Formation

Other Full-Time Faculty

Jennifer Allen Craft, M.Litt. in Theology, Imagination and the Arts, Ph.D. in Divinity—Humanities Department Chair, Associate Professor of Humanities and Theology

Gordon E. Griffin, D.Min. in Ministry—Instructor of Biblical Studies and Ministry

John H. Morris, Ph.D. in New Testament—Professor of Biblical Studies

Point University Administrative Faculty

Mark Boyd (Academic Operations Coordinator), M.A. in Theological Studies, D.Min. in Ministry—Instructor in Christian Ministries

Christopher A. Davis (Vice President for Academic Initiatives and Accreditation), Ph.D. in Biblical Studies, D.Min. in Ministry, ordained minister—Professor of Biblical Theology and Ministry

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

Bobby Weaver (Academic Operations Manager), M.Div. in Divinity—Adjunct Instructor in Biblical Studies and Ministry

NOTE: For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." Administrative faculty are full-time administrators or staff who hold academic credentials in a field related to Biblical Studies & Christian Ministry. They influence academic programs but may or may not teach on a regular basis.

Point University
College of Biblical Studies & Ministry

Biblical Studies Department

DEPARTMENT CHAIR: HOLLY J. CAREY, PH.D.

Academic Programs

The Biblical Studies Department oversees the following academic programs. Baccalaureate programs that do not include a Biblical Studies Major include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF BIBLICAL STUDIES & MINISTRY					
Biblical Studies Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Point University Core Curriculum					
➢ Biblical Studies Minor *(included in all baccalaureate programs without a Biblical Studies Major as part of the Point University Core Curriculum)*	X	X			PC-G elements at North Highland Church in Columbus, GA
➢ Biblical Studies Major	X				
Bachelor's Degree Programs					
• *BA Biblical Studies with dual major in English, History, or Humanities*	X	The Biblical Studies Department and Humanities Department cooperate to offer BA degrees with dual majors in Biblical Studies and English, History, or Humanities. Requirements appear in this catalog under the Humanities Department.			
• BA Biblical Studies and Preaching Ministry (dual major)	X				
• BS Biblical Studies and Preaching Ministry (dual major)	X				
• BA Biblical Studies with Ministry Specialization	X	Students choose a specialization in Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music			

• BS Biblical Studies with Ministry Specialization	X	& Worship Ministry, Preaching Ministry, or Seminary Preparation, or other area proposed by the student.			
• BA Biblical Studies and Youth & Family Ministries (dual major)	X				
• BS Biblical Studies and Youth & Family Ministries (dual major)	X				
Specializations					
➢ Ministry Specializations	X				

Role of the Biblical Studies Major and Minor in the Point University Core Curriculum

The Point University Core Curriculum

Background: The Point University Core Curriculum. All Point University associate's degree programs include courses in General Studies (Liberal Arts) and Biblical Studies. All Point bachelor's degree programs include a full 30+ credit General Studies Core and either a Biblical Studies Minor or Major. Together, the General Studies and Biblical Studies components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

Relationship of the Core Curriculum to Point's Gen Ed Competencies. Point University's mission and goals include facilitating students' intellectual, spiritual, and social growth. In accordance with these aims, Point's Core Curriculum develops certain broad General Education Competencies in all associate and baccalaureate degree students, regardless of program, location, or modality. The following table lists those competencies, along with instruments used to assess student attainment:

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

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

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies

Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Transfer Guidelines for the Gen Ed Core and Biblical Studies Minor. The faculty of Point University 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, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the Chief Academic Officer and college deans. For the guidelines and full policy on course transfers, see "Credit for Prior Learning" in the section of this catalog focusing on "Academic Regulations."

Biblical Studies Minor
(on-ground)

Program Coordinator: Samuel W. ("Wye") Huxford, M.Div.

Overview. All Point University bachelor's degree programs include a Biblical Studies Major or 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 Major or Minor equip students to practice their chosen professions as ambassadors for the Lord.

Modality. Point University offers the Biblical Studies Minor in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Biblical Studies Minor equips students with biblical and theological foundations for 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 attain Point's general education competencies and accomplish the following student learning objectives:

Objective 1: Students identify the essential nature of narrative (story) to the human experience.

Objective 2: Students articulate a view of scripture as a unified, cohesive narrative.

Objective 3: Students identify the historical context in which Jesus lived.

Objective 4: Students identify the major events in the gospel narratives.

Objective 5: Students demonstrate a working knowledge of the canonical gospels, their relationship to one another, and their varying portrayals of the life of Jesus.

Objective 6: Students critique the importance of preliminary knowledge important to interpreting Scripture.

Objective 7: Students demonstrate the ability to use the primary principles of language.

Objective 8: Students validate their appreciation for Scripture as God's revelation to His people.

Objective 9: Students understand the relationship between their culture and their worldview.

Objective 10: Students articulate a Biblical worldview in contrast to other contemporary worldviews.

Objective 11: Students articulate the concept of spiritual formation, its purposes within the framework of the New Testament concept of the kingdom of God, and its historical processes.

Objective 12: Students analyze some of the challenges and opportunities for living out the gospel in all areas of life.

Objective 13: Students prepare themselves for their role within the Biblical story.

Objective 14: Students articulate how they can integrate their faith in their projected career field.

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

BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 304	Scripture: Reading & Interpretation	3
BBS ____	Biblical Studies elective *(see instructions below*)*	3
THE 405	Christ, Culture & Career	3
TOTAL CREDITS IN MINOR:		*15*

Students should complete these courses in the order shown, finishing with the capstone course THEO 405 Christ, Culture & Career.

***Biblical Studies Elective.** To fulfil the Biblical Studies Elective requirement for the Biblical Studies Minor, students must choose a course from one of the following four categories (prerequisites apply):

BBS - Biblical Studies
NTS - New Testament Studies
OTS - Old Testament Studies
THE - Theology (THE)

Students may *not* use BBS 201 Biblical Interpretation to fulfil the elective requirement because it is too similar to BBS 304 Scripture: Reading & Interpretation, which is included in the minor:

Biblical Studies Minor

(online)

Program Coordinator: John H. Morris, Ph.D.

Overview. All Point University bachelor's degree programs include a Biblical Studies Major or 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 Major or 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 and Student Learning Objectives

Purpose. The Biblical Studies Minor equips students with biblical and theological foundations for 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 attain Point's general education competencies and accomplish the following student learning objectives:

Objective 1: Students identify the essential nature of narrative (story) to the human experience.

Objective 2: Students articulate a view of scripture as a unified, cohesive narrative.

Objective 3: Students identify the historical context in which Jesus lived.

Objective 4: Students identify the major events in the gospel narratives.

Objective 5: Students demonstrate a working knowledge of the canonical gospels, their relationship to one another, and their varying portrayals of the life of Jesus.

Objective 6: Students critique the importance of preliminary knowledge important to interpreting Scripture.

Objective 7: Students demonstrate the ability to use the primary principles of language.

Objective 8: Students validate their appreciation for Scripture as God's revelation to His people.

Objective 9: Students understand the relationship between their culture and their world-view.

Objective 10: Students articulate a Biblical worldview in contrast to other contemporary worldviews.

Objective 11: Students articulate the concept of spiritual formation, its purposes within the framework of the New Testament concept of the kingdom of God, and its historical processes.

Objective 12: Students analyze some of the challenges and opportunities for living out the gospel in all areas of life.

Objective 13: Students prepare themselves for their role within the Biblical story.

Objective 14: Students articulate how they can integrate their faith in their projected career field.

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

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading & Interpretation	3
THEO 310	Spiritual Formation: Kingdom Living	3
THEO 405	Christ, Culture & Career *[WE*]*	3
TOTAL CREDITS IN MINOR:		*15*

Biblical Studies Major
(on-ground)

Program Coordinator: Holly J. Carey, Ph.D.

Overview. In accordance with Point University's Christian mission and values, all bachelor's degree programs include either a Biblical Studies Major or Minor. The full Biblical Studies Major is currently available only in certain on-ground programs offered at the University's main campus in West Point, Georgia. All other on-ground and online baccalaureate programs include the Biblical Studies Minor.

The Biblical Studies Department has partnered with other University departments to embed the Biblical Studies Major in the following professional programs. *See under the appropriate department for degree requirements.*

Humanities Department

- BA in English & Biblical Studies (dual major)
- BA in History & Biblical Studies (dual major)
- BA in Humanities & Biblical Studies (dual major)

Christian Ministries Department

- BA in Biblical Studies and Preaching Ministry (dual major)
- BS in Biblical Studies and Preaching Ministry (dual major)
- BA in Biblical Studies and Youth & Family Ministries (dual major)
- BS in Biblical Studies and Youth & Family Ministries (dual major)
- BA in Biblical Studies with a specialization in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth & Family Ministries
- BS in Biblical Studies with a specialization in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth & Family Ministries

Honors Program in Biblical Studies. The Honors Program of the Biblical Studies Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to seminary and graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), study in biblical languages, and successful completion of the capstone course NTS 495 or OTS 495 Research Methods in Biblical Studies (required as an elective). Notation of the Honors Program appears on the graduate's academic transcript. See an academic advisor for the policies, requirements and procedures of the Honors Program.

Bachelor's Degree Programs

B.A. in Biblical Studies and English, History, or Humanities. The Biblical Studies Department and Humanities Department cooperate to offer on-ground Bachelor of Arts degrees with dual majors in Biblical Studies and English, History, or Humanities. Requirements appear in this catalog under the Humanities Department.

Bachelor of Arts in Biblical Studies and Preaching Ministry (dual major)

(on-ground)

Program Coordinator: Wye Huxford, M.Div.

Overview. In this Bachelor of Arts (B.A.) program, students complete both a Biblical Studies Major and a Preaching Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Preaching Ministry Major develops competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.A. in Biblical Studies and Preaching Ministry typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.A. in Biblical Studies and Preaching Ministry in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.A. program in Biblical Studies and Preaching Ministry prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on preaching ministry.

The dual major in Biblical Studies and Preaching Ministry builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Objective 6: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Preaching Ministry Major

Objective 7: Apply an exegetical understanding of a scriptural text in writing biblical sermons.

Objective 8: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 9: Plan, prepare, and deliver biblically and theologically sound sermons of a variety of forms.

Objective 10: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 11: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Required Courses. The B.A. in Biblical Studies and Preaching Ministry dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3

Select 3 credits from the following HFA core courses: ENG ___ English elective (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy elective (3)	3
Natural Sciences	
NSC ___ and ___L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Foreign Language (14 credits)

GRK 301 Greek I	4
GRK 302 Greek II	4
Select one Foreign Language sequence: GRK 401, 402 Greek III-IV (6) HEB 411, 412 Hebrew I-II (6)	6

Biblical Studies Major (36 credits)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament electives	6
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]** THE 402 Systematic Theology (3) *[WE]**	3

Preaching Ministry Major (45 credits)

HIS ___ Church History elective	3
MIN 202 Educational Ministries	3
MIN 313 The Practice of Christian Ministry *[WE]**	3
MIN 317/CHS 415 Pastoral Counseling	3
MIN 340 Christian Spiritual Formation	3
MIN 400 Administration & Leadership in Ministry	3
MIN 464 Healthy Congregations	3
PRM 201 Introduction to Preaching	3
PRM 320 Advanced Preaching	3
PRM 403 Expository Preaching	3

PRM 475 New Testament & Preaching Seminar	3
PRM 490 Studies in Preaching	3
PRM 497 Preaching Ministry Internship(s)	6
THE 451/MUS 335 Worship	3
TOTAL DEGREE CREDITS:	***127***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Biblical Studies and Preaching Ministry

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS ____ History core elective (3)
HUM 101 Introduction to Humanities (3)
MTH 115 Quantitative Reasoning [or higher] (3)
NSC ____/____L Natural Science course w/Lab (4)
OTS 210 The Story of Israel (3)
PSY 103 Introduction to Psychology (3)
SOC 103 Introduction to Sociology (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 201 Biblical Interpretation (3)
BBS 202 Jesus: The Focus of Scripture (3)
COM 205 Public Speaking (3)
MIN 202 Educational Ministries (3)
MIN 313 Practice of Christian Ministry(3) *[WE]*
NTS 203 The Acts of the Apostles (3)
OTS ____ Old Testament elective 1 (3)

PRM 201 Introduction to Preaching (3)+
PRM 320 Advanced Preaching (3)+

THE 301 Theological Foundations for Chr. Life (3)
TOTAL CREDITS: 30

THIRD YEAR

GRK 301 Greek I (4)+
GRK 302 Greek II (4)+

HFA core selection (3)
MIN 340 Christian Spiritual Formation (3)
NTS 308 Epistles of Paul (3)
NTS ____ New Testament elective (3)
OTS ____ Old Testament elective 2 (3)
PRM 403 Expository Preaching (3)
THE 451/MUS 335 Worship (3)
THE Theology selection (3)
TOTAL CREDITS: 32

+Take these courses in consecutive terms

FOURTH YEAR

HIS ____ Church History elective (3)

Greek or Hebrew selection 1 (3)+
Greek or Hebrew selection 2 (3)+

MIN 317/CHS 415 Pastoral Counseling (3)
MIN 400 Admin. & Leadership in Ministry (3)
MIN 464 Healthy Congregations (3)
PRM 475 New Testament/Preaching Seminar (3)
PRM 490 Studies in Preaching (3)
PRM 497 Preaching Ministry Internship (6)
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 33

Bachelor of Science in Biblical Studies and Preaching Ministry (dual major) (on-ground)

Program Coordinator: Wye Huxford, M.Div.

Overview. In this Bachelor of Science (B.S.) program, students complete both a Biblical Studies Major and a Preaching Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Preaching Ministry Major develops competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies and Preaching Ministry typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.S. in Biblical Studies and Preaching Ministry in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Biblical Studies and Preaching Ministry prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on preaching ministry.

The dual major in Biblical Studies and Preaching Ministry builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Preaching Ministry Major

Objective 6: Apply an exegetical understanding of a scriptural text in writing biblical sermons.

Objective 7: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 8: Plan, prepare, and deliver biblically and theologically sound sermons of a variety of forms.

Objective 9: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 10: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Required Courses. The B.S. in Biblical Studies and Preaching Ministry dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: ENG ____ English elective (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy elective (3)	3

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher)	3

Social & Behavioral Sciences

HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Biblical Studies Major (45 credits)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ____ New Testament elective	3
OTS 210 The Story of Israel	3

OTS ____ Old Testament electives	6
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]** THE 402 Systematic Theology (3) *[WE]**	3
Select 9 credits from any of the following areas: BBS ____ Biblical Studies elective(s) NTS ____ New Testament Studies elective(s) OTS ____ Old Testament Studies elective(s) THE ____ Theology elective (s)	9
Preaching Ministry Major (45 credits)	
HIS ____ Church History elective	3
MIN 202 Educational Ministries	3
MIN 313 The Practice of Christian Ministry *[WE]**	3
MIN 317/CHS 415 Pastoral Counseling	3
MIN 340 Christian Spiritual Formation	3
MIN 400 Administration & Leadership in Ministry	3
MIN 464 Healthy Congregations	3
PRM 201 Introduction to Preaching	3
PRM 320 Advanced Preaching	3
PRM 403 Expository Preaching	3
PRM 475 New Testament & Preaching Seminar	3
PRM 490 Studies in Preaching	3
PRM 497 Preaching Ministry Internship(s)	6
THE 451/MUS 335 Worship	3
TOTAL DEGREE CREDITS:	***122***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Biblical Studies and Preaching Ministry	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection (3) MIN 202 Educational Ministries (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) *PRM 201 Introduction to Preaching (3)+* *PRM 320 Advanced Preaching (3)+* THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*
THIRD YEAR *GRK 301 Greek I (4)+* *GRK 302 Greek II (4)+* MIN 340 Christian Spiritual Formation (3) NTS 308 Epistles of Paul (3) NTS ____ New Testament elective (3) OTS ____ Old Testament elective 2 (3) THE ____ Theology selection (3) Specialization courses (6) *TOTAL CREDITS: 29* *+Take these courses in consecutive terms*	**FOURTH YEAR** HIS ____ Church History elective (3) *Greek or Hebrew selection 1 (3)+* *Greek or Hebrew selection 2 (3)+* MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Admin. & Leadership in Ministry (3) MIN 464 Healthy Congregations (3) THE 405 Christ, Culture & Career (3) *[WE]* Specialization courses (6) General elective (2) *TOTAL CREDITS: 29*

Bachelor of Arts in Biblical Studies with Specialization
(on-ground)

Program Coordinator: Wye Huxford, M.Div.

Overview. In this Bachelor of Arts (B.A.) program, students complete a Biblical Studies Major, a Ministry Core, and a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Ministry Core develops foundational competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Specialization develops additional competencies in the student's chosen area of interest. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.A. in Biblical Studies with a specialization typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.A. in Biblical Studies with a Specialization in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some ministry courses are also available in fully-online format.

Program Purpose and Student Learning Objectives

Purpose. The B.A. program in Biblical Studies with a Specialization prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on the student's chosen area of specialization.

The Biblical Studies Major and Specialization build on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Objective 6: Utilize biblical Greek or a combination of biblical Greek and Hebrew.

Ministry Core

Objective 7: Apply an exegetical understanding of a scriptural text in writing biblical sermons and lessons.

Objective 8: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 9: Plan, prepare, and deliver biblically and theologically sound sermons.

Objective 10: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 11: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Specialization
For the student learning objectives for a given specialization, see below under "Specializations."

Required Courses. The B.A. program in Biblical Studies with a Specialization consists of the following courses. For the specific courses required for a given Specialization, see below under "Ministry Specializations Offered by the Biblical Studies Department."

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: ENG ___ English elective (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy elective (3)	3

Natural Sciences

NSC ___ and ___L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher)	3

Social & Behavioral Sciences

HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Foreign Language (14 credits)

GRK 301 Greek I	4
GRK 302 Greek II	4
Select one Foreign Language sequence: GRK 401, 402 Greek III-IV (6) HEB 411, 412 Hebrew I-II (6)	6

Biblical Studies Major (36 credits)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament electives	6
THE 301 Theological Foundations for the Christian Life	3

THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]** THE 402 Systematic Theology (3) *[WE]**	3
Ministry Core (24 credits)	
HIS ___ Church History elective	3
MIN 202 Educational Ministries	3
MIN 313 The Practice of Christian Ministry *[WE]**	3
MIN 317/CHS 315 Pastoral Counseling	3
MIN 340 Christian Spiritual Formation	3
MIN 400 Administration & Leadership in Ministry	3
MIN 464 Healthy Congregations	3
PRM 201 Introduction to Preaching	3
Ministry Specialization (12 credits) *Choose a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. For requirements, see below under "Ministry Specializations Offered by the Biblical Studies Department."*	12
General Electives (2 credits)	
Elective Courses	2
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Biblical Studies with Ministry Specialization	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ___/___L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection (3) MIN 202 Educational Ministries (3) MIN 313 Practice of Christian Ministry (3) *[WE]* NTS 203 The Acts of the Apostles (3) OTS ___ Old Testament elective 1 (3) PRM 201 Introduction to Preaching (3) THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
GRK 301 Greek I (4)+ *GRK 302 Greek II (4)+* MIN 340 Christian Spiritual Formation (3) NTS 308 Epistles of Paul (3) NTS ____ New Testament elective (3) OTS ____ Old Testament elective 2 (3) THE ____ Theology selection (3) Specialization courses (6) *TOTAL CREDITS: 29* *+Take these courses in consecutive terms*	HIS ____ Church History elective (3) *Greek or Hebrew selection 1 (3)+* *Greek or Hebrew selection 2 (3)+* MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Admin. & Leadership in Ministry (3) MIN 464 Healthy Congregations (3) THE 405 Christ, Culture & Career (3) *[WE]* Specialization courses (6) General Elective (2) *TOTAL CREDITS: 29*

Bachelor of Science in Biblical Studies with Specialization
(on-ground)

Program Coordinator: Wye Huxford, M.Div.

Overview. In this Bachelor of Science (B.S.) program, students complete a Biblical Studies Major, a Ministry Core, and a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. The Biblical Studies Major includes textual studies in New Testament and Old Testament, along with historical-theological studies. The Ministry Core develops foundational competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Specialization develops additional competencies in the student's chosen area of interest. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies with a specialization typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.S. in Biblical Studies with a Specialization in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some ministry courses are also available in fully-online format.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Biblical Studies with a Specialization prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on the student's chosen area of specialization.

The Biblical Studies Major and specialization build on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Ministry Core

Objective 6: Apply an exegetical understanding of a scriptural text in writing biblical sermons and lessons.

Objective 7: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 8: Plan, prepare, and deliver biblically and theologically sound sermons.

Objective 9: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 10: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Specialization

For the learning objectives for a given specialization, see below under "Specializations."

Required Courses. The B.S. program in Biblical Studies with a Specialization consists of the following courses. For the specific courses required for a given Specialization, see below under "Ministry Specializations Offered by the Biblical Studies Department."

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses:	3
ENG ____ English elective (3)	
MUS 102 Music Appreciation (3)	
PHL ____ Philosophy elective (3)	

Natural Sciences	
NSC ___ and ___L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Biblical Studies Major (45 credits)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament electives	6
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]** THE 402 Systematic Theology (3) *[WE]**	3
Select 9 credits from any of the following areas: BBS ___ Biblical Studies elective(s) NTS ___ New Testament Studies elective(s) OTS ___ Old Testament Studies elective(s) THE ___ Theology elective(s)	9

Ministry Core (24 credits)

HIS ___ Church History elective	3
MIN 202 Educational Ministries	3
MIN 313 The Practice of Christian Ministry *[WE]**	3
MIN 317/CHS 415 Pastoral Counseling	3
MIN 340 Christian Spiritual Formation	3
MIN 400 Administration & Leadership in Ministry	3
MIN 464 Healthy Congregations	3
PRM 201 Introduction to Preaching	3

Specialization (12 credits) 12

Choose a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. For requirements, see below under "Ministry Specializations Offered by the Biblical Studies Department."

General Electives (7 credits)	
Elective Courses	7
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Biblical Studies with Ministry Specialization	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection (3) MIN 202 Educational Ministries (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) OTS ____ Old Testament elective 1 (3) PRM 201 Introduction to Preaching (3) THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS, NTS, OTS or THE elective (3) MIN 340 Christian Spiritual Formation (3) NTS 308 Epistles of Paul (3) NTS ____ New Testament elective (3) OTS ____ Old Testament elective 2 (3) THE ____ Theology selection (3) Specialization courses (6) General electives (7) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms*	BBS, NTS, OTS or THE electives (6) HIS ____ Church History elective (3) MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Admin. & Leadership in Ministry (3) MIN 464 Healthy Congregations (3) THE 405 Christ, Culture & Career (3) *[WE]* Specialization courses (6) *TOTAL CREDITS: 27*

Bachelor of Arts in Biblical Studies and Youth & Family Ministries (dual major)
(on-ground)

Program Coordinator: Joshua Rice, Ph.D.

Overview. In this Bachelor of Arts (B.A.) program, students complete both a Biblical Studies Major and a Youth & Family Ministries Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). 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 Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.A. in Biblical Studies and Youth & Family Ministries typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.A. in Biblical Studies and Youth & Family Ministries in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

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

The dual major in Biblical Studies and Youth & Family Ministries builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Objective 6: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Youth & Family Ministries Major

Objective 7: 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 8: 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 9: 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.

Objective 10: 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 11: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 12: 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 13: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 14: 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 15: Students utilize tools and resources appropriate for their ministry goals.

Objective 16: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 17: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Required Courses. The B.A. in Biblical Studies and Youth & Family Ministries dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: ENG ____ English elective (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy elective (3)	3

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics
MTH 115 Quantitative Reasoning (or higher) 3

Social & Behavioral Sciences
HIS ___ History core elective 3
PSY 103 Introduction to Psychology 3
SOC 103 Introduction to Sociology 3

Foreign Language (14 credits)

GRK 301 Greek I 4
GRK 302 Greek II 4
Select one Foreign Language sequence: 6
GRK 401, 402 Greek III-IV (6)
HEB 411, 412 Hebrew I-II (6)

Biblical Studies Major (36 credits)

BBS 102 The Drama of Scripture 3
BBS 201 Biblical Interpretation 3
BBS 202 Jesus: The Focus of Scripture 3
NTS 203 The Acts of the Apostles 3
NTS 308 The Epistles of Paul 3
NTS ___ New Testament elective 3
OTS 210 The Story of Israel 3
OTS ___ Old Testament electives 6
THE 301 Theological Foundations for the Christian Life 3
THE 405 Christ, Culture & Career *[WE]** 3

Select one of the following Theology courses: 3
THE 302 Apologetics (3) *[WE]**
THE 392 Theology & the Arts (3) *[WE]**
THE 402 Systematic Theology (3) *[WE]**

Youth & Family Ministries Major (45 credits)

HIS ___ Church History elective 3
MIN 202 Educational Ministries 3
MIN 313 The Practice of Christian Ministry *[WE]** 3
MIN 317/CHS 415 Pastoral Counseling 3
MIN 340 Christian Spiritual Formation 3
MIN 400 Administration & Leadership in Ministry 3
MIN 464 Healthy Congregations 3
PRM 201 Introduction to Preaching 3
PRM 320 Advanced Preaching 3
SOC 202 The Family 3
THE 451/MUS 335 Worship 3
YMIN 205 Contemporary Models for Youth Ministry 3
YMIN 305 Adolescent Growth & Maturation 3

YMIN 315 Interpersonal Skills for Youth & Family Ministers	3
YTH 497 Youth Ministry Internship	3
TOTAL DEGREE CREDITS:	***127***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Biblical Studies and Youth & Family Ministries

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection (3) MIN 202 Educational Ministries (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) *PRM 201 Introduction to Preaching (3)+* *PRM 320 Advanced Preaching (3)+* THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
GRK 301 Greek I (4)+ *GRK 302 Greek II (4)+* MIN 340 Christian Spiritual Formation (3) NTS 308 Epistles of Paul (3) NTS ____ New Testament elective (3) OTS ____ Old Testament electives (6) SOC 202 The Family (3) THE 451/MUS 335 Worship (3) THE ____ Theology selection (3) *TOTAL CREDITS: 32* *+Take these courses in consecutive terms*	HIS ____ Church History elective (3) *Greek or Hebrew selection 1 (3)+* *Greek or Hebrew selection 2 (3)+* MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Admin. & Leadership in Ministry (3) MIN 464 Healthy Congregations (3) THE 405 Christ, Culture & Career (3) *[WE]* YMIN 205 Contemporary Models/Youth Min (3) YMIN 305 Adolescent Growth & Maturation (3) YMIN 315 Interpersonal Skills for YFM (3) YTH 497 Youth Ministry Internship (3) *TOTAL CREDITS: 33*

Bachelor of Science in Biblical Studies and Youth & Family Ministries (dual major) (on-ground)

Program Coordinator: Joshua Rice, Ph.D.

Overview. In this Bachelor of Science (B.S.) program, students complete both a Biblical Studies Major and a Youth & Family Ministries Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and

studies in biblical languages (Greek or a combination of Greek and Hebrew). 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 Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies and Youth & Family Ministries typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.S. in Biblical Studies and Youth & Family Ministry in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

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

The dual major in Biblical Studies and Youth & Family Ministries builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Youth & Family Ministries Major

Objective 6: 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 7: 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 8: 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.

Objective 9: 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 10: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 11: 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 12: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 13: 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 14: Students utilize tools and resources appropriate for their ministry goals.

Objective 15: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 16: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Required Courses. The B.S. in Biblical Studies and Youth & Family Ministries dual major program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: ENG ____ English elective (3) MUS 102 Music Appreciation (3) PHL ____ Philosophy elective (3)	3

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics	
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3
Biblical Studies Major (45 credits)	
BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
NTS 308 The Epistles of Paul	3
NTS ___ New Testament elective	3
OTS 210 The Story of Israel	3
OTS ___ Old Testament electives	6
THE 301 Theological Foundations for the Christian Life	3
THE 405 Christ, Culture & Career *[WE]**	3
Select one of the following Theology courses: THE 302 Apologetics (3) *[WE]** THE 392 Theology & the Arts (3) *[WE]** THE 402 Systematic Theology (3) *[WE]**	3
Select 9 credits from any of the following areas: BBS ___ Biblical Studies elective(s) NTS ___ New Testament Studies elective(s) OTS ___ Old Testament Studies elective(s) THE ___ Theology elective(s)	9
Youth & Family Ministries Major (45 credits)	
HIS ___ Church History elective	3
MIN 202 Educational Ministries	3
MIN 313 The Practice of Christian Ministry *[WE]**	3
MIN 317/CHS 415 Pastoral Counseling	3
MIN 340 Christian Spiritual Formation	3
MIN 400 Administration & Leadership in Ministry	3
MIN 464 Healthy Congregations	3
PRM 201 Introduction to Preaching	3
PRM 320 Advanced Preaching	3
SOC 202 The Family	3
THE/451/MUS 335 Worship	3
YMIN 205 Contemporary Models for Youth Ministry	3
YMIN 305 Adolescent Growth & Maturation	3
YMIN 315 Interpersonal Skills for Youth & Family Ministers	3
YTH 497 Youth Ministry Internship	3
TOTAL DEGREE CREDITS:	***122***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Biblical Studies and Youth & Family Ministries	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection (3) MIN 202 Educational Ministries (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) *PRM 201 Introduction to Preaching (3)+* *PRM 320 Advanced Preaching (3)+* THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS, NTS, OTS or THE elective (6) MIN 340 Christian Spiritual Formation (3) NTS 308 Epistles of Paul (3) NTS ____ New Testament elective (3) OTS ____ Old Testament electives (6) SOC 202 The Family (3) The 451/MUS 335 Worship (3) THE____ Theology selection (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** BBS, NTS, OTS or THE electives (3) HIS ____ Church History elective (3) MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Admin. & Leadership in Ministry (3) MIN 464 Healthy Congregations (3) THE 405 Christ, Culture & Career (3) *[WE]* YMIN 205 Contemporary Models/Youth Min (3) YMIN 305 Adolescent Growth & Maturation (3) YMIN 315 Interpersonal Skills for YFM (3) YTH 497 Youth Ministry Internship (3) *TOTAL CREDITS: 30*

Specializations

Ministry Specializations Offered by the Biblical Studies Department (on-ground)

Adding Ministry Specializations to Bachelor's Degree Programs. Students may add a ministry "specialization" to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a Preaching Major will not also receive a Preaching Specialization even though courses in the specialization are included in the major.) Students may not add specializations to associate's degrees.

Ministry Specializations. Students may choose a Ministry Specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration,

Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student.

Ministry Specializations (12 credits)

Purpose. Ministry Specializations develop foundational knowledge and skills for working with churches and parachurch organizations in a variety of contexts.

Student Learning Objectives. Ministry Specializations build on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 2: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 3: Students demonstrate practical skills for their chosen area of ministry specialization, in consultation with their faculty advisor.

Objective 4: Students demonstrate mastery of foundational competencies for ministry through a mentored ministry practicum.

Required Courses:
MIN 497 Ministry Internship (3) *(in appropriate area of Specialization)*
Ministry Specialization Courses (9)

Selecting Ministry Specialization Courses. In consultation with faculty member(s) from the College of Biblical Studies & Ministry, students identify 9 credit hours (three courses) appropriate for their desired area of ministry specialization. These three courses will typically come from the Christian Ministries Department but may also involve other departments. For example, a Music and Worship Ministry Specialization might include courses offered by the Department of Fine Arts. A Church Administration Specialization might include courses offered by the College of Business and Leadership. A Children's Ministry specialization might include courses offered by the College of Education's Child and Youth Development Department.

The student must propose these three courses to the Christian Ministries Department Chair, Dr. Joshua Rice (Joshua.Rice@Point.edu). After Chair approval, the Dean of the College of Biblical Studies and Ministry, Prof. Wye Huxford (Wye.Huxford@Point.edu), must give final approval. The Dean will then notify the Chief Academic Officer and the Registrar of the area of specialization for the student's academic record.

Ministry Internships. The required MIN 497 Ministry Internship must be completed in an area of ministry appropriate for the Specialization.

Point University
College of Biblical Studies & Ministry

Christian Ministries Department

DEPARTMENT CHAIR: JOSHUA RICE, PH.D.

Academic Programs

The Christian Ministries Department oversees the following academic programs. Baccalaureate programs that do not include a Biblical Studies Major include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF BIBLICAL STUDIES & MINISTRY					
Christian Ministries Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Applied Ministry		X	X		consists of OG or OL courses + extended OG ministry practicum at designated sites
• AA Christian Ministries		X			
• AA Youth Ministry		X			
Bachelor's Degree Programs					
• BS Applied Ministry		X	X		consists of OL courses + extended OG ministry practicum at designated sites
• BS Christian Ministries		X			
• BS Youth & Family Ministries		X			
Master's Degree Program					
• Master of Transformative Ministry		X			
Certificate					
• Certificate in Campus Ministry		X			

Ministry Internships. Some Christian Ministries programs require supervised ministry internships while others allow students to complete internships as general electives. The internship program is based on the belief that academic learning in a university setting is strengthened by professional practice in the field, and vice versa.

The Christian Ministries Department assigns interns to a selected field of service under the supervision of a Point instructor and a field supervisor. *To earn academic credit, the internship must be approved in advance by both the Christian Ministries Department Chair and the host church or organization*. The number of credits received for an internship varies depending on the student's hours of engagement and other factors as determined by the department.

Point has longstanding partnerships with certain churches that host interns, such as the North Highland Church in Columbus, Georgia, and Christ's Church of the Valley (CCV) in Phoenix, Arizona. However, students may also request an internship in established residency programs sponsored by other healthy, growing churches.

If the evaluated and documented ministry competencies gained through an internship align with the student learning objectives for a Point University course (e.g. Introduction to Urban Ministry or Music Ministry Administration), students may receive credit for or advanced standing in that Point course (credit by demonstrated competency).

For further information about ministry internships, email Dr. Joshua Rice, the Christian Ministries Department Chair (Joshua.Rice@Point.edu).

Associate's Degree Programs

Associate of Arts in Applied Ministry

(on-ground)

Program Coordinator: Gordon Griffin, D.Min.

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. Graduates have gained entry-level employment in church and parachurch settings. They 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 on-ground format at its main campus in West Point, Georgia. Various church partners host the practicum components.

Program Purpose and Student Learning Objectives

Purpose. The on-ground Associate of Arts in Applied Ministry program equips students with a broad grounding in the arts and sciences, along with foundational classroom and field preparation for service in church and other ministry environments.

The A.A. in Applied Ministry builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate understanding of the content of the Old and New Testaments and the principles of biblical interpretation, including awareness of the metanarrative of God's redemptive work in the world.

Objective 2: Communicate the primary theological themes of the Old and New Testaments.

Objective 3: Explain and apply biblical concepts of church and ministry.

Objective 3: Perform practical functions as a servant-leader through a mentored ministry practicum.

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

General Education Component (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

HUM 101 Introduction to Humanities	3
Select 3 credits from the following HFA core courses: ENG ___ English elective (3) MUS 102 Music Appreciation (3) PHL ___ Philosophy elective (3)	3

Natural Sciences

Select one Science core course with associated lab: NSC 101 & 101L Survey of Biology with Lab (4) NSC 103 & 103L Biology I with Lab (4) NSC 106 & 106L Environmental Science with Lab (4) NSC 110 & 110L Physical Science with Lab (4) NSC 215 & 215L Human Anatomy & Physiology with Lab (4) NSC 228 & 228L General Chemistry I with Lab (4)	4

Mathematics

MTH 115 Quantitative Reason (or higher)	3

Social & Behavioral Sciences

HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Biblical Studies Component (15 credits)

BBS 102 The Drama of Scripture	3
BBS 201 Biblical Interpretation	3
BBS 202 Jesus: The Focus of Scripture	3
NTS 203 The Acts of the Apostles	3
OTS 210 The Story of Israel	3

Professional Component (15 credits)

HIS ____ Church History elective	3
MIN 103 Ministry Practicum I	3
MIN 104 Ministry Practicum II	3
MIN 204 Ministry Practicum III	3
MIN 205 Ministry Practicum IV	3
TOTAL DEGREE CREDITS:	***62***

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for On-Ground A.A. in Applied Ministry

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HUM 101 Introduction to Humanities (3) MIN 103 Ministry Practicum I (3) MIN 104 Ministry Practicum II (3) MTH 115 Quantitative Reasoning [or higher] (3) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms*	BBS 201 Biblical Interpretation (3) BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HIS ____ Church History elective (3) HFA core selection (3) HIS ____ History core elective (3) MIN 204 Ministry Practicum III (3) MIN 205 Ministry Practicum IV (3) NTS 203 The Acts of the Apostles (3) NSC ____/____L Natural Science course w/Lab (4) *TOTAL CREDITS: 31*

Associate of Arts in Applied Ministry
(online)

Program Coordinator: Gordon Griffin, D.Min.

Overview. Point University offers the online 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 on-ground ministry practicum under the mentorship of Point instructors and professional staff of partner churches. 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.

Program Purpose 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 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

Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one MATH core course: MATH 115 Quantitative Reasoning (3) MATH 120 College Algebra (3)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Component (9 credits)		
BIBL 103 The Drama of Scripture		3
BIBL 202 Jesus: The Focus of Scripture		3
THEO 310 Spiritual Formation: Kingdom Living		3
Professional Practicum Component (12 credits)		
Columbus (GA) Ministry Practicum—North Highland Church		
MINI 105A	Columbus Ministry Practicum 1A	1.5
MINI 105B	Columbus Ministry Practicum 1B	1.5
MINI 105C	Columbus Ministry Practicum 1C	1.5
MINI 105D	Columbus Ministry Practicum 1D	1.5
MINI 205A	Columbus Ministry Practicum 2A	1.5
MINI 205B	Columbus Ministry Practicum 2B	1.5
MINI 205C	Columbus Ministry Practicum 2C	1.5
MINI 205D	Columbus Ministry Practicum 2D	1.5
General Elective Component (8 credits)		
General electives		8
TOTAL DEGREE CREDITS:		***60***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts in Christian Ministries

(online)

Program Coordinator: Gordon Griffin, D.Min.

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 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 student learning objectives:

Objective 1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

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

Objective 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

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

Natural Sciences

NSCI ____ Natural Science course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics

Select one Math core course: 3
- MATH 115 Quantitative Reasoning (3)
- MATH 120 College Algebra (3)

Social & Behavioral Sciences

HIST 250 United States History 3

Select one SABS core course: 3
- PSYC 103 Introduction to Psychology (3)
- SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading & Interpretation	3

Professional Component (15 credits)

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

BIBL 303	Acts of the Apostles	3
General Elective Component (5 credits)		
General electives		5
TOTAL DEGREE CREDITS:		***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts in Youth Ministry

(online)

Program Coordinator: Joshua Rice, Ph.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students demonstrate understanding of biblical concepts of ministry and servant leadership, along with the ability to apply those principles in ministry environments.

Objective 2: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 3: Students assess contemporary approaches to youth ministry in a variety of contexts from theological, philosophical, and practical viewpoints.

Objective 4: Students apply a basic working knowledge of human development to the task of helping young people grow to maturity in Christ.

Objective 5: Students demonstrate practical skills for ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 6: Students apply interpersonal skills important for ministry, such as volunteer mobilization and classroom management.

Objective 7: Students utilize tools and resources appropriate for their ministry goals.

Objective 8: Students articulate principles for effective leadership and service in multi-cultural 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

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

Mathematics

Select one Math core course 3
- MATH 115 Quantitative Reasoning (3)
- MATH 120 College Algebra (3)

Social & Behavioral Sciences

Select one SABS core course 3
- PSYC 103 Introduction to Psychology (3)
- SOCI 103 Introduction to Sociology (3)

Biblical Studies Component (9 credits)

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading & Interpretation	3

Professional Component (24 credits)

THEO 301	Theological Foundations for the Christian Life	3
MINI 213	The Practice of Christian Ministry	3
PREA 201	Introduction to Preaching *[WE]**	3
PSYC 204	Developmental Psychology	3
YMIN 205	Contemporary Models for Youth & 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

General Elective Component (3 credits)	
General elective	3
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Applied Ministry

(online)

Program Coordinator: Gordon Griffin, D.Min.

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.

Program Purpose 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.

The Applied Ministry Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Use of scripture in ministry

Objective 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 2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Foundational competencies for Christian ministry

Objective 3: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 4: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 5: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 6: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 7: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 8: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 9: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Objective 10: Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Required Courses. The B.S. in Applied Ministry program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ___ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one Math core course: MATH 115 Quantitative Reasoning (3) MATH 120 College Algebra (3)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Applied Ministry Major (45 credits)

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

General Elective Component (29 credits)

General elective	3
TOTAL DEGREE CREDITS:	***120***

**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)

TOTAL CREDITS IN PRACTICUM: *12*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Christian Ministries

(online)

Program Coordinator: Gordon Griffin, D.Min.

Overview. The Bachelor of Science in Christian Ministries program 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 and Student Learning Objectives

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

The Christian Ministries Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 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 2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Objective 3: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 4: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 5: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 6: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 7: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 8: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 9: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Required Courses. The B.S. in Christian Ministries program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one Math core course: MATH 115 Quantitative Reasoning (3) MATH 120 College Algebra (3)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Christian Ministries Major (45 credits)

THEO 301 Theological Foundations for the Christian Life	3
MINI 207 Practical Ministries	3
MINI 235 Administration & Leadership in Ministry	3

PREA 201	Introduction to Preaching *[WE]**	3
BIBL 303	Acts of the Apostles	3
CHED 301	Educational Ministries	3
BIBL 305	Isaiah	3
MSEV 302	Church Growth & Evangelism	3
PREA 320	Advanced Preaching *[WE]**	3
BIBL 412	1 Corinthians	3
MINI 411	Accounting & Finance for the Church	3
BIBL 413	Psalms	3
MUSI 415	Worship Leadership	3
BIBL 420	Advanced Hermeneutics	3
MINI 417	Pastoral Care	3
General Elective Component (29 credits)		
General electives		29
TOTAL DEGREE CREDITS:		***120***

**Writing Emphasis courses*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Youth & Family Ministries

(online)

Program Coordinator: Joshua Rice, Ph.D.

Overview. The Bachelor of Science program in Youth & Family Ministries 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 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.

The Youth & Family Ministries Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Scripture in Ministry

Objective 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 2: Students apply appropriate methods of interpretation to the study, application, teaching, and preaching of the Old and New Testaments.

Objective 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.

Parents and Children

Objective 4: 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 5: 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 6: 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.

Youth and Family Ministry

Objective 7: 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 8: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 9: 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 10: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 11: 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 12: Students utilize tools and resources appropriate for their ministry goals.

Objective 13: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 14: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Required Courses. The B.S. in Youth & Family Ministries program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: 3
- HUMA 101 Introduction to Humanities (3)
- ENGL 250 Modern Short Stories (3)
- MUSI 102 Music Appreciation (3)

Natural Sciences

NSCI ____ Natural Science course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics

Select one Math core course: 3
- MATH 115 Quantitative Reasoning (3)
- MATH 120 College Algebra (3)

Social & Behavioral Sciences

HIST 250 United States History 3

Select one SABS core course: 3
- PSYC 103 Introduction to Psychology (3)
- SOCI 103 Introduction to Sociology (3)

Biblical Studies Minor (15 credits)

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
THEO 310	Spiritual Formation: Kingdom Living	3
BIBL 306	Scripture: Reading & Interpretation	3
THEO 405	Christ, Culture & Career *[WE*]*	3

Youth & Family Ministries Major (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	3

General Elective Component (29 credits)

General elective	29

The 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 [WE] as one of their general electives.

TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis courses*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Master's Degree Program

Master of Transformative Ministry

(online)

Program Coordinator: Joshua Rice, Ph.D.

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 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. The master's program builds on undergraduate foundations to accomplish the following student learning objectives:

Theology of Transformation

Objective 1: Students summarize the biblical metanarrative and Christians' role in it.

Objective 2: Students perceive the redemptive movement of God's Spirit in large and small manifestations of God's Kingship.

Objective 3: Students describe biblical and historical examples of holistic ministry and social action that embody God's Kingship.

Objective 4: Students articulate a personal philosophy of ministry rooted in the Christian Scriptures and the *Missio Dei*.

Objective 5: Students employ sound exegetical and hermeneutical principles in interpreting and applying the Christian Scriptures.

Objective 6: Students promote the Kingship of God through biblically-grounded teaching and preaching.

Personal Transformation

Objective 7: 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 8: Students articulate and apply principles of servant leadership after the model of Christ.

Objective 9: Students articulate and apply strategies for developing spiritually mature Christian leaders.

Objective 10: Students demonstrate a working knowledge of legal and ethical standards for ministry professionals.

Community Transformation

Objective 11: Students demonstrate understanding of human development across the lifespan and the characteristics of "healthy" relationships.

Objective 12: Students apply basic family systems theory to analyze interpersonal dynamics and nurture healthy relationships in common ministry situations.

Objective 13: 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 14: Students analyze and explain contemporary models of holistic ministry employed by "missional" churches and parachurch organizations.

Objective 15: Students demonstrate basic counseling and referral skills needed to help others interface with social services, such as relief agencies and counseling services.

Organizational Transformation

Objective 16: Students reflect on trends that may shape the future of the Church and the world.

Objective 17: 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 18: Students employ best practices in management in areas such as organizational development, employee and volunteer recruitment and engagement, and budget development and monitoring.

Objective 19a: Students reflect on models and best practices for church reproduction.

OR

Objective 19b: Students employ key principles for developing and supporting nonprofit organizations in areas such as marketing, fundraising, and public relations.

Lifelong Learning

Objective 20: Students critically engage thought leaders in key areas of ministry.

Objective 21: Students research issues and formulate practical, contextualized approaches to ministry challenges.

Objective 22: Students sharpen their skills and strengthen their character through mentored ministry experiences.

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

MINI 500	Graduate Ministry Orientation	0
Theology of Transformation		
THEO 510	The Emerging Kingship of God	3
THEO 525	The Church as God's Agent of Transformation	3
PREA 510	Preaching & Teaching for Change	3
Personal Transformation		
Select one Theology course:		3
THEO 535	Promoting Spiritual Formation & Discipleship (3) *or*	
THEO 530	"Life Together" Retreat (3)	
BUSI 542	Servant Leadership Theory & Development	3
Community Transformation		
MINI 530	Applied Family Systems Theory & Discipleship	3
ICST 510	Reading & Redeeming Culture	3
MINI 510	Contemporary Models for Holistic Ministry	3

Organizational Transformation

Select one Management course: MINI 520 Church Administration (3) *or* MINI 544 Nonprofit Management (3)	3
MINI 562 Strategic Planning & Change Management	3
MINI 552 Organizational Innovation & Creativity	3
Select one capstone course: MINI 591 Mentored Practicum (3) *or* MINI 592 Supervised Project (3) *or* MINI 593 Research Project (3)	3
TOTAL CREDITS IN DEGREE:	*36*

CCV Option for the MTM Program. For several years Point University has enjoyed a fruitful ministry training partnership with Christ's Church of the Valley (http://ccv.church) in the Greater Phoenix area of Arizona. CCV's Leadership Institute hosts a 1-year ministry apprenticeship program that features hands-on ministry experience under the mentorship of CCV pastoral staff. The apprenticeship offers opportunities to share in many types of ministry, such as children and family ministry, church administration, church planting, intercultural ministry, pastoral ministry, special needs ministry, sports ministry, worship ministry, and youth ministry. Interested students should apply through the CCV Leadership Institute. For application materials and further information, see the Institute website (http://my. ccv.church/leadershipinstitute) or email: leadership@ccv.church.

If Master of Transformative Ministry students choose to complete in the CCV apprenticeship program, Point University will accept that experience in place of the following four MTM courses:

MINI 552 Organizational Innovation and Creativity (3)
MINI 510 Contemporary Models of Holistic Ministry (3)
MINI 520 Church Administration (3)
MINI 591 Mentored Practicum (3)

Students who choose this option should enroll in the following Point course for 12 academic credits:

MINI 594A-D CCV Ministry Apprenticeship (12 credits)
Students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. The apprenticeship focuses on developing, administering, and executing creative, innovative, transformative ministries appropriate for a given context. Students may gain hands-on experience in a variety of areas, such as children and family ministry, church administration, church planting, intercultural ministry, pastoral ministry, special needs ministry, sports ministry, worship ministry, and youth ministry. Students carry out the apprenticeship under the supervision of a Point instructor and under the mentorship of CCV pastoral staff. *Prerequisites: Admission to the CCV Leadership Institute and permission from the Christian Ministries Department Chair (Joshua.Rice@Point.edu).*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out

which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Certificate Program

Certificate in Campus Ministry

(online)

Program Coordinator: Joshua Rice, Ph.D.

Overview: The Certificate in Campus Ministry is designed for those who desire to work in campus ministries, both in the United States and abroad. The program equips students with foundational knowledge about primary biblical concepts, equips them for better use of Scripture in ministry settings, acquaints them with basic ministry skills as they relate to campus ministry, and prepares them for deeper understanding of the various cultural contexts in which they will do ministry.

Modality. Point University offers the Certificate in Campus 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 and Student Learning Objectives

Purpose. The Certificate in Campus Ministry equips students to serve effectively in campus ministry contexts with foundational biblical knowledge and an introduction to ministry skills necessary for such work.

Objective 1: Demonstrate awareness of the primary narrative of Scripture that equips the student to better understand and use the Bible in ministry settings.

Objective *2*: Exhibit acquaintance with the life and ministry of Jesus as described in the four canonical gospels with attention to application in modern settings.

Objective 3: Articulate an overview of the principles of how language works as applied to Scripture with focus of various genres found within the pages of Scripture.

Objective 4: Display knowledge of and practical application of basic ministry skills, especially as they relate to contemporary approaches to campus ministry.

Objective 5: Understand basic skills of cultural awareness necessary for effective campus ministry both in the United States and abroad.

Required Courses. The Certificate in Campus Ministry includes the following courses:

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading & Interpretation	3
ICST 305	Introduction to Campus Ministry	3
ICST 410	Reading & Redeeming Culture	3
TOTAL CERTIFICATE CREDITS:		***15***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

COLLEGE OF BUSINESS & LEADERSHIP

DEAN: S. TODD WEAVER, Ph.D.

Personnel

College Dean

S. Todd Weaver, Ph.D. in Marketing, OMCP—Dean of the College of Business & Leadership, Marketing Department Chair, Professor of Business

Department Chairs

Jeffrey A. Haverly, D.Mgt. in Management, CPA, CMA—Accounting & Finance Department Chair, Professor of Business

Thomas George Javarinis, Ph.D. in General Business, CM, LSSBB, PMQ, SCM—Management Department Chair, Professor of Business

S. Todd Weaver, Ph.D. in Marketing, OMCP—Dean of the College of Business & Leadership, Marketing Department Chair, Professor of Business

Other Full-Time Faculty,

Bethany G. Broderick, Master of Technical and Professional Communication—Assistant Professor of Marketing

Point University Administrative Faculty

Stacy A. Bartlett (Chief of Staff, Chief Advancement Officer), M.B.A. in Business Administration, Ph.D. in Educational Leadership—Instructor in Business and Leadership

Bethany Huxford-Davis, Ph.D. in Organizational Leadership with a Concentration in Nonprofit Management—Assistant Professor of Business and Organizational Leadership, Dean of Academic Operations and Institutional Effectiveness, Director of the Center for Excellence in Teaching and Learning

Randy Douglas (Head Soccer Coach), Master of Sports Science—Adjunct Instructor in Sports Management

Natalie Brown (Partnership and Project Manager), M.B.A. in Business Transformation—Adjunct Instructor in Business

Tiffany Schoenhoff Wood (Vice President for Strategic Initiatives), M.S. in International Affairs—Instructor in Business and Leadership

NOTE: For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." Administrative faculty are full-time administrators or staff who hold academic credentials in a field related to Business and Leadership. They influence academic programs but may or may not teach on a regular basis.

Point University
College of Business & Leadership

Accounting & Finance Department

DEPARTMENT CHAIR: JEFFREY A. HAVERLY, D.Mgt., CPA.

Academic Programs

The Accounting & Finance Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning ***** = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF BUSINESS & LEADERSHIP					
Accounting & Finance Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Accounting		X			
Bachelor's Degree Programs					
• BS Accounting/Forensics & Fraud		X			
• BBA Accounting	X				
• BBA Accounting & Information Systems	X				
• BBA Financial Management	X				
Minor					
➢ Accounting Minor	X				

Associate's Degree Program

Associate of Arts in Accounting

(online)

Program Coordinator: Jeffrey A. Haverly, D.Mgt., CPA

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 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.A. in Accounting builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates prepare and interpret basic financial statements.

Objective 3: Graduates apply sound accounting principles.

Objective 4: Graduates apply sound principles in preparing individual income tax returns.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: 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	
Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science Course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 332 Accounting Information Systems	3
BUSI 364 Income Tax Accounting	3
General Elective Component (5 credits)	
General electives	5
TOTAL DEGREE CREDITS:	*60*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Accounting with a Concentration in Forensics & Fraud

(online)

Program Coordinator: Jeffrey A. Haverly, D.Mgt., CPA

Overview. The B.S. in Accounting 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 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.

The Accounting Major with a Concentration in Forensics & Fraud builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Theoretical foundations, principles, and practical skills for accounting

Objective 1: Graduates demonstrate broad understanding of the accounting field and career opportunities it holds, including the role played by each accounting specialty.

Objective 2: Graduates articulate, interpret, and apply sound financial management and accounting concepts and principles, including the Generally Accepted Accounting Principles (GAAP).

Objective 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 4: Graduates develop and implement processes, procedures, and models useful for forecasting, planning and control, cost analysis, performance evaluation, and other managerial functions.

Objective 5: Graduates demonstrate the capacity to develop, communicate, and execute an integrated financial plan for an organization based on sound accounting principles.

Objective 6: Graduates apply sound auditing standards and financial controls.

Objective 7: Graduates distinguish between government, for-profit, and nonprofit accounting, including procedures associated with internal and external reviews and reporting.

Objective 8: Graduates apply sound principles for preparing individual income tax returns.

Objective 9: Graduates apply quantitative, technological, analytical, and critical thinking skills to problem solving and decision making in the accounting field.

Forensic accounting

Objective 10: Graduates articulate theoretical foundations for forensic accounting, including crime causation theories.

Objective 11: Graduates apply strategies and tools to detect and deter fraud, such as the fraud triangle, internal controls, and various investigative techniques.

Communication and collaboration

Objective 12: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Objective 13: Graduates engage constructively and collaboratively with others.

Technological skills

Objective 14: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 15: Graduates demonstrate proficiency with hardware and software utilized in current accounting practice, including the Financial Accounting Standards Board (FASB) Codification Database.

Objective 16: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Objective 17: Graduates apply theoretical concepts of information systems.

Ethical, legal, regulatory, and professional considerations

Objective 18: Graduates comply with legal and regulatory requirements governing the accounting field.

Objective 19: Graduates integrate God-honoring ethical and professional standards, informed by Christian perspectives, into their accounting practice.

Objective 20: 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 B.S. in Accounting with a Concentration in Forensics & Fraud consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ___ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (3) (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Accounting Major/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

General Electives (29 credits)

Elective Courses 29

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 Mi-croeconomics, BUSI 321 Principles of Macroeconomics, BUSI 347 Principles of Marketing, and BUSI Business Statistics & Management.

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

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.

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Business Administration in Accounting

(on-ground)

Program Coordinator: Jeffrey A. Haverly, D.Mgt., CPA

Overview. The B.B.A. degree program in Accounting prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.B.A. in Accounting also provides a solid foundation for considering the certified public accountants exam (CPA).

Modality. Point University offers the B.B.A. in Accounting in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Accounting is to prepare students to glorify God through Christ-centered leadership and vocational excellence in accounting professions.

The Accounting Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

Required Courses. The B.B.A. in Accounting program includes the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

ENG ____ English Course (3)
HUM ____ Humanities Course (3)
MUS 102 Music Appreciation (3)
MUS 105 Survey of Popular Music (3)
PHL ____ Philosophy Course (3)

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics	
MTH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Accounting Major (69 credits)	
BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3
BUS 247 Principles of Marketing	3
BUS 311 Intermediate Accounting I	3
BUS 312 Intermediate Accounting II	3
BUS 313 Intermediate Accounting III	3
BUS 320 Principles of Microeconomics	3
BUS 321 Principles of Macroeconomics	3
BUS 332 Accounting Information Systems	3
BUS 336 Principles of Finance	3
BUS 364 Income Tax Accounting	3
BUS 405 Cost Accounting	3
BUS 426 International Business	3
BUS 434 Business Law	3
BUS 436 Professional Ethics *[WE]**	3
BUS 446 Auditing	3
BUS 465 Strategic Management & Planning	3
BUS 497 Business Internship	3
BUS ____ Business elective (300/400 level)	3
General Electives (4 credits)	
General electives	4
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.B.A. in Accounting	
FIRST YEAR BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) *BUS 311 Intermediate Accounting I (3)++* *BUS 312 Intermediate Accounting II (3)++* BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 332 Accounting Information Systems (3) BUS 336 Principles of Finance (3) BUS ____ Business elective [300/400 level] (3) General Elective (1) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** *BUS 313 Intermediate Accounting III (3)++* BUS 364 Income Tax Accounting (3) BUS 405 Cost Accounting (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 446 Auditing (3) BUS 465 Strategic Management & Planning (3) BUS 497 Business Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Bachelor of Business Administration in Accounting & Information Systems

(on-ground)

Program Coordinator: Jeffrey A. Haverly, D.Mgt., CPA

Overview. The B.B.A. degree program in Accounting and Information Systems prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting and information systems professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting and information systems practices and concepts. Students prepare for a variety of roles in high-demand fields that span every area of commerce. The B.B.A. in Accounting & Information Systems also provides a solid foundation for considering the certified public accountant exam (CPA).

Modality. Point University offers the B.B.A. in Accounting & Information Systems in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Accounting & Information Systems is to prepare students to glorify God through Christ-centered leadership and vocational excellence in accounting and information systems professions.

The Accounting & Information Systems Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

Objective 7: Demonstrate an understanding of general systems theory and the design and management of information systems.

Required Courses. The B.B.A. in Accounting & Information Systems program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6

ENG ____ English Course (3)
HUM ____ Humanities Course (3)
MUS 102 Music Appreciation (3)
MUS 105 Survey of Popular Music (3)

PHL ___ Philosophy Course (3)

Natural Sciences
NSC ___ and ___L Natural Science course with Lab 4

Mathematics
MTH 120 College Algebra (or higher) 3

Social & Behavioral Sciences
HIS ___ History core elective 3
PSY 103 Introduction to Psychology 3
Select one of the following Sociology core courses: 3
SOC 103 Introduction to Sociology (3)
SOC/HIS 210 Cultural Anthropology (3)
SOC/HIS 214 Geography (3)

Biblical Studies Minor (15 credits)
BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Accounting & Information Systems Major (72 credits)
BUS 203 Business Analytics 3
BUS 209 Computer Information Systems 3
BUS 211 Financial Accounting 3
BUS 212 Managerial Accounting 3
BUS 225 Principles of Management 3
BUS 238 Business Communication *[WE]** 3
BUS 247 Principles of Marketing 3
BUS 311 Intermediate Accounting I 3
BUS 312 Intermediate Accounting II 3
BUS 320 Principles of Microeconomics 3
BUS 321 Principles of Macroeconomics 3
BUS 332 Accounting Information Systems 3
BUS 336 Principles of Finance 3
BUS 351 Computer Programming 3
BUS 354 Database Management 3
BUS 364 Income Tax Accounting 3
BUS 405 Cost Accounting 3
BUS 417 Systems Analysis & Design 3
BUS 426 International Business 3
BUS 434 Business Law 3
BUS 436 Professional Ethics *[WE]** 3
BUS 446 Auditing 3
BUS 465 Strategic Management & Planning 3
BUS 497 Business Internship 3

General Electives (1 credit)
General elective 1

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.B.A. in Accounting & Information Systems

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30*	BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selection 1 (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS ____ Biblical Studies elective (3) *BUS 311 Intermediate Accounting I (3)++* *BUS 312 Intermediate Accounting II (3)++* BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 332 Accounting Information Systems (3) BUS 336 Principles of Finance (3) BUS 351 Computer Programming (3) BUS 354 Database Management (3) HFA core selection 2 (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BUS 364 Income Tax Accounting (3) BUS 405 Cost Accounting (3) BUS 417 Systems Analysis & Design (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 446 Auditing (3) BUS 465 Strategic Management & Planning (3) BUS 497 Business Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Bachelor of Business Administration in Financial Management

(on-ground)

Program Coordinator: Jeffrey A. Haverly, D.Mgt., CPA

Overview. The B.B.A. degree program in Financial Management prepares students to glorify God through Christ-centered leadership and vocational excellence in financial management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of financial management practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce.

Modality. Point University offers the B.B.A. in Financial Management in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Accounting is to prepare students to glorify God through Christ-centered leadership and vocational excellence in financial management professions.

The Financial Management Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

Objective 7: Demonstrate an understanding of corporate financial management including an emphasis on financial markets, financial institutions, and investing.

Required Courses. The B.B.A. in Financial Management program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

- ENG ___ English Course (3)
- HUM ___ Humanities Course (3)
- MUS 102 Music Appreciation (3)
- MUS 105 Survey of Popular Music (3)
- PHL ___ Philosophy Course (3)

Natural Sciences

NSC ___ and ___L Natural Science course with Lab	4

Mathematics

MTH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3

Select one of the following Sociology core courses: 3

- SOC 103 Introduction to Sociology (3)
- SOC/HIS 210 Cultural Anthropology (3)
- SOC/HIS 214 Geography (3)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Financial Management Major (72 credits)

BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3
BUS 247 Principles of Marketing	3
BUS 311 Intermediate Accounting I	3
BUS 312 Intermediate Accounting II	3
BUS 320 Principles of Microeconomics	3
BUS 321 Principles of Macroeconomics	3
BUS 332 Accounting Information Systems	3

BUS 336 Principles of Finance	3
BUS 339 Investment Analysis	3
BUS 342 Real Estate Finance	3
BUS 364 Income Tax Accounting	3
BUS 405 Cost Accounting	3
BUS 426 International Business	3
BUS 434 Business Law	3
BUS 436 Professional Ethics *[WE]**	3
BUS 446 Auditing	3
BUS 448 Financial Markets	3
BUS 465 Strategic Management & Planning	3
BUS 497 Business Internship	3
General Elective (1 credit)	
General elective	1
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.B.A. in Financial Management	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30*	BBS 202 Jesus: The Focus of Scripture (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) BUS 336 Principles of Finance (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) BUS 203 Business Analytics (3) *BUS 311 Intermediate Accounting I (3)++* *BUS 312 Intermediate Accounting II (3)++* BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 332 Accounting Information Systems (3) BUS 339 Investment Analysis (3) BUS 342 Real Estate Finance (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BUS 364 Income Tax Accounting (3) BUS 405 Cost Accounting (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 446 Auditing (3) BUS 448 Financial Markets (3) BUS 465 Strategic Management & Planning (3) BUS 497 Business Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Minor

Minor Offered by the Accounting & Finance Department

(on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with an Accounting Major will not also receive an Accounting Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minor. The Accounting & Finance Department offers the following minor:

Accounting Minor (18 credits)

Purpose. The Accounting Minor provides a basic foundation in accounting theories, standards, and techniques as applied in a variety of accounting functions.

Student Learning Objectives. The Accounting Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 2: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Required Courses:
BUS 211 Financial Accounting (3)
BUS 212 Managerial Accounting (3)
BUS 311 Intermediate Accounting (3)
BUS 364 Income Tax Accounting (3)
BUS 405 Cost Accounting (3)
BUS ___ Accounting elective (3)

Point University
College of Business & Leadership

Management Department

DEPARTMENT CHAIR: THOMAS GEORGE JAVARINIS, Ph.D.

Academic Programs

The Management Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF BUSINESS & LEADERSHIP					
Management Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Business	X				
• AA Business Administration		X			
• AA Business Administration with Concentration in Hospitality Leadership		X			consists of OL courses + OG practica hosted by business partners, such as Chick-fil-A
• AA Healthcare Administration		X			
• AA Organizational Leadership		X			
Bachelor's Degree Programs					
• BS Business Administration	X	X			
• BS Entrepreneurship		X			
• BS Business Administration with Concentration in Hospitality Leadership		X			consists of OL courses + OG practica hosted by business partners, such as Chick-fil-A
• BBA Business Admin/Logistics Mgmt		X			
• BS Healthcare Administration		X			
• BBA Management	X				

• BS Management		X			
• BS Organizational Leadership		X			
Master's Degree Program					
• MBA Business Administration		X			
Minors					
➢ Business Administration Minor	X				
➢ Management Minor (for Business majors only)	X				
➢ Music Business Minor	X				
➢ Sports Management Minor (version for Business majors only)	X				
➢ Sports Management Minor (version for non-Business majors)	X				

Associate's Degree Programs

Associate of Arts in Business

(on-ground)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.B.A. degree program in Accounting prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.B.A. in Accounting also provides a solid foundation for considering the certified public accountants exam (CPA).

The Associate of Arts degree program in Business provides a first level of preparation for students to function with effectiveness in a business environment. Graduates with A.A. degrees in Business are engaged in entry-level management positions, office positions, and baccalaureate level study.

Modality. Point University offers the A.A. in Business in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the A.A. in Business degree program is to provide a first level of preparation for students to function with effectiveness in a business environment.

The A.A. in Business builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment.

Objective 2: Utilize information systems using current software for word processing, data management, and business presentations.

Objective 3: Demonstrate knowledge of accounting, management, and marketing principles.

Objective 4: Demonstrate effective interpersonal skills in relationships in one-on-one and group situations.

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

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: ENG ____ English Course (3) HUM ____ Humanities Course (3) MUS 102 Music Appreciation (3) MUS 105 Survey of Popular Music (3) PHL ____ Philosophy Course (3)	6

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Biblical Studies Component (6 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3

Professional Component (21 credits)

BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3

BUS 247 Principles of Marketing	3
General Elective Component (1 credit)	
General elective	1
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for A.A. in Business	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BBS 202 Jesus: The Focus of Scripture (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*

Associate of Arts in Business Administration
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 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 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Required Courses. The A.A. in Business Administration program 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

Select one HFA core course:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	

Natural Sciences

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

Mathematics

MATH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3

Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
General Elective Component (5 credits)	
Elective Courses	5
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis courses*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts in Business Administration with a Concentration in Hospitality Leadership
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The Associate of Arts in Business Administration with a Concentration in Hospitality Leadership equips students with a broad grounding in the Liberal Arts, foundations for faith integration and spiritual formation, and first-level preparation for hospitality leadership and management. Graduates may continue their studies to earn the Bachelor of Science degree in areas such as Business Administration or Hospitality Management.

Eligible Students and Hospitality Practicum Elements. The primarily online A.A. program includes on-ground practicum experiences completed in a hospitality business setting under a Point instructor and University-approved field supervisor—usually the owner or manager of the business. Practica often integrate corporate training programs of the host organization. For this reason, applicants for the A.A. degree program must be employed by and recommended by hospitality managers approved by Point University.

Point faculty designed the program in conversation with representatives of Chick-fil-A. However, other hospitality business may also meet the criteria for participation. For more

information contact Dr. Todd Weaver, Dean of the College of Business & Leadership (Todd.Weaver@Point.edu).

Modality. Point University offers the A.A. in Business Administration with a Concentration in Hospitality Leadership in fully-online format, excluding the on-ground hospitality practica (described above). *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose and Student Learning Objectives

Purpose. The A.A. program in Business Administration with a Concentration in Hospitality Leadership equips students with a broad grounding in the Liberal Arts, along with foundations for faith integration and spiritual formation, and first-level preparation for hospitality leadership and management.

The A.A. in Business Administration with a Concentration in Hospitality Leadership builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 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 3: Graduates articulate and apply Christ-centered principles of customer care and service.

Objective 4: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 5: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 6: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 7: Graduates apply Lean principles and relevant tools for eliminating waste and improving organizational efficiency.

Objective 8: Graduates apply Six Sigma principles and relevant tools for eliminating process deficiencies and solving real-world problems.

Objective 9: Graduates articulate and apply Christ-centered principles of servant leadership and stewardship.

Required Courses. The A.A. in Business Administration program with a Concentration in Hospitality 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	
Select one HFA core course:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
Natural Sciences	
NSCI ____ Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (18 credits)	
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 347 Principles of Marketing	3
Hospitality Leadership Concentration	
BUSI 343 Practicum in Hospitality Leadership	3
BUSI 345 Practicum in Quality Control & Process Improvement	3
BUSI 467 The S.E.R.V.E. Model of Leadership	3
General Elective Component (2 credits)	
Elective Courses	2
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis courses*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts Healthcare Administration
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Objective 7: Graduates reflect on the historical development of the health-care industry and forces that have shaped it, including the significant role of the Church in offering healthcare to glorify God and serve the human community in the name of Christ.

Objective 8: Graduates demonstrate a foundational working knowledge of contemporary healthcare sectors, systems, service delivery structures, and issues.

Objective 9: 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 10: 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 program 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	
Select one HFA core course:	3
HUMA 101 Introduction to Humanities (3)	
ENGL 250 Modern Short Stories (3)	
MUSI 102 Music Appreciation (3)	
Natural Sciences	
NSCI ____ Natural Science Course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
BUSI 201 Introduction to the Healthcare Industry	3
BUSI 208 Communication & Relationship Mgmt. in HCA *[WE]**	3
BUSI 304 Contemporary Issues in U.S. Healthcare Administration	3
BUSI 316 Personal & Professional Accountability in HCA	3
BUSI 324 Human Resource Management in HCA	3
General Elective Component (5 credits)	
Elective Courses	5
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.

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts in Organizational Leadership
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: 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

Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

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

Mathematics

MATH 120 College Algebra (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Component (9 credits)

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

Professional Component (15 credits)

BUSI 211 Financial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 352 Organizational Behavior	3

General Elective Component (5 credits)

Elective Courses	5
TOTAL DEGREE CREDITS:	*60*

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Business Administration

(on-ground)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.S. in Business Administration program prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions. It is designed to provide a broad preparation for the Christian to lead and serve effectively in business and society. The degree requires professional studies courses focusing on the business environment, information systems, accounting, economics, management, finance and marketing.

Modality. Point University offers the B.S. in Business Administration in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Business Administration program is to prepare students to glorify God through Christ-centered leadership and vocational excellence in business professions.

The Business Administration Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Manage human, financial, and physical resources to achieve stated objectives.

Objective 3: Demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 4: Utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision making in business enterprises.

Objective 5: Identify and apply ethical considerations, laws and regulations governing business operations.

Objective 6: Serve in positions of responsibility in private, public, government, and non-profit organizations, exemplifying Christian character and influence.

Required Courses. The B.S. in Business Administration program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3

ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
Select 6 credits from the following HFA core course from at least two different areas/prefixes: ENG ___ English Course (3) HUM ___ Humanities Course (3) MUS 102 Music Appreciation (3) MUS 105 Survey of Popular Music (3) PHL ___ Philosophy Course (3)	6
Natural Sciences	
NSC ___ and ___L Natural Science course with Lab	4
Mathematics	
MTH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Business Administration Major (57 credits)

BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3
BUS 247 Principles of Marketing	3
BUS 320 Principles of Microeconomics	3
BUS 321 Principles of Macroeconomics	3
BUS 336 Principles of Finance	3
BUS 358 Production & Operations Management	3
BUS 426 International Business	3
BUS 434 Business Law	3
BUS 436 Professional Ethics *[WE]**	3
BUS 465 Strategic Management & Planning	3
BUS 475 Organizational Leadership	3

BUS/SPM ____ Business or Sports Management electives (300/400 level)9

General Electives (16 credits)
General electives 16

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Business Administration	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ____ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30*	BBS 202 Jesus: The Focus of Scripture (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selection 1 (3) General Elective (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 336 Principles of Finance (3) HFA core selection 2 (3) BUS/SPM ____ Bus. or Sports Mgmt. electives (6) General Electives (6) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BUS 358 Production & Operations Mgmt. (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 465 Strategic Management & Planning (3) BUS 475 Organizational Leadership (3) BUS/SPM ____ Bus. or Sports Mgmt. elective (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (6) *TOTAL CREDITS: 30*

Bachelor of Science in Business Administration
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.S. in Business Administration 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 and Student Learning Objectives

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

The Business Administration Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: 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 9: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Accounting, finance, and marketing principles and applications

Objective 10: Graduates apply sound accounting and financial principles.

Objective 11: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 12: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: 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 15: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 16: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 17: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 18: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Required Courses. The B.S. in Business Administration program consists of the following courses:

General Education Core (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	
Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (3) (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3

Select one SABS core course:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Minor (15 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3
Business Administration Major (45 credits)	
BUSI 202 Business Statistics	3
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 320 Principles of Microeconomics	3
BUSI 321 Principles of Macroeconomics	3
BUSI 336 Principles of Finance	3
BUSI 347 Principles of Marketing	3
BUSI 426 International Business	3
BUSI 434 Business Law	3
BUSI 436 Professional Ethics *[WE]**	3
BUSI 460 Organizational Leadership	3
BUSI 465 Strategic Management & Planning	3
General Electives (29 credits)	
Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Entrepreneurship

(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The Bachelor of Science program in Entrepreneurship 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 Business Administration (M.B.A.).

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 and Student Learning Objectives

Purpose. The B.S. in Entrepreneurship program prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions.

This Entrepreneurship 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:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates understand the interplay and integration of business functions, including management.

Objective 7: Graduates employ critical thinking, analysis, and decision-making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 8: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 9: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Accounting, finance, and marketing principles and applications

Objective 10: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 11: Graduates explain essential theories, principles, and concepts of consumer behavior developed in psychology, economics, sociology, and anthropology.

Objective 12: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Ethical, legal, and regulatory considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and business data

Objective 15: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 16: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Entrepreneurial and small business principles and practices

Objective 17: Graduates explore the processes of starting a new business as an entrepreneur.

Objective 18: Graduates demonstrate the ability to analyze new and ongoing entrepreneurial ventures.

Objective 19: Graduates formulate plans and address evolving opportunities as a small business owner.

Objective 20: Graduates employ strategies to evaluate innovative opportunities as an entrepreneur and small business owner.

Required Courses. The B.S. program in Entrepreneurship consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics	
MATH 120 College Algebra (3) (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Minor (15 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3
Entrepreneurship Major (45 credits)	
BUSI 211 Financial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 271 Social Media Marketing: Foundations & Strategy	3
BUSI 336 Principles of Finance	3
BUSI 347 Principles of Marketing	3
BUSI 354 Consumer Behavior	3
BUSI 375 Business as Mission	3
BUSI 434 Business Law	3
BUSI 436 Business Ethics *[WE*]*	3
BUSI 443 Entrepreneurship	3
BUSI 444 Small Business Management	3
BUSI 450 Human Resource Management	3
BUSI 465 Strategic Management & Planning	3
General Electives (29 credits)	
Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Business Administration with a Concentration in Hospitality Leadership

(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.S. program in Business Administration with a Concentration in Hospitality Leadership provides a broad foundation in the major facets of business, including organizational leadership, management, planning, communication, marketing, finance, law, and ethics, with an emphasis on the hospitality industry. 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 hospitality, corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the Master of Business Administration (M.B.A.).

Eligible Students and Hospitality Practicum Elements. The primarily online B.S. program includes on-ground practicum experiences completed in a hospitality business setting under a Point instructor and Point University-approved field supervisor—usually the owner or manager of the business. Practica often integrate corporate training programs of the host organization. For this reason, applicants for the B.S. degree program must be employed by and recommended by hospitality managers approved by Point University.

Point faculty designed the program in conversation with representatives of Chick-fil-A. However, other hospitality business may also meet the criteria for participation. For more information contact Dr. Todd Weaver, Dean of the College of Business & Leadership (Todd.Weaver@Point.edu).

Modality. Point University offers the B.S. in Business Administration with a Concentration in Hospitality Leadership in fully-online format, excluding the on-ground hospitality practica (described above). *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose and Student Learning Objectives

Purpose. The Business Administration Major with a Concentration in Hospitality Leadership prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions with special focus on the hospitality industry.

The Business Administration Major with a Concentration in Hospitality Leadership builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: 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 9: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Accounting, management, and marketing

Objective 10: Graduates apply sound accounting and financial principles.

Objective 11: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 12: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: 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 15: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 16: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 17: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 18: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Hospitality Leadership

Objective 19: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 20: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 21: Graduates apply Lean principles and relevant tools for eliminating waste and improving organizational efficiency.

Objective 22: Graduates apply Six Sigma principles and relevant tools for eliminating process deficiencies and solving real-world problems.

Objective 23: Graduates articulate and apply Christ-centered principles of servant leadership and stewardship.

Required Courses. The B.S. in Business Administration with a Concentration in Hospitality Leadership consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (3) (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Business Administration Major (60 credits)	
BUSI 202 Business Statistics	3
BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 320 Principles of Microeconomics	3
BUSI 321 Principles of Macroeconomics	3
BUSI 336 Principles of Finance	3
BUSI 347 Principles of Marketing	3
BUSI 384 Foundations of Retailing	3
BUSI 426 International Business	3
BUSI 434 Business Law	3
BUSI 436 Professional Ethics *[WE]**	3
BUSI 465 Strategic Management & Planning	3
Hospitality Leadership Concentration	
BUSI 325 Service Excellence	3
BUSI 343 Practicum in Hospitality Leadership	3
BUSI 345 Practicum in Quality Control & Process Improvement	3
BUSI 467 The S.E.R.V.E. Model of Leadership	3
BUSI 498 Capstone Hospitality Internship	3
General Electives (14 credits)	
Elective Courses	14
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Business Administration with a Concentration in Logistics Management
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The Bachelor of Business Administration program 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.S. in Business Administration 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 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.

Business Administration Major with a Concentration in Logistics Management builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Accounting, finance, and strategic management principles and applications

Objective 8: Graduates apply sound accounting and financial principles.

Objective 9: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 10: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 11: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 12: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 13: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 14: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Operations and supply chain management

Objective 15: Graduates apply sound operational management principles.

Objective 16: Graduates demonstrate the capacity to formulate a supply chain network system.

Logistics management principles and applications

Objective 17: Graduates evaluate the physical flow of products and information throughout the entire supply chain.

Objective 18: Graduates apply principles and strategies used in transportation activities to support the logistics function of economic utilities of place and time.

Objective 19: Graduates critically examine the activities of exporting and importing goods, as well as involvement in international trade operations.

Objective 20: Graduates apply project management concepts and methods to investigate and solve real-world business issues.

Objective 21: 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 22: Graduates identify acquisition processes used both directly and indirectly to secure goods, services, and work from external sources in procurement.

Objective 23: Graduates develop a marketing channel structure that integrates activities, strategies, and research focused on sustainable competitive advantage.

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

General Education Core (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	
Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ___ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (3) (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Business Administration and Logistics (60 credits)

BUSI 202	Business Statistics	3
BUSI 211	Financial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 238	Business Communication *[WE]**	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	Professional Ethics *[WE]**	3
BUSI 450	Human Resource Management	3
BUSI 465	Strategic Management & Planning	3

General Electives (14 credits)	
Elective Courses	14
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Healthcare Administration
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.S. in Healthcare Administration program 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 and Student Learning Objectives

Purpose. The B.S. in Healthcare Administration program prepares students to glorify God through Christ-centered leadership and professional excellence in the healthcare industry.

The Healthcare Administration Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Working knowledge of the healthcare industry necessary

Objective 1: Graduates reflect on the historical development of the health-care industry and forces that have shaped it, including the significant role of the Church in offering healthcare to glorify God and serve the human community in the name of Christ.

Objective 2: Graduates demonstrate a foundational working knowledge of contemporary healthcare sectors, systems, service delivery structures, and issues.

Objective 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 4: Graduates explore career opportunities within the healthcare industry and prepare to develop and follow their personal career path.

Business communication and relational skills

Objective 5: Graduates communicate effectively in written and oral modes, such as reports, emails, social media, interviews, elevator speeches, and presentations.

Objective 6: Graduates engage constructively and collaboratively with others.

Objective 7: Graduates apply interrelational soft skills to demonstrate networking, interviewing, and critical thinking abilities.

Technological skills

Objective 8: Graduates demonstrate proficiency with hardware and software utilized in current healthcare business practice.

Objective 9: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Leadership, administration, and management of healthcare operations

Objective 10: Graduates articulate and apply principles of servant leadership after the model of Christ.

Objective 11: Graduates critique various theories and styles of administration and management.

Objective 12: Graduates apply sound principles of organizational analysis, planning, decision making, entrepreneurship, and change navigation in the healthcare field.

Objective 13: Graduates apply sound principles of performance assessment and quality improvement in the healthcare field.

Objective 14: 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 15: Graduates recognize, appreciate, and cultivate a collaborative spirit and God-honoring diversity in the workplace.

Objective 16: Graduates apply sound budgeting, accounting, and financial management principles for the healthcare industry.

Objective 17: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for a healthcare organization.

Objective 18: Graduate apply knowledge and advocacy skills essential for supporting patients, families, and caregivers utilizing healthcare systems.

Objective 19: Graduates apply sound principles and techniques for negotiating and facilitating favorable agreements while minimizing conflict.

Objective 20: Graduates understand the interplay and integration of business functions, including administration and management.

Objective 21: Graduates apply analytical, and critical thinking skills to problem solving and decision making in healthcare administration.

Ethical, legal, and regulatory considerations in the healthcare industry

Objective 22: 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 23: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Required Courses. The B.S. in Healthcare Administration program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (3) (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Healthcare Administration Major (45 credits)

BUSI 201	Introduction to the Healthcare Industry	3
BUSI 208	Communication & Relationship Mgmt. in HCA *[WE]**	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	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 334	Financial Management in Healthcare Administration	3
BUSI 347	Principles of Marketing	3
BUSI 432	Ethical & Legal Environment of Healthcare Admin. *[WE]**	3
BUSI 440	Risk Management in Healthcare Administration	3
BUSI 445	Patient Advocacy in Healthcare Administration	3
BUSI 453	Facilitation & Negotiation in Healthcare Administration	3
BUSI 458	Quality Improvement in Healthcare Administration	3
BUSI 460	Organizational Leadership	3

General Electives (29 credits)

Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

NOTE: The 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 Program Coordinator, Dr. Tom Javarinis (Thomas.Javarinis@Point.edu).

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Business Administration in Management

(on-ground)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The B.B.A. program in Management prepares students to glorify God through Christ-centered leadership and vocational excellence in management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of management practices and concepts. The B.B.A. in Management provides students with the planning, problem-solving, critical thinking, and interpersonal skills necessary for successful Christian managers and leaders in the business world.

Modality. Point University offers the B.B.A. in Management in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. in Management program is to prepare students to glorify God through Christ-centered leadership and vocational excellence in management professions.

The Management Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Formulate managerial and strategic business decisions for a rapidly globalizing business environment.

Objective 4: Demonstrate development of personal and team-level decision making.

Objective 5: Develop proficiency in the use of computers and software to manage information with statistical analysis, spreadsheet, data base, and other appropriate applications.

Objective 6: Demonstrate an understanding of the legal environment and ethical standards of business and an awareness of the implications of their behavior and actions as a business professional.

Required Courses. The B.B.A. in Management program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3

COM 205 Public Speaking	3
Humanities & Fine Arts	
Select 6 credits from the following HFA core course from at least two different areas/prefixes: ENG ___ English Course (3) HUM ___ Humanities Course (3) MUS 102 Music Appreciation (3) MUS 105 Survey of Popular Music (3) PHL ___ Philosophy Course (3)	6
Natural Sciences	
NSC ___ and ___L Natural Science course with Lab	4
Mathematics	
MTH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIS ___ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses: SOC 103 Introduction to Sociology (3) SOC/HIS 210 Cultural Anthropology (3) SOC/HIS 214 Geography (3)	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Management Major (69 credits)

BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3
BUS 247 Principles of Marketing	3
BUS 310 Process Improvement and Organizational Change	3
BUS 320 Principles of Microeconomics	3
BUS 321 Principles of Macroeconomics	3
BUS 327 Project Management	3
BUS 329 Managerial Economics	3
BUS 336 Principles of Finance	3
BUS 358 Production & Operations Management	3
BUS 426 International Business	3
BUS 434 Business Law	3
BUS 436 Professional Ethics *[WE]**	3

BUS 450 Human Resource Management	3
BUS 465 Strategic Management & Planning	3
BUS 475 Organizational Leadership	3
BUS 497 Business Internship	3
BUS ___ Business electives (300/400 level)	6
General Electives (4 credits)	
General electives	4
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.B.A. in Management

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ___/___L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	BBS 202 Jesus: The Focus of Scripture (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) BUS 310 Process Improvement & Org. Change (3) BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 336 Principles of Finance (3) BUS 358 Production & Operations Mgmt. (3) BUS ___ Business electives [300/400 level] (6) General Elective (1) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BUS 327 Project Management (3) BUS 329 Managerial Economics (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 450 Human Resource Management (3) BUS 465 Strategic Management & Planning (3) BUS 475 Organizational Leadership (3) BUS 497 Business Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Bachelor of Science in Management
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The Bachelor of Science program in Management 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 and Student Learning Objectives

Purpose. The B.S. in Management program prepares students to glorify God through Christ-centered leadership and vocational excellence in business management.

The Management Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Business communication and relational skills

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Accounting, finance, and marketing principles and applications

Objective 9: Graduates apply sound accounting and financial principles.

Objective 10: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 11: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 12: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 13: 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 14: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical and economic concepts

Objective 15: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 16: Graduates understand principles of probability and can apply them to make business decisions.

Objective 17: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Operations management, supply chain management, and business policy

Objective 18: Graduates apply sound operational management principles.

Objective 19: Graduates demonstrate the capacity to formulate a supply chain network system.

Objective 20: Graduates understand the nature, functions and realities of business policies.

Required Courses. The B.S. in Management program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: 3
HUMA 101 Introduction to Humanities (3)
ENGL 250 Modern Short Stories (3)
MUSI 102 Music Appreciation (3)

Natural Sciences

NSCI ___ Natural Science course with Lab 4
Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics

MATH 120 College Algebra (3) (or higher) 3

Social & Behavioral Sciences

HIST 250 United States History 3

Select one SABS core course: 3
PSYC 103 Introduction to Psychology (3)
SOCI 103 Introduction to Sociology (3)

Biblical Studies Minor (15 credits)

BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading & Interpretation	3
THEO 310	Spiritual Formation: Kingdom Living	3
THEO 405	Christ, Culture & Career *[WE*]*	3

Management Major (45 credits)

BUSI 211	Financial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 238	Business Communication *[WE]**	3
BUSI 340	Operations Management	3
BUSI 342	Supply Chain Management	3
BUSI 347	Principles of Marketing	3
BUSI 352	Organizational Behavior	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Professional Ethics *[WE]**	3
BUSI 442	Business Policy	3
BUSI 450	Human Resource Management	3
BUSI 455	Change Management	3
BUSI 465	Strategic Management & Planning	3

General Electives (29 credits)

Elective Courses 29

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Organizational Leadership
(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The Bachelor of Science in Organizational Leadership program 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 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.

The Organization Leadership Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Management of human, financial, and physical resources

Objective 1: Graduates apply sound principles of planning, decision making, entrepreneurship, and change navigation.

Objective 2: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Accounting, finance, and marketing principles and applications

Objective 5: Graduates apply sound accounting and financial principles.

Objective 6: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 7: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 8: Graduates integrate biblical ethical principles and missional concerns into the conduct of their business activities.

Objective 9: 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 10: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology

Objective 11: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 12: Graduates utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision making in business enterprises.

Objective 13: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Required Courses. The B.S. in Organizational Leadership program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (3) (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3

THEO 405 Christ, Culture & Career *[WE*]*	3
Organizational Leadership Major (45 credits)	
BUSI 211 Financial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3
BUSI 238 Business Communication *[WE]**	3
BUSI 347 Principles of Marketing	3
BUSI 352 Organizational Behavior	3
BUSI 375 Business as Mission	3
BUSI 426 International Business	3
BUSI 434 Business Law	3
BUSI 436 Professional Ethics *[WE]**	3
BUSI 443 Entrepreneurship	3
BUSI 450 Human Resource Management	3
BUSI 455 Change Management	3
BUSI 460 Organizational Leadership	3
BUSI 465 Strategic Management & Planning	3
General Electives (29 credits)	
Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Master's Degree Program

Master of Business Administration (M.B.A.)

(online)

Program Coordinator: Thomas George Javarinis, Ph.D.

Overview. The M.B.A. degree prepares business professionals to manage and lead profit and non-profit organizations in ways consistent with Judeo-Christian ethics and principles of wise stewardship of the resources entrusted to them. 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 and Student Learning Objectives

Purpose. The M.B.A. prepares students to glorify God in business vocations by enabling them to lead and manage organizational performance across business functions effectively and ethically.

The master's program builds on undergraduate foundations to accomplish the following student learning objectives:

Objective 1: Graduates effectively design and execute quantitative and qualitative research to answer business questions.

Objective 2: Graduates use appropriate statistical tests to analyze business data.

Objective 3: Graduates interpret research results to make sound business decisions.

Objective 4: Graduates apply appropriate techniques to create productive work culture and to facilitate employee engagement.

Objective 5: Graduates use effective persuasion and negotiation techniques to achieve business objectives.

Objective 6: Graduates demonstrate knowledge of current marketing strategy and practice, including mobile and social media marketing.

Objective 7: Graduates use marketing research to uncover unmet consumer needs and to evaluate marketing programs intended to satisfy them.

Objective 8: Graduates execute new product/service development processes to satisfy unmet consumer needs.

Objective 9: Graduates apply sound analytical techniques to understand and interpret financial data.

Objective 10: Graduates use data analytics to make financial decisions that increase economic value and improve financial results.

Objective 11: Graduates integrate Judeo-Christian ethical principles into their organizational leadership.

Objective 12: 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. degree program consists of the following courses:

BUSI 500	Graduate Business Orientation	0
BUSI 510	Ethics & Professional Issues in Business	3
BUSI 515	Business Intelligence	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 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
TOTAL DEGREE CREDITS:		***30***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Minors

Minors Offered by the Management Department

(on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a Management Major will not also receive a Management Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minors. The Management Department offers the following minors:

Business Administration Minor (18 credits)

Purpose. The Business Administration Minor develops theoretical frameworks and foundational competencies in economics, accounting, management, and marketing.

Student Learning Objectives. The Business Administration Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of accounting, management, and marketing principles.

Objective 2: Demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Required Courses:
BUS 211 Financial Accounting (3)
BUS 212 Managerial Accounting (3)

BUS 225 Principles of Management (3)
BUS 247 Principles of Marketing (3)
BUS 320 Principles of Microeconomics (3)
BUS 321 Principles of Macroeconomics (3)

Management Minor (18 credits)
(for Business majors only)

Purpose. The Management Minor provides a foundation in management theories, processes, and strategies.

Student Learning Objectives. The Management Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Formulate managerial and strategic business decisions for a rapidly globalizing business environment.

Objective 2: Demonstrate development of personal and team-level decision making.

Objective 3: Develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Required Courses:
BUS 310 Process Improvement & Organizational Change (3)
BUS 327 Project Management (3)
BUS 329 Managerial Economics (3)
BUS 358 Production & Operations Management (3)
BUS 450 Human Resource Management (3)
BUS 465 Strategic Management & Planning (3)

Music Business Minor (18 credits)
(offered with the Fine Arts Department of the College of Arts & Sciences)

Purpose. The Music Business Minor program gives students a foundation in the competencies expected of successful employment in the music business field.

Student Learning Objectives. The Music Business Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate competence in business management and marketing.

Objective 2: Demonstrate an understanding and the ability to apply the use of music technology tools in the music business field.

Objective 3: Demonstrate knowledge of the history and current practices of relevant music business topics, such as publishing and copyright law.

Required Courses:
BUS 225 Principles of Management (3)

BUS 247 Principles of Marketing (3)
BUS 325/MUS 326 Survey of Music Business (3)
MUS 315 Music Technology I (3)
MUS 316 Music Technology II (3)
MUS 410 Music Publishing & Copyright Law (3)

Sports Management Minor (15 credits)

(version for Business majors only)

Purpose. The Sports Management Minor program develops foundational competencies for managing sports teams, programs, and facilities.

Student Learning Objectives. The Sports Management Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Explain principles of sports management and apply them to make business decisions.

Objective 2: Demonstrate proficiency in the administration of fitness and wellness programs.

Objective 3: Demonstrate proficiency with sports facility and events management utilized in current business practice.

Required Courses:
SPM 423 Sports Facilities Management (3)
SPM 425 Team Management (3)
SPM 427 Administration of Fitness & Wellness Programs (3)
SPM 429 Issues in Sports Management (3)
SPM 497 Sports Management Internship (3)

Sports Management Minor (18 credits)

(version for non-Business majors)

Purpose. The Sports Management Minor program develops foundational competencies for managing sports teams, programs, and facilities.

Student Learning Objectives. The Sports Management Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Explain principles of sports management and apply them to make business decisions.

Objective 2: Demonstrate proficiency in the administration of fitness and wellness programs.

Objective 3: Demonstrate proficiency with sports facility and events management utilized in current business practice.

Required Courses:
BUS 225 Principles of Management (3)
SPM 423 Sports Facilities Management (3)
SPM 425 Team Management (3)

SPM 427 Administration of Fitness & Wellness Programs (3)
SPM 429 Issues in Sports Management (3)
SPM 497 Sports Management Internship (3)

Point University
College of Business & Leadership

Marketing & Public Relations Department

DEPARTMENT CHAIR: S. TODD WEAVER, Ph.D.

Academic Programs

The Marketing & Public Relations Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF BUSINESS & LEADERSHIP					
Marketing & Public Relations Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Programs					
• AA Social Media Marketing		X			
Bachelor's Degree Programs					
• BS Marketing		X			
• BBA Marketing	X				
• BS Social Media Marketing		X			
Minor					
➢ Marketing Minor (for Business majors only)	X				
Certificate					
➢ Social Media Marketing Certificate		X			

Associate's Degree Program

Associate of Arts in Social Media Marketing
(online)

Program Coordinator: Todd Weaver, Ph.D.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates apply sound marketing principles.

Objective 2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 3: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Objective 4: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

Objective 5: 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 (28 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	
Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science Course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (24 credits)	
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 347 Principles of Marketing	3
BUSI 371 Social Media Marketing: Blogging & Content Marketing	3
BUSI 372 Social Media Marketing: Video & Mobile Marketing	3
BUSI 373 Social Media Marketing: Pinterest & Instagram Mobile	3
TOTAL DEGREE CREDITS:	***61***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Marketing

(online)

Program Coordinator: Todd Weaver, Ph.D.

Overview. The B.S. in Marketing program 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 and Student Learning Objectives

Purpose. The Marketing Major prepares students to glorify God through Christ-centered leadership and vocational excellence in marketing and business.

The Marketing Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Communication and collaboration

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Managerial and financial principles and best practices

Objective 5: Graduates apply sound management principles.

Objective 6: Graduates apply sound accounting principles in managing organizational resources.

Objective 7: Graduates understand the interplay and integration of business functions, including marketing.

Objective 8: Graduates employ critical thinking, analysis, and decision making to assess and improve organizational performance.

Math and technology skills

Objective 9: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 10: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 11: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Marketing theories, principles, and tactics

Objective 12: Graduates explain essential theories, principles, and concepts of consumer behavior developed in psychology, economics, sociology, and anthropology.

Objective 13: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 14: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 15: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 16: Graduates demonstrate understanding of the unique demands and requirements for global marketing, including cross-cultural differences in consumer behavior and business practices.

Objective 17: Graduates utilize current digital marketing technologies to understand and interact with business and consumer buyers.

Objective 18: Graduates employ critical thinking, research techniques, analytics, and decision making to evaluate qualitative and quantitative marketing data to assess marketing performance.

Ethical, legal, regulatory, and professional considerations

Objective 19: Graduates integrate biblical ethical principles into the conduct of their business and marketing activities.

Objective 20: 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 21: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Required Courses. The B.S. in Marketing consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ___ Natural Science course with Lab	4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics	
MATH 120 College Algebra (3) (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Marketing Major (45 credits)

BUSI 202	Business Statistics	3
BUSI 211	Financial Accounting	3
BUSI 214	Managing Information Systems	3
BUSI 230	Principles of Management	3
BUSI 238	Business Communication *[WE]**	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 434	Business Law	3
BUSI 436	Professional Ethics *[WE*]*	3
BUSI 441	Marketing Analytics	3
BUSI 461	Global Marketing	3

General Electives (29 credits)

Elective Courses	29
TOTAL DEGREE CREDITS:	***45***

**Writing Emphasis courses*

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.

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out

which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Business Administration in Marketing

(on-ground)

Program Coordinator: Todd Weaver, Ph.D.

Overview. The B.B.A. degree program in Marketing prepares students to glorify God through Christ-centered leadership and vocational excellence in marketing professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of marketing practices and concepts. Studies include brand equity, customer relations, sales teams, distribution systems and pricing structures.

Modality. Point University offers the B.B.A. in Marketing in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some marketing courses are also available in fully-online format.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Marketing is to prepare students to glorify God through Christ-centered leadership and vocational excellence in marketing professions.

The Marketing Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Understand the marketing research process; namely, to collect, analyze, and evaluate information from and about customers.

Objective 4: Understand marketing strategy, including segmentation, targeting, and positioning.

Objective 5: Analyze the marketing environment and buyer behavior relative to a specific marketing opportunity and formulate the market offering that produces enhanced marketplace success.

Objective 6: Demonstrate an understanding of the ethical obligations of Christians in the workforce

Required Courses. The B.B.A. in Marketing program consists of the following courses:

General Education Core (32 credits)

Essential Skills	
EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ____ English Course (3)	
HUM ____ Humanities Course (3)	
MUS 102 Music Appreciation (3)	
MUS 105 Survey of Popular Music (3)	
PHL ____ Philosophy Course (3)	
Natural Sciences	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 120 College Algebra (or higher)	3
Social & Behavioral Sciences	
HIS ____ History core elective	3
PSY 103 Introduction to Psychology	3
Select one of the following Sociology core courses:	3
SOC 103 Introduction to Sociology (3)	
SOC/HIS 210 Cultural Anthropology (3)	
SOC/HIS 214 Geography (3)	

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Marketing Major (69 credits)

Business Core (54 credits)	
BUS 203 Business Analytics	3
BUS 209 Computer Information Systems	3
BUS 211 Financial Accounting	3
BUS 212 Managerial Accounting	3
BUS 225 Principles of Management	3
BUS 238 Business Communication *[WE]**	3
BUS 247 Principles of Marketing	3
BUS 320 Principles of Microeconomics	3
BUS 321 Principles of Macroeconomics	3

BUS 336 Principles of Finance	3
BUS 426 International Business	3
BUS 434 Business Law	3
BUS 436 Professional Ethics *[WE]**	3
BUS 465 Strategic Management & Planning	3
BUS 475 Organizational Leadership	3
BUS 497 Business Internship	3
BUS ___ Business electives (300/400 level)	6
Marketing Electives	15

Select 15 credits from the following Marketing courses:
BUS 349 Marketing Metrics (3)
BUS 370 Marketing Communications (3)
BUS 375 Digital Marketing (3)
BUS 380 Brand Management (3)
BUS 421 Consumer Behavior (3)
BUS 423 Professional Selling (3)
BUS 441 Marketing Analytics (3)
BUSI 271 Social Media Marketing: Foundations & Strategy (3) *(online)*
BUSI 365 Marketing Research (3) *(online)*
BUSI 374 Services Marketing (3) *(online)*
BUSI 384 Foundations of Retailing (3) *(online)*
COM 361 Introduction to Mass Communication (3)
COM 461 Public Relations (3)

General Electives (4 credits)	
General electives	4
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.B.A. in Marketing

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) BUS 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC ___/___L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	BBS 202 Jesus: The Focus of Scripture (3) BUS 203 Business Analytics (3) *BUS 211 Financial Accounting (3)++* *BUS 212 Managerial Accounting (3)++* BUS 225 Principles of Management (3) BUS 238 Business Communication (3) *[WE]* BUS 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections (6) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BUS 320 Principles of Microeconomics (3) BUS 321 Principles of Macroeconomics (3) BUS 336 Principles of Finance (3) Marketing Elective (3) Marketing Elective (3) Marketing Elective (3) BUS ____ Business electives [300/400 level] (6) General Elective (1) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	BBS ____ Biblical Studies elective (3) Marketing Elective (3) Marketing Elective (3) BUS 426 International Business (3) BUS 434 Business Law (3) BUS 436 Professional Ethics (3) *[WE]* BUS 465 Strategic Management & Planning (3) BUS 475 Organizational Leadership (3) BUS 497 Business Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

Bachelor of Science in Social Media Marketing
(online)

Program Coordinator: Todd Weaver, Ph.D.

Overview. The B.S. in Social Media Marketing program 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 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.

The Social Media Marketing Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Business communication and collaboration

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Human, financial, and physical resource management

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsebility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: 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 9: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Accounting, finance, and marketing principles and applications.

Objective 10: Graduates apply sound accounting and financial principles.

Objective 11: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 12: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, regulatory, and professional considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: 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 15: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Math and technology skills

Objective 16: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 17: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Social media in marketing

Objective 18: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Objective 19: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

Objective 20: Graduates understand the best marketing uses for different social media platforms and how they together integrate with other marketing programs.

Required Courses. The B.S. program in Social Media Marketing consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

MATH 120 College Algebra (3) (or higher)	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Social Media Marketing Major (54 credits)

BUSI 211 Financial Accounting	3
BUSI 212 Managerial Accounting	3
BUSI 214 Managing Information Systems	3
BUSI 230 Principles of Management	3

BUSI 238	Business Communication *[WE*]*	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 336	Principles of Finance	3
BUSI 347	Principles of Marketing	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	Professional Ethics *[WE]**	3
BUSI 434	Business Law	3
BUSI 465	Strategic Management & Planning	3
General Electives (20 credits)		
Elective Courses		20
TOTAL DEGREE CREDITS:		***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Minor

Minor Offered by the Marketing & Public Relations Department

(on-ground)

Program Coordinator: Todd Weaver, Ph.D.

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a Marketing Major will not also receive a Marketing Minor even though courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minor. The Marketing & Public Relations Department offers the following minor.

Marketing Minor (18 credits)
(for Business majors only)

Purpose. The Marketing Minor provides a foundation in marketing theories, processes, and strategies.

Student Learning Objectives. The Marketing Minor builds on Point University's mission, values, Core Curriculum (General Studies and Biblical Studies), and Business Major to accomplish the following student learning objectives:

Objective 1: Demonstrate basic competence in business management and planning.

Objective 2: Understand the marketing research process; namely, to collect, analyze, and evaluate information from and about customers.

Objective 3: Understand marketing strategy, including segmentation, targeting, and positioning.

Objective 4: Analyze the marketing environment and buyer behavior relative to a specific marketing opportunity and formulate the market offering that produces enhanced marketplace success.

Required Courses:
BUS 349 Marketing Metrics (3)
BUS 375 Digital Marketing (3)
BUS 380 Brand Management (3)
BUS 421 Consumer Behavior (3)
BUS 423 Professional Selling (3)
BUS 465 Strategic Management & Planning (3)

Certificate Program

Social Media Marketing Certificate
(online)

Program Coordinator: Todd Weaver, Ph.D.

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 HootSite Social Media Consultant. Graduates are prepared for entry-level positions in business organizations. They may also continue their studies to earn the Associate of Arts or Bachelor of Science degree in Social Media Marketing.

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

Program Purpose 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.

The certificate program builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Marketing principles and applications

Objective 1: Graduates apply sound marketing principles.

Objective 2: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Social media in marketing

Objective 3: Graduates understand how social media marketing integrates with and supports the overall marketing strategy of an organization.

Objective 4: Graduates demonstrate technical proficiency with current social media platforms and can execute marketing programs on these platforms.

Objective 5: 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 program consists of the following courses:

BUSI 347	Principles of Marketing	3
BUSI 271	Social Media Marketing: Foundations & Strategy	3
BUSI 272	Social Media Marketing: Twitter	3
BUSI 274	Social Media Marketing: LinkedIn	3
BUSI 275	Social Media Marketing: Facebook	3
BUSI 371	Social Media Marketing: Blogging & Content Marketing	3
BUSI 372	Social Media Marketing: Video & Mobile Marketing	3
BUSI 373	Social Media Marketing: Pinterest & Instagram Mobile	3
TOTAL CERTIFICATE CREDITS:		***24***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

COLLEGE OF EDUCATION

DEAN: SUSAN S. RYAN, Ed.D.

Personnel

College Dean

Susan S. Ryan, Ed.D. in Curriculum Studies—Professor of English and Education

Department Chairs

James C. Donovan, Ph.D. in Educational Leadership—Teacher Education Department Chair, Professor of Education

Lacey Ann Southerland, Ph.D. in Early Childhood Education—Child & Youth Development Department Chair, Professor of Education

Other Full-Time Faculty

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

Katura M. Lesane, Ph.D. in Leadership in Educational Administration—Associate Professor of Education

Administrative Faculty

Kimberly J. Edmondson (Coordinator of Disability Services), M.S. in Educational Leadership, Education Specialist in Educational Leadership—Adjunct Instructor in Education

Kathryn ("Kate") J. Nelson (Academic Advisor), Ph.D. in Adult Education—Adjunct Instructor in Education

Valarie Price Williams (Dean of Point Academic Support Services), M.S. in Instructional Technology, Secondary Professional Educator Certification—Instructor in Education

Lynn H. Wiseley (Director of Educational Research and Student Teacher Supervisor), M.Ed. in Early Childhood Education—Instructor in Education

NOTE: For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." Administrative faculty are full-time administrators or staff who hold academic credentials in a field related to Education. They influence academic programs but may or may not teach on a regular basis.

Point University
College of Education

Child & Youth Development Department

DEPARTMENT CHAIR: LACEY SOUTHERLAND, Ph.D.

Academic Programs

The Child & Youth Development Department oversees the following academic pro-grams. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF EDUCATION					
Child & Youth Development Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Child Development				X	
Bachelor's Degree Programs					
• BS Child Development				X	
• BS Child & Youth Development ➢ *Children's Ministry Specialization* ➢ *Early Childhood Specialization* ➢ *Special Education Specialization* ➢ *Youth Programs Administration Specialization*	X				

Associate's Degree Program

Associate of Arts in Child Development

(online)

Program Coordinator: Lacey Southerland, Ph.D.

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 week. 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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 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 2: Graduates demonstrate key understandings in the basic care and nurturing of infants, toddlers, preschoolers, and young children.

Objective 3: Graduates respond appropriately to the needs expressed by families with young children who have diverse ethnic and socio-economic backgrounds.

Objective 4: Graduates serve young children with developmentally-appropriate choices in nutrition, proper rest, movement, and other physical needs.

Objective 5: Graduates provide developmentally-appropriate contexts for young children's healthy social and emotional development.

Objective 6: 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	
Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science Course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 115 Quantitative Reasoning	3
Social & Behavioral Sciences	
HIST 250 United States History	3
PSYC 103 Introduction to Psychology	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
EDUC 102 Educational Foundations	3
HREL 202 The Family	3
EDUC 203 Child Development	3
EDUC 300 Educational Psychology *[WE*]*	3
EDUC 301 Principles & Methods of Teaching	3
General Elective Component (5 credits)	
Elective Courses	5
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Science in Child Development

(online)

Program Coordinator: Lacey Southerland, Ph.D.

Overview. The Child Development Major equips students to work with very young children (birth through age 8) 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.

Teacher Certification and Non-Certification. Please note the following important information. Direct questions to the B.S. in Child Development Program Coordinator, Dr. Lacey Southerland (Lacey. Southerland@Point.edu).

- The online B.S. in Child Development *does not* meet requirements for Georgia state teacher certification at the elementary level (PreK-5th grade). Students who desire such certification should enroll in Point's on-ground B.A. or B.S. program in Elementary Education. For more information about the Elementary Education program, contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).
- The online B.S. in Child Development *does* meet 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.decal.ga.gov).
- The online B.S. in Child Development *does* satisfy course requirements for an Early Education (birth through PreK) teacher certificate from the Association of Chris-tian Schools International (www.acsi.org). Upon graduation, students may choose to apply for this certificate from ACSI.

Modality. Point University offers the B.S. in Child Development in *Point Connect* format, which features a live 2-hour videoconference each week. 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 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.

The Child Development Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

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

Objective 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 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 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 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.

Required Courses. The B.S. in Child Development program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI 105 Introduction to Biology with Lab	4

Mathematics

MATH 115 Quantitative Reasoning	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Child Development Major (45 credits)

EDUC 102 Educational Foundations	3
HREL 202 The Family	3
EDUC 203 Child Development	3
EDUC 300 Educational Psychology *[WE]**	3
EDUC 301 Principles & Methods of Teaching	3

COMM 305	Media Effects on Children & Adolescents	3
EDUC 310	Preschool Methods & Materials	3
ECHL 314	Creative Arts for Early Childhood	3
EDUC 401	The Exceptional Child	3
EDUC 407	Classroom Management	3
ESLA 442	Culture & Education *[WE*]*	3
EDUC 490	Child Development Practicum I	6
EDUC 491	Child Development Practicum II	6
TOTAL CREDITS IN MAJOR:		***45***

**Writing Emphasis courses*

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 must apply in advance to give the supervising professor time to make arrangements for the practicum experience, which begins in January. The deadline for applying is December 1.

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor of Science in Child & Youth Development

(on-ground)

Program Coordinator: Lacey Southerland, Ph.D.

Overview. The B.S. in Child & Youth Development program prepares servant leaders of children and youth who demonstrate the knowledge and skills necessary to effectively lead a variety of young learners in a diversity of settings. It is designed to prepare students to enter child and youth care settings, including day care centers, community-based programs such as the YMCA and Boys & Girls Club, youth corrections programs, children's ministry, and nonprofit early childhood programs such as church preschools. Students take foundational coursework in human development, education, and sociocultural contexts. Students select an area of specialization—Children's Ministry, Early Childhood (non-licensure), Special Education (non-licensure), or Youth Programs Administration—and complete a 12-credit internship in the area of specialization.

Modality. Point University offers the B.S. in Child & Youth Development in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Child & Youth Development program is to prepare servant leaders of children and youth who demonstrate the knowledge and skills necessary to effectively lead a variety of young learners in a diversity of settings.

The Child & Youth Development Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate an understanding of the theories that underlie the study of child and adolescent growth and development.

Objective 2: Explain the developmental changes which take place from conception through puberty, examined through various developmental perspectives.

Objective 3: Demonstrate an understanding of the linkages between physical, cognitive, emotional, and social development.

Objective 4: Demonstrate an understanding of how the environment (cultural, community, family, physical, etc.) affects and interacts with an individual's growth and development.

Objective 5: Utilize the knowledge, skills, attitudes, Christian behaviors, and positive interpersonal relationships associated with a selected specialization within the field of Child and Youth Development (Children's Ministry, Early Childhood, Special Education, or Youth Programs Administration).

For information on additional procedures and guidelines for this major, contact the Program Coordinator, Dr. Lacey Southerland (Lacey. Southerland@Point.edu).

Required Courses. The B.S. in Child & Youth Development program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

ENG ____ English Course (3)
HUM ____ Humanities Course (3)
MUS 102 Music Appreciation (3)
MUS 105 Survey of Popular Music (3)

PHL ___ Philosophy Course (3)

Natural Sciences
NSC ___ and ___L Natural Science course with Lab 4

Mathematics
MTH 115 Quantitative Reasoning (or higher) 3

Social & Behavioral Sciences
HIS ___ History elective 3
PSY 103 Introduction to Psychology 3
SOC 103 Introduction to Sociology 3

Biblical Studies Minor (15 credits)
BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Child & Youth Development Major Core Courses (25 credits)
CHS 202 The Family 3
CHS 211 Introduction to Counseling 3
COM 305 Media Effects on Children & Adolescents 3
EDU 102 Educational Foundations 3
EDU 204 Developmental Psychology 3
EDU 300 Educational Psychology *[WE]** 3
EDU 301 Principles & Methods of Teaching 3
PHE 201 First Aid & CPR 1
PSY 305 Adolescent Psychology 3

Choose one of the following three Child & Youth Development specializations with general electives (51 credits) *48*

Children's Ministry Specialization and General Electives

Children's Ministry Specialization (36 credits)
CHS 420 Counseling Children I (3)
EDU 405 Integration of Technology (3)
EDU 407 Classroom Management (3)
EDU 497 Child & Youth Internship (12)
ELE 314 Creative Arts for Early Childhood (3)
ESL 442 Culture & Education (3) *[WE]**
MIN 202 Educational Ministries (3)
MIN 400 Administration & Leadership in Ministry (3)
MIN/EDU ___ Ministry and/or Education elective (3)

General Electives (12 credits)

Early Childhood [non-licensure] Specialization and General Electives

Early Childhood [non-licensure] Specialization (36 credits)
ELE 300 Children's Literature (3)
ELE 314 Creative Arts for Early Childhood (3)
EDU 401 The Exceptional Child (3)
EDU 405 Integration of Technology (3)
EDU 407 Classroom Management (3)
EDU 497 Child & Youth Internship (12)
ESL 442 Culture & Education (3) *[WE]**
EDU/ELE ____ Education and/or Elementary Education electives (6)
General Electives (12 credits)

Special Education [non-licensure] Specialization and General Electives

Special Education [non-licensure] Specialization (36 credits)
EDU 401 The Exceptional Child (3)
EDU 405 Integration of Technology (3)
EDU 407 Classroom Management (3)
EDU 497 Child & Youth Internship (12)
SPE 210 Contemporary Issues in Special Education (3)
SPE 220 Characteristics of Mild Disabilities (3)
SPE 301 Methods of Instruction for Mild Disabilities (3)
SPE 340 Characteristics & Methods of Instruction/Mild Autism (3)
SPE 350 Inclusion of Students with Mild Disabilities PreK-5 (3)
General Electives (12 credits)

Youth Programs Administration Specialization and General Electives

Youth Programs Administration Specialization (33 credits)
BUS 225 Principles of Management (3)
BUS 238 Business Communication (3) *[WE]**
EDU 497 Child & Youth Internship (12)
EDU/SPM ____ Education and/or Sports Management electives (9)
PSY 421 Sports Psychology (3)
YTH 360 Recreational Leadership (3)
General Electives (15 credits)

TOTAL DEGREE CREDITS: ***120***

**Writing Emphasis course*

Mandatory Background Check. Students majoring in Child & Youth Development will be subject to a background check before entering schools for laboratory experiences.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Child & Youth Development with Children's Ministry Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS ____ History core elective (3)
MTH 115 Quantitative Reasoning [or higher] (3)
NSC ____/____L Natural Science course w/Lab (4)
PSY 103 Introduction to Psychology (3)
SOC 103 Introduction to Sociology (3)
General elective (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
CHS 202 The Family (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
HFA core electives (6)
MIN 201 Educational Ministries (3)
PHE 201 First Aid & CPR (1)
General electives (6)
TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)
BBS ____ Biblical Studies elective (3)
CHS 211 Introduction to Counseling (3)
COM 305 Media Effects/Children/Adolescents (3)
EDU 301 Principles & Methods of Teaching (3)
EDU 405 Integration of Technology (3)
ESL 442 Culture & Education (3) *[WE]*
MIN 400 Admin & Leadership in Ministry (3)
PSY 305 Adolescent Psychology (3)
General elective (3)
TOTAL CREDITS: 30

FOURTH YEAR

CHS 420 Counseling Children I (3)
ECI 314 Creative Arts for Children (3)
EDU 407 Classroom Management (3)
EDU 497 Child & Youth Internship (12)
EDU/MIN ____ Education or Ministry elective (3)
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 27

+Take these courses in consecutive terms

Recommended Course Sequence for B.S. in Child & Youth Development with Early Childhood [non-licensure] Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS ____ History core elective (3)
MTH 115 Quantitative Reasoning [or higher] (3)
NSC ____/____L Natural Science course w/Lab (4)
PSY 103 Introduction to Psychology (3)
SOC 103 Introduction to Sociology (3)
General elective (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
CHS 202 The Family (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
HFA core electives (6)
PHE 201 First Aid & CPR (1)
General electives (9)
TOTAL CREDITS: 31

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CHS 211 Introduction to Counseling (3) COM 305 Media Effects/Children/Adolescents (3) ELE 300 Children's Literature (3) EDU 301 Principles & Methods of Teaching (3) EDU 405 Integration of Technology (3) EDU/ELE ____ Ed or Elementary Ed elective 1 (3) ESL 442 Culture & Education (3) *[WE]* PSY 305 Adolescent Psychology (3) *TOTAL CREDITS: 30*	ELE 314 Creative Arts for Early Childhood (3) EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) EDU 497 Child & Youth Internship (12) EDU/ELE ____ Ed or Elementary Ed elective 2 (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 27* *+Take these courses in consecutive terms*

Recommended Course Sequence for
B.S. in Child & Youth Development
with Special Education [non-licensure] Specialization

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History core elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General elective (3) *TOTAL CREDITS: 32*	BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* PHE 201 First Aid & CPR (1) SPE 210 Contemporary Issues in Special Ed. (3) SPE 220 Characteristics of Mild Disabilities (3) SPE 301 Methods Instruction/Mild Disabilities (3) HFA Core Electives (6) *TOTAL CREDITS: 31*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CHS 211 Introduction to Counseling (3) COM 305 Media Effects/Children/Adolescents (3) EDU 301 Principles & Methods of Teaching (3) EDU 405 Integration of Technology (3) PSY 305 Adolescent Psychology (3) SPE 340 Characteristics & Methods/Mild Autism (3) General Electives (6) *TOTAL CREDITS: 30*	EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) EDU 497 Child & Youth Internship (12) SPE 350 Inclusion/Mild Disabilities PreK-5 (3) THE 405 Christ, Culture & Career (3) *[WE]* General Elective (3) *TOTAL CREDITS: 27* *+Take these courses in consecutive terms*

Recommended Course Sequence for
B.S. in Child & Youth Development
with Youth Programs Administration Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HFA core elective 1 (6)
HIS ____ History core elective (3)
MTH 115 Quantitative Reasoning [or higher] (3)
NSC ____/____L Natural Science course w/Lab (4)
PSY 103 Introduction to Psychology (3)
SOC 103 Introduction to Sociology (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
BUS 225 Principles of Management (3)
BUS 238 Business Communication (3) *[WE]*
CHS 202 The Family (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
HFA core elective 2 (3)
PHE 201 First Aid & CPR (1)
General electives (6)
TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)
BBS ____ Biblical Studies elective (3)
CHS 211 Introduction to Counseling (3)
COM 305 Media Effects/Children/Adolescents (3)
EDU/SPM ____ Educ or Sports Mgmt elective (3)
PSY 305 Adolescent Psychology (3)
PSY 421 Sports Psychology (3)
YTH 360 Recreational Leadership (3)
General elective (6)
TOTAL CREDITS: 30

FOURTH YEAR

EDU 497 Child & Youth Internship (12)
EDU 301 Principles & Methods of Teaching (3)
EDU/SPM ____ Educ or Sports Mgmt electives (6)
THE 405 Christ, Culture & Career (3) *[WE]*
General elective (3)
TOTAL CREDITS: 27

+Take these courses in consecutive terms

Point University
College of Education

Teacher Education Department

DEPARTMENT CHAIR: JAMES DONOVAN, Ph.D.

Academic Programs

The Teacher Education Department oversees the following teacher licensure programs approved by the Georgia Professional Standards Commission (GaPSC). Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF EDUCATION					
Teacher Education Dept [GaPSC]	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Teacher Education Program (TEP)					
• Teacher Education Program *(embedded in bachelor's programs shown below)*	X				
• BA Elementary Education	X				
• BS Elementary Education	X				
• BS Middle Grades Education	X				
• BS Secondary Education ➢ *Biology Concentration* ➢ *English Concentration* ➢ *History Concentration*	X				
• BS Special Education General Curriculum	X				

Point University Teacher Education Program (TEP)

Elementary Education (ELE)
Middle Grades Education (MGE)
Secondary Education (SED)
Special Education General Curriculum (SPE)

Program Coordinator: James Donovan, Ph.D.

Background. The Teacher Education Department of Point University's College of Education offers teacher preparation programs leading to Georgia state 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. At the pre-kindergarten through grade 12 level (PreK-12), GaPSC bases its standards on the national Model Core Teaching Standards for PreK-12 teachers, which were published and revised in 2011 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.

Teacher Education Program (TEP). To prepare students to meet GaPSC requirements, the Teacher 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 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 the following five degree programs, which aim toward the Induction Certificate:

- B.A. in Elementary Education (PreK-5th grade)
- B.S. in Elementary Education (PreK-5th grade)
- B.S. in Middle Grades Education (4th -8th grades)
- B.S. in Secondary Education with Biology, English, or History Concentration (6th–12th grades)
- B.S. in Special Education General Curriculum (PreK-12th grade)

  NOTE: The Special Education degree includes a Content Concentration in Reading. The Elementary, Middle Grades, and Secondary Education programs include the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL).

For more information, contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@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.

TEP Conceptual Framework. As noted above, the Point Education faculty has aligned its teacher education program with InTASC standards, as applicable. These standards articulate the common principles and foundations of teaching practices that cut across all subject areas and grade levels, and that are necessary to improve student achievement. The standards outline what teachers should know and be able to do to ensure that every PreK-12 student reaches the goal of being ready to enter college or the workforce in today's world. The ten InTASC standards serve as the conceptual framework for Point's teacher education program:

Standard #1 – Learner Development
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 – Learning Differences
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 – Learning Environments
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 – Content Knowledge
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 – Application of Content
The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 – Assessment
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 – Planning for Instruction
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 – Instructional Strategies
The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9 – Professional Learning and Ethical Practice
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 – Leadership and Collaboration
The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEP Course Modalities. Point University offers Teacher Education Program (TEP) courses in on-ground format at its main campus in West Point, Georgia. Students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Degree-seeking teacher education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

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).

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. There are three primary types of TEP courses, as outlined below:

TEP Prerequisite (Pre-Admittance) Courses. Students pursuing a teacher certification program, such as the B.S. in Elementary Education, must pass the certain prerequisite 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. For a complete list of prerequisite or pre-admittance courses by degree program, see below under "TEP Admission, Continuation, and GaPSC Certification Process."

TEP Professional Courses. Students accepted into the Teacher Education Program complete a series of TEP professional courses customized according to their degree program and desired area of certification. For a complete list of required professional courses, see the program descriptions for each degree that appear later in this catalog.

TEP Field Education Courses. The Teacher Education Program also includes experiential learning in the form of Lab Experiences and a Teaching Practicum (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 PreK-12 students." To meet this need, the Teacher Education Department has designed and sequenced its TEP field experiences 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 PreK-12 degree programs acquire field experiences at the elementary (P-2 and 3-5), middle grades (4-8), and/or secondary (6-12) grade levels, depending on their desired certification. The Teacher Education Department has therefore designed Lab Experiences at each level that immerse participants in public school classroom settings 18 hours per week for 4 weeks. They then engage in a full-time supervised Teaching Practicum (student teaching) during spring term of their senior year. Together, the field experiences and student teaching help participants gain professional experience while systematically increasing their level of engagement in the classroom. For a complete list of required field experiences, see the program descriptions for each degree, which appear later in this catalog.

TEP Admission, Continuation, and GaPSC 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 pertinent to their desired area of certification (Georgia Assessments for Certification of Educators, www.gace.ets.org). Point University's Teacher Education program (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 GaPSC. Earning a bachelor's degree with a GaPSC Induction Certificate (IC) is a four-step process:

STEP 1: Teacher Education Program Admission. To enter the Teacher Education Program (TEP), students must submit a *Teacher Education Application Form* to Point's Teacher Education Department through its Chair, Dr. James Donovan (Jim.Donovan@point.edu). The application must demonstrate that students have met the following TEP entrance requirements for Elementary Education (ELE), Middle Grades Education (MGE), Secondary Education (SED), or Special Education (SPE). Students must receive formal written notice of admission to the program prior to enrolling in Block 1 TEP courses.

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). Students must present passing scores to the department by August 1 between their sophomore and junior years. For more information, visit the Program Admission Testing Requirement page on the GaPSC website (https://www.gapsc.com/Educator Preparation/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 degree requirements with a minimum cumulative grade point average (GPA) of 2.80 on a 4-point scale. These credits must include the following courses designated for the student's chosen program, or their equivalent, with a minimum grade of "C" for each course.

Transfer students must have completed the equivalent courses or received permission from the department for an alternative schedule.

Teacher Education Program Pre-Admittance Courses	BA/BS Elementary Education	BS Middle Grades Education	BS Secondary Education	BS Special Education
ENG 101 Critical Reading & Writing I	X	X	X	X
ENG 102 Critical Reading & Writing II	X	X	X	X
COM 205 Public Speaking	X	X	X	X
MTH ____ Mathematics course *(MTH 115 Quantitative Reasoning or higher)*	X	X	X	X
NSC 103 and 103L Biology I and Lab	X	X		
NSC ____ Approved Science course	X	X		
NSC ____ and ____L Science course and Lab			X	X
SOC/HIS 214 Geography	X	X	X	X
EDU 102 Educational Foundations	X	X	X	X
EDU 204 Developmental Psychology	X	X	X	X
EDU 300 Educational Psychology	X	X	X	X
ECI 232 Math and Science for Teachers	X			
SPE 201 Survey of Special Education				X
SPE 210 Contemp. Issues/Collab. Special Ed.				X
SPE 220 Characteristics of Mild Disabilities				X

Applicants must have discussed program requirements with the Teacher Education Department Chair through a formal face-to-face meeting.

3. Applicants must have completed the GAPSC Pre-Certification Application provided at the program orientation by the Point placement officer, Lynn Wiseley (Lynn.Wiseley@point.edu).
4. Applicants must also undergo a secure background check, which is part of the GaPSC Pre-Certification Application process completed by the state of Georgia. Students are required to have a secure background check completed prior to working with students in any laboratory experiences during freshman and sophomore years, which is separate from the GaPSC Pre-Certification process.
5. Applicants must hold active student membership in the Georgia Association of Educators (GAE, https://gae.org) or the Professional Association of Georgia Educators (PAGE, https://www.pageinc.org), which offer liability insurance. Students must submit proof of membership prior to starting EDU 204 Developmental Psychology, which is the first course with a Lab Experience.

STEP 2: 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 no more than twice.
2. Complete all Lab Experiences with a minimum grade of "C."
3. Exhibit responsible professional and ethical behavior at all times.
4. Maintain active student membership in the Georgia Association of Educators (GAE, https://gae.org) or the Professional Association of Georgia Educators (PAGE, https://www.pageinc.org), which offer liability insurance.

STEP 3: Admission to the Teaching Practicum (Student Teaching). The Teacher Education Department will grant TEP students permission to begin their Teaching Practicum (ELE 497, MGI 497, SED 497, or SPE 497, also known as "student teaching") only if they meet the following requirements:

1. Complete all degree program requirements other than the Teaching Practicum 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 Point Student Teacher Supervisor, Lynn Wiseley (Lynn.Wiseley@point.edu), during the term prior to beginning the experience (typically by November 1 for a fall term start).
4. Complete the "Beginning School Experience" during fall term of the senior year. This laboratory experience includes attending pre-planning and the first 5 days of school with students, with one supervising Georgia certified teacher in the applicable certification field.
5. *Before beginning the Teaching Practicum*, students must earn a passing score on at least one of two parts of the *GACE Content Exam(s)* focusing on their chosen major (Elementary Education, Middle Grades Education, Secondary Education, or Special Education). For more information, visit the GACE website (www.gace.ets.org).

   NOTE: If students pass only one part of the GACE, they will receive a grade of "I" (Incomplete) for the Teaching Practicum. Faculty will not convert the "I" to a permanent grade until students pass the remaining part of the GACE. Students may not graduate until the faculty awards a grade for the Teaching Practicum. The student has one year from the conclusion of the Teaching Practicum to pass the second part of the GACE. Any students who choose to pursue and complete an alternative degree will forfeit the opportunity to receive a teacher education degree and will not be recommended for GaPSC certification.

   NOTE: Students may not enroll in any other course, including an online course, while engaged in student teaching.

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

1. Meet all GACE requirements.
2. *Prior to program completion*, students must pass the *GACE Educator Ethics Assessment* (http://gace.ets.org/ethics/about). A passing score on this assessment is required for Point Teacher Certification Program (TEP) completion.
3. Complete an exit interview with members of the Teacher Education Department faculty. If students meet all criteria, the department will recommend them to the GaPSC for state certification.
4. When all requirements are complete, GaPSC awards a Certificate of Eligibility allowing the applicant to work in Georgia schools.
5. Upon recommendation from the completer's employer, the GaPSC awards a Georgia teaching certificate at the Induction level or higher.

For information on additional procedures and guidelines for the Teacher Education Program, see an academic advisor in the department and the *Teacher Education Handbook* located on the Teacher Education Program Candidates' website (https://sites.google.com/site/tepcandidates)

Bachelor's Degree Programs

Bachelor of Arts in Elementary Education

(on-ground)

Program Coordinator: James Donovan, Ph.D.

Overview. The B.A. in Elementary Education (ELE) program develops and trains early childhood educators equipped to teach at the pre-kindergarten through 5th grade levels (PreK-5), who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences and one term of student teaching experience in a local public elementary school. The Bachelor of Arts (B.A.) version of the Elementary Education program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Dr. James Donovan (Jim.Donovan@Point.edu).

Georgia Teacher Certification. The B.A. in Elementary Education (ELE) program includes the courses and field experiences necessary for the successful student to teach children in Georgia PreK-5th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The ELE program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in

this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.A. in Elementary Education in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Elementary Education program is to develop and train early childhood educators equipped to teach at the PreK-5 level who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Elementary Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of PreK-5 general content and pedagogy.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate constructivist instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective mentor teacher with all students.

Objective 8: Utilize a modern foreign language, biblical Greek, or a combination of biblical Greek and biblical Hebrew.

Required Courses. The B.A. in Elementary Education program consists of the following courses:

General Education Core (38 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3

ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3
Humanities & Fine Arts	
ENG 207 World Literature	3
HUM 101 Introduction to Humanities	3
Natural Sciences	
NSC 103 and 103 Biology I with Lab	4
NSC ___ Approved Natural Science elective	3
Mathematics	
MTH 113 Intermediate Algebra	3
MTH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIS 250 United States History I	3
PSY 103 Introduction to Psychology	3
SOC/HIS 214 Geography	3

Foreign Language (14 credits)

Select one Foreign Language sequence: 14

GRK 301, 302, 401, 402 Greek I-IV (14)
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Elementary Education Major (71 credits)

Education Foundations

EDU 102 Educational Foundations	3
EDU 204 Developmental Psychology	3
EDU 300 Educational Psychology *[WE]**	3

Teacher Education Program (TEP)—Block I

ELE 300 Children's Literature	3
ELE 302 Reading Skills	3
ELE 303 Health & Physical Education for Early Childhood	2
ELE 310 Language Arts for Early Childhood	3
ELE 391 Block 1 Lab Experience	1
ESL 442 Culture & Education *[WE]**	3

Teacher Education Program (TEP)—Block 2

EDU 405 Integration of Technology	3
EDU 433 Differentiated Instruction	2
ELE 301 Social Studies for Early Childhood	3
ELE 305 Mathematics for Early Childhood	3

ELE 392 Block 2 Lab Experience	1
ELE 401 Science for Early Childhood	3
ESL 240 Linguistic Theory	3
Teacher Education Program (TEP)—Block 3	
EDU 350 Curriculum & Assessment	2
EDU 401 The Exceptional Child	3
EDU 407 Classroom Management	3
EDU 410 Reading Diagnosis & Remediation	2
ELE 314 Creative Arts for Early Childhood	3
ELE 493 Block 3 Lab Experience	1
ESL 441 Methods for English to Speakers of Other Languages (ESOL)	3
Teacher Education Program (TEP)—Block 4	
ELE 497 Teaching Practicum	12
TOTAL DEGREE CREDITS:	***138***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Elementary Education	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HIS 250 United States History I (3) HUM 101 Introduction to Humanities (3) MTH 113 Intermediate Algebra (3) NSC 103/103L Biology I w/Lab (4) PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 37*	BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* ENG 207 World Literature (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* MTH 115 Quantitative Reasoning [or higher] (3) NSC ____ Approved Science elective (3) SOC/HIS 214 Geography (3) *TOTAL CREDITS: 36*

THIRD YEAR	FOURTH YEAR
Fall Term (TEP Block I) ELE 300 Children's Literature (3) ELE 302 Reading Skills (3) ELE 303 Health & Physical Education for EC (2) ELE 310 Language Arts for Early Childhood (3) ELE 391 Block I Lab Experience (1)** ESL 442 Culture & Education (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 18* **Spring Term (TEP Block II)** EDU 405 Integration of Technology (3) EDU 433 Differentiated Instruction (2) ELE 301 Social Studies for Early Childhood (3) ELE 305 Mathematics for Early Childhood (3) ELE 492 Block 2 Lab Experience (1) ** ELE 401 Science for Early Childhood (3) ESL 240 Linguistic Theory (3) *TOTAL CREDITS: 18*	**Fall Term (TEP Block III)** EDU 350 Curriculum & Assessment (2) EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) EDU 410 Reading Diagnosis & Remediation (2) ELE 314 Creative Arts for Early Childhood (3) ELE 493 Block 3 Lab Experience (1) ESL 441 Methods for ESOL (3) *TOTAL CREDITS: 17* **Spring Term (Student Teaching)** ELE 497 Teaching Practicum (12)** *TOTAL CREDITS: 12* *+Take these courses in consecutive terms*

Bachelor of Science in Elementary Education
(on-ground)

Program Coordinator: James Donovan, Ph.D.

Overview. The B.S. in Elementary Education (ELE) program develops and trains early childhood educators equipped to teach pre-kindergarten through 5th grade levels (PreK-5), who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences and one term of student-teaching experience in a local public elementary school. The Bachelor of Arts (B.A.) version of the Elementary Education program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Dr. James Donovan (Jim.Donovan@Point.edu).

Georgia Teacher Certification. The B.S. in Elementary Education (ELE) program includes the courses and field experiences necessary for the successful student to teach children in Georgia PreK-5th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The ELE program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the descriptt-ion of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.S. in Elementary Education in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Elementary Education program is to develop and train early childhood educators equipped to teach pre-kindergarten through 5th grade levels (PreK-5) who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Elementary Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of PreK-5 general content and pedagogy.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate constructivist instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective mentor teacher with all students.

For information on additional procedures and guidelines for this major, contact the Program Coordinator, Dr. James Donovan (Jim.Donovan@Point.edu).

Required Courses. The B.S. in Elementary Education program consists of the following courses:

General Education Core (38 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts
ENG 207 World Literature 3
HUM 101 Introduction to Humanities 3

Natural Sciences
NSC 103 and 103 Biology I with Lab 4
NSC ___ Approved Natural Science elective 3

Mathematics
MTH 113 Intermediate Algebra 3
MTH 115 Quantitative Reasoning (or higher) 3

Social & Behavioral Sciences
HIS 250 United States History I 3
PSY 103 Introduction to Psychology 3
SOC/HIS 214 Geography 3

Biblical Studies Minor (15 credits)
BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Elementary Education Major (71 credits)

Education Foundations
EDU 102 Educational Foundations 3
EDU 204 Developmental Psychology 3
EDU 300 Educational Psychology *[WE]** 3

Teacher Education Program (TEP)—Block I
ELE 300 Children's Literature 3
ELE 302 Reading Skills 3
ELE 303 Health & Physical Education for Early Childhood 2
ELE 310 Language Arts for Early Childhood 3
ELE 391 Block 1 Lab Experience 1
ESL 442 Culture & Education *[WE]** 3

Teacher Education Program (TEP)—Block 2
EDU 405 Integration of Technology 3
EDU 433 Differentiated Instruction 2
ELE 301 Social Studies for Early Childhood 3
ELE 305 Mathematics for Early Childhood 3
ELE 392 Block 2 Lab Experience 1
ELE 401 Science for Early Childhood 3
ESL 240 Linguistic Theory 3

Teacher Education Program (TEP)—Block 3
EDU 350 Curriculum & Assessment 2
EDU 401 The Exceptional Child 3
EDU 407 Classroom Management 3
EDU 410 Reading Diagnosis & Remediation 2

ELE 314 Creative Arts for Early Childhood	3
ELE 493 Block 3 Lab Experience	1
ESL 441 Methods for English to Speakers of Other Languages (ESOL)	3
Teacher Education Program (TEP)—Block 4	
ELE 497 Teaching Practicum	12
TOTAL DEGREE CREDITS:	***124***

**Writing Emphasis course*

Mandatory Background Check. Students majoring in Elementary Education will be subject to a background check before entering schools for laboratory experiences.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Elementary Education

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS 250 United States History I (3)
HUM 101 Introduction to Humanities (3)
MTH 113 Intermediate Algebra (3)
NSC 103/103L Biology I w/Lab (4)
PSY 103 Introduction to Psychology (3)
TOTAL CREDITS: 29

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
BBS 304 Scripture: Reading & Interpretation (3)
BBS ____ Biblical Studies elective (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
ENG 207 World Literature (3)
MTH 115 Quantitative Reasoning [or higher] (3)
NSC ____ Approved Science elective (3)
SOC/HIS 214 Geography (3)
TOTAL CREDITS: 30

THIRD YEAR

Fall Term (TEP Block I)
ELE 300 Children's Literature (3)
ELE 302 Reading Skills (3)
ELE 303 Health & Physical Education for EC (2)
ELE 310 Language Arts for Early Childhood (3)
ELE 391 Block I Lab Experience (1)**
ESL 442 Culture & Education (3) *[WE]*
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 18

Spring Term (TEP Block II)
EDU 405 Integration of Technology (3)
EDU 433 Differentiated Instruction (2)
ELE 301 Social Studies for Early Childhood (3)
ELE 305 Mathematics for Early Childhood (3)
ELE 492 Block 2 Lab Experience (1)**
ELE 401 Science for Early Childhood (3)
ESL 240 Linguistic Theory (3)
TOTAL CREDITS: 18

FOURTH YEAR

Fall Term (TEP Block III)
EDU 350 Curriculum & Assessment (2)
EDU 401 The Exceptional Child (3)
EDU 407 Classroom Management (3)
EDU 410 Reading Diagnosis & Remediation (2)
ELE 314 Creative Arts for Early Childhood (3)
ELE 493 Block 3 Lab Experience (1)**
ESL 441 Methods for ESOL (3)
TOTAL CREDITS: 17

Spring Term (Student Teaching)
ELE 497 Teaching Practicum (12)**
TOTAL CREDITS: 12

+Take these courses in consecutive terms

Bachelor of Science in Middle Grades Education
(on-ground)

Program Coordinator: Edward W. Clark, Jr., M.Ed.

Overview. The B.S. in Middle Grades Education (MGE) program develops and trains middle grades educators equipped to teach 4th through 8th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences. Students choose two of the following four areas as a primary concentration and secondary concentration: Language Arts, Math, Science, and Social Studies. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Associate Professor Edward W. Clark (Eddie.Clark@Point.edu).

Georgia Teacher Certification. The B.S. in Middle Grades Education (MGE) program includes the courses and field experiences necessary for the successful student to teach children in Georgia 4th through 8th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The MGE program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.S. in Middle Grades Education in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Middle Grades Education program is to develop and train educators equipped to teach 4th through 8th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Middle Grades Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of general content and pedagogy for grades 4-8, as well as selected specializations in Language Arts, Math, Science, or Social Studies.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate classroom instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

Required Courses. The B.S. in Middle Grades Education program consists of the following courses:

General Education Core (35 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

ENG 207 World Literature	3
HUM 101 Introduction to Humanities	3

Natural Sciences

NSC 103 and 103 Biology I with Lab	4
NSC ___ Approved Natural Science elective	3

Mathematics 3

Select one of the following Mathematics core courses based on one's selected areas of concentration. Students whose programs include either a Math or Science Concentration must select MTH 120 or higher. Students whose programs include only the Language Arts and Social Studies Concentrations may select MTH 115 or higher.

MTH 115 Quantitative Reasoning (3) (or higher)
MTH 120 College Algebra (3) (or higher)

Social & Behavioral Sciences

HIS 250 United States History I	3
PSY 103 Introduction to Psychology	3
SOC/HIS 214 Geography	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3

BBS 304 Scripture: Reading & Interpretation 3
BBS ____ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Middle Grades Education Major (76 credits)**

Education Foundations
EDU 102 Educational Foundations 3
EDU 204 Developmental Psychology 3
EDU 300 Educational Psychology *[WE]** 3

Teacher Education Program (TEP)—Block I
ESL 442 Culture & Education *[WE]** 3
MGI 300 Adolescent Literature 3
MGI 302 Reading Skills 3
MGI 391 Block 1 Lab Experience 1

Students pursuing the Mathematics Concentration must complete:
MGI 305 Math for Middle Grades** 3

Students pursuing the Language Arts Concentration must complete:
MGI 330 Language Arts for Middle Grades** 3

Teacher Education Program (TEP)—Block 2
EDU 405 Integration of Technology 3
EDU 433 Differentiated Instruction 2
ELE 240 Linguistic Theory 3
MGI 392 Block 2 Lab Experience 1

Students pursuing the Social Studies Concentration must complete:
MGI 321 Social Studies for Middle Grades** 3

Students pursuing the Science Concentration must complete:
MGI 421 Science for Middle Grades** 3

Teacher Education Program (TEP)—Block 3
EDU 350 Curriculum & Assessment 2
EDU 401 The Exceptional Child 3
EDU 407 Classroom Management 3
ESL 441 Methods for English to Speakers of Other Languages (ESOL) 3
MGI 392 Block 3 Lab Experience 1

Teacher Education Program (TEP)—Block 4
MGI 497 Teaching Practicum 12

Primary Concentration *(15)* 12
Choose one of the four MGE concentrations shown below as a "primary concentration." Complete all 15-16 credits included in that concentration. One course in the concentration may also be used to fulfil General Education Core requirements. Thus, the primary concentration adds only 12 credits to the degree program.

Secondary Concentration *(9)* 6
Choose another of the four MGE concentrations as a "secondary concentration." Select 9 credits of coursework included in that concentration. One course in the concentration may also be used to fulfil General

Education Core requirements. Thus, the secondary concentration adds only 6 credits to the degree program.

MGE CONCENTRATION COURSES

Language Arts Concentration

ENG 207 World Literature (3) *(included in Gen Ed Core)*
ENG ___ English electives (6-12)

The teacher education faculty recommends that MGE students include the following electives in their concentration:
ENG 332 History & Literature of Women in America (3)
ENG 490 Studies in English/Literature (3)

Mathematics Concentration

MTH 113 Intermediate Algebra (3)
MTH 115 Quantitative Reasoning (3)
MTH 120 College Algebra (3) *(included in Gen Ed Core)*
MTH 191 Pre-Calculus (3)
MTH 210 Calculus I (4)

Science Concentration

NSC 103 and 103 Biology I with Lab (4) *(included in Gen Ed Core)*
NSC ___ Science electives (5-11)

The teacher education faculty recommends that MGE students include the following electives in their concentration:
NSC 104 Biology II (3)
NSC 106 & 106L Environmental Science with Lab (4)
NSC 110 Physical Science (3)
Either NSC 1104L Biology II Lab (1)
or NSC 110L Physical Science Lab (1)

Social Studies Concentration

HIS 250 United States History I (3) *(included in Gen Ed Core)*
HIS ___ History electives (6-12)

The teacher education faculty recommends that MGE students include the following electives in their concentration:
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS 251 United States History II (3)

TOTAL DEGREE CREDITS: *(or 122 credits with Science Concentration)* ***126*****

**Writing Emphasis course*

*** NOTE: MGE students complete two of the following TEP Block courses based on their choice of concentrations: MGI 305 Math for Middle Grades (3), MGI 321 Social Studies for Middle Grades (3), MGI 330 Language Arts for Middle Grades (3), and MGI 421 Science for Middle Grades (3). Accordingly, only 6 of the 12 credits are included in the 126 credits required for the degree.*

Mandatory Background Check. Students majoring in Middle Grades Education will be subject to a background check before entering schools for laboratory experiences.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Middle Grades Education

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HUM 101 Introduction to Humanities (3)
MTH ____ Mathematics core selection (3)
NSC 103/103L Biology I w/Lab (4)
NSC ____ Approved Natural Science elective (3)
PSY 103 Introduction to Psychology (3)
Concentration elective (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
ENG 207 World Literature (3)
HIS 250 United States History I (3)
SOC/HIS 214 Geography (3)
Concentration electives (9)
TOTAL CREDITS: 30

THIRD YEAR

Fall Term (TEP Block I)
ESL 442 Culture & Education (3) *[WE]*
MGI 300 Adolescent Literature (3)
MGI 302 Reading Skills (3)
MGI 305 Math for MG or conc. course (3)
MGI 330 Language Arts/MG or conc. course (3)
MGI 391 Block 1 Lab Experience (1)** #
TOTAL CREDITS: 16

Spring Term (TEP Block II)
BBS 304 Scripture: Reading & Interpretation (3)
EDU 405 Integration of Technology (3)
EDU 433 Differentiated Instruction (2)
ESL 240 Linguistic Theory (3)
MGI 321 Social Studies/MG or conc. course (3)
MGI 392 Block 2 Lab Experience (1)** #
MGI 421 Science for MG or conc. course (3)
TOTAL CREDITS: 18

FOURTH YEAR

Fall Term (TEP Block III)
BBS ____ Biblical Studies elective (3)
EDU 350 Curriculum & Assessment (2)
EDU 401 The Exceptional Child (3)
EDU 407 Classroom Management (3)
ESL 441 Methods for ESOL (3)
MGI 493 Block 3 Lab Experience (1)**
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 18

Spring Term (Student Teaching)
MGI 497 Teaching Practicum (12)**
TOTAL CREDITS: 12

+Take these courses in consecutive terms

 # For students who pair the Language Arts and Mathematics concentrations or who pair the Science and Social Studies concentrations, the Block 1 and Block II Lab Experiences occur in the same term.

Bachelor of Science in Secondary Education with Biology, English, or History Concentration
(on-ground)

Program Coordinator: Susan S. Ryan, Ed.D.

Overview. The B.S. in Secondary Education (SED) program develops and trains educators equipped to teach 6th through 12th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences and one term of student teaching experience in a local public middle or high school. Students select one of the following three concentrations toward the goal of teaching that subject at the secondary level: Biology, English, or History. For information on additional procedures and guidelines for this

program, contact the Program Coordinator, Susan S. Ryan, Ed.D. (Susan.Ryan@Point.edu).

Georgia Teacher Certification. The B.S. in Secondary Education (SED) program includes the courses and field experiences necessary for the successful student to teach children in Georgia 6th through 12th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The SED program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.S. in Secondary Education in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Secondary Education program is to develop and train early educators equipped to teach 6th through 12th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Secondary Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of general content and pedagogy for grades 6-12, as well as specialized knowledge developed through a selected concentration in Biology, English, or History.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate classroom instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

Required Courses. The B.S. in Secondary Education program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

ENG 207 World Literature	3
HUM 101 Introduction to Humanities	3

Natural Sciences

Select the Natural Science core course required for one's chosen concentration: 4
- BIOLOGY: NSC 103 and 103 Biology I with Lab (4)
- ENGLISH OR HISTORY: NSC ____ Natural Science elective w/ Lab (4)

Mathematics

Select the Mathematics core course required for one's chosen concentration: 3
- BIOLOGY: MTH 120 College Algebra (3) (or higher)
- ENGLISH OR HISTORY: MTH 115 Quantitative Reasoning (3) (or higher)

Social & Behavioral Sciences

HIS 250 United States History I	3
PSY 103 Introduction to Psychology	3
SOC/HIS 214 Geography	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
THE 405 Christ, Culture & Career *[WE]**	3

Select the course required for one's chosen concentration: 3
- BIOLOGY: NSC 401 Ethics in Science (3)
- ENGLISH: ENG 350 Christian Literature (3)
- HISTORY: HIS 201 Church History I (3) or HIS 204 History of Religion in America (3)

Secondary Education Major (73 or 84 credits)

Education Foundations

EDU 102 Educational Foundations	3
EDU 204 Developmental Psychology	3
EDU 300 Educational Psychology *[WE]**	3

Teacher Education Program (TEP)—Block I

ESL 442 Culture & Education *[WE]**	3
SED 331 Secondary Methods	3
SED 391 Block 1 Lab Experience: Secondary School	1

Teacher Education Program (TEP)—Block 2

EDU 405 Integration of Technology	3
EDU 433 Differentiated Instruction	2
ESL 240 Linguistic Theory	3
SED 392 Block 2 Lab Experience: Middle School	1

Teacher Education Program (TEP)—Block 3

EDU 350 Curriculum & Assessment	2
EDU 401 The Exceptional Child	3
EDU 407 Classroom Management	3
ESL 441 Methods for English to Speakers of Other Languages (ESOL)	3
SED 493 Block 3 Lab Experience: ESOL	1

Teacher Education Program (TEP)—Block 4

SED 497 Teaching Practicum	12

Concentration

Choose one of the following concentrations (24 or 35 credits): 24 or 35

Biology Concentration (35 credits)
MTH 117 Introductory Statistics (3)
NSC 104-104L Biology II with Lab (4)
NSC 106-106L Environmental Science with Lab (4)
NSC 110-110L Physical Science with Lab (4)
NSC 228-228L Chemistry I with Lab (4)
NSC 229-229L Chemistry II with Lab (4)
NSC 250-250L Botany with Lab (4)
NSC 307-307L Microbiology with Lab (4)
NSC 421-421L Genetics with Lab (4)

English Concentration (24 credits)
**ENG 202 American Literature to 1860 (3)
**ENG 203 American Literature since 1860 (3)
**ENG 204 British Literature to 1800 (3)
**ENG 205 British Literature since 1800 (3)
ENG 262 Advanced Writing: Non-Fiction (3) *[WE]*
ENG 330 Adolescent Literature (3)
ENG 373 Modern Grammar (3)
ENG 375 Literary Theory (3)

History Concentration (21 credits)
HIS 103 U.S. Government (3)
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS 251 United States History II (3)
HIS 430 Historiography with Georgia History (3)

HIS ____ History electives (6)

TOTAL DEGREE CREDITS:120 (English or History) or 131 (Biology)

**Writing Emphasis course*

*** These courses are offered on a 2-year cycle.*

Mandatory Background Check. Students majoring in Secondary Education will be subject to a background check before entering schools for laboratory experiences.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Secondary Education with Biology Concentration

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS 250 United States History I (3)
HUM 101 Introduction to Humanities (3)
MTH 120 College Algebra (3) (or higher)

NSC 103/103L Biology I w/Lab (4)+
NSC 104-104L Biology II w/Lab (4)+

PSY 103 Introduction to Psychology (3)
TOTAL CREDITS: 33

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
ENG 207 World Literature (3)
NSC 106-106L Environmental Science w/Lab (4)
NSC 110 Physical Science w/Lab (4)

NSC 228-228L Chemistry I w/Lab (4)+
NSC 229-229L Chemistry II w/Lab (4)+

SOC/HIS 214 Geography (3)
TOTAL CREDITS: 34

THIRD YEAR

Fall Term (TEP Block I)
ESL 442 Culture & Education (3) *[WE]*
MTH 117 Introductory Statistics (3)
NSC 250-250L Botany w/Lab (4)
NSC 421-421L Genetics w/Lab (4)
SED 331 Secondary Methods (3)
SED 391 Block 1 Lab Experience: Secondary School (1)**
TOTAL CREDITS: 18

Spring Term (TEP Block II)
BBS 304 Scripture: Reading & Interpretation (3)
EDU 405 Integration of Technology (3)
EDU 433 Differentiated Instruction (2)
ESL 240 Linguistic Theory (3)
NSC 307-307L Microbiology w/Lab (4)
SED 392 Block 2 Lab Experience: Middle School (1)**
TOTAL CREDITS: 16

FOURTH YEAR

Fall Term (TEP Block III)
EDU 350 Curriculum & Assessment (2)
EDU 401 The Exceptional Child (3)
EDU 407 Classroom Management (3)
ESL 441 Methods for ESOL (3)
NSC 401 Ethics in Science (3)
SED 493 Block 3 Lab Experience: ESOL (1)**
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 18

Spring Term (Student Teaching)
SED 497 Teaching Practicum (12)**
TOTAL CREDITS: 12

+Take these courses in consecutive terms

Recommended Course Sequence for B.S. in Secondary Education with English Concentration

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

ENG 203 American Literature since 1860 (3)##
HIS 250 United States History I (3)
HUM 101 Introduction to Humanities (3)
MTH 115 Quantitative Reasoning (3) (or higher)
NSC ____-____L Natural Science elective w/Lab (4)
PSY 103 Introduction to Psychology (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
ENG 202 American Literature to 1860 (3)##
ENG 205 British Literature since 1800 (3)##
ENG 207 World Literature (3)
ENG 262 Advanced Writing: Non-Fiction (3) *[WE]*
ENG 330 Adolescent Literature (3)
SOC/HIS 214 Geography (3)
TOTAL CREDITS: 30

THIRD YEAR

Fall Term (TEP Block I)
ENG 204 British Literature to 1860 (3)*#
ENG 350 Christian Literature (3)
ENG 375 Literary Theory (3)
ESL 442 Culture & Education (3) *[WE]*
SED 331 Secondary Methods (3)
SED 391 Block 1 Lab Experience: Secondary School (1)**
TOTAL CREDITS: 16

Spring Term (TEP Block II)
BBS 304 Scripture: Reading & Interpretation (3)
EDU 405 Integration of Technology (3)
EDU 433 Differentiated Instruction (2)
ENG 373 Modern Grammar (3)
ESL 240 Linguistic Theory (3)
SED 392 Block 2 Lab Experience: Middle School (1)**
TOTAL CREDITS: 1

FOURTH YEAR

Fall Term (TEP Block III)
EDU 350 Curriculum & Assessment (2)
EDU 401 The Exceptional Child (3)
EDU407 Classroom Management (3)
ESL 441 Methods for ESOL (3)
SED 493 Block 3 Lab Experience: ESOL (1)
THE 405 Christ, Culture & Career (3) *[WE]*
TOTAL CREDITS: 15

Spring Term (Student Teaching)
SED 497 Teaching Practicum (12)
TOTAL CREDITS: 12

+Take these courses in consecutive terms

These courses are offered on a 2-year cycle.

Recommended Course Sequence for B.S. in Secondary Education with History Concentration

FIRST YEAR

BBS 102 The Drama of Scripture (3)
EDU 102 Educational Foundations (3)
EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+
ENG 102 Critical Reading & Writing II (3)+

HIS 103 U.S. Government (3)
HIS 250 United States History I (3)
HUM 101 Introduction to Humanities (3)
MTH 115 Quantitative Reasoning (3) (or higher)
NSC ____-____L Natural Science elective w/Lab (4)
PSY 103 Introduction to Psychology (3)
TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)
COM 205 Public Speaking (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3) *[WE]*
ENG 207 World Literature (3)
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS/SOC 214 Geography (3)
HIS 251 United States History II (3)
HIS 430 Historiography with Georgia History (3)
TOTAL CREDITS: 30

THIRD YEAR	FOURTH YEAR
Fall Term (TEP Block I) ESL 442 Culture & Education (3) *[WE]* HIS 201 Church History I *or* HIS 204 History of Religion in America (3) HIS ____ History electives (6) SED 331 Secondary Methods (3) SED 391 Block 1 Lab Experience: Secondary School (1)** *TOTAL CREDITS: 16*	**Fall Term (TEP Block III)** EDU 350 Curriculum & Assessment (2) EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) ESL 441 Methods for ESOL (3) SED 493 Block 3 Lab Experience: ESOL (1)** THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 15*
Spring Term (TEP Block II) BBS 304 Scripture: Reading & Interpretation (3) BUS 320 Microeconomics (3) EDU 405 Integration of Technology (3) EDU 433 Differentiated Instruction (2) ESL 240 Linguistic Theory (3) SED 392 Block 2 Lab Experience: Middle School (1)** *TOTAL CREDITS: 15*	**Spring Term (Student Teaching)** SED 497 Teaching Practicum (12)** *TOTAL CREDITS: 12* *+Take these courses in consecutive terms*

Bachelor of Science in Special Education General Curriculum

(PreK-12 teacher certification program)

(on-ground)

Program Coordinator: Edward W. Clark, Jr., M.Ed.

Overview. The B.S. in Special Education General Curriculum develops professional educators equipped to serve in special education settings at the PreK-12 level (preschool through 12th grade). Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences at different levels plus one term of student teaching experience in a local public school. The Special Education General Curriculum Major includes a Content Concentration in Reading. The program promotes best practices in special education, along with specialized knowledge, skills, professional dispositions, and Christian attitudes associated with effective teachers. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Associate Professor Edward W. Clark (Eddie.Clark@Point.edu).

Georgia Teacher Certification. The B.S. in Special Education General Curriculum (SPE) program includes the courses and field experiences necessary for the successful student to serve in special education settings at the PreK-12 level in Georgia classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.S. in Special Education General Curriculum in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Program Purpose and Student Learning Objectives

Purpose. Point University's B.S. in Special Education General Curriculum program develops effective, Christ-centered PreK-12 special education professionals who demonstrate knowledge, skills, professional dispositions, and Christian attitudes associated with effective certified teachers.

The Special Education General Curriculum Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge and skills related to the foundations of Special Education.

Objective 2: Demonstrate knowledge and skills related to development and characteristics of learners.

Objective 3: Demonstrate knowledge and skills related to individual learning differences of children with disabilities.

Objective 4: Demonstrate knowledge and skills related to instructional strategies for learners with disabilities.

Objective 5: Demonstrate knowledge and skills related to providing appropriate learning environments and social/emotional interactions for learners with disabilities.

Objective 6: Demonstrate knowledge and skills related to understanding and enhancing language skills of learners with disabilities.

Objective 7: Demonstrate knowledge and skills related to instructional planning for learners with disabilities.

Objective 8: Demonstrate knowledge and skills related to assessment of learners with disabilities.

Objective 9: Demonstrate knowledge and skills related to professional and ethical practice of special educators.

Objective 10: Demonstrate knowledge and skills related to collaboration designed to enhance understanding of and services to learners with disabilities.

Objective 11: Demonstrate their knowledge and skills related to effective instruction of learners with disabilities.

Objective 12: Demonstrate appropriate professional dispositions.

Objective 13: Demonstrate the use of skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with students with disabilities.

Required Courses. The B.S. in Special Education General Curriculum program consists of the following courses:

General Education Core (35 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

ENG 207 World Literature	3
HUM 101 Introduction to Humanities	3

Natural Sciences

NSC____ Natural Science elective with lab	4

Mathematics

MTH 115 Quantitative Reasoning (3) (or higher)	3

Social & Behavioral Sciences

HIS 250 United States History I (3)	3
PSY 103 Introduction to Psychology	3
SOC/HIS 214 Geography	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3

The Special Education faculty recommends the following electives for SPE students:

NTS 203 The Acts of the Apostles (3)
NTS 402 Gospel of John (3)

THE 405 Christ, Culture & Career *[WE]**	3

Special Education General Curriculum Major with Content Concentration in Reading (78 credits)

Education Foundations

EDU 102 Educational Foundations	3
EDU 204 Developmental Psychology	3
EDU 300 Educational Psychology *[WE]**	3
SPE 201 Survey of Special Education	3
SPE 210 Contemporary Issues & Collaboration in Special Education	3
SPE 220 Characteristics of Mild Disabilities	3

Teacher Education Program (TEP)—Block I

MGI 300 Adolescent Literature	3

SPE 308 Positive Behavior Supports & Behavior Management	2
SPE 302 Reading & Writing Instruction/Mild Disabilities PreK-12	3
SPE 303 Reading Interventions & Programs/Mild Disabilities	3
SPE 325 Special Education Policies & Procedures	3
SPE 391 Block 1 Lab Experience: Elementary Grade Span	1
Teacher Education Program (TEP)—Block 2	
SPE 301 Methods of Instruction for Mild Disabilities	3
SPE 330 Assessment of Individuals with Disabilities *[WE*]*	3
EDU 433 Differentiated Instruction	2
SPE 340 Characteristics & Methods of Instruction/Mild Autism	3
SPE 350 Inclusion of Students with Mild Disabilities PreK-5	3
SPE 405 Integration of Technology for Mild Disabilities	3
SPE 392 Block 2 Lab Experience: Middle Grade Span	1
Teacher Education Program (TEP)—Block 3	
SPE 305 Math Instruction for Students with Mild Disabilities	3
EDU 410 Reading Diagnosis & Remediation	2
EDU 407 Classroom Management	3
SPE 420 Inclusion of Students with Mild Disabilities Grades 6-12	3
SPE 409 Student Advocacy & Transition Services	3
SPE 493 Block 3 Lab Experience: Secondary Grade Span	1
Teacher Education Program (TEP)—Block 4	
SPE 497 Teaching Practicum	12
TOTAL DEGREE CREDITS:	***125***

**Writing Emphasis course*

Mandatory Background Check. Students majoring in Special Education will be subject to a background check before entering schools for laboratory experiences.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Special Education General Curriculum	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 250 United States History I (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning (3) NSC ____ Natural Science elective with lab (4) PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 29*	BBS 202 Jesus: The Focus of Scripture (3) BBS ____ Biblical Studies elective (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* ENG 207 World Literature (3) SOC/HIS 214 Geography (3) SPE 201 Survey of Special Education (3) SPE 210 Contemp Issues/Collaboration SPE (3) SPE 220 Characteristics of Mild Disabilities (3) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
Fall Term (TEP Block I) BBS 304 Scripture: Reading & Interpretation (3) MGI 300 Adolescent Literature (3) SPE 302 Reading/Writing/Mild Disabilities PreK-12 (3) SPE 303 Reading Interv & Programs/Mild Disabilities (3) SPE 308 Positive Behavior Supports/Mgmt (2) SPE 325 Special Ed Policies & Procedures (3) SPE 391 Block 1 Lab Experience: Elementary (1)** *TOTAL CREDITS: 18*	**Fall Term (TEP Block III)** EDU 407 Classroom Management (3) EDU 410 Reading Diagnosis & Remediation (2) SPE 305 Math Instruction/Mild Disabilities (3) SPE 409 Student Advocacy & Transition Services (3) SPE 420 Inclusion/Mild Disabilities Grades 6-12 (3) SPE 493 Block 3 Lab Experience: Secondary (1)** THE 405 Christ, Culture & Career (3) *TOTAL CREDITS: 18*
Spring Term (TEP Block II) EDU 433 Differentiated Instruction (2) SPE 301 Methods Instruction/Mild Disabilities (3) SPE 330 Assessment of Individuals/Disabilities (3) *[WE*]* SPE 340 Characteristics and Methods/Mild Autism (3) SPE 350 Inclusion/Mild Disabilities PreK-5 (3) SPE 405 Integration of Technology/Mild Disabilities (3) SPE 392 Block 2 Lab Experience: Middle (1)** *TOTAL CREDITS: 18*	**Spring Term (Student Teaching)** SPE 497 Teaching Practicum (12)** *TOTAL CREDITS: 12* *+Take these courses in consecutive terms*

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

DEAN: GREGORY K. MOFFATT, Ph.D., LPC

Personnel

College Dean

Gregory K. Moffatt, M.S. in Community Counseling, B.Th. in New Testament, Ph.D. in Educational Psychology, LPC—Dean of the College of Social & Behavioral Sciences, Director of Counseling Services, Professor of Counseling and Human Services

Department Chairs

Forrest B. ("Butch") Beach, M.S. in Criminal Justice, M.P.A. in Justice Administration, D.P.A. in Public Administration—Criminal Justice Department Chair, Professor of Criminal Justice

Simone Cox, M.A. in Marriage and Family Therapy, M.B.A. in Financial Management, LMFT, LPC—Psychology & Counseling Department Chair, Associate Professor of Counseling and Human Relations

Aisha Delores Williams, M.S.W. in Social Work with Specialization in Management; Ph.D. in Social Work Policy, Planning, and Administration; LMSW—Sociology & Social Work Department Chair; Social Work Program Director; Associate Professor of Social Work, Human Relations, and Management

Other Full-Time Faculty

Lyndsey A. Lyfer, M.A. in Professional Counseling, GAPC—Instructor of Psychology

Andrea Pope-Smith, M.S.W. in Social Work—Assistant Professor of Sociology and Social Work

Mindy Lynn Shelnutt McCarty, M.A. in Clinical Mental Health Counseling, LAPC—Assistant Professor of Counseling and Human Services

Trishawna Stuart, M.S.W. in Social Work, LMSW—Instructor in Sociology and Social Work

Shirley Thompson-Lewis, M.S.W in Social Work, D.Min. in Spirituality, LISW-S—Social Work Field Education Director, Assistant Professor of Human Relations and Social Work

Administrative Faculty

Donte Phillips (Admissions Counselor, Assistant Coach), M.S. in Public Administration, B.S. Criminal Justice—Adjunct Instructor in Criminal Justice

Illya Lawrence (Associate Dean of Students), M.S. in Counseling Psychology—Adjunct Instructor in Psychology

NOTE: For a more complete list of faculty credentials, see the section of this catalog on "Point University Personnel." Administrative faculty are full-time administrators or staff

who hold academic credentials in a field related to Social and Behavioral Sciences. They influence academic programs but may or may not teach on a regular basis.

Point University
College of Social & Behavioral Sciences

Criminal Justice Department

DEPARTMENT CHAIR: FORREST B. ("BUTCH") BEACH, D.P.A.

Academic Programs

The Criminal Justice Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning			**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched		
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES					
Criminal Justice Department	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Criminal Justice		X			
Bachelor's Degree Programs					
• BS Criminal Justice	X	X			
• BS Criminal Justice/Pre-Law Emphasis	X				
Minor					
➢ Criminal Justice Minor	X				

Associate's Degree Program

Associate of Arts in Criminal Justice
(online)

Program Coordinator: Forrest B. ("Butch") Beach, D.P.A.

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 help-

ing 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 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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 2: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 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: 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 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

Select one HFA core course: 3

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

Natural Sciences	
NSCI ____ Natural Science course with Lab	4
Typically NSCI 105 Introduction to Biology with Lab (4)	
Mathematics	
Select one Math core course:	3
MATH 115 Quantitative Reasoning (3)	
MATH 117 Introductory Statistics (3) *[recommended]*	
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course:	3
PSYC 103 Introduction to Psychology (3)	
SOCI 103 Introduction to Sociology (3)	
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
HREL 320 Group Dynamics	3
PSYC 325 Interpersonal Effectiveness	3
CJUS 200 Criminal Justice	3
CJUS 210 Criminology	3
CJUS 220 Constitutional Law	3
General Elective Component (5 credits)	
General electives	5
TOTAL DEGREE CREDITS:	***60***

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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 or B.S. in Criminal Justice with Pre-Law Emphasis, 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's Degree Programs

Bachelor of Science in Criminal Justice

(on-ground)

Program Coordinator: Forrest B. ("Butch") Beach, D.P.A.

Overview. The degree program in Criminal Justice is designed to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system. It focuses on studies in criminal justice, sociology and related fields, the causes and consequences of criminal behavior, the justice system and how it relates to other institutions within society. Graduates with degrees in Criminal Justice are engaged in work in government agencies, law enforcement, private security and homeland security.

Modality. Point University offers the B.S. in Criminal Justice in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Criminal Justice is to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system.

The Criminal Justice Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Develop a foundational knowledge of criminal investigation and law enforcement.

Objective 2: Demonstrate knowledge and understanding of criminal law and the legal process.

Objective 3: Illustrate knowledge of corrections and its alternatives.

Objective 4: Work within the dynamics and culture of the legal system.

Objective 5: Explain the rights of individuals and recognize legal limitations.

Objective 6: Exhibit professional behavior and meet high ethical standards.

Objective 7: Identify issues that impact impressions of objectivity, impartiality, fairness, and justice.

Required Courses. The B.S. in Criminal Justice program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ___ English Course (3)	
HUM ___ Humanities Course (3)	
MUS 102 Music Appreciation (3)	
MUS 105 Survey of Popular Music (3)	
PHL ___ Philosophy Course (3)	

Natural Sciences

NSC ___ and ___L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below)	3

Social & Behavioral Sciences

HIS 103 U. S. Government	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3

Criminal Justice Major (65 credits)

CHS 312 Counseling Diverse Populations	2
CJU 300 Introduction to Criminal Justice	3
CJU 310 Criminology	3
CJU 321 Constitutional Law: Government Powers	3
CJU 322 Constitutional Law: Rights & Liberties	3
CJU 330 Introduction to Corrections	3
CJU 350 Introduction to Policing	3
CJU 400 Criminal Law	3
CJU 410 Criminal Procedure	3
CJU 420 Police Administration	3
CJU 430 Professionalism & Ethics in Criminal Justice *[WE]**	3
CJU 440 Civil Liability for Criminal Justice	3
CJU 461 Forensic Psychology	3

CJU 497 Criminal Justice Internship	6
CJU ___ Criminal Justice or related elective course 1	3
CJU ___ Criminal Justice or related elective course 2	3
MTH 117 Introductory Statistics (in addition to MTH 115 above)	3
PSY 200 Social Psychology	3
PSY 303 Methods in Research *[WE]**	3
SOC/HIS 210 Cultural Anthropology	3
SOC 350 Social Problems	3
General Electives (8 credits)	
General electives	8
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

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 Introduction to Criminal Justice (3 credits) and General Electives (6 credits).
- For students pursuing the B.S. in Criminal Justice or B.S. in Criminal Justice with Pre-Law Emphasis, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Introduction to 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).

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Criminal Justice	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 103 U. S. Government (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 29*	BBS 202 Jesus: The Focus of Scripture (3) CJU 300 Introduction to Criminal Justice (3) CJU 321 Constitutional Law: Govt. Powers (3) CJU 330 Introduction to Corrections (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) PSY 200 Social Psychology (3) SOC/HIS 210 Cultural Anthropology (3) SOC 350 Social Problems (3) *TOTAL CREDITS: 30*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CJU 310 Criminology (3) CJU 322 Constitutional Law: Rights & Liberties (3) CJU 350 Introduction to Policing (3) CJU 440 Civil Liability for Criminal Justice (3) CJU 461 Forensic Psychology (3) CJU or related electives 1-2 (6) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* *TOTAL CREDITS: 33* *+Take these courses in consecutive terms*	CHS 312 Counseling Diverse Populations (2) CJU 400 Criminal Law (3) CJU 410 Criminal Procedure (3) CJU 420 Police Administration (3) CJU 430 Professionalism/Ethics in CJ (3) *[WE]* CJU 497 Criminal Justice Internship (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (5) *TOTAL CREDITS: 28*

Bachelor of Science in Criminal Justice
(online)

Program Coordinator: Forrest B. ("Butch") Beach, D.P.A.

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 and Student Learning Objectives

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

The Criminal Justice Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Theoretical foundations for human relations and criminal justice

Objective 1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 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.

U.S. criminal justice system and professional skills in this field

Objective 3: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 4: 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 5: 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 6: Graduates explain the tools and procedures used by various agencies within the criminal justice system.

Objective 7: 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 8: 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 9: Graduates articulate and apply biblically-based ethical principles pertinent to social problems and the criminal justice system.

Required Courses. The B.S. in Criminal Justice program consists of the following courses:

General Education Core (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	
Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
MATH 115 Quantitative Reasoning (or higher)	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 310 Spiritual Formation: Kingdom Living	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Criminal Justice Major (45 credits)

CJUS 200 Criminal Justice	3
CJUS 210 Criminology	3
CJUS 220 Constitutional Law	3
CJUS 400 Criminal Law	3
CJUS 410 Criminal Procedure	3
CJUS 420 Police Administration	3
CJUS 429 Violence & Society	3
CJUS 430 Professionalism & Ethics in Criminal Justice *[WE*]*	3
HREL 320 Group Dynamics	3
HREL 437 Conflict Management	3
PSYC 325 Interpersonal Effectiveness	3
PSYC 341 Abnormal Psychology	3
SOCI 350 Social Problems *[WE*]*	3
SOCI 355 Human Behavior & the Social Environment	3
SOCI 420 Race, Ethnicity & Gender	3

General Electives (29 credits)	
Elective Courses	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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 Criminal Justice with Pre-Law Emphasis

(on-ground)

Program Coordinator: Forrest B. ("Butch") Beach, D.P.A.

Overview. The degree program in Criminal Justice with Pre-Law Emphasis is designed to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system, emphasizing the judicial processes. It focuses on studies in criminal justice, sociology and related fields, the justice system and how it relates to other institutions within society. Graduates with the degree in Criminal Justice with Pre-Law Emphasis are prepared to engage in work in government agencies, law enforcement, private security homeland security, and emergency management. They are also prepared for admission to graduate school in the field.

Students interested in pursuing careers in legal professions need to meet the course prerequisites and admission requirements for graduate schools of law and their

professional graduate programs. The B.S. in Criminal Justice with Pre-Law Emphasis takes those considerations into account and has been designed to assist the student in preparing for that graduate study. Admission to law school after the completion of a bachelor's degree is usually a highly competitive process. The successful applicant would need to be competitive, as determined by the graduate school, in overall undergraduate grade point average (GPA); GPA for pertinent professional courses; admission test scores, such as the Law School Admission Test (LSAT); types of experiences and number of hours worked in legal settings; strength of recommendation letters; and writing and/or interview quality. See a faculty academic advisor for assistance if interested in that process.

Modality. Point University offers the B.S. in Criminal Justice with Pre-Law Emphasis in on-ground format at its main campus in West Point, Georgia. An online "course companyion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Criminal Justice with Pre-Law Emphasis is to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system, emphasizing the judicial processes.

The Criminal Justice Major with Pre-Law Emphasis builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Develop a foundational knowledge of criminal investigation and law enforcement.

Objective 2: Demonstrate knowledge and understanding of constitutional law, criminal law, and the legal process.

Objective 3: Illustrate knowledge of corrections and its alternatives.

Objective 4: Work within the dynamics and culture of the legal system.

Objective 5: Explain the rights of individuals and recognize legal limitations.

Objective 6: Exhibit professional behavior and meet high ethical standards.

Objective 7: Apply critical thinking to skills to identify issues that impact impressions of objectivity, impartiality, fairness, and justice.

Required Courses. The B.S. in Criminal Justice program with Pre-Law Emphasis consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

ENG ___ English elective (3)
HUM ___ Humanities Course (3)
MUS 102 Music Appreciation (3)
MUS 105 Survey of Popular Music (3)
PHL ___ Philosophy elective (3)

Natural Sciences

NSC ___ and ___L Natural Science course with Lab 4

Mathematics

MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below) 3

Social & Behavioral Sciences

HIS 103 U. S. Government 3
PSY 103 Introduction to Psychology 3
SOC 103 Introduction to Sociology 3

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Criminal Justice Major (63 credits)

BUS 434 Business Law 3
CJU 300 Introduction to Criminal Justice 3
CJU 321 Constitutional Law: Government Powers 3
CJU 322 Constitutional Law: Rights & Liberties 3
CJU 330 Introduction to Corrections 3
CJU 335 Critical Thinking for Criminal Justice 3
CJU 350 Introduction to Policing 3
CJU 400 Criminal Law 3
CJU 410 Criminal Procedure 3
CJU 411 Judicial Process 3
CJU 430 Professionalism & Ethics in Criminal Justice *[WE]** 3
CJU 440 Civil Liability for Criminal Justice 3
CJU 461 Forensic Psychology 3
CJU 497 Criminal Justice Internship 6
CJU ___ Criminal Justice or related elective course 1 3
CJU ___ Criminal Justice or related elective course 2 3
MTH 117 Introductory Statistics (in addition to MTH 115 above) 3
PSY 200 Social Psychology 3
PSY 303 Methods in Research *[WE]** 3
SOC/HIS 210 Cultural Anthropology 3

General Electives (10 credits)	
Elective Courses	10
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

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 Introduction to Criminal Justice (3 credits) and General Electives (6 credits).
- For students pursuing the B.S. in Criminal Justice or B.S. in Criminal Justice with Pre-Law Emphasis, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Introduction to 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).

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Criminal Justice with Pre-Law Emphasis

FIRST YEAR	SECOND YEAR
Fall Term BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection 1 (3) HIS 103 U. S. Government (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General elective (2) *TOTAL CREDITS: 31*	**Fall Term** BBS 202 Jesus: The Focus of Scripture (3) CJU 300 Introduction to Criminal Justice (3) CJU 321 Constitutional Law: Govt. Powers (3) CJU 330 Introduction to Corrections (3) CJU 335 Critical Thinking for Critical Justice (3) COM 205 Public Speaking (3) HFA core selection 2 (3) PSY 200 Social Psychology (3) SOC/HIS 210 Cultural Anthropology (3) General elective (3) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CJU 322 Constitutional Law: Rights & Liberties (3) CJU 350 Introduction to Policing (3) CJU 411 Judicial Process (3) CJU 461 Forensic Psychology (3) CJU or related electives 1-2 (6) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	BUS 434 Business Law (3) CJU 400 Criminal Law (3) CJU 410 Criminal Procedure (3) CJU 430 Professionalism/Ethics in CJ (3) *[WE]* CJU 440 Civil Liability for Criminal Justice (3) CJU 497 Criminal Justice Internship (6) THE 405 Christ, Culture & Career (3) *[WE]* General electives (5) *TOTAL CREDITS: 29*

Minor

Minor Offered by the Criminal Justice Department

(on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a Criminal Justice Major will not also receive a Criminal Justice Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minor. The Criminal Justice Department offers the following minor:

Criminal Justice Minor (18 credits)

Purpose. The purpose of the Criminal Justice Minor is to equip students with a basic theoretical foundation for understanding issues in criminal justice.

Student Learning Objectives. The Criminal Justice Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 2: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of courts and police.

Objective 3: 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: 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:
CJU 300 Introduction to Criminal Justice (3)
CJU 310 Criminology (3)
CJU 322 Constitutional Law (3)
CJU 400 Criminal Law (3)
CJU 410 Criminal Procedure (3)
CJU ____ Criminal Justice elective (3)

Point University
College of Social & Behavioral Sciences

Psychology & Counseling Department

DEPARTMENT CHAIR: SIMONE COX, M.A., M.B.A.

Academic Programs

The Psychology & Counseling Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning			**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched		
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES					
Psychology & Counseling Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Associate's Degree Program					
• AA Human Relations		X			
• AA Psychology		X			
Bachelor's Degree Programs					
• BA Counseling & Human Services	X				
• BS Counseling & Human Services	X				
• BS Human Relations		X			
• BA Psychology	X				
• BS Psychology	X	X			
Minors					
➢ Counseling	X				
➢ Developmental Psychology	X				
➢ Human Services Skills	X				
➢ Psychology	X				

Associate's Degree Programs

Associate of Arts in Human Relations

(online)

Program Coordinator: Simone Cox, M.A., M.B.A.

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.

Program Purpose 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 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	
Select one HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3
Natural Sciences	
NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4
Mathematics	
Select one Math core course: MATH 115 Quantitative Reasoning [or higher] (3) MATH 117 Introductory Statistics (3) *[recommended]*	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
Professional Component (15 credits)	
PSYC 204 Developmental Psychology	3
HREL 301 Introduction to Counseling	3
HREL 323 Biblical Resources for Counseling	3
HREL 304 Introduction to Research *[WE-QEP*]*	3
HREL 308 Life, Work & Ethics of the Helping Professions	3
General Elective Component (5 credits)	
General electives	5
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Associate of Arts in Psychology

(online)

Program Coordinator: Simone Cox, M.A., M.B.A.

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 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 Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 3: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Objective 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

Select one HFA core course: 3

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

Natural Sciences

NSCI ____ Natural Science course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics	
Select one Math core course: MATH 115 Quantitative Reasoning [or higher] (3) MATH 117 Introductory Statistics (3) *[recommended]*	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Component (9 credits)	
BIBL 103 The 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
HREL 304 Introduction to Research *[WE-QEP*]*	3
HREL 308 Life, Work & Ethics of the Helping Professions	3
HREL 320 Group Dynamics	3
General Elective Component (5 credits)	
General electives	5
TOTAL DEGREE CREDITS:	***60***

**Writing Emphasis courses*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Bachelor's Degree Programs

Bachelor of Arts in Counseling & Human Services

(on-ground)

Program Coordinator: Simone Cox, M.A., M.B.A.

Overview. The B.A. in Counseling & Human Services program develops necessary skills for careers in the helping professions and prepares students for graduate studies in associated disciplines. It focuses on undergraduate preparation for the field of professional counseling and for other human services requiring courses in psychology, counseling, and related disciplines. An internship provides an opportunity for the integration of theory and practice. Because a graduate degree is expected in the field of counseling, the program has the preparation of students for graduate school as a primary

goal. The Bachelor of Arts (B.A.) version of the Counseling & Human Services program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with degrees in Counseling and Human Services are engaged in graduate study and entry-level counseling positions. For information on additional procedures and guidelines for this major, contact the program coordinator or a faculty advisor in the department.

Modality. Point University offers the B.A. in Counseling & Human Services program in on-ground format at its main campus in West Point, Georgia. An online "course companyion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Counseling & Human Services program is to provide skills necessary for careers in the helping professions and to prepare students for graduate studies in associated disciplines.

The Counseling & Human Services Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.

Objective 2: Explain the intricacies of the psychological, physiological, developmental and spiritual makeup of human beings.

Objective 3: Distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Objective 4: Integrate psychological theory and theology.

Objective 5: Demonstrate an integration of personal strengths, the analysis and utilization of current research, and the application of good helper principles.

Objective 6: Pursue advanced studies in graduate school.

Required Courses. The B.A. in Counseling & Human Services program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6
- ENG ___ English elective (3)
- HUM ___ Humanities elective (3)
- MUS 102 Music Appreciation (3)
- MUS 105 Survey of Popular Music (3)
- PHL ___ Philosophy elective (3)

Natural Sciences

NSC ___ and ___L Natural Science course with Lab 4

Mathematics

MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below) 3

Social & Behavioral Sciences

HIS ___ History elective 3
PSY 103 Introduction to Psychology 3
SOC 103 Introduction to Sociology 3

Foreign Language (14 credits)

Select one Foreign Language sequence: 14
- GRK 301, 302, 401, 402 Greek I-IV (14)
- SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)
- GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)

Biblical Studies Minor (15 credits)

BBS 102 The Drama of Scripture 3
BBS 202 Jesus: The Focus of Scripture 3
BBS 304 Scripture: Reading & Interpretation 3
BBS ___ Biblical Studies elective 3
THE 405 Christ, Culture & Career *[WE]** 3

Counseling & Human Services Major (51 credits)

CHS 202 The Family 3
CHS 211 Introduction to Counseling 3
CHS 312 Counseling Diverse Populations 2
CHS 392 Careers in Helping Professions 2
CHS 396 Counseling Theory & Procedures 3
CHS 410 Family Counseling 3

Select one of the following two Counseling courses: 3
- CHS 417 Counseling Adolescents (3)
- CHS 420 Counseling Children (3)

CHS 497 Counseling & Human Services Internship 3
CHS ___ Counseling or related electives 6
MTH 117 Introductory Statistics (in addition to MTH 115 above) 3
PSY 200 Social Psychology 3
PSY 204 Developmental Psychology 3
PSY 303 Methods in Research *[WE]** 3
PSY 315 Group Dynamics 2

PSY 341 Abnormal Psychology	3
PSY 442 Personality Theory	3
PSY 465 Psychology of Religion *[WE]**	3
General Electives (8 credits)	
General electives	8
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Counseling & Human Services Internship. The major in Counseling & Human Services requires students to complete at least 3 credits of CHS 497 Counseling & Human Services Internship, which 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. Prior to enrolling in CHS 497, students must:

- Be a junior or senior;
- Have successfully completed CHS 211 Introduction to Counseling, CHS 396 Counseling Theories & Procedures, and PSY 103 Introduction to Psychology; and
- Have successfully completed at least nine additional credits in the Counseling & Human Services Major, including at least one of the following four courses: CHS 202 The Family, CHS 312 Counseling Diverse Populations, CHS 415/MIN 317 Pastoral Counseling, and/or CHS 396 Counseling Theory & Procedures.

Students may not do internships during their final term at Point University.

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Counseling & Human Services	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection 1 (3) HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General elective (3) *TOTAL CREDITS: 32*	**Fall Term** BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HFA core selection 2 (3) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) *TOTAL CREDITS: 29*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CHS 312 Counseling Diverse Populations (2) CHS 396 Counseling Theory & Procedures (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General electives (5) *TOTAL CREDITS: 30*	CHS 392 Careers in Helping Professions (2) CHS 410 Family Counseling (3) CHS 417 or 420 Counseling selection (3) CHS 497 Counseling & HS Internship (3) CHS ____ Counseling or related electives (6) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 29* *+Take these courses in consecutive terms*

Bachelor of Science in Counseling & Human Services

(on-ground)

Program Coordinator: Simone Cox, M.A., M.B.A.

Overview. The B.S. in Counseling & Human Services program develops necessary skills for careers in the helping professions and prepares students for graduate studies in associated disciplines. It focuses on undergraduate preparation for the field of professsional counseling and for other human services requiring courses in psychology, counseling, and related disciplines. An internship provides an opportunity for the integration of theory and practice. Because a graduate degree is expected in the field of counseling, the program has the preparation of students for graduate school as a primary goal. The Bachelor of Arts (B.A.) version of the Counseling & Human Services program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with degrees in Counseling and Human Services are engaged in graduate study and entry-level counseling positions. For information on additional procedures and

guidelines for this major, contact the program coordinator or a faculty advisor in the department.

Modality. Point University offers the B.S. in Counseling & Human Services program in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Counseling & Human Services program is to provide skills necessary for careers in the helping professions and to prepare students for graduate studies in associated disciplines.

The Counseling & Human Services Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.

Objective 2: Explain the intricacies of the psychological, physiological, developmental and spiritual makeup of human beings.

Objective 3: Distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Objective 4: Integrate psychological theory and theology.

Objective 5: Demonstrate an integration of personal strengths, the analysis and utilization of current research, and the application of good helper principles.

Objective 6: Pursue advanced studies in graduate school.

Required Courses. The B.S. in Counseling & Human Services program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes: 6

- ENG ____ English elective (3)
- HUM ____ Humanities elective (3)
- MUS 102 Music Appreciation (3)
- MUS 105 Survey of Popular Music (3)
- PHL ____ Philosophy elective (3)

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics	
MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below)	3
Social & Behavioral Sciences	
HIS ___ History elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Counseling & Human Services Major (51 credits)	
CHS 202 The Family	3
CHS 211 Introduction to Counseling	3
CHS 312 Counseling Diverse Populations	2
CHS 392 Careers in Helping Professions	2
CHS 396 Counseling Theory & Procedures	3
CHS 410 Family Counseling	3
Select one of the following two Counseling courses: CHS 417 Counseling Adolescents (3) CHS 420 Counseling Children (3)	3
CHS 497 Counseling & Human Services Internship	3
CHS ___ Counseling or related electives	6
MTH 117 Introductory Statistics (in addition to MTH 115 above)	3
PSY 200 Social Psychology	3
PSY 204 Developmental Psychology	3
PSY 303 Methods in Research *[WE]**	3
PSY 315 Group Dynamics	2
PSY 341 Abnormal Psychology	3
PSY 442 Personality Theory	3
PSY 465 Psychology of Religion *[WE]**	3
General Electives (22 credits)	
General electives	8
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Counseling & Human Services Internship. The major in Counseling & Human Services requires students to complete at least 3 credits of CHS 497 Counseling & Human Services Internship, which 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. Prior to enrolling in CHS 497, students must:

- Be a junior or senior;
- Have successfully completed CHS 211 Introduction to Counseling, CHS 396 Counseling Theories & Procedures, and PSY 103 Introduction to Psychology; and
- Have successfully completed at least nine additional credits in the Counseling & Human Services Major, including at least one of the following four courses: CHS 202 The Family, CHS 312 Counseling Diverse Populations, CHS 415/MIN 317 Pastoral Counseling, and/or CHS 396 Counseling Theory & Procedures.

Students may not do internships during their final term at Point University.

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Counseling & Human Services	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection 1 (3) HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 32*	BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) HFA core selection 2 (3) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) General Electives (9) *TOTAL CREDITS: 30*

THIRD YEAR	FOURTH YEAR
BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CHS 312 Counseling Diverse Populations (2) CHS 396 Counseling Theory & Procedures (3) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General Electives (10) *TOTAL CREDITS: 29* *+Take these courses in consecutive terms*	CHS 392 Careers in Helping Professions (2) CHS 410 Family Counseling (3) CHS 417 or 420 Counseling selection (3) CHS 497 Counseling & HS Internship (3) CHS ____ Counseling or related electives (6) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 29*

Bachelor of Science in Human Relations
(online)

Program Coordinator: Simone Cox, M.A., M.B.A.

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 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.

The Human Relations Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Theoretical foundations for human relations and related fields

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

Objective 3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 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 5: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Skills and professional attitudes pertinent to helping professions

Objective 6: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 7: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 8: Students assess client needs and recommend services designed to meet those needs.

Objective 9: Students analyze and utilize scholarly research to explore contemporary issues in Human Relations and related fields.

Required Courses. The B.S. in Human Relations program consists of the following courses:

General Education Core (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

Select one of the following HFA core course: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ____ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one Math core course: MATH 115 Quantitative Reasoning [or higher] (3) MATH 117 Introductory Statistics (3) *[recommended]*	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Human Relations Major (45 credits)	
PSYC 204 Developmental Psychology	3
HREL 301 Introduction to Counseling	3
HREL 323 Biblical Resources for Counseling	3
HREL 304 Introduction to Research *[WE-QEP*]*	3
HREL 308 Life, Work & Ethics of the Helping Professions	3
HREL 320 Group Dynamics	3
HREL 414 Human Sexuality	3
HREL 312 Counseling Diverse Populations *[WE*]*	3
HREL 396 Counseling Theory & Procedures *[WE-QEP*]*	3
PSYC 325 Interpersonal Effectiveness	3
PSYC 341 Abnormal Psychology	3
HREL 445 Case Assessment & Management *[WE*]*	3
PSYC 442 Personality Theory	3
HREL 497 Human Relations Practicum	3
HREL 498 Human Relations Internship—Fieldwork	3
General Electives (29 credits)	
General electives	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Bachelor of Arts in Psychology

(on-ground)

Program Coordinator: Simone Cox, M.A., M.B.A.

Overview. The B.A. in Psychology program provides an undergraduate knowledge base for careers in academia and research. It prepares students for graduate studies in associated fields that require studies in Psychology and related disciplines. The Bachelor of Arts

(B.A.) version of the Psychology program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Modality. Point University offers the B.A. in Psychology in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials. Point also offers a fully-online version of the B.S. in Psychology program.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Psychology program is to provide a knowledge base for careers in academia and research and to prepare students for graduate studies in associated fields.

The Psychology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology.

Objective 2: Explain the intricacies of the psychological, physiological, developmental, and spiritual makeup of human beings.

Objective 3: Communicate knowledge and comprehension of psychology in written and verbal media.

Objective 4: Integrate psychological theory and theology.

Objective 5: Pursue advanced studies in graduate school.

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

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ____ English elective (3)	
HUM ____ Humanities elective (3)	
MUS 102 Music Appreciation (3)	
MUS 105 Survey of Popular Music (3)	
PHL ____ Philosophy elective (3)	

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below)	3

Social & Behavioral Sciences	
HIS ____ History elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3
Foreign Language (14 credits)	
Select one Foreign Language sequence:	14
GRK 301, 302, 401, 402 Greek I-IV (14)	
SPA 101, 102 Spanish I-II and SPA 201, 202 Intermediate Spanish I-II (14)	
GRK 301, 302 Greek I-II and HEB 411, 412 Hebrew I-II (14)	
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Psychology Major (47 credits)	
CHS 202 The Family	3
CHS 211 Introduction to Counseling	3
CHS 310 Prenatal Development	2
CHS 312 Counseling Diverse Populations	2
CHS 392 Careers in Helping Professions	2
Select one of the following two Counseling courses:	3
CHS 417 Counseling Adolescents (3)	
CHS 420 Counseling Children (3)	
COM 305 Media Effects on Children & Adolescents	3
MTH 117 Introductory Statistics (in addition to MTH 115 above)	3
PSY 200 Social Psychology	3
PSY 204 Developmental Psychology	3
PSY 303 Methods in Research *[WE]**	3
PSY 315 Group Dynamics	2
PSY 341 Abnormal Psychology	3
PSY 442 Personality Theory	3
PSY 465 Psychology of Religion *[WE]**	3
PSY ____ Psychology or related electives	6
General Electives (12 credits)	
Elective Courses	12
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview,

comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.A. in Psychology	
FIRST YEAR	**SECOND YEAR**
BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)* *ENG 102 Critical Reading & Writing II (3)* HFA core selection 1 (3) HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 29*	BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HFA core selection 2 (3) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) General Elective (3) *TOTAL CREDITS: 32*
THIRD YEAR	**FOURTH YEAR**
BBS 304 Scripture: Reading & Interpretation (3) CHS 312 Counseling Diverse Populations (2) CHS 417 or 420 Counseling selection (3) COM 305 Media Effects on Children & Adolescents (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General Electives (5) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	BBS ____ Biblical Studies elective (3) CHS 310 Prenatal Development (2) CHS 392 Careers in Helping Professions (2) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* PSY ____ Psychology or related electives (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (4) *TOTAL CREDITS: 29*

Bachelor of Science in Psychology
(on-ground)

Program Coordinator: Simone Cox, M.A., M.B.A.

Overview. The B.S. in Psychology program provides an undergraduate knowledge base for careers in academia and research. It prepares students for graduate studies in associated fields that require studies in Psychology and related disciplines. The Bachelor of Arts (B.A.) version of the Psychology program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Modality. Point University offers the B.S. in Psychology in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials. Point also offers a fully-online version of the B.S. in Psychology program.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Psychology program is to provide a knowledge base for careers in academia and research and to prepare students for graduate studies in associated fields.

The Psychology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology.

Objective 2: Explain the intricacies of the psychological, physiological, developmental, and spiritual makeup of human beings.

Objective 3: Communicate knowledge and comprehension of psychology in written and verbal media.

Objective 4: Integrate psychological theory and theology.

Objective 5: Pursue advanced studies in graduate school.

Required Courses. The B.S. in Psychology program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6
ENG ____ English elective (3)	
HUM ____ Humanities elective (3)	
MUS 102 Music Appreciation (3)	
MUS 105 Survey of Popular Music (3)	
PHL ____ Philosophy elective (3)	

Natural Sciences

NSC ____ and ____L Natural Science course with Lab	4

Mathematics

MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below)	3

Social & Behavioral Sciences

HIS ____ History elective	3
PSY 103 Introduction to Psychology	3

SOC 103 Introduction to Sociology	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ___ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Psychology Major (50 credits)	
CHS 202 The Family	3
CHS 211 Introduction to Counseling	3
CHS 310 Prenatal Development	2
CHS 312 Counseling Diverse Populations	2
CHS 392 Careers in Helping Professions	2
Select one of the following two Counseling courses: CHS 417 Counseling Adolescents (3) CHS 420 Counseling Children (3)	3
COM 305 Media Effects on Children & Adolescents	3
MTH 117 Introductory Statistics (in addition to MTH 115 above)	3
PSY 200 Social Psychology	3
PSY 204 Developmental Psychology	3
PSY 303 Methods in Research *[WE]**	3
PSY 305 Adolescent Psychology	3
PSY 315 Group Dynamics	2
PSY 341 Abnormal Psychology	3
PSY 442 Personality Theory	3
PSY 465 Psychology of Religion *[WE]**	3
PSY ___ Psychology or related electives	6
General Electives (23 credits)	
General electives	23
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Psychology	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)* *ENG 102 Critical Reading & Writing II (3)* HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) HFA core selections (6) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) General Electives (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) CHS 312 Counseling Diverse Populations (2) CHS 417 or 420 Counseling selection (3) COM 305 Media Effects on Children & Adolescents (3) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General Electives (12) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms*	**FOURTH YEAR** BBS ____ Biblical Studies elective (3) CHS 310 Prenatal Development (2) CHS 392 Careers in Helping Professions (2) PSY 305 Adolescent Psychology (3) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* PSY ____ Psychology or related electives (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (2) *TOTAL CREDITS: 30*

Bachelor of Science in Psychology
(online)

Program Coordinator: Simone Cox, M.A., M.B.A.

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 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.

The Psychology Major builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Theoretical foundation for psychology and related fields

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 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 4: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Skills and professional attitudes pertinent to psychology and helping professions

Objective 5: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 6: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 7: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

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

General Education Core (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

Select one of the following HFA core course: 3

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

Natural Sciences

NSCI ____ Natural Science course with Lab 4

Typically NSCI 105 Introduction to Biology with Lab (4)

Mathematics	
Select one Math core course: MATH 115 Quantitative Reasoning [or higher] (3) MATH 117 Introductory Statistics (3) *[recommended]*	3
Social & Behavioral Sciences	
HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3
Biblical Studies Minor (15 credits)	
BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3
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
General Electives (29 credits)	
General electives	29
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity

and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

Minors

Minors Offered by the Psychology & Counseling Department
(on-ground)

Adding Minors to Bachelor's Degree Programs. The Biblical Studies Minor is a requirement in all bachelor's degree programs that do not include a Biblical Studies Major. If students select an additional minor(s), they complete it in addition to the Biblical Studies Minor. Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Minors. The Psychology & Counseling Department offers the following minors. *These minors are open only to students pursuing majors in other departments.*

Counseling Minor (17 credits)

Purpose. The purpose of the Counseling Minor is to equip students with a basic theoretical foundation for understanding issues in counseling and related fields.

Student Learning Objectives. The Counseling Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in counseling.

Objective 3: Students analyze and utilize scholarly research to explore contemporary issues in counseling and related fields.

Required Courses:
CHS 211 Introduction to Counseling (3)
CHS 396 Counseling Theory & Procedures (3)
PSY 204 Developmental Psychology (3)
PSY 341 Abnormal Psychology (3)

Select <u>five credits</u> from among the following courses:
CHS 312 Counseling Diverse Populations (2)

CHS 326/CJU 326 Ethics & Law in Mental Health (2)
CHS 410 Family Counseling (3)
CHS 417 Counseling Adolescents (3)
CHS 420 Counseling Children (3)

Developmental Psychology Minor (18 credits)

Purpose. The purpose of the Developmental Psychology Minor is to equip students with a basic theoretical foundation for understanding issues in developmental psychology.

Student Learning Objectives. The Developmental Psychology Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in life-span development.

Objective 3: Students analyze and utilize scholarly research to explore contemporary issues in developmental psychology.

Required Courses:
CHS 310 Prenatal Development (2)
CHS 326/CJU 326 Ethics & Law in Mental Health (2)
CHS 417 Counseling Adolescents (3)
CHS 420 Counseling Children I (3)
PSY 204 Developmental Psychology (3)
PSY 305 Adolescent Psychology (3)
CHS or PSY elective (2)

Human Services Skills Minor (17 credits)

Purpose. The purpose of the Human Services Skills Minor is to equip students with a basic theoretical foundation for understanding issues in human relations and related fields.

Student Learning Objectives. The Human Services Skills Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Required Courses:
CHS 211 Introduction to Counseling (3)

PSY 204 Developmental Psychology (3)

Select one of the following courses:
- PSY 315 Group Dynamics (2)
- PSY 425 Interpersonal Effectiveness (2)

Select one of the following courses:
- CHS 202 The Family (3)
- CHS 396 Counseling Theory & Procedures (3)
- PSY 200 Social Psychology (3)
- PSY 305 Adolescent Psychology (3)
- PSY 341 Abnormal Psychology (3)
- PSY 442 Personality Theory (3)

Select six credits from among the following courses:
- CHS 312 Counseling Diverse Populations (2)
- CHS 326/CJU 326 Ethics & Law in Mental Health (2)
- CHS 396 Counseling Theory & Procedures (3)
- CHS 410 Family Counseling (3)
- CHS 417 Counseling Adolescents (3)
- CHS 420 Counseling Children (3)
- PSY 200 Social Psychology (3)
- PSY 305 Adolescent Psychology (3)
- PSY 341 Abnormal Psychology (3)
- PSY 442 Personality Theory (3)

Psychology Minor (17 credits)

Purpose. The purpose of the Psychology Minor is to equip students with a basic theoretical foundation for understanding issues in developmental psychology.

Student Learning Objectives. The Psychology Minor builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in psychology.

Objective 3: Students analyze and utilize scholarly research to explore contemporary issues in psychology.

Required Courses:

CHS 202 The Family (3)
PSY 204 Developmental Psychology (3)
PSY 341 Abnormal Psychology (3)

Select one of the following courses:
- PSY 200 Social Psychology (3)
- PSY 442 Personality Theory (3)

CHS and/or PSY electives (5)

Point University
College of Social & Behavioral Sciences

Sociology & Social Work Department

DEPARTMENT CHAIR: AISHA WILLIAMS, PH.D., LMSW

Academic Programs

The Sociology & Social Work Department oversees the following academic programs. Baccalaureate programs include a Biblical Studies Minor.

Point University **ACADEMIC PROGRAMS**					
OG = On-ground format, West Point **PC-G** = *Point Connect Ground* format featuring a weekly 2-hour on-ground class session at a Point site supplemented by online learning	**ONL** = *Point Online* asynchronous format—the most common format used in online programs **PC-V** = *Point Connect Virtual* format featuring a weekly 2-hour virtual meeting or videoconference supplemented by online learning * = planned program not yet launched				
COLLEGES, DEPTS, PROGRAMS	**MODALITIES**				
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES					
Sociology & Social Work Dept	**OG**	**OL**	**PC-G**	**PC-V**	**Notes**
Bachelor's Degree Programs					
• BS Sociology • *Social Work Specialization*	X				
• BSW Social Work		X			CSWE accredited consists of online courses plus extended field seminar and internship experiences at approved sites

Bachelor's Degree Programs

Bachelor of Science in Sociology with Social Work Specialization

(on-ground)

Program Coordinator: Aisha Williams, Ph.D., LMSW

Overview. The B.S. in Sociology with Social Work Specialization program equips students with skills for entry-level positions in the helping professions. The program requires studies in Sociology, Social Work, and related fields. Graduates are prepared for post-

graduate education in Sociology or related fields. For information on additional procedures and guidelines for this major, contact the program coordinator or a faculty advisor in the department.

Modality. Point University offers the B.S. in Sociology with Social Work Specialization in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Sociology with Social Work Specialization program is to equip students with skills for entry-level positions in the helping professions and to prepare students for graduate-level studies.

The Sociology Major with Social Work Specialization builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish the following student learning objectives:

Objective 1: Understand the history and evolution of the discipline of sociology;

Objective 2: Demonstrate a knowledge of the core concepts and theories in the field of sociology;

Objective 3: Think sociologically, to identify the various social forces or conditions which hinder or help;

Objective 4: Analyze the relationships among the various social institutions;

Objective 5: Demonstrate the actions of a competent professional who respects and appreciates social and cultural diversity; and

Objective 6: Communicate effectively in written and oral presentations in academic and business settings.

Required Courses. The B.S. in Sociology with Social Work Specialization program consists of the following courses:

General Education Core (32 credits)

Essential Skills

EFT 101 Effective Thinking	1
ENG 101 Critical Reading & Writing I	3
ENG 102 Critical Reading & Writing II	3
COM 205 Public Speaking	3

Humanities & Fine Arts

Select 6 credits from the following HFA core course from at least two different areas/prefixes:	6

ENG ____ English elective (3)
HUM ____ Humanities elective (3)
MUS 102 Music Appreciation (3)
MUS 105 Survey of Popular Music (3)
PHL ____ Philosophy elective (3)

Natural Sciences	
NSC ____ and ____L Natural Science course with Lab	4
Mathematics	
MTH 115 Quantitative Reasoning (or higher in addition to MTH 117 below)	3
Social & Behavioral Sciences	
HIS ____ History elective	3
PSY 103 Introduction to Psychology	3
SOC 103 Introduction to Sociology	3
Biblical Studies Minor (15 credits)	
BBS 102 The Drama of Scripture	3
BBS 202 Jesus: The Focus of Scripture	3
BBS 304 Scripture: Reading & Interpretation	3
BBS ____ Biblical Studies elective	3
THE 405 Christ, Culture & Career *[WE]**	3
Sociology Major with Social Work Specialization (56 credits)	
CHS 392 Careers in Helping Professions	2
MTH 117 Introductory Statistics (in addition to MTH 115 above)	3
PSY 200 Social Psychology	3
PSY 204 Developmental Psychology	3
PSY 303 Methods in Research *[WE]**	3
PSY 461 Forensic Psychology	3
SOC 202 The Family	3
SOC/HIS 210 Cultural Anthropology	3
SOC 300 Social Theory	3
SOC ____ Sociology or related electives 1-2	6
Social Work Specialization	
CHS 312 Counseling Diverse Populations	2
SOC 341 Introduction to Social Work	3
CHS 343 Communication Skills for Social Services	2
CHS 345 Case Management	2
SWK 401 Social Work Policy I *[WE]**	3
SWK 402 Social Work Policy II	3
SWK 410 Social Work Practice	3
SWK 497 Field Work in Social Work	6
General Electives (17 credits)	
General electives	17
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. A recommended course sequence for full-time on-ground students appears below. Academic advisors will help students adjust the sequence if, for example, they have transferred credits from other universities.

Recommended Course Sequence for B.S. in Sociology with Social Work Specialization	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ____ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ____/____L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selections (6) PSY 204 Developmental Psychology (3) SOC 200 Social Psychology (3) SOC 202 The Family (3) SOC/HIS 210 Cultural Anthropology (3) General Electives (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ____ Biblical Studies elective (3) CHS 312 Counseling Diverse Populations (2) CHS 343 Communication Skills for Social Services (2) CHS 345 Case Management (2) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* SOC 300 Social Theory (3) SOC 341 Introduction to Social Work (3) SOC Sociology or related elective course 1 (3) General Elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** CHS 392 Careers in Helping Professions (2) PSY 461 Forensic Psychology (3) SOC Sociology or related elective course 2 (3) SWK 401 Social Work Policy I (3) *[WE]* SWK 402 Social Work Policy II (3) SWK 410 Social Work Practice (3) SWK 497 Field Work in Social Work (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (5) *TOTAL CREDITS: 31*

Bachelor of Social Work (B.S.W.)

(online)

Program Director: Aisha Williams, Ph.D., LMSW

Program Mission and Overview. The Bachelor of Social Work (B.S.W.) program prepares students through the Generalist Social Work model to effect positive change within individuals, groups, organizations, and communities by engaging those systems to promote the well-being of individuals and society as a whole. 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.

Building on the liberal arts foundation provided by the General Education Core, 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 are prepared to engage in research-informed generalist social work practice and to advocate for human rights and social and economic justice. They 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).

Accreditation. Point University launched its Bachelor of Social Work (B.S.W.) program in 2019-2020 after receiving approval to offer the program from its SACSCOC institutional accrediting body. At the same time, Point began the process of seeking professional accreditation from the Council on Social Work Education (CSWE, https://www.cswe.org). In February 2020 the CSWE Commission on Accreditation granted candidacy status to Point's B.S.W. program. In November 2021 CSWE granted Initial Accreditation through October 2029. In accordance with CSWE policy concerning retroactive accreditation status, any students who entered the program in Fall Term 2019 or later are considered to have graduated from a CSWE-accredited Social Work program. For further information concerning CSWE accreditation, contact Dr. Aisha Williams, BSW Program Coordinator and Chair of the Sociology & Social Work Department (Aisha.Williams@Point.edu).

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 or CSWE (https://cswe.org). Point has aligned its B.S.W. program with CSWE standards (see above under "Accreditation") and licensure requirements set by the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists (http://sos.ga.gov/index.php/licensing/plb/43). 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 Director (Aisha. Williams@Point.edu).

Modalities. Point University offers the Bachelor of Social Work program in fully-online asynchronous format, with the exception of the on-ground 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 seminar and internship at a Point-approved site near their home under

a Point-approved field supervisor. For more information regarding the seminar 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, and communities. 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, builds on Point University's mission, values, and Core Curriculum (General Studies and Biblical Studies) to accomplish 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: The program offers 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 Bachelor of Social Work program consists of the following courses:

General Education Core (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

Select one of the following HFA core courses: HUMA 101 Introduction to Humanities (3) ENGL 250 Modern Short Stories (3) MUSI 102 Music Appreciation (3)	3

Natural Sciences

NSCI ___ Natural Science course with Lab *Typically NSCI 105 Introduction to Biology with Lab (4)*	4

Mathematics

Select one Math core course: MATH 115 Quantitative Reasoning [or higher] (3) MATH 117 Introductory Statistics (3) *[recommended]*	3

Social & Behavioral Sciences

HIST 250 United States History	3
Select one SABS core course: PSYC 103 Introduction to Psychology (3) SOCI 103 Introduction to Sociology (3)	3

Biblical Studies Minor (15 credits)

BIBL 103 The Drama of Scripture	3
BIBL 202 Jesus: The Focus of Scripture	3
THEO 310 Spiritual Formation: Kingdom Living	3
BIBL 306 Scripture: Reading & Interpretation	3
THEO 405 Christ, Culture & Career *[WE*]*	3

Social Work Major (54 credits)

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 and General Elective requirements. Students must complete both courses before beginning the Social Work Major.]

Social Work Major (54 credits)	
SOWK 301 Introduction to Social Work	3
SOWK 302 Human Behavior & the Social Environment I	3
SOWK 303 Human Behavior & the Social Environment II	3
SOWK 306 Research Methodologies for Social Workers *[WE-QEP*]*	3
SOCI 350 Social Problems *[WE*]*	3
SOWK 304 Social Work Statistics	3
SOWK 401 Social Welfare Theory *[WE*]*	3
SOWK 402 Social Welfare Policy	3
SOWK 410 Interpersonal Skills for Social Workers	3
SOWK 445/HREL 445 Case Assessment & Management *[WE*]*	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 Field Seminar	3
SOWK 498A Social Work Internship I: Fieldwork	3
SOWK 498B Social Work Internship II: Fieldwork	3
General Electives (20 credits)	
General electives	20
TOTAL DEGREE CREDITS:	***120***

**Writing Emphasis course*

Recommended Course Sequence. As online students prepare to enter their program, academic advisors prepare a customized course schedule, or "plan of study," mapping out which courses students should complete in which sessions from start to graduation. These customized plans take into account degree requirements, transfer credits, pace of study, and other factors toward the goal of speeding students to the finish line in the shortest time possible.

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. Likewise, the BSW program does not accept transfer credits in place of the following practice courses because faculty must personally assess students' knowledge base and skill level before approving them for field education among the public: SOWK 440 Social Work Practice I: Individuals & Families, SOWK 450 Social Work Practice II: Groups & Organizations, SOWK 460 Social Work Practice III: Communities, SOWK 497 Social Work Field Seminar, SOWK 498A Social Work Internship I: Fieldwork and SOWK 498B Social Work Internship II: Fieldwork. Other forms of credit for prior learning may apply, including transfer credits from other universities for other types of courses. (See "Credit

for Prior Learning" in the section of this catalog focusing on "Academic Policies & Procedures.")

Social Work Field Seminar and Internship. The B.S.W. program concludes with a Social Work Field Seminar, in which students are provided educational direction and support in preparation for the field experience, 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 these 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 field seminar 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 the Social Work Program Director two sessions (16 weeks) prior to the start of the seminar. 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 (Aisha.Williams@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://lswo.org)
- National Association of Puerto Rican and Hispanic Social Workers (http://www.naprhsw.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)

ACADEMIC POLICIES & PROCEDURES

Behavioral Standards and Disciplinary Procedures

Student Conduct. Students, by their voluntary membership in Point's Christian community, assume responsibility to abide by all University regulations found in the *Point University Honor Code* and *A Covenant for Christian Community* available on the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation).

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. Examples of academic misconduct include but are not limited to:

- *Plagiarism.* Students commit plagiarism when they deliberately submit the work of someone else as their own. This offense may involve either submission of work created by someone else or directly copying work from someone else without proper attribution. Plagiarism can also occur when paraphrasing the work of another without properly attributing and documenting the source. Reusing one's own work from other courses without explicit permission from the instructor is "self-plagiarism." For demonstrable plagiarism in an assignment, students receive a minimum penalty of a grade of "F" for that assignment. The penalty may also include failing the course. The matter will be reported to the Chief Academic Officer (CAO). Disciplinary action may lead to suspension or dismissal from Point University.
- *Unauthorized Collaboration.* In the preparation of any assignment, a student shall not receive assistance not authorized by the instructor. A student shall not give unauthorized assistance to another person in such preparation.
- *Other Violations of Academic Integrity*. Examples of other forms of academic dishonesty include, for example, (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 instruc-

tor 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 a 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. *The Point Community Honor Code* includes examples of minor offences, major offenses, double major offences, and offences that may result in automatic suspension. Students may access the *Honor Code* through the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation).

Reporting Misconduct. Point views violations of behavioral standards as a serious problem and an affront to the entire University community. When a faculty member, staff member, or student becomes aware of serious misconduct, that person should report the misbehavior to the course instructor or other appropriate University official.

Disciplinary Action for Academic Misconduct. Academic misconduct in a course is first addressed by the instructor. A professor has the prerogative to take a variety of actions, as appropriate, including but not limited to counting the student absent, requiring work to be redone in whole or part, requiring additional work, giving a lower or failing grade for an assignment or test, requiring the student to leave a class session or event, withdrawing the student from the course, and/or awarding an immediate failing grade for the course.

In all cases of academic misconduct, the instructor reports the misconduct to the Registrar using the appropriate form (https://forms.office.com/Pages/ResponsePage.aspx?id=4d62Ip6TLEiGxU7rINYN3vgtblVHpDdPhFAS43Mu5ApUMUdHOTlHNjdLNkRSVVRPSzdYVUNTV0xBSy4u). The Registrar Office maintains records and documentation of all instances of academic dishonesty. If a student's academic dishonesty appears egregious or repeated, the CAO has the prerogative to pursue disciplinary action beyond that of the instructor, including adjudication by the Faculty Judiciary Committee and suspension of enrollment. For the first offense of academic dishonesty, the student is subject to disciplinary action by the instructor. For a second offense, the student typically receives a failing grade for the course in which the academic dishonesty occurred. In most cases of a third offence, the CAO suspends the student from Point 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 using the academic appeal form (http://intranet.point.edu/academic appeal). The appeal will proceed using the normal academic appeals process. The student may continuing attending class while an official appeal is pending.

A student may appeal dismissal from Point University to the president. The student must present the appeal in writing within three days of notification. The president's decision is final.

Disciplinary Action and Appeals Process for Other Forms of Misconduct. Members of the Point staff, such as the Chief Academic Officer, Dean of Students, Athletic Director, and Faculty Judiciary Committee, are empowered to enforce behavioral standards. *The Point Community Honor Code* includes examples of minor offences, major offenses, double major offences, and offences that may result in automatic disciplinary suspension from the University. It also outlines discipline procedures and the appeals process. Students may access the *Honor Code* through the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation).

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 operates on-ground academic programs at multiple locations, including its main campus in West Point, Georgia. Point also offers online programs through which it extends its educational mission across the nation and around the world. For further information on each Point location, see the section of this catalog describing "One University, Multiple Sites" (found above under "General Information Point University").

Student Support Centers. Point's larger sites in West Point, Peachtree City, and Savannah, Georgia, include well-equipped classrooms, computer labs, and office spaces. These sites serve as support centers for both on-ground and online students. Students are generally served by personnel based at the site closest to their home.

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.

On-Ground Students Enrolled in Online Programs

On-Ground and Online Student Support Services. Since Point serves both on-ground and online students, the University makes all its essential support services available both on-ground and "virtually" via the Internet. Examples include admission, financial aid, advising, library, learning assistance, disability, counseling, career, and technical support services.

Point makes additional services available to on-ground residential and commuter students at the West Point campus. Examples include housing, parking, shuttle, food service, campus security, athletics, marching band, and social/spiritual formation programs.

For more detailed discussion of services, see the section of this catalog focusing on "Student Support Services."

Tuition Rates for On-Ground and Online Students. Undergraduate students enrolled in online programs pay a lower tuition rate than residential students enrolled in on-ground programs at West Point. The rates differ based on student services for the two

modalities. Online undergraduate programs are less expensive than on-ground programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by on-ground students.

For more detailed discussion of tuition and fees, see the section of this catalog focusing on "Student Costs & Financial Aid."

On-Ground Students Taking Online Courses. With permission from the Registrar and their academic advisor, on-ground students sometimes enroll in online courses or programs. For example, the University currently offers its Information Technology Major only in online format. Thus, an on-ground student athlete living on the West Point campus might earn the B.S. in Information Technology degree by completing the General Education Core and Biblical Studies Minor on ground, and then completing the Information Technology Major online.

Tuition Rates for On-Ground Students Taking Online Courses. Point's student billing and payment center charges tuition and assigns students a "payment plan" *based on whether or not they use the on-ground support services in West Point*. Thus, if on-ground residential or commuter students include online courses in their schedule, they pay the on-ground rate for *all* courses because they utilize on-ground student services. In other words, Point charges tuition and fees based on the student's on-ground or online "payment plan," rather than on the modality of a given course.

Academic Calendar

University 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:
  - Traditional undergraduate students typically enroll in four to six 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 16 weeks in length.

- Dual Credit Enrollment (DCE) courses are also offered in a 16-week term-length format aligned with the calendar of the host school.
- Non-traditional students enrolled in undergraduate *Point Online* or *Point Connect* programs typically complete two courses each session year-round. Non-traditional courses are 8 weeks in length.
- Non-traditional students enrolled in online graduate programs typically complete one 8-week course each session *year-round*.

- The first week of an 8-week session or 16-week term is called "Getting Started Week." It always begins with new student orientations on Monday and Tuesday followed by a half week of courses extending from Wednesday through Sunday. During this half week students must attend on-ground class sessions and/or log onto their online course websites, introduce themselves to their instructor and fellow learners, review course syllabi, participate in course orientations, complete any initial assignments, and work ahead if they wish. Most instructors do not make *major* assignments during "Getting Started Week" to give students time to get oriented and plan their educational strategy.
- The remaining course "weeks" always begin on Monday and end on Sunday. They include a variety of focused learning activities.
- 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 cancels the synchronous class session and conducts 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 purposes of financial aid. For graduate students, 6 credits per term constitute "full-time" status.
- The Academic Calendar (see below) specifies course start and end dates, add/drop/withdrawal deadlines, holidays and breaks, and key events for students operating within the 8-week session structure.

Current Academic Calendar. Point University academic calendars for 2021-2022 and 2022-2023 appear in this *Catalog* under "Introduction to Academics.

Credit Hour Definition and Time Commitments

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, including live class sessions and/or online assignments. Accordingly, a typical 3-credit course represents a total average time commitment of about 112.5 hours (37.5 hours x 3 credits). The weekly time commitment required to complete a course depends on the length of time allotted for the course:

- *For on-ground students completing courses within a 16-week term,* a single 3-credit course represents an average time commitment of 8 hours per week. Two 3-credit courses represent a time commitment of about 15 hours per week. Three 3-credit courses represent a time commitment of about 22 hours per week. Four 3-credit courses (12 credit hours or "full-time" status) represent a time commitment of about 30 hours per week. Five 3-credit courses represent a time commitment of about 37 hours per week. Students should budget their time accordingly.
- *For on-ground and online students completing courses within an 8-week session,* a single 3-credit course represents an average time commitment of 14 hours per week. Two 3-credit courses represent a time commitment of about 28 hours per week. Three 3-credit courses represent a time commitment of about 42 hours per week. To meet these requirements, most students devote several hours each weekday plus a significant portion of the weekend to their studies. Most working adults on the undergraduate session system enroll in only two courses per 8-week session, which gives them "full-time" status.

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.

Course Loads and Student Time Commitments. When registering for courses, students should weigh multiple factors, such as the time required each week to complete those studies, the length of time to graduation under a lighter or heavier course load, and the number of credits required for "full time" status and financial aid. Helpful information appears below under "Course Loads, Overloads, and Full-Time Student Status." Academic advisors stand ready to assist students with their academic planning.

Academic Advising

Declaring Programs, Majors, and Minors. Each degree-seeking student chooses a program of study, major, and/or minor when admitted or as soon as possible thereafter. For policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

For purposes of academic planning and financial aid, Point recommends that students seeking a bachelor's degree declare their desired major and/or minor(s) as soon as possible. However, if they have not yet done so, on-ground students are placed in a "University Studies" track and online students are placed in a "General Studies" track until they declare their program. For more information, see the "Policy for Degree-

Seeking Students with Undecided Major" discussed in the portion of this catalog focusing on the Humanities Department within the College of Arts & Sciences.

Students may change programs, majors, and minors by completing the *Continuance/ Degree Change Form* (http:// intranet. point.edu/degree-change) and submitting it to the Registrar Office. Point recommends that students first discuss the proposed change with an academic advisor by contacting the Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu).

Academic Advising. Point University students receive academic advising from the Academic Advising Center (AAC) and their faculty advisor (usually an instructor with expertise in their major area of study). The AAC is located on the West Point campus in Rooms 122 and 123 of the Lanier Academic Center. Students may interact with an academic advisor by telephone, email, videoconference, or face-to-face at the Academic Advising Center:

Academic Advising Center
Lanier Academic Center, West Point Campus
Telephone: Office (706) 385-1018
Email: Advising.Center@Point.edu

Ms. Sandra Tyner, Academic Advisor
Lanier Academic Center, West Point Campus, Room 123
Telephone: Office (706) 385-1044
Email: sandra.tyner@Point.edu

Academic Advisors—in conversation with faculty—assist students in developing their *initial* course schedule or "plan of study." Once students are enrolled, the Academic Advising Center and faculty advisors provide academic advising each term on request. AAC staff members guide students through their educational programs by providing on-ground and online student orientations, explaining requirements and procedures, suggesting coursework appropriate to students' career as guided by the faculty, aiding with course registration, and recommending ways to improve academic performance. They also link students with other support services, such as financial counseling, learning assistance, disability services, and career services.

Alongside the Academic Advising Center, faculty advisors provide guidance regarding academic matters such as course selection, progress in the student's chosen degree program, professional development, and career preparation. The Center for Calling and Career also assists with career counseling—preferably by appointment.

Both Academic Advisors and faculty advisors are available to students via appointment. Academic Advisors maintain an especially high level of involvement during students' time in the lower division (freshmen and sophomores). Faculty advisors maintain involvement during students' time in the upper division (juniors and seniors) and graduate school.

Student Responsibilities. Prior to registration for each term, students communicate with the Academic Advising Center and/or their faculty advisors concerning their status and upcoming courses. However, *students are ultimately responsible for their own academic progress*. The following list outlines students' responsibilities in the advising process:

- Read the *Academic Catalog* and other academic information provided by Point University.
- 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 Academic Advising Center staff.
- Contact the Academic Advising Center in a timely fashion for creating a plan of study 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 Academic Advising Center immediately with concerns about academic progress in particular courses or progress toward a degree.

Course Registration

On-Ground Student Course Registration. New on-ground students at West Point participate in "Starting Point" events on campus before registering for their first term. Returning students register online for the next term during the registration period. The Registrar Office staff notifies students of registration dates and processes through their Point email accounts. Registration dates also appear on the academic calendars in this *Catalog* or on the University website (https://point.edu/academics/ academic-calendar). Stu-dents may contact the Registrar Office or Academic Advising Center for questions or directions on registration.

Students who have not registered previously may do so during the "drop/add period." See the academic calendar for dates.

Depending on the student's program, registration may also include other preparations, such as participating in orientation sessions and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

During the first year, most undergraduate students schedule their courses in keeping with the General Education Core courses. In later years, they select courses appropriate for their major program of study. Students may consult with the Academic Advising Center and faculty advisors, but students themselves bear responsibility for enrolling in required courses at the appropriate times in order to reach graduation.

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 Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu).

Online Student Course Registration. Online students are required to register for courses prior to the beginning of each term or session. Registration for the next term typically begins shortly after the midpoint of the current term. They register through the

Registrar Office. The Registrar Office notifies students of registration dates and processes through their Point email accounts. The Student Services Office can also answer questions about registration (telephone 706-385-1018; email Advising.Center@ Point.edu or Point. Registrar@Point.edu).

Students who have not registered previously may do so during the "drop/add period." See the academic calendar for dates.

Depending on the student's program, registration may also include other preparations, such as participating in online orientation sessions and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

At the time of their initial enrollment, Academic Advisors assist online students in developing a course schedule, or "plan of study." Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student. Academic advisors check with students prior to each session before registering them for the next courses in their plan. Students typically complete foundational General Education Core courses first before progressing into more advanced professional courses and general electives.

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 Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@ Point.edu).

Course Loads and Student Time Commitments. When registering for courses, students should weigh multiple factors, such as the time required each week to complete those studies, the length of time to graduation under a lighter or heavier course load, and the number of credits required for "full time" status and financial aid. Helpful information appears under "Credit Hour Definition and Time Commitments" and "Course Loads, Overloads, and Full-Time Student Status." Academic Advisors stand ready to assist students with their academic planning.

Changes in the Student's Plan of Study. Students may change their course schedule, or "plan of study," during the registration period and at the beginning of the new session or term. To do so, they should contact the Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu).

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 may request a DIS by contacting the Registrar (telephone 706-385-1018; email Point.Registrar@Point.edu). The Registrar then initiates the approval process with aca-

demic leadership. Point University can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

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 appropriate college dean and departmental faculty. 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 of $70 per credit hour. *Financial aid is not offered for course audits.*

The University at its discretion may limit the number of audit students in a given course. 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.

Applying to Audit a Course. Students who are not already enrolled at Point and who wish to audit a course should begin by contacting the Admission Office (telephone 706-

385-1000; email Admission@Point.edu) or Registrar (telephone 706-385-1018; email Point.Registrar@Point.edu). They 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 Point University behavioral standards outlined above.

Textbooks and Materials

Textbook Service. Textbook services are offered through the Point University Store, powered by eFollett and located at 817 3rd Avenue in West Point (telephone 706-385-1491; email pointu@bkstr.com). 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.

For questions concerning texts required for a given course, contact the Point University Store.

Paying for Textbooks through Financial Aid Book Vouchers. Students who receive financial aid may request a book voucher to assist them in purchasing required textbooks and up to $50 in supplies at the Point University Store. New students receive book voucher information in their online orientation course, from the Financial Aid Office, and from the Point University Store. Information also appears on the Point website (https://online.point.edu/new-students).

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. Online 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		N/A	**Withdrawn without Attendance** before deadline. Not calculated in GPA.	no

Pass/Fail Grading. Some courses are designated as having pass/fail grading. In such a course, instructors record the student's grade as either "Pass" or "Fail." A grade of "Pass" for is given in lieu of "A" through "D" grades, appears as a "P" on the student's transcript, and does not affect the student's GPA. A grade of "F" for a pass/fail course is calculated in the student's GPA as any other failing grade. Adding or withdrawing from a pass/fail course is conducted on the same basis as other courses.

Credit hours for pass/fail courses carry full academic credit. They apply, for example, toward the satisfaction of degree requirements, the calculation of the student's academic load, and the required hours for graduation as otherwise appropriate.

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, that make it impossible for the student to complete their assignments before 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.

The request must include a plan and timeline for completing the remaining course requirements. Along with the "I," the instructor must submit a letter grade based on *all* work assigned for the course, including zero (0) points for missing assignments "I-B," "I-C," "I-D," "I-F" or for Pass/Fail courses "I-PA" or "I-FA"). 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, 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 first week of 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 only if the case involves an instructor's error. Grades may also be amended following a successful academic appeal by the student (see below).

Academic Appeals Process. Students who believe an error has been made in grading or other academic rulings (e.g. academic dishonesty, unfair treatment by professor) have a right to appeal the decision. The academic appeals process will proceed as follows:

Informal. Students should informally seek a resolution with their instructor. If no resolution can be agreed upon, students may begin the formal process.

Formal. To initiate a formal appeal, students must complete the online Academic Appeal Form in full (http://intranet.point.edu/academicappeal) and submit it within 10 business days of the posting of the grade or other academic ruling. At the same time, students must submit to the Registrar (Point.Registrar@Point.edu) any supporting materials they wish considered in the appeal, such as assignments, instructor feedback, and correspondence with the instructor. In order to expedite the appeals process, additional supporting materials will not be accepted after submission of the formal appeal.

1. Demonstrate that the appeal meets one of the following criteria:
    a. Clear error in grading
    b. Non-responsive or non-communicative instructor
    c. Inconsistent application of policy
    d. Instructor not abiding by terms laid out in syllabus
    e. Account/access issues
    f. Clear bias against student
2. Registrar
    a. After the Registrar receives the completed appeal packet, the Registrar checks with instructor to make sure there were no errors of entry. If there were not, the appeal is forwarded to the department chair and dean.
    b. The Registrar Office staff does not make rulings. They fact-check and facilitate the formal process.
    c. If either the department chair or dean is the instructor in question, the appeal goes to their supervisor to avoid conflict of interest.
3. Department Chair and Dean

a. Review appeal packet and provide a decision to the student within 10 business days of the receipt of packet from the Registrar. Instructor, Registrar and CAO copied on decision to student.

b. If the student considers the decision unjust, a second appeal to the Registrar may be made within 10 business days of receiving the decision. In such a case, the Registrar will pass the appeal and decision of the department chair and dean to the Academic Appeals Committee.

4. Academic Appeals Committee

a. Composition: Three faculty members from three different colleges and one member of Point Academic Support Services; the Chief Academic Officer (CAO) serves on the Committee *ex officio* (5 members total)

b. Meet, review, and decide on academic appeals within 10 business days of receipt.

c. The decision of AAC is final and cannot be appealed.

d. CAO notifies student of decision in writing, copies dean of college and Registrar.

e. Final decision and correspondence are added to academic appeals repository

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. Grades of "P," "R," "W," "WP," "WX" and the associated credit hours are not considered in calculating a student's institutional GPA.
- The total grade points for all courses divided by the total credit hours yields the grade point average or "GPA" (42.0 ÷ 15 = 2.80).

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C	2.00	x	3.0	6.0
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	3.00	x	3.0	9.0
			Totals:	15.0	42.0
				GPA:	2.80

- The grade point average students earn in a single term is called the "term GPA," while the GPA earned over the course of students' entire career at Point is called the "cumulative GPA."

Only credits and grades earned at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. However, credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (described below under "Undergraduate Academic Honors").

Grade Information. Students may view their grades and transcripts at any time in the student portal on Campus Nexus, the online enrollment management system used by Point University.

Attendance Policy

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.

Attendance Policy and Allowed Absences. A student is expected to participate actively in each week of the course in which he or she is enrolled. For fully-online courses, active participation includes submitting coursework in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. For in-seat courses, students must be present in-person and actively engaged in class.

Students may be absent up to 25% of the course. After absences exceed 25% of the session or term's total—in either consecutive or cumulative days—the student will be withdrawn from the course roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the University, such as student athletes, remain responsible for submitting work within the week it is due. They are also responsible for ensuring that they do not exceed the 25% absence threshold. No student will be disadvantaged while representing the University. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they exceed the allowed number of absences.

> *WARNING: If students are "absent" for two consecutive weeks (14 consecutive days), it may trigger loss of financial aid even if they remain in the course. Contact the Financial Aid Office for more information (email Financial.Aid@Point.edu; telephone 706-385-1018).*

Attendance after a Concussion or Surgery. Students may be temporarily disabled by, for example, a concussion suffered at an athletic event or a scheduled surgery. Policies

and procedures governing those special circumstances appear under "Disability Services" in the section of this catalog describing "Support Services Available to All Students."

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 (Point.Registrar@Point.edu). 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 instructor, department chair, and Chief Academic Officer) grants the appeal, students incur no grade penalties for the absences.

"No Show" Policy. The last day to petition 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." See also the "Sample Applications" shown below.

> *NOTE: Due to the need for flexibility in response to the COVID-19 pandemic, this attendance policy is temporary and may be changed in order to safeguard the health of students, staff, and faculty. For more information regarding Coronavirus, please visit the Point University website at https://point.edu/consumerinformation/coronavirus.*

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 social 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 circumstancees.

Late Assignment Policy

Students should submit all course assignments by the due dates to receive full credit and avoid falling behind. Later assignments often build on earlier assignments.

For online courses, all weekly assignments are due by 11:59 p.m. on Sunday unless stated otherwise in the course syllabus. Deadlines for all assignments are given in Eastern Standard Time (EST).

Individual professors may impose penalties for late assignments. Such penalties will be assessed according to the terms of the course syllabus. Late assignments may impact the student's final grade.

Adding, Dropping, or Withdrawing from Courses

Policies regarding adding, dropping, or withdrawing from courses appear below. See the Academic Calendar for specific deadlines for a given term or session.

Adding a Course. Students may petition to add a course through the Registrar Office until the date noted in the table below. Students should consult with the Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu) to make certain that the course meets credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications (email Financial.Aid@Point.edu; telephone 706-385-1018). 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.

Adding a Course	**8-Week Session-Length Course**
	Before midnight EST on the 2nd Wednesday after courses begin
	16-Week Term-Length Course
	Before midnight EST on the 2nd Wednesday after courses begin

Dropping a Course. Students may petition to drop a course through the Registrar 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 Academic Advising Center to evaluate how the dropped course affects credit hour requirements and academic goals (email Advising.Center@Point.edu; telephone 706-385-1018). They should consult with a financial aid counselor regarding financial implications (email Financial.Aid@Point.edu; telephone 706-385-1018). Students receiv-ing VA benefits must contact Point University's VA Certifying Official before dropping the course. Dropped courses do not appear on student transcripts.

Dropping a Course	**8-Week Session-Length Course**
	Before midnight EST on the 2nd Wednesday after courses begin
	16-Week Term-Length Course
	Before midnight EST on the 2nd Wednesday after courses begin

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."

> *WARNING: Point registers students for a full 16-week term (two 8-week sessions), and state and federal governments award financial aid for the full term. If students participate in session 1 but decide not to continue into session 2, they must notify the Financial Aid Office before session 1 ends. If they do so, Point will not charge tuition for session 2 and will return to the government any remaining financial aid awarded for that term. If students do not notify Point before session 1 ends, the University may charge session 2 tuition and then have to return financial aid. In either case, students will be responsible for any unpaid balances. Contact the Financial Aid Office for more information (email financial.aid@point.edu; telephone 706-385-1018).*

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 Office and the staff removes the student from the course. The student is financially responsible.

Administrative Drop from a Course	**8-Week Session-Length Course**
	If reported after the 2nd Wednesday after courses begin
	16-Week Term-Length Course
	If reported after the 2nd Wednesday 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 Wednesday 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 *Withdrawal Form* (http://intranet.point.edu/withdrawal-form) to the Registrar Office. Forms are available in the Registrar 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, and/or (4) loss of current or future financial aid. Students should consult with the Academic Advising Center, a financial aid counselor, and the VA Certifying Official prior to withdrawing.

Withdrawing from a Course	**8-Week Session-Length Course**
	After the drop deadline, but before 5:00 p.m. EST on the 4th Friday of the course
	16-Week Term-Length Course
	After the drop deadline, but before 5:00 p.m. EST on the 13th 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 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, and/or (4) loss of current or future financial aid.

Administrative Withdrawal from a Course	**8-Week Session-Length Course**
	Student has ceased participation or exceeded the total allowed time absent (25% of course)
	16-Week Term-Length Course
	Student has ceased participation or exceeded the total allowed time absent (25% of 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 Chief Academic Officer (CAO) in writing, within 24 hours of the Registrar's notification, giving evidence of the alleged error. The decision of the CAO 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% (rounded from 2/3) 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. Point students may request this privilege using the *Transient Permission Form* (http://intranet.point.edu/transient-permission-form). 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"). Normally, courses from institutions other than Point are completed and transcripts received prior to the beginning of the final term before graduation.

On-Ground and Online Student Status. Point University offers *full academic programs* in three primary modalities:

- *On-Ground Programs* offered at the main campus in West Point or another Point education site
- *Point Online Programs* offered fully-online
- *Point Connect Programs* offered primarily online but with a weekly live videoconference (*Point Connect* programs usually include some courses in *Point Online* format)

Point classifies students based on the type of *program* in which they are enrolled rather than the *courses* in which they are enrolled.

Undergraduate students enrolled in *Point Online* and *Point Connect programs* pay a lower tuition rate than students enrolled in *on-ground programs* at the main campus in West Point, Georgia. The rates differ because student services for on-ground and online students differ. *Point Online* and *Point Connect* undergraduate programs are less expensive than on-ground programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by on-ground residential students. For *Point Online* and *Point Connect* students the University provides "virtual" student services via the Internet.

In some cases, courses required for an online program are equivalent to those required for an on-ground program. Accordingly, students sometimes cross modalities. For example, on-ground students at West Point may enroll in an online course. However, they will pay the on-ground tuition rate because they are enrolled in an on-ground *program* and utilize on-ground student services. In other words, Point charges tuition and fees based on the student's *program* (on-ground or online), rather than on the modality of a given course.

Course Loads, Overloads, 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.

On-Ground Undergraduate Students. For undergraduates in on-ground programs, such as those at West Point, 12 credits per 16-week term constitute "full-time" status while less than 12 represent "part-time" status. A normal full-time course load is five courses per term, or 15-16 credits. To enroll in an "overload" of more than 17 credits per term, students must have a 2.50 cumulative grade point average (GPA) and permission from their Academic advisor. Enrollment in more than 19 credits per term also requires approval by the Registrar.

Online Undergraduate Students. For undergraduates in *Point Online* and *Point Connect* programs, 12 credits per 16-week term constitute "full-time" status while less than 12 represent "part-time" status. A normal full-time course load is two 3-credit courses per 8-week session, or four 3-credit courses per 16-week term. To enroll in an "overload" of three courses per session (a 42 hour per week time commitment), students must have a 2.50 cumulative grade point average (GPA) and permission from their academic advisor.

Graduate Students. For master's degree students, 6 credits per term constitute "full-time" status. A normal course load is one 3-credit course per 8-week session, or 6 credit hours per 16-week term. Due to course scheduling and workload issues, "overloads" are generally not available for graduate students.

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 program.

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 status 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 (Point.Registrar@Point.edu). The appeal should specify the suspected error or errors. If students contend that the Registrar's response to the appeal is not correct, they should appeal in writing to the Academic Committee chaired by the Chief Academic Officer. The Committee's 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 (ER) 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, graduate 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 a 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 Office. The Registrar Office will notify the Academic Advising Center, appropriate faculty advisors, and Financial Aid Director. They may want to discuss the implications of the change with the student.

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 Academic Advising Center and include an exit interview. *Failure to complete the entire withdrawal process—including the exit interview with a member of the academic advising 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 (the 4th Friday of the session for an 8-week session length course or the 13th Friday of the term for a 16-week term-length course—see the academic calendar for specific dates). 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 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 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 Office staff in consultation with college deans and the Chief Academic Officer. 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 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 institutional 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) at the time the credits were awarded. 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). Only credits completed at Point University contribute to the student's cumulative grade point average (GPA); transfer credits and grades are not used in calculating the Point GPA. However, the University does use transfer credits and grades that satisfy Point degree requirements in determining graduation honors (see "Graduation Honors," which appears below under "Undergraduate Academic Honors").

- 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 "Residency Requirements and Transfer Credits") limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 75% of the required courses (typically 90 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses 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 and Non-English 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 General Education Core and Biblical Studies. The Point University faculty has specifically designed each course in the General Education Core, Biblical Studies Minor, and professional programs to serve Point's 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, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the dean of the College of Arts & Sciences and appropriate department chairs.

TRANSFER GUIDELINES FOR THE GENERAL EDUCATION CORE

IMPORTANT NOTE: The following table provides faculty-approved guidelines for transferring courses into the General Education Core only. A given course may be transferable into one Point program but not transferable into another based on the learning objectives for those programs. Departmental faculty make these determinations. To illustrate: A transfer course in Environmental Science may fulfil the Natural Science core requirement for the B.S. in Organizational Leadership, but it is no substitute for the Human Anatomy & Physiology course required for Point's B.S. in Exercise Science.

Point Requirement	Transfer Guidelines
Essential Skills	
APSP 105 Introduction to Adult Learning	Point normally does not accept transfer courses in place of APSP 105 because it includes adult student success skills, an introduction to *Point Online* and *Point Connect* course sites, and the *StrengthsFinder* used in later Point courses. Point may waive APSP 105 if students have completed 45+ college credits, including online courses.

APSP 110 Effective Thinking EFT 101 Effective Thinking	Point accepts courses promoting 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.
ENG 101-102 Critical Reading/Writ I-II ENGL 101-102 Critical Reading/Writ I-II	Point accepts courses designed to improve students' *writing skills*. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing.
COM 205 Public Speaking COMM 205 Public Speaking	Point accepts courses designed to improve students' *public speaking skills*. Examples include Speech, Debate, and Rhetoric.
Humanities & Fine Arts	
HUMA 101 Introduction to Humanities, ENG 202 American Literature to 1860 ENG 203 American Lit since 1860 ENG 204 British Literature to 1800 ENG 205 British Literature since 1800 ENG 207 World Literature ENGL 250 Modern Short Stories MUS 102 Music Appreciation MUSI 102 Music Appreciation PHL 201 Introduction to Philosophy PHL 225 History of Philosophy	Point accepts courses that focus on: • *Critical and historical examination of world cultures*. These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include History, Comparative Religion, Philosophy, Ethics, Ancient and Modern Languages, Archaeology, Political Science, and General Humanities. • *Critical analysis and interpretation of literary texts*. Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a specific genre of literature (e.g. poetry, science fiction). • *Fine Arts* (e.g. painting, sculpture, art history or appreciation) *and Performing Arts* (e.g. theater, dramatic writing, dance, music history or appreciation, film history or appreciation).
Natural Sciences	
NSCI ____ Nat. Science Course w/Lab NSC 103-103L Biology I w/ Lab NSC 106-106L Environmental Sci w/ Lab NSC 110-110L Physical Science w/ Lab NSC 215-215L Human Anatomy & Physiology w/ Lab NSC 228-228L Gen Chemistry I w/ Lab	Point accepts courses focusing on the *physical universe,* such as Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Physiology, and Health Sciences. To earn a bachelor's degree from Point University, students must complete at least one Natural Science course that includes a laboratory.
MATH ____ Mathematics Course	Point accepts courses designed to improve students' *quantitative reasoning skills*. Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus. *(Note the specific math requirement for the student's chosen program.)*
Social & Behavioral Sciences	
HIS 104 World History I HIS 105 World History II HIS 250 United States History I HIS 251 United States History II HIST 250 United States History	Point accepts courses that focus on *historical* examination of world cultures. These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include World History, American History, European History, Chinese History and Culture.

PSY 103 Introduction to Psychology PSYC 103 Introduction to Psychology SOC 103 Introduction to Sociology SOCI 103 Introduction to Sociology SOC/HIS 210 Cultural Anthropology SOC/HIS 214Geography	Point accepts courses in any branch of the Social and Behavioral Sciences. Examples include General Psychology, Human Development, Marriage & Family, Sociology, Anthropology, Cultural Geography, Political Science, and Economics.
General Electives	Point accepts any college-level course not equivalent to another course on the student's transcript (e.g. Point will not transfer both Beginning Composition from one college and Freshman English from another).

TRANSFER GUIDELINES FOR THE BIBLICAL STUDIES MINOR, MAJOR, AND ELECTIVES	
Biblical Studies Minor	
BBS 102 The Drama of Scripture BIBL 103 The 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.
BIB 202 Jesus: The Focus of Scripture 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.
BBS 304 Scripture: Reading & Interpretation BIBL 306 Scripture: Reading & Interpretation	Point accepts courses designed focusing on principles and skills for biblical interpretation. Examples include Hermeneutics, Exegetical Method, and Biblical Interpretation.
THE Christ, Culture & Career 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.

Course Substitution Process for the Biblical Studies Minor, Major, and Electives. Through the following process, students may seek a course substitution for a Point-required course in the Biblical Studies Minor, Biblical Studies Major, or a Biblical Studies Elective:

- Students requesting a course substitution must do so in writing to the Biblical Studies Department Chair (Holly.Carey@Point.edu).
- Upon receiving the request, the Department Chair will evaluate its validity and, when possible, speak to the course instructor or course writer as to the nature of the course.
- The Department Chair will recommend to the Dean of the College of Biblical Studies & Ministry either approval or disapproval within three days of receiving the written request.

- The Dean will notify the Registrar Office and the student of the decision within one day of receiving the Department Chair's decision.

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 DSST (formerly DANTES Subject Standardized Tests, now by Prometrics). For more information regarding credit for these examination programs, see below.

The Educational Resource Center (ER) on the West Point Campus administers proctored, computer-based CLEP tests. (Students may also complete the *Point Admission Assessment* on a personal computer without the presence of a proctor.) 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.

The American Council on Education (ACE) recommends that colleges and universities award credit for AP grades of "3" or higher on any AP Examination. Point 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 Point awards for successful completion of each exam, and Point course requirements those exams may fulfil:

	AP Examinations	Point Course Equivalents	Credits
Arts	Art History	Fine Arts Course	3
	Music Theory	Fine Arts Course MUS 102 Music Appreciation 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 (writing & thinking)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading & Writing I	3
		Note: If students score a 4 or 5 on either AP English test, they should receive credit for both ENG 101 and ENG 102.	
	English Literature & Composition (literary analysis & writing)	ENG 102 Critical Reading & Writing II ENGL 102 Critical Reading/Writing II	3
History & Social Science	Comparative Government & Politics	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	European History	Social & Behavioral Sciences History Course	3
	Human Geography	Social & Behavioral Sciences History Course SOC/HIS 214 Geography	3
	Macroeconomics	Social & Behavioral Sciences Course BUS 321 Principles of Macroeconomics BUSI 321 Principles/Macroeconomics	3
	Microeconomics	Social & Behavioral Sciences Course BUS 320 Principles of Microeconomics BUSI 320 Principles/M1croeconomics	3
	Psychology	PSY 103 Introduction to Psychology PSYC 103 Introduction to Psychology	3
History & Social Science ***(continued)***	United States Government & Politics	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	United States History	HIS 250 United States History I HIS 251 United States History II	6
Mathematics & Computer Science	Calculus AB	MTH 191 Pre-Calculus	3
	Calculus BC	MTH 210 Calculus I	4
	Computer Science A	General Elective	3
	Statistics	Mathematics Course MTH 117 Introductory Statistics	3
Natural Sciences	Biology	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	3 to 6
	Chemistry	Natural Sciences Course NSC 228-228L General Chemistry I NSC 229-229L General Chemistry II	3 to 6

Natural Sciences ***(continued)***	Environmental Science	Natural Sciences Course NSC 106-106L Environmental Sci/Lab	3
	Physics C: Electricity & Magnetism	Natural Sciences Course NSC 321-321L Physics II w/Lab	3
	Physics C: Mechanics	Natural Sciences Course NSC 320-320L Physics I w/Lab	3
	Physics 1	Natural Sciences Course NSC 320-320L Physics I w/Lab	3
	Physics 2	Natural Sciences Course NSC 321-321L Physics II w/Lab	3
World Languages & Cultures	French Language & Culture German Language & Culture Italian Language & Culture Spanish Language & Culture	Humanities Course *Score: 3* 6 credits *Score: 4* 9 credits *Score: 5* 12 credits SPA 102 Spanish I SPA 102 Spanish II SPA 201 Intermediate Spanish I SPA 202 Intermediate Spanish II	6 to 12
	Chinese Language & Culture Japanese Language & Culture Latin Spanish Literature & Culture	*under review by AP*	0

International Baccalaureate (IB). Students who qualify through the International Baccalaureate (IB) program may receive advanced standing and/or exemption from certain courses offered by Point University.

The American Council on Education (ACE) recommends that colleges and universities award credit for IB grades of 5 or higher on any IB Examination. Point 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 Point 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

The Arts ***(continued)***	Music	Fine Arts Course MUS 102 Music Appreciation MUSI 102 Music Appreciation	3
	Theatre Arts	Fine Arts Course	3
	Visual Arts	Fine Arts Course	3
Experimental Sciences	Biology	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	4
	Chemistry	Natural Sciences Course NSC 228-228L General Chemistry I	4
	Environmental Systems & Societies	Natural Sciences Course NSC 106-106L Environmental Sci/Lab	4
	Physics	Natural Sciences Course NSC 320-320L Physics I w/Lab	4
	Sports, Exercise & Health Science	PHE 105 Phys Fitness/Wellness PHED 105 Fitness & Wellness	4
Individuals & Societies	Business & Management	BUS 225 Principles of Mgmt BUSI 230 Principles of Mgmt	3
	Economics	Social & Behavioral Sciences Course BUS 321 Princ/Macroeconomics BUSI 321 Princ/Macroeconomics	3
	Geography	SOC/HIS 214 Geography	3
	History	Social & Behavioral Sciences History Course	3
	History: Africa	Social & Behavioral Sciences History Course	3
	History: Americas	Social & Behavioral Sciences History Course	3
	History: Asia/Oceania	Social & Behavioral Sciences History Course	3
	History: Europe & Middle East	Social & Behavioral Sciences History Course	3
	History: Medieval Europe & Islamic World	Social & Behavioral Sciences History Course	3
Individuals & Societies ***(continued)***	Information Technology in a Global Society	General Elective	3
	Philosophy	APSP 110 Effective Thinking EFT 101 Effective Thinking PHL 201 Intro to Philosophy	3
	Psychology	PSY 103 Intro to Psychology PSYC 103 Intro to Psychology	3
	Social & Cultural Anthropology	Social & Behavioral Sci Course SOC/HIS 210 Cultural Anthropology	3
	World Religions	Humanities Course PHL 330 World Religions	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 SPA 102 Spanish I SPA 102 Spanish II	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.

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 Point course requirements those exams may fulfil. In setting its requirements, Point has taken into consideration guidelines published by the American Council on Education (ACE). 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 Point 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.

	CLEP Examinations	Minimum Scores (professional major)	Point Course Equivalents	Credits
BUSINESS	Financial Accounting	50 (65)	BUS 211 Financial Accounting BUSI 211 Financial Accounting	3
	Information Systems & Computer Applications	50 (59)	BUSI 314 Mgmt Information Systems BUS 414 Mgmt Information Systems	3
	Introductory Business Law	50 (60)	BUS 434 Business Law BUSI 434 Business Law	3
	Principles of Management	50 (63)	BUS 225 Principles of Management BUSI 230 Principles of Management	3
	Principles of Marketing	50 (65)	BUS 247 Principles of Marketing BUSI 347 Principles of Marketing	3
COMP & LIT	American Literature	50 (58)	Humanities Course ENG 202 American Literature to 1860	3
	Analyzing & Interpreting Literature	50 (60)	Humanities Course ENG 375 Literary Theory	3
	College Composition	50 (59)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading/Writing II	6
	College Composition Modular	50 (60)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading & Writing I	3
	English Literature	50 (62)	Humanities Course ENG 204 British Literature to 1800	3
	Humanities	50 (56)	HUM 101 Introduction to Humanities HUMA 101 Introduction to Humanities	3
HISTORY & SOCIAL	American Government	50 (63)	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	History of the US I	50 (56)	HIS 250 United States History I HIST 250 United States History	3
	History of the US II	50 (57)	HIS 251 United States History II HIST 250 United States History	3
	Human Growth & Development	50 (63)	PSY 204 Developmental Psychology PSYC 204 Developmental Psychology	3
	Introduction to Educational Psychology	50 (62)	EDU 300 Educational Psychology EDUC 300 Educational Psychology	3
	Introductory Psychology	50 (59)	PSY 103 Intro to Psychology PSYC 103 Introduction to Psychology	3
	Introductory Sociology	50 (59)	SOC 103 Introduction to Sociology SOCI 103 Introduction to Sociology	3

& SOCIAL SCIENCES	Principles of Macroeconomics	50 (62)	Social & Behavioral Sciences Course BUS 321 Principles of Macroeconomics BUSI 321 Principles/Macroeconomics	3
	Principles of Microeconomics	50 (64)	Social & Behavioral Sciences Course BUS 320 Principles of Microeconomics BUSI 320 Principles/M1croeconomics	3
	Social Sciences and History	50 (62)	Social & Behavioral Sciences History Course	3
	Western Civilization I	50 (57)	Social & Behavioral Sciences History Course	3
	Western Civilization II	50 (56)	Social & Behavioral Sciences History Course	3
MATH	Calculus	50 (64)	MTH 191 Pre-Calculus MTH 210 Calculus I	4
	College Algebra	50 (63)	Mathematics Course MATH 111 Elementary Algebra MATH 113 Intermediate Algebra MATH 120 College Algebra MTH 111 Elementary Algebra MTH 113 Intermediate Algebra MTH 120 College Algebra	3
	College Mathematics	50 (62)	MTH 113 Quantitative Reasoning MATH 115 Quantitative Reasoning	3
	Pre-Calculus	50 (61)	MTH 191 Pre-Calculus	3
NAT SCI	Biology	50 (57)	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	4
	Chemistry	50 (65)	Natural Sciences Course NSC 228-228L General Chemistry I NSC 229-229L General Chemistry II	4-8
	Natural Sciences	50 (62)	Natural Sciences Course	3 to 6
LANGUAGE	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 SPA 102 Spanish I SPA 102 Spanish II	6

L A N G	Spanish Language Level II	63 (68)	Humanities Course SPA 102 Spanish I SPA 102 Spanish II SPA 201 Intermediate Spanish I SPA 202 Intermediate Spanish II	12

DSST (DANTES Subject Standardized Tests). Students who enroll in Point University may also secure credit through DSST, the U.S. military's Defense Activity for Non-Traditional Educational Support tests (DANTES) now offered through Prometrics. The DSST tests cover more than 50 disciplines. The American Council on Education (ACE) 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 Point 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 Point General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply DSST credit to their Point professional major.

DSST Exams	**Minimum Scores (professional major)**	**Point Course Equivalents**	**Credits**
Art of the Western World	48 (53) 400 (434)	Fine Arts Elective HUM 320 Art History	3
Astronomy	48 (52) 400 (434)	Natural Sciences Course	3
Business Ethics & Society	400 (434)	General Elective	3
Business Law II	44 (52) 400 (434)	BUS 434 Business Law BUSI 434 Business Law	3
Business Mathematics	48 (49) 400 (434)	General Elective *(does not meet General Education Core math requirement)*	3
Civil War & Reconstruction	47 (52) 400 (434)	Social & Behavioral Sciences History Course	3
Criminal Justice (3)	49 (54) 400 (434)	CJU 300 Intro to Criminal Justice 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 NSC 106-106L Environmental Sc/Lab	3
Ethics in America	46 (50) 400 (434)	Humanities Course	3
Foundations of Education	46 (50) 400 (434)	EDU 102 Educational Foundations EDUC 102 Educational Foundations	3
Fundamentals of College Algebra	47 (50) 400 (434)	MATH 111 Elementary Algebra MATH 113 Intermediate Algebra MTH 111 Elementary Algebra MTH 113 Intermediate Algebra	3
Fundamentals of Counseling	45 (48) 400 (434)	CHS 211 Introduction to Counseling HREL 301 Introduction to Counseling	3
Fundamentals of Cybersecurity	400 (434)	General Elective	3
General Anthropology	47 (53)	Social & Behavioral Sciences Course SOC/HIS 210 Cultural Anthropology	3
Here's to Your Health	48 (51) 400 (434)	PHE 105 Fitness & Wellness 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)	BUS 450 Human Resource Mgmt BUSI 450 Human Resource Mgmt	3
Human/Cultural Geography	48 (54) 400 (434)	Social & Behavioral Sciences Course SOC/HIS 214 Geography	3
Introduction to Business	46 (54) 400 (434)	BUS 225 Principles of Management BUSI 230 Principles of Management	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3
Introduction to Law Enforcement	45 (52) 400 (434)	CJU 410 Criminal Procedure 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 PHIL 330 World Religions	3
Lifespan Developmental Psychology	46 (51) 400 (434)	PSY 204 Developmental Psychology PSYC 204 Developmental Psychology	3
Management Information Systems	46 (50) 400 (434)	BUSI 314 Mgmt Information Systems BUS 414 Mgmt 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)	BUS 336 Principles of Finance BUSI 336 Principles of Finance	3
Principles of Financial Accounting	47 (55)	BUS 211 Financial Accounting BUSI 211 Financial Accounting	3
Principles of Physical Science	47 (52) 400 (434)	Natural Sciences Course NSC 110-110L Physical Science w/Lab	3
Principles of Public Speaking	47 (52) 400 (434)	COM 205 Public Speaking COMM 205 Public Speaking	3
Principles of Statistics	48 (51) 400 (434)	Mathematics Course MTH 117 Introductory Statistics MTH 202 Basic Statistics	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 CISM 230 Technical Writing	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://www3. 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.

For more information about academic credit through the American Council on Education (ACE), see the *Student Guide to Credit for Prior Learning* (www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Student-Guide-to-Credit-for-Prior-Learning.aspx), the *Learner Transfer Guide* (www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Learner-Transfer-Guide.aspx), and frequently asked questions about the *Military Guide* (www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/ Military -Guide-FAQ.aspx). To see if a particular military examination or

course has been evaluated by ACE, see the Course/Examination Search site (www2.acenet.edu/credit/ ?fuseaction=search.main).

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 Chief Academic Officer (CAO, Stephen. Waers@Point.edu). *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 Chief Academic Officer, in consultation with the appropriate dean, 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 dean. Based upon the recommendations, the dean 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 must have successfully completed 12+ credit hours of coursework in a 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, the registrar records the credits on the student's transcript.

ATTENTION HUMAN RELATIONS AND PSYCHOLOGY MAJORS: The College of Social & Behavioral Sciences 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 University 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 25% of the required coursework at Point (typically 30 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, 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 75% 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, 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 Point degree program, see the program descriptions included in the sections of this *Catalog* devoted to the university's five colleges (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 25% of the required coursework at Point (typically 30 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, 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 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.

> *NOTE:* An archive of past catalogs appears on the Point website (https://point.edu/academics/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 most master's degrees). 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 most master's degrees). 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 Awareness Assessment* 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). Students complete these assessments as part of GRAD 400 Graduation.

To graduate, students must also complete any required departmental and institutional exit interviews, exams, and other assessments.

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 Associate Degrees. All associate degree programs offered by Point University include three primary components—namely, the General Education Component, Biblical Studies Component, and Professional Component (some also include General Electives). The General Education and Biblical Studies Components are identical or nearly identical in most programs, so the primary difference between two associate degrees lies with the Professional Component.

If an undergraduate student completes 60-74 credits that include all courses required for two Point associate degrees (e.g., an A.A. in Organizational Leadership and an A.A. in Healthcare Administration), then the University awards a single associate degree acknowledging both professional areas on the diploma (e.g. A.A. in Organizational Leadership and Healthcare Administration).

Students may earn two associate degrees from Point if they complete at least 75 credits that include all required courses for both degrees. In most cases, this means they must fulfill all requirements for one associate degree and then add the professional courses required for the second. If the second degree shares professional courses in common with the first degree, students may add General Electives to reach the 75-credit minimum for two separate degrees. If the second degree has a different General Education requirement, such as a higher-level math requirement, then students must also fulfil that requirement for the second degree. In accordance with Point's residency requirement, students must complete at least 50% of the professional courses for the second degree at Point University.

Double Majors, Triple Majors, and Double Baccalaureate Degrees. If an undergraduate student completes 120-149 credits that include all courses required for two Point

University baccalaureate 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 bachelor's 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 bachelor's 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).

Double Master's Degrees. 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: During their final term at Point University, students must register in GRAD 400 Graduation. 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. Failure to submit the form in a timely fashion may cause the student to wait until the next commencement ceremony.

Step 4: The Registrar 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. Point invites all students—both on-ground and online—to participate in the commencement ceremony. All on-ground students on the West Point campus are expected to participate unless their 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 fall or spring commencement. The *Petition* must include a *Completion Plan* and the graduation fee.
- The Registrar must approve the students' *Completion Plan*. To qualify for early commencement 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 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 but not applied to the Point University degree.

Since final grades may not arrive in the Registrar 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 degree students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

Honor Society for Online Students

Omega Nu Lambda

Point University sponsors the Delta Chapter of Omega Nu Lambda (ONL), the only national collegiate honor society exclusive to online students (www.omeganulambda.org). The society is dedicated to enhancing the online experience by encouraging online students, acknowledging their achievements, and connecting the online student community. To qualify for membership, students must:

- Be a non-campus, fully online, degree-seeking, undergraduate or graduate student;
- Complete at least 15 credit hours of online learning; and
- Hold a minimum cumulative grade point average (GPA) of 3.2.

Some of the benefits of membership include a certificate and honor cords at graduation, nationwide networking, and scholarship opportunities. For more information, contact the campus sponsor, Ms. Valarie Williams, the Dean of Point Academic Support Services (706-385-1015; Valarie.Williams@Point.edu).

Transcripts

The Registrar Office maintains students' educational records, including academic transcripts showing credits earned. The Registrar furnishes students with transcripts upon written request. A nominal fee is collected for sending official transcripts to third parties. *Transcript Request* forms are available on the Point University website (https://point.edu/transcripts). Point releases transcripts only if students have settled all financial accounts 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 inaccu-

rate 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

CHIEF ENROLLMENT OFFICER: RUSTY HASSELL, M.S.

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. Point University's Chief Enrollment Officer and Director of Admission, along with the Undergraduate and Graduate Admission Committees, administer student admission policies and decisions. 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 acceptance. 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 Committees make 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 does not guarantee successful completion of any particular program of study. Students must meet all program requirements in order to graduate. For more information, see "Graduation Requirements" in the portion of this catalog dedicated to "Academic Policies & Procedures." See also the description of a given program.

Prospective students who desire to apply or learn more about educational programs may communicate with Admission staff through email (Admission@Point.edu), the Point University website (https://point.edu/admissions), or by calling 706-385-1000 and asking for an Admission Counselor.

Application Procedures for Undergraduate Programs

On-Ground Undergraduate Application Procedures. 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 Point University. Failure to receive all official transcripts delays processing of an application. Delays in the admission process could adversely affect housing and certain types of financial aid considerations.

To apply for admission to an undergraduate program offered at Point University, a person must:

1. Complete and submit the **online *Application for Admission*** available on the Point University website (www.point.edu/apply). An application is valid for one year. Updated application forms are required if one year has elapsed since the application was submitted.
2. Send **proof of high school graduation, or its equivalent**, to Point University. If still in high school, submit a transcript with credits and grades achieved thus far, and prepare to send a final transcript upon completion of high school or its equivalent. 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. Note that grade point average (GPA) alone does not guarantee acceptance at Point since other admission requirements are 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. Note that grade point average (GPA) alone does not guarantee acceptance at Point since other admission requirements are a factor.

        While only 12 completed college credits are required for an admission review, the Financial Aid Office may, for purposes of verification, 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. Note that a passing score alone does not guarantee acceptance at Point since other admission requirements are a factor.

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 under "International and Non-English Transcripts"), 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 preliminary 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.

3. *If applicable,* submit **official academic transcripts** from *every postsecondary school, technical or vocational school, community college, four-year college and/or university, or dual credit enrollment (DCE) program currently or 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: Admission (FAX 706-645-9473; email AdmissionDocuments@Point.edu). If currently enrolled, prepare to send a final transcript upon completion of the term.

   - *NOTE:* 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 and Non-English Transcripts."

4. If English is not the applicant's first language, demonstrate **English speaking and writing proficiency** as outlined below under "English Proficiency."

5. ***Optional:*** Point does not require applicants to submit **standardized test scores (SAT or ACT)** in order to be considered for admission. The grade point average

from an accredited high school has been determined to be a more reliable predictor of Point academic performance than SAT or ACT test scores. Applicants may choose to submit official standardized test scores in order to demonstrate academic ability and, in most cases, are encouraged to do so. However, applicants may choose not to submit them, especially when they think the test scores are not an accurate reflection of their academic abilities. When taken, send an official report of scores for the SAT and/or the ACT to Point University (Point's code for the SAT is 5029; Point's code for the ACT is 0785).

After reviewing applicants' files, the Admission Committee may ask them to submit additional materials in order to establish adequate academic preparation or ability, which could include standardized test scores, information regarding the student's high school education or an equivalent, and/or other objective third-party assessments.

6. Submit **any other information** the applicant may wish to provide the Admission Committee as evidence of the ability to complete university-level studies.

Undergraduate Admission Decisions. After *all* required items are received, Point's Admission Committee evaluates the application and notifies students of their admission status. The Committee assesses each applicant's file on a case-by-case basis, weighing evidence regarding the applicant's academic preparation, social development, and openness to spiritual formation in a Christian context. If needed, the Committee may request additional information to evaluate the applicant's readiness for university studies.

On-Ground Undergraduate Admission and Athletic Eligibility. Admission to Point University does not determine eligibility for intercollegiate athletics. The National Association of Intercollegiate Athletics (NAIA) requires all student-athletes who have never played a championship sport in the NAIA to have their eligibility determined before they can play. Every prospective student-athlete is encouraged to go to the online *NAIA Eligibility Center* (http://www.playnaia.org/eligibility-center) to get complete information and to begin the process. High school graduates and transfer students are required to submit indicators of academic ability directly to the NAIA in order to establish athletic eligibility. These indicators may include standardized test scores (SAT or ACT) even if the test scores were not submitted to Point in the admission process. A person's NAIA eligibility does not ensure admission to Point. Nor does a person's NAIA ineligibility prevent admission to Point.

Application Procedures for Dual Credit Enrollment (DCE) Students

Dual Credit Enrollment Program. Point University admits qualified high school students into its Dual Credit Enrollment program (DCE, also known as "joint enrollment"). In this program, students complete college-level courses that simultaneously fulfil requirements for their high school diploma. DCE students must be recommended by their high school guidance counselor, who often helps coordinate their Point courses with the prescribed graduation requirements of that high school.

DCE Funding. The Dual Enrollment (DE) Program of Georgia provides funding for students enrolled in a DCE program at a participating eligible high school or home study

program in Georgia and at Point University. To be eligible for the DE scholarship program, a student must:

- Be enrolled in the tenth, eleventh or twelfth grade of a private or public high school in Georgia or a home study program within the State of Georgia operated in accordance with O.C.G.A. §20-2-690(c);
- Be admitted to Point University as a Dual Credit Enrollment student;
- Be enrolled in courses listed in the approved DCE Course Directory; and
- Maintain satisfactory academic progress as defined by Point's policies.

DCE Application Procedures. 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 Point University. Failure to receive all official transcripts delays processing of applications and scholarships.

To apply for admission to the Dual Credit Enrollment (DCE) program offered by Point University, a person must:

1. Complete and submit the ***Application for Admission*** available on the Point University website (www.point.edu/apply). An application is valid for one academic year. Updated application forms are required if one year has elapsed since the application was submitted.
2. Complete and submit the ***Dual Credit Enrollment Form*** available on the Point University website (https://point.edu/admissions/dual-enrollment/georgia-dual-enrollment). This form includes a required recommendation from a high school guidance counselor.
3. Send a **high school transcript or equivalent** showing grades and credits earned thus far. Applicants must contact their high school(s) and request that they send official transcripts in sealed envelopes *directly* to: Admission Office, Point University, 507 West 10th Street, West Point, GA 31833.
4. *If applicable,* submit **official transcripts** from *every postsecondary school, university, and/or dual credit enrollment program currently or 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: Admission (telephone 706-385-1209; email AdmissionDocuments@Point.edu; FAX 706-645-9438). If currently enrolled, prepare to send a final transcript upon completion of the term.
5. *If a high school sophomore,* submit official reports of **standardized test scores** (e.g. SAT or ACT) in order to demonstrate adequate academic preparation. Point University's code for the SAT is 5029; its code for the ACT is 0785. Please see www.gafutures.org for score requirements for funding eligibility.

   If the applicant is a high school junior or senior with a cumulative grade point average (GPA) of 3.00 or above on a 4-point scale, submission of standardized tests scores is optional. If the applicant has a lower GPA, Point *requires* test scores from either the SAT, ACT, or the *Point Admission Assessment* (PAA).

6. *If applicable,* submit **official test scores** from any credit-by-examination testing service, such as the Advanced Placement (AP) and College Level Examination Program (CLEP).
7. Submit **any other information** the applicant may wish to provide the Admission Committee as evidence of the ability to complete university-level studies.

DCE Admission Decisions. After *all* required items are received, Point's Admission Committee evaluates the application and notifies students of their admission status. The Committee assesses each applicant's file on a case-by-case basis, weighing evidence regarding the applicant's academic preparation, social development, and openness to spiritual formation in a Christian context. If needed, the Committee may request addition-al information to evaluate the applicant's readiness for university studies, such as standardized test scores, the *Point Admission Assessment* (PAA), more information about the student's home school education program, and/or other objective third-party assessments.

Application Procedures for Graduate Programs

Graduate Application Procedures. 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 Point University.

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, a person must:

1. Complete the online *Application for Graduate Admission* available on the Point University website (https://applyonline.point.edu). An application is valid for one academic year. Updated application forms are required if one year has elapsed since the application was submitted.
2. 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).
3. Submit official academic transcripts from every college or university currently or 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: Admission (telephone 706-385-1209; email AdmissionDocuments@Point.edu; FAX 706-645-9438). If currently enrolled, prepare to send a final transcript upon completion of the term.
    - 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 and Non-English 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 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 Transformative Ministry applicants)*
    - Any additional information the applicant may wish to provide the Admission Committee as it considers the application
6. If English is not the applicant's first language, demonstrate English speaking and writing proficiency as outlined below under "English Proficiency."
7. *For Master of 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

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.

Graduate Admission Decisions. 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.

Application Procedures for Certificate and Certification Programs

Point University offers several non-degree undergraduate-level certificate programs, including the:

- Medical Assisting Certificate
- Medical Coding & Billing Certificate
- Social Media Marketing Certificate

For more information on a given certificate or certification, see the program descriptions that appear earlier in this catalog.

Certificate and certification courses are often embedded in full degree programs, but students may choose to complete only the certificate/certification courses without pursuing a full degree.

> *NOTE:* Students pursuing a certificate may qualify for financial aid. For more information, contact the Financial Aid Office (Financial.Aid@Point.edu).

Students who desire to enroll only in a certificate or certification program follow the admission process outlined below:

1. Complete the online *Application for Admission* available on the Point University website (https://applyonline.point.edu)
2. Submit a one-page letter of introduction explaining one's purpose for pursuing studies at Point University.

If certificate students later decide to seek a full degree, they must complete standard application procedures.

Additional Application Procedures for Certain Categories of Students

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. Such students follow the application procedures for undergraduate programs outlined above. As part of their application, they must submit a transcript of the home school education and, if available, a diploma or certificate of completion 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 test scores, the *Point Admission Assessment* (PAA), and/or objective third-party assessments.

Military Personnel and 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."

Transfer Students. Students who have attended another college, university, or post-secondary institution prior to Point follow the appropriate "Application Procedures" outlined above with the following stipulation: For admission to Point, the applicant must be in good standing with the institutions previously attended.

For the full policy on transferring credits to Point, see the section of this catalog focusing on "Credit for Prior Learning" under "Academic Policies & Procedures." The policy appears under the subheadings "Credit by Transfer" and "Other Colleges & Universities."

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 *Transient Student Application* available on the Point University website (https://point.edu/transient).
2. Submit the *Transient Student Agreement* form available on the Point University website (https://point.edu/transient). In this form, students acknowledge that they understand Point's policies and provide a list of Point courses in which they intend to enroll. The appropriate academic and financial officials from the students' home institution sign the form, granting authorization and permission to complete the planned courses as a "transient student at Point.

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 term for purposes of continuing education or personal enrichment. Non-degree students follow the abbreviated admission process outlined below:

Complete the abbreviated online *Application for Admission* available on the Point University website (https://www.point.edu/nds).

Academic Advisors and/or the Registrar may set limits on course enrollments during the admission process at the beginning of each term. The University may choose to verify any student-reported data.

If non-degree students decide to seek a degree, enroll in more than five credit hours per term, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

Non-Citizen Students. Non-citizen students include persons who enter the United States as international students who reside and remain outside the United States while enrolled in online programs, students holding an F-1 student visa to study at Point's West Point campus in Georgia, those who hold a permanent resident card or "green card," undocumented students, and undocumented students receiving Deferred Action for Childhood Arrivals (DACA). Special requirements for each category appear below:

Online International Students Residing Outside the United States. International students who reside and remain outside the United States may enroll in Point University's *online* undergraduate or graduate programs by following the "Application Procedures for Undergraduate Programs" or those for "Graduate Programs" outlined above. Such applicants must *also* provide the following:

1. Certified, translated, and evaluated copies of the academic transcripts or records from each non-U.S. high school and college attended. For specific requirements, see below under "International and Non-English Transcripts."
2. Proof of English speaking and writing proficiencies for students whose first language is not English. For specific requirements, see below under "English Proficiency."

F-1 Student Visa Holders. Point University is a certified school in the U.S. government's "Student and Exchange Visitor Program" (SEVP). Accordingly, international students may also apply to enter the *on-ground* undergraduate programs offered by Point University at its main campus in West Point, Georgia. Such students fall into one of two categories—namely, (1) non-immigrants seeking to obtain an F-1 student visa to enter the United States to study at Point University; or (2) non-immigrants currently studying in the United States on an F-1 visa, who seek to transfer to Point University.

Such students follow the "Application Procedures for Undergraduate Programs" outlined above. They must *also* provide the following:

1. Certified, translated, and evaluated copies of the academic transcripts or records from each non-U.S. high school and college attended. For specific requirements, see below under "International and Non-English Transcripts."
2. Proof of English speaking and writing proficiencies for students whose first language is not English. For specific requirements, see below under "English Proficiency."

3. A *Certificate of Finances*. Since international students are not generally permitted to hold a job off campus and may work a maximum of 20 hours per week on campus, they must supply documented evidence of financial ability to attend Point University. The *Certificate of Finances* details their means of support and the amount of contribution committed by each supporting party. The *Certificate* must be completed with original signatures, and notarized or certified by bank officials.

After Point receives all required documents and grants acceptance to international applicants, the University's designated school official (DSO) issues them a *Form I-20 (Certificate of Eligibility for Nonimmigrant Student Status)*. The international student may then use the I-20 to secure an F-1 visa to study as a full-time student in the United States. The admitted international student is responsible for complying with all rules and regulations of the United States and Point University in order to maintain that international student status.

> *IMPORTANT NOTE:* Point University does *NOT* grant I-20 forms to students seeking to enroll in online undergraduate or graduate programs since such programs do not require the student's physical presence in the United States.

Permanent Resident Card Holders. *Permanent Resident Card* holders are noncitizen 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 on-ground and online programs offered by Point University.

Undocumented Students. "Undocumented persons" are those who are not U.S. citizens, authorized immigrants, or authorized residents of the United States, who have nevertheless been residing in the U.S. This "undocumented" category includes those holding a certificate of approval for Deferred Action for Childhood Arrivals (DACA) issued by the U.S. Citizenship and Immigration Services (USCIS). See below for more information regarding DACA students.

> *NOTE:* The "undocumented student" category does *not* include two other categories described above—namely, international students residing outside the United States and students seeking or holding an F-1 student visa. Unlike the undocumented, those students have not been residing in the United States.

Undocumented persons who have earned a U.S. high school diploma or equivalent may apply for admission to Point University. No federal or state law prohibits the admission of undocumented students to a college or requires them to prove citizenship or authorized residency to enroll in an institution of higher education. Such students follow the "Application Procedures" pertaining to their desired degree program, as outlined above. Those whose first language is not English must provide proof of English speaking and writing proficiencies. For specific requirements, see below under "English Proficiency."

Undocumented students are usually not eligible to receive federal financial aid but may be eligible for Point institutional aid and/or scholarships from foundations and local organizations. Point therefore encourages undocumented students to file the *Free Application for Federal Student Aid (FAFSA®,* www.fafsa.ed.gov*)* and check the box of "neither citizen nor eligible noncitizen." The FAFSA® aids Point in determining

need and eligibility for institutional aid. Scholarships and grants may also be available from private organizations and groups. Seeking such financial aid is the student's responsibility. For more information, see the section of this catalog devoted to "Student Costs & Financial Aid."

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 for Childhood Arrivals issued by the U.S. Citizenship and Immigration Services (USCIS). The certificate allows such students to remain and work in the U.S. temporarily. It also allows the student who has received a high school diploma or its equivalent in the United States to attend post-secondary institutions, such as Point University, during the time period granted by Deferred Action approval.

DACA students must follow the "Application Procedures" for their desired degree program, as outlined above. They must *also* present the following:

1. Their Employment Authorization Document (EAD) card, which has a 2-3 year expiration deadline and must be renewed; and
2. Their I-797 Notice of Action form from the U.S. Citizenship and Immigration Services (USCIS), 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 at Point.

DACA students are not eligible for federal grants and scholarships but may be eligible for institutional 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.

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:

- A transcript showing graduation from an accredited high school where English was the primary language of instruction and learning
- An English-language General Educational Development (GED) certificate, including the standard score for each of the five sub-tests in the battery with a passing score for the Language Arts/Writing test
- A Spanish- or French-language General Educational Development (GED) certificate that includes the English as a Second Language (ESL) Test of Reading Comprehen-

sion, with the standard score for each of the five sub-tests in the battery and a passing score for the ESL test (normally, a minimum score of 41 on a 20-80 scale or a minimum score of 450 on a 200-800 scale)

- A transcript showing earned grades of "C" or higher for an English Composition course 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
- SAT (Scholastic Aptitude Test) Evidence-Based Reading and Writing score of 470 or higher (see https://collegereadiness.collegeboard.org/sat)
- ACT (American College Testing) test score of 18 or higher for English and a score of 22 or higher for Reading (see www.act.org)
- 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 (Test of English as a Foreign Language, 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 (Test of English as a Foreign Language, 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)
- 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 and Non-English Transcripts. Students who have graduated from non-U.S. high schools or colleges, or who desire to 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 submit the certified translation/evaluation *directly* to the Admission Office. This must be completed either through sealed envelope or through approved electronic submission. 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). 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 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 AdmissionDocuments@Point.edu; FAX 706-645-9473).

Students will be considered for readmission if they:

- Receive clearance from the Student Billing and Payment Center and the Financial Aid Office indicating that all financial issues have been resolved;
- Have not been in attendance in any Point University program for a minimum of 16 weeks.

In considering applications for readmission, the Admission Committee will consult with appropriate personnel from Academics, Student Life, and/or other departments regarding possible disciplinary issues or social concerns.

Readmitted students are subject to the academic catalog in effect at the time of readmission. If they are readmitted on probation, they are subject to the University's normal probation and suspension policies.

Readmission of Military Personnel and 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.

Point Admission Assessment (PAA) and CLEP Testing

Point University provides the web-based *Point Admission Assessment* (PAA) for the purpose of determining academic preparation/readiness for college-level work. If requested to take this assessment by the Admission Committee, the applicant:

- Pays a $20 test fee to Point's Student Services Office;
- Receives an access code and instructions from the Enrollment Office; and
- Uses the access code to complete the web-based assessment, the results of which are automatically transmitted to Point.

Point also provides students the opportunity to complete the College-Level Examination Program (CLEP) exams, with which the student may earn college-level academic credits. Students interested in arranging CLEP testing may do so by contacting the testing site administrator at 706-385-1121. Registration costs for CLEP exams are paid by the student:

- Students must pay for a CLEP test online *prior to the day of the exam* through the following website: https://clepportal.collegeboard.org/myaccount. The student is required to print the registration ticket from the CLEP website and present the registration ticket and two types of photo ID upon arrival at the Point Testing Center.
- An additional processing fee of $20.00 for all non-Point University applicants/ students is payable only by debit/credit card at the Point Testing Center on the day of the exam.

Students with documented disabilities must submit that documentation, along with a request for auxiliary aid or services, to the director of the Testing Center.

If an appointment time for testing is set and cannot be met, the person is requested to call and reschedule so the time slot may be given to another person.

STUDENT COSTS & FINANCIAL AID

CHIEF ENROLLMENT OFFICER: RUSTY HASSELL, M.S.
DIRECTOR OF STUDENT ACCOUNTS: AMANDA SCHMIDT
DIRECTOR OF FINANCIAL AID: HOLLY HARDNETT

Student Costs

Tuition and Fees. Point University publishes costs for tuition and fees, room and board, and other services on its website (https://point.edu/admissions/tuition-aid/tuition-fees), in this academic catalog, and in a supplement available from the Student Services Office. The following tables provide a summary of Point University student costs for the 2020-2021 academic year:

Point University

TUITION AND FEES

On-Ground Undergraduate Programs (West Point campus)

2020-2021

Undergraduate Tuition	Fall or Spring Term	Annual
Full-Time Students:		
12-18 credit hours	$10,350	$20,700
Over 18 credit hours (per hour)	$450	
Part-Time Students:		
6-11 credit hours (per hour)	$650	
1-5 credit hours (per hour)	$250	
Audit fee (per credit hour)	$70	
Summer Term (per credit hour)	$250	
Room & Board	**Fall or Spring Term**	**Annual**
3-4 per room (Nest, Summit)	$2,000	$4,000
Double (Lofts)	$2,250	$4,500
Standard apartments (LLC: 1 bath)	$2,400	$4,800
Elite apartments (Skyhawks Hall: 2 baths)	$2,400	$4,800
Board (options below)		
19 meals per week	$2,000	$4,000
15 meals per week	$1,750	$3,500
10 meals per week	$1,450	$2,900
5 meals per week (for commuter and non-required housing only)	$700	$1,400

Fees	Fall or Spring Term	Annual
Activity Fee:		
6 or more credit hours	$175	$350
5 or fewer credit hours	$90	$180
Library/Technology Fee:		
6 or more credit hours	$250	$500
5 or fewer credit hours	$125	$250
Transportation/Parking Fee:		
6 or more credit hours	$50	$100
5 or fewer credit hours	$25	$50
Accident Insurance Fee		
Accident Insurance Fee (full-time students only)	$100	$200
Total costs* for 2020-2021: $28,750 – 30,850 (full-time, residential student)		
**This price does not include books or any special fees for individual courses or private music instruction. The most common fees are listed below.*		
Special Course and Service Fees		
Science lab fee: $75		
Applied music class instruction: $85		
Applied music private instruction: $175		
Applied music accompanist: $100		
Health and PE for elementary education fee: $55		
Project management CAPM exam fee: $350		
Student teaching practicum fee: $500		
Transcript Fee: See https://point.edu/transcripts		

Point University

TUITION AND FEES

Online and Hybrid Undergraduate and Graduate Programs

2020-2021

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 Marketing		Annual AMA Membership: $50

Graduate Program	Tuition	Fees
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		
Graduation Fee: $100		
Transcript Fee: See https://point.edu/transcripts		
NOTE: 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 On-Ground Students Taking Online Courses. Undergraduate students enrolled in Point's online and hybrid *programs* pay a lower tuition rate than students enrolled in on-ground *programs* at the main campus in West Point, Georgia. The rates differ based on student services for the two modalities. Online undergraduate programs are less expensive than on-ground programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by on-ground residential students. For online students, Point provides "virtual" student services, which learners may access from anywhere via the Internet.

With the permission of the Registrar and their academic advisor, students enrolled in an on-ground *program* may occasionally enroll in online courses. However, they will pay the on-ground tuition rate because they are enrolled in an on-ground program and utilize on-ground student services. In other words, Point charges tuition and fees based on the student's *program* (on-ground or online), rather than on the modality of a given course.

For More Information. Detailed information appears below concerning student billing and payment, financial aid, and related issues. Student support staff are also available to assist students in determining the best way to manage the costs associated with their education at Point University. If students or their families have questions, they may contact the Student Services Office by visiting Suite 155 of the Lanier Academic Center on the West Point campus, or telephoning 706-385-1018. Student Services representatives will either address the questions themselves or connect the inquirer with the appropriate office or staff. Students and their families may also email offices directly:

- For questions about student accounts, billing, or payment plans, contact the Student Billing and Payment Center at Student.Billing@Point.edu.
- For questions about financial aid or scholarship options, contact the Financial Aid Office at Financial.Aid@Point.edu.
- For questions about housing, the housing lottery, and meal plan options, contact the Student Life Office at Housing@Point.edu.

Student Billing and Payment

Student Billing and Payment Center. Point University's Student Billing and Payment Center staff stands ready to assist students and their families with:

- Information regarding costs and student accounts
- Billing for tuition and fees, campus housing, and other education-related expenses
- Payment options, including payment plans
- Form 1098-T tax benefits

Students may access the Center through the Student Services Office (SSO), where a representative will refer them to the appropriate person in the Student Billing and Payment Center. Students may contact the Student Services Office by (1) visiting Suite 155 of the Lanier Academic Center on the West Point campus; or (2) telephoning 706-385-1018, extension 1019. They may also email the Student Billing and Payment Center directly at Student.Billing@Point.edu.

Student Financial Liability. Students admitted to Point University accept the terms and regulations set forth in this catalog and other Point publications. 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 term prior to the University's published payment deadline; or (2) establish a University-approved payment arrangement, which could include receipt of financial aid and/or a payment plan (described below). Students who have not made satisfactory arrangements with the Student Billing and Payment Center may be administratively withdrawn from the University.

Students must pay any account balance due for the preceding 8-week session or 16-week term before enrolling for the next session or term. For this reason, both students and their families should plan well in advance.

Point will not issue student transcripts or diplomas until all indebtedness to the University has been settled through the Student Billing and Payment Center.

Payment Plans. Payment plans are available to students unable to meet their financial obligations through financial aid and/or prepayment of their bills. This option is also available for those who prefer to pay through installments. Details on payment plans are available through the Student Services Office (706-385-1018). It is important to note that the primary responsibility for paying for one's education lies with the student and the student's family.

Non-Payment. Students who fail to make payment arrangements for their educational costs by the published payment deadline are not eligible to enroll in courses, occupy campus housing, or participate in Point-sponsored extra-curricular activities. Likewise, students who do not pay an outstanding balance or fail to comply with an agreed-upon payment plan are prohibited from re-enrolling in future terms and prohibited from receiving a transcript and/or diploma.

Refunds

General Information. Point recognizes the occasional necessity for students to withdraw totally from courses or the University 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, Point publishes the last day to add or drop a course for each 8-week session or 16-week term (see above under "Introduction to Academics" and "Academic Calendar"). This policy enables students to make necessary adjustments near the beginning of a session or term 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 Policies. Students must provide official written notification to the Registrar Office of any course drops or withdrawals. Likewise, they must provide written notification to the Student Life Office of any change in their meal plan or housing. 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 appropriate office. Students who provide official notification are entitled to refunds as indicated on the table below *(see next page)*. Please note:

- Technology fees and most other fees are non-refundable.
- The refund policy applies whether the change in enrollment, housing, or food service is voluntary or involuntary (with the exception of certain military personnel—see below).

INSTITUTIONAL REFUNDS		
Type of Charge	**Time of Change**	**Refund**
Tuition and Fees	Before the drop-add period ends (see *Academic Calendars*)	100%
	After the drop-add period ends	0%

Housing	Before move-in day	100%
	After move-in day *(including early move-in, e.g., fall sports)*	70%
	After the drop-add period ends	0%
Food Service	Before the first meal is served	100%
	After the first meal is served	70%
	After the drop-add period	0%

- Students who receive financial aid in excess of allowable charges (e.g., tuition, fees, housing, food service, books) will receive a refund within 14 days of the date the credit balance occurs unless those students submit written authorization for the University to hold the excess funds in their student account for use in future terms.
- *Residents suspended from housing for disciplinary reasons receive no housing refund.*
- *Students dismissed from the University for disciplinary reasons forfeit the right to a refund of any charges.*
- See also the section below on "Return of Title IV Federal Financial Aid as a Result of Withdrawal."

Refund Policies for Active-Duty Military and Veterans. Military personnel who withdraw from the University as a result of a call to active duty receive a 100% refund of tuition.

Eligible U.S. military veterans and dependents may receive aid through the Veterans Administration or "VA." (For further information, see the section below on "Veterans Benefits.") The refund policy for VA students enrolled in online undergraduate and graduate programs 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%.

Applying for Financial Aid

At Point University, many financial aid programs are offered in cooperation with the federal government, and many institutional scholarships and grants are offered for both first-time students and returning students. These programs are offered to assist those with proven financial need in meeting their educational costs.

Applying for Financial Aid. The Financial Aid Office coordinates the University-wide administration of all financial aid programs. For up-to-date information from this office, visit the "Tuition & Financial Aid" section of the Point University website (https://point.edu/admissions/tuition-aid). It includes information on applying for financial aid and scholarships, frequently asked questions (FAQs) about financial aid, and useful fools such as Net Price Calculators.

Many students are able to meet the costs of a university education with various types of financial assistance, including scholarships, grants, loans, and work-study programs. 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 should complete all the following steps no later than March 15 for the fall term and October 1 for the spring term:

1. Complete the application process for admission to Point University (see the section of this catalog devoted to "Application & Admission").
2. 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 the student's degree program are not included when determining a student's enrollment status. The Point federal school code number is: 001547.
3. If a resident of the State of Georgia, complete the GSFAPPS application for the Georgia Tuition Equalization Grant Program, Zell Miller Scholarship, and HOPE Scholarship for private colleges, available online at www.GAcollege411.org.
4. Submit additional required documents to the Financial Aid Office as requested.

Applications completed and/or submitted after the stated deadlines will be deemed late applications and cannot be given priority consideration. Completing the financial aid application process late may result in reduced assistance and/or the need to use personal funds to pay for tuition and fees at the time of registration. Students should make and retain a copy of each completed form before mailing it.

A student who receives federal or state financial aid must: (1) be a U.S. citizen or permanent resident alien; (2) meet Selective Service registration requirements; (3) not be in default on a prior student loan; (4) not owe a refund on federal or state financial aid; and (5) maintain satisfactory academic progress (described below).

Financial Aid Counseling. The Financial Aid Office is open from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday. To schedule a personal appointment with a financial aid counselor, students may call the Financial Aid Office at 706-385-1018 or email Financial.Aid@Point.edu.

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 Financial Aid Office compares information provided on the FAFSA® with tax transcripts (if requested) and other information. Federal law indicates that the financial aid officer 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 Financial Aid Office 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 2019-2020, 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. I*ndividuals 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 2021-2022, 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 availa-ble.
- *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 Financial Aid Office. 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 with Verification. 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:* The Financial Aid Office needs the document attached. Make sure the document is submitted in order to complete the verification requirement.
- *Received, but Rejected:* The student's 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, which-ever 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 Financial Aid Office 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

Title IV Federal Financial Aid. Point University participates in federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended. To be eligible to receive Title IV aid, Point students must have a valid high school diploma or the equivalent. If a student is designated for high school credential validation, the Director of Financial Aid evaluates and validates that person's high school transcript or the equivalent for the purpose of financial aid. The Director conducts this evaluation based on criteria established by the U.S. Department of Education (USDOE). The student may appeal the decision of the Director of Financial Aid to the High School Diploma Appeal Committee for a final decision.

Federal Pell Grant. The Pell Grant is a federal program designed to assist students with high financial need. Recipients are not required to repay the grant. Baccalaureate degree holders are no longer eligible. The amount of the award is determined by completing the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). The maximum grant is $5,920 annually for full-time students. Award amounts may adjusted based on enrollment status.

FSEOG Grant. The Federal Supplementary Educational Opportunity Grant (FSEOG) is campus-based federal aid and designed to assist the neediest undergraduate students. Recipients must be eligible for the Pell Grant. The award amount is determined by completing the *Free Application for Federal Student Aid (FAFSA®)* available online (www.FAFSA.ed.gov). 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 on-ground residential/commuter 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.

Application for Federal Work-Study is made through the Financial Aid Office. Placement in a campus job is made through the Human Resources Office. 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. Under the Federal Direct Loan Program, the U.S. Department of Education makes low-interest loans directly to students through the University. 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 and/or during authorized periods of deferment. 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. Federal Unsubsidized Direct Loads are not based on need, and the student is charged interest from the time the loan is disbursed until it is paid in full. 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, parents with a good credit history may borrow funds to pay the educational expenses of a dependent student. They may borrow up to the cost of their child's 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.

Georgia State Aid Programs

Georgia Tuition Equalization Grant (GTEG). Students who have been Georgia residents for at least two years, who are attending a private college or university in Georgia

(such as Point), and who are enrolled full-time in at least 12 credits per term may be eligible for the Georgia Tuition Equalization Grant (GTEG). Eligible students may receive the GTEG for up to a 127 attempted credit hour limit or the attainment of a bachelor's degree, whichever should occur first. The amount of the grant is set by the Georgia Legislature and is subject to change from year to year.

HOPE Scholarship. The HOPE Scholarship provides tuition assistance to students pursuing an undergraduate degree at Point University or another participating college or university in Georgia. This scholarship is a merit-based (rather than need-based) award available to Georgia residents who have demonstrated academic achievement. Hope Scholarship recipients must have graduated from a Georgia high school with a minimum 3.0 grade point average (GPA) in specific academic courses—namely, English, mathematics, science, social studies, and foreign language. Recipients are evaluated annually at the end of the spring term and after the term in which they attempt their 30th, 60th, and 90th credit hours. At the postsecondary or college level, students must maintain a minimum 3.0 cumulative GPA to remain eligible. A HOPE Scholar can lose and regain eligibility only one time. The Georgia Student Finance Commission (GSFC) determines final eligibility. Eligible students may receive the HOPE Scholarship for up to a 127 attempted credit hour limit or the attainment of a bachelor's degree, whichever should occur first. A seven-year limit exists for students first receiving the HOPE Scholarship during the 2011-2012 academic year (FY12) or later. The amount of the scholarship is set by the Georgia Legislature and is subject to change from year to year.

Zell Miller Scholarship. The Zell Miller Scholarship is awarded to Georgia residents who graduated from a Georgia high school as the valedictorian or the salutatorian, or who graduated with a minimum 3.7 cumulative grade point average (GPA) combined with a minimum score of 1200 on the Math and Reading portions of the SAT or a minimum composite score of 26 on the ACT in a single test administration. If eligible, students may receive the Zell Miller Scholarship for up to a 127 attempted credit hour limit or the attainment of a bachelor's degree, whichever should occur first. The amount of the scholarship is set by the Georgia Legislature and is subject to change from year to year.

Georgia Public Safety Memorial Grant. The Georgia Public Safety Memorial Grant is available to eligible Georgia residents who are dependent children of Georgia public safety officers who have been permanently disabled or killed in the line of duty. The award covers the cost of attendance at a private college or university, such as Point, minus any other financial aid received by the student, not to exceed $18,000 per academic year.

Point University Aid Program

Point Aid. Point University awards scholarships and grants based on academic achievement, talent, residency, and other non-need based criteria. Point awards a number of merit-based scholarships annually. Scholarship recipients must maintain the applicable grade point average (GPA) and good standing with the University to retain their scholarships. Information on these scholarships and grants is available on the Point website (https:// point.edu/admissions/tuition-aid/financial-aid). They include:

- Founder's Scholarship
- Leadership Scholarship

- Out-of-State Scholarship
- Merit-Based Scholarship
- Byron and Katie Cartwright Music Scholarship
- Dual Enrollment Scholarship
- CCCU College Tuition Waiver
- Restoration College Tuition Waiver
- Endowed Scholarships

Endowed Scholarships. Point University awards endowed scholarships each academic year, which range in the amounts awarded annually. Point University's institutional awards may be applied only to tuition for courses taken from the University unless specified otherwise. The sum of all tuition-specific scholarships and grants, including institutional awards, may not exceed the total amount of tuition. In situations where all tuition specific scholarships and grants do exceed total tuition, institutional awards will be adjusted accordingly. Contact the Financial Aid Office for details, requirements and conditions of renewability/continuation for each of the institutional awards. A list of the endowed scholarships appears below:

James and Virginia Aldridge Scholarship
Dr. William Ambrose Preaching Scholarship
Wendell and Lynda Baggett Preaching Scholarship
Terrell and Elma Harris and Kelsie and Sara Baldwin Scholarship
Dorothy A. Bartley Music Scholarship
J. Marvin Blackwell Preaching Scholarship
Levi and Betty Bohannon Scholarship
Dr. James Bowers Music Scholarship
Larry and Paulette Bradberry Scholarship
Myrtle Broome Scholarship
Claudia Burchfield Scholarship
Paul and Donna Carrier Scholarship
Regina White Chastain Scholarship
Christian Youth of Georgia Scholarship
Melvin Lee Clay Scholarship
Jim and Mildred Click Scholarship
Clark and Suzette Cregger Scholarship
Patsy Crowe Memorial Scholarship
Keith and Harlene Davenport Scholarship
Marlin H. and Doris J. Day Scholarship
Bob Disharoon Scholarship
Russell and Ellen Doles Scholarship
Treavor Donaldson Scholarship
Jim and Robin Donovan Scholarship
Jim and Dura Dyer Scholarship
Steve and Sherri Eidson Scholarship
W. Edward and Billye Joyce Fine Scholarship General Scholarship
Georgia Women's Retreat Scholarship
Marshall and Margaret Glass Scholarship
J. T. "Jake" Goen Scholarship
Melvin and Margaret Greenway Memorial Scholarship
Melvin and Margaret Greenway Scholarship
Homer and Ida Brown and Ashley and Addie Greer Scholarship
Charles and Ruth Groover Scholarship
Judy and John Hardman Scholarship
Dennis and Sara Harris Preaching Scholarship
Olin W. Hay Preaching Scholarship
Madeline Hayes Scholarship
Clay Henry Scholarship
Charles J. Herndon Ministry of Gospel Scholarship
Guy and Ann Hill Scholarship
Hubert and Dorothy Hollums Scholarship
W. S. Hughes Scholarship
Jefferson Park Christian Church Scholarship
Johnson County Scholarship
John Kennedy Memorial Scholarship
Hazel Kiger Memorial Scholarship
Earl and Nita Kindt Scholarship
Catherine S. Lee Scholarship
Paul and Mary Leslie Scholarship
Lilly Family Leaders Scholarship
James and Caroline Mackey Scholarship
Robert W. McGuire Preaching Scholarship
Frank and Jeanette McKinney Scholarship
Roy McKinney Scholarship
Roy and Viola Miller Scholarship
Agnes Howie Morgan and Evelyn Cawthon Morgan Scholarship
Mount Olive Christian Church Scholarship
Larry and Peggy Musick Scholarship
North Druid Hills Christian Church Scholarship
Northshore Christian Church Scholarship
Billy W. Pate Scholarship
A. C. "Al" Peacock Scholarship
Tom Phelps Preaching Scholarship
Scott H. Phillips Preaching Scholarship
Lois H. Black and Scott H. Phillips Scholarship
Tom and Carol Plank Scholarship
Point Music Scholarship
Bob and Doreen Puckett Scholarship
Forrest Lee and Helen Ramser Scholarship
Fred and Margaret Ramser Memorial Scholarship
James C. Redmon Scholarship
Bill and Billie Repella Scholarship

Bernard Riley Memorial Missions Scholarship
Jay Romans Scholarship
Lester Shell Preaching Scholarship
Doug Shippy Scholarship
Denver and Helen Sizemore Missions Scholarship
Werner G. Smith Scholarship
James W. Sosebee Scholarship
William M. and Lanette L. Suttles Scholarship
Ralph and Evelyn Swearngin Scholarship
Nancy Taylor Scholarship
Hayward and Vera Thames Music Scholarship
Charles F. and Anne Turner Scholarship
Urban Link Scholarship
James Vaughn Memorial Scholarship
James D. Vernon Memorial Scholarship
John W. and Barbara Wade Scholarship
Rupert and Alene Wallace Preaching Scholarship
Ralph and Helen Warren Scholarship
Robert O. and Mildred Weaver Scholarship
Fred and Linnell Wellborn Scholarship
West Gwinnett Christian Church Memorial Preaching Scholarship
Clyde P. Wheeler Preaching Scholarship
Courtney Griggs and Josh Wilson Scholarship
Clark F. Woods Scholarship
Lois Yarbrough Scholarship
Andrew M. Yarchuk Scholarship
Shelia Zimmermann Scholarship

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.

Any *covered individual* may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' [VA] website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates: (1) the date on which payment from VA is made to the institution, or (2) 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Point University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Certification to the VA. Point's School Certifying Official (SCO) reports enrollment 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 Sources of Financial Aid

In addition to federal, state, and institutional financial aid programs, students are encouraged to investigate other potential sources of assistance, such as corporate and non-profit organizations and foundations, churches, employers, labor unions, civic groups, and professional organizations. Free scholarship search engines are available on the Internet to aid students in scholarship searches, such as www.fastweb.com or www.scholarship.com. Additional information may be obtained through the Financial Aid Office.

Satisfactory Academic Progress (SAP) for Financial Aid

Satisfactory Academic Progress. In accordance with federal regulations under Title IV of the Higher Education Act of 1965, as amended, a student must maintain "satisfactory academic progress" in order to receive federal financial aid. Point University uses its Satisfactory Academic Progress (SAP) standard 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. Student who do not meet the SAP standard by the end of the warning period are placed on Financial Aid Probation and become ineligible for financial aid. Probation status can be appealed (see below).

Quantitative Standard. To satisfy the quantitative standard, undergraduate students must successfully complete a minimum of 67% (rounded from 2/3) of all attempted credits each academic year. Graduate students must successfully complete 75% of all attempted credits each academic year. Only grades of A, B, C and D are considered as credit hours completed. Please note that repeat and incomplete courses ARE counted toward the quantitative measure.

$$\textbf{Quantitative Formula} = \frac{\textbf{Successfully Completed Credits}}{\textbf{Attempted Credits}}$$

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% 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 x 150% = 180 hours (Maximum Timeframe)

All coursework is 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)*. Undergraduate students must successfully complete a minimum of 67% (rounded from 2/3) of all courses attempted within their academic degree. Graduate students must successfully complete a minimum of 75% of all courses attempted within their degree. 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. Students who do not meet pace are placed on Financial Aid Probation and become ineligible for financial aid. Probation status can be appealed (see below).

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 placed on Financial Aid Probation and become ineligible for financial aid. Probation status can be appealed (see below).

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 (see below). A student who is not eligible to receive federal financial aid due to lack of satisfactory progress is eligible to apply for federal aid after: (1) enrolling in one full-time term at one's own expense; and (2) meeting the satisfactory academic progress policy.
- ***FA Appeal*** status is awarded through a successful completion and approval of an Financial Aid 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 Financial Aid Office, 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 meet SAP successfully in the future
- Additional supporting documents; each appeal must have two 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 Financial Aid Office 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**
• *Qualitative Measure:* minimum GPA 2.00	• *Qualitative Measure:* minimum GPA 3.00
• *Quantitative Measure:* successful completion of at least 67% (rounded from 2/3) of all credits attempted annually at Point University	• *Quantitative Measure:* successful completion of at least 75% of all credits attempted annually at Point University
• *Maximum Timeframe:* financial aid limited to 150% of the published length of the program	• *Maximum Timeframe:* financial aid limited to 150% of the published length of the program
• *Pace:* successful completion of at least 67% of all attempted credits	• *Pace:* successful completion of at least 75% of all attempted credits

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."

Appeal of Suspension of Federal Financial Aid. Students placed on Financial Aid Probation become ineligible to receive financial aid. Such students 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" and what the student plans to do in the future to ensure that he or she will meet SAP standards. Students should submit the written appeal to the Financial Aid Office within 30 days of receipt of written notification from the Financial Aid Office.

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. If the Committee approves the appeal, the student will be placed on federal Financial Aid Warning for one term. Failure to meet or exceed any of the milestones outlined in the *Academic Plan* will result in the student being placed on federal Financial Aid Probation until he or she meets the satisfactory academic progress requirements detailed above.

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. 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 (e.g. 3 years for an associate's degree, 6 years for a bachelor's degree).

Return of Title IV Federal 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 Financial Aid Office 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% 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 Financial Aid Office 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 *Withdrawal Form* available on the University website (http://intranet.point.edu/withdrawal-form). The withdrawal date is the date the student notifies Point of intent to withdraw (*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).

> *WARNING: Point registers students for a full 16-week term (two 8-week sessions), and state and federal governments award financial aid for the full term. If online students participate in session 1 but decide not to continue into session 2, they must notify the Financial Aid Office before session 1 ends. If they do so, Point will not charge tuition for session 2 and will return to the government any remaining financial aid awarded for that term. If students do not notify Point before session 1 ends, the University may charge session 2 tuition and then have to return financial aid. In either case, students will be responsible for any unpaid balances. Contact the Financial Aid Office for more information (email Financial.Aid@Point.edu; telephone 706-385-1018).*

- *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 online 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% 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 Elementary 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%) of her term, according to the federally mandated calculation, 60.4% 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% 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% 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 Billing & Payment Center, 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 (online): 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 Office requesting that he complete an *Intent to Enroll* form within the next 5 business days.

The table below summarizes the actions that Jordan may take:

STUDENT ACTION	**CONSEQUENCE**
IF	**THEN**
YES If Jordan selects YES, I will attend course(s) during the second session of the term . . .	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.)

NO If Jordan selects NO, I will not attend courses during the second session of the term . . .	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.
NO ACTION for 5 business days If Jordan does not complete and submit the *Intent to Enroll* form . . .	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.

STUDENT SUPPORT SERVICES

CHIEF ENROLLMENT OFFICER
RUSTY HASSELL, M.S.

ATHLETIC DIRECTOR:
JAUNELLE WHITE, M.ED.

DEAN OF POINT ACADEMIC SUPPORT SERVICES:
VALARIE WILLIAMS, M.S.

DIRECTOR OF TECHNOLOGY:
BILL DORMINY, M.B.A.

Education Sites

Point University currently operates on-ground academic programs at multiple locations in Georgia and elsewhere. Point also offers online programs through which it extends its educational mission across the nation and around the world. For further information on each Point location, 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 on-ground residential programs while also offering support for students in *Point Online* and *Point Connect* hybrid programs. 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.

Student Support Centers. In addition to the main campus, Point University offers on-ground undergraduate programs in Peachtree City and Savannah, Georgia. These larger sites include well-equipped classrooms, computer labs, and office spaces. They serve as support centers for both on-ground and online students. Students are generally served by personnel based at the site closest to their home.

Other Sites. The Point site in Columbus, Georgia hosts certain ministry education programs. Point also offers occasional courses at other locations, such as Dual Credit Enrollment (DCE) courses.

Support Services Available to All Students

On-Site and "Virtual" Student Support Services. Since Point serves both on-ground and online students, the University makes most of its support services available both on-site and "virtually" via the Internet. The primary support services available to *all students* are outlined below. The next section of the catalog describes additional services available to on-ground residential and commuter students at the West Point campus. These on-ground students pay a higher tuition rate because they require physical classrooms, housing, food service, athletic facilities, parking, campus activities, and other

services not used by online students. Further information about online academic support services also appears on the University website (https://point.edu/ academics/academic-support/support-services).

Technical Services. Point University's Information Technology (IT) Department facilitates the services described below. Mr. Bill Dorminy supervises the IT team as Director of Technology (Bill.Dorminy@Point.edu). The IT Office is located on the West Point campus in Room 261 of the Lanier Academic Center.

Computer Hardware and Software. *Point University requires all students enrolled in online programs to provide their own computer devices for online learning*. The University recommends that on-ground students also purchase their own laptops or personal devices. *Technology Guidelines* and *Minimum System Requirements* appear below. However, computer labs (see below) are available for all students during facility business hours as a supplement. Through the Student Portal (described below), students gain free access to the Microsoft Office 365 software package.

Campus Wi-Fi Connectivity. Point provides free Internet access through the wireless network found in all University education sites and residence halls. During orientation, students receive instructions for logging into the University network using their Point passwords. For access instructions, guidelines, and the *Acceptable Use Policy*, see the Point Intranet (http://intranet.point.edu/wifi).

Computer Labs. Point University provides modern, well-equipped computer lab facilities for students at its education sites in West Point, Peachtree City, and Savannah. At the main campus in West Point, computers are available in the Learning Commons, the Computer Lab, and the Computer Classroom. Additional computer kiosks are available at various locations around campus. In the Scott Fine Arts Center (413 W. 10th Street), students have access to a Mac lab. All campus computers are connected to the Internet through the University's network, with access to Microsoft Office 365 software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

Tech Support and Helpdesk. The Information Technology (IT) staff provide 24x7 technical support via email, telephone, an online helpdesk, and an on-site helpdesk in Room 126 of the Learning Commons at West Point:

- 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 https://sites.google.com/view/pitcrew/student-id-number?authuser=2.

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 and Faculty 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) *Canvas*, through which students enter online course sites; and (4) Zendesk, 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 direct links to (1) student resources, such as the academic catalog and consumer information; (2) a wide variety of student services, such as food services, health services, counseling, and other services described below; and (3) various forms and applications, such as the degree change form, academic appeal form, and transcript request form.

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.

Online Course Websites. For online students, the University offers *Point Online* and *Point Connect* courses through the *Canvas* Learning Management System (LMS). Online course sites, which utilize the *Canvas* LMS, facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student learning.

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 Academic Operations Department and through an online Student Video Library featuring tutorials on *Canvas,* Zoom videoconferencing, writing style guides, library services, and other topics.

Online Course Companions. For on-ground courses, some instructors use online "Course Companions" developed in the *Canvas* Learning Management System. These "Course Companions" do not carry all the features of full online courses. However, they include supplementary materials and an electronic gradebook for the on-ground course.

Students access "Course Companions" 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.

Technology Guidelines and Minimum System Requirements. Point University is dedicated to providing a high quality education and learner-centered experience while managing diverse instructional delivery modes and various academic technologies. The University strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities.

Point University requires all students enrolled in online programs to provide their own computer devices for online learning. The University recommends that on-ground students also purchase their own laptops or personal devices, but computer labs are available on campus for those who need access to computer technology. Point asks students, faculty, and staff to adhere to the following technology policies and guidelines to ensure optimum user experience.

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. *Canvas* is the current Learning Management System (LMS) used for Point's online courses and for on-ground "course companions."

For best user results, Point recommends that students and faculty 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)
- 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.

Alternate Technology Plans. 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 Wi-Fi, a computer lab, and/or other needed accommodations. Examples include a Point University education site during facility hours, public library, or restaurant.

Admission Services. Point provides enrollment information and services to new students entering the University. Admission Counselors and Academic Advisors help students assess institutional fit and assist them through admission processes. Students may communicate with Admissions staff through email (admission@point.edu), the Point University website (https://point.edu/admissions or http://online.point.edu/online-admissions), or by calling 706-385-1000 and asking for an Admission Counselor. Ms. Logan Gann oversees Admission Services as Director of Admission (Logan.Gann@Point.edu). Rusty Hassell serves as Chief Enrollment Officer (Rusty. Hassell@Point.edu).

Academic Support Services. Point Academic Support Services (PASS) aid students in reaching their educational goals. Ms. Valarie Williams oversees many of these areas as Dean of Point Academic Support Services (706-385-1015; Valarie.Williams@Point.edu).

Academic Catalog. The *Academic Catalog* provides detailed information on nearly every aspect of Point University including, for example, history and mission, accreditation, faculty and staff, academic organization, education sites and modalities, application and admission, student costs and financial aid, University policies and procedures, degree programs, course descriptions, and student support services. A digital version of the catalog is available online at http://point.edu/catalogs.

Student Services Office. The Student Services Office (SSO) is located on the West Point campus in Suite 155 of the Lanier Academic Center. It serves as a "one-stop-shop" for students who have questions or need help with registration, academic advising, financial aid, student billing and payment, transcripts, and other matters. SSO staff will address students' needs and connect them with the appropriate department. Students may meet with an SSO representative by coming to the office or by telephoning 706-385-1018.

Registrar Services. The Registrar Office assists students with a variety of academic functions, such as course registration, course schedules and classroom assignments, enrollment verification, course and schedule changes ("drop-add" and withdrawal), transcript evaluations and transcript requests, credit transfer, assessing and enforcing academic statuses (e.g. probation and suspension), grade appeals, graduation audits, commencement, and academic records. Students may contact a registrar team member by telephone (706-385-1018), email (Point.Registrar@Point.edu), or by visiting the Student Services Office (see above). Ms. Pam England serves Point University as Registrar (Pam.England@Point.edu). For more information, see the university website (https://point.edu/academics/registrar).

Academic Advising. Point University students receive academic advising from the Academic Advising Center (AAC) and their faculty advisor (usually an instructor with expertise in their major area of study). The AAC is located on the West Point campus in Rooms 122 and 123 of the Lanier Academic Center. Students may interact with an Academic Advisor by telephone, email, videoconference, or face-to-face at the Academic Advising Center:

Academic Advising Center
Lanier Academic Center, West Point Campus
Telephone: Office (706) 385-1018
Email: Advising.Center@Point.edu

Ms. Sandra Tyner, Academic Advisor
Lanier Academic Center, West Point Campus, Room 123
Telephone: Office (706) 385-1044
Email: Sandra.Tyner@Point.edu

Academic Advisors—in conversation with faculty—assist students in developing their *initial* course schedule or plan of study. Once students are enrolled, the Academic Advising Center and faculty advisors provide academic advising each term on request. AAC staff guide students through their educational programs by providing on-ground and online student orientations, explaining requirements and procedures, suggesting coursework appropriate to students' career as guided by the faculty, aiding with course registration, 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.

Alongside the Academic Advising Center, faculty advisors provide guidance regarding academic matters such as course selection, progress in the student's chosen degree program, professional development, and career preparation. The Center for Calling and Career (described below) also assists with career counseling.

The assistance of Academic Advisors does not relieve the student of responsibility for completing required work and following program and University procedures. In situations where student grades and evaluations indicate a student is unsuited for a given program, faculty advisors and the Academic Advising Center facilitate the student's move to a more appropriate field.

Standardized Testing (CLEP and Point Admission Assessment). CLEP (College-Level Examination Program) offers college-level subject exams which, when passed, allow students to earn college credit. Test credits may be used in place of coursework required for the student's degree program or as elective credits. Students may earn no more than 25% of their degree credits by examination. For more information, see "Credit by Examination" in the section of this catalog describing "Credit for Prior Learning."

The *Point Admission Assessment* (PAA) is an instrument used to measure applicants' readiness for university-level studies.

Point provides proctored, computer-based testing at its West Point main campus (507 West 10th Street, 706-385-1480) for CLEP tests. (Students may complete the PAA on a personal computer without the presence of a proctor.) Students may make an appointment for testing by inquiring at the Educational Resource Center. To schedule a CLEP exam, they may also email CLEP@Point.edu. If the appointment cannot be kept, students are asked to call and reschedule, so that their time slot may be given to another person.

The registration cost for CLEP exams is $87 per exam. Students must pay for the CLEP test online at https://clepportal.collegeboard.org/myaccount *prior to the day of the exam*. CLEP students are required to print the registration ticket from the website. They must present a registration ticket and a photo ID upon arrival at the testing site.

For more information on the CLEP exams, advice on preparing for the exams, and registration procedures, see the "CLEP Testing" page on the Point University Intranet (http://intranet.point.edu/clep-dsst).

Point University Campus Store and Textbook Services. Textbook sale and rental services are offered through the Point University Campus Store, powered by eFollett. The store is physically located at 817 3rd Avenue in West Point (706-385-1491; pointu@bkstr.com). Students may also 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 are shipped directly to the student's home, office, or other designated site. The Store also stocks Point apparel, school supplies, computer accessories, and a variety of other products.

For questions concerning texts required for a given course, contact the Point University Campus Store.

Library Services. In support of its academic programs, Point University makes a vast collection of library resources available to students and faculty working both online and on-ground. 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). Adam Solomon, M.L.I.S., serves as Director of

Library Resources (Adam.Solomon@Point.edu; 706-385-1097). He supervises a trained staff dedicated to meeting student and faculty needs. 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 the West Point campus. Additional materials are located in the Scott Fine Arts Center (413 W. 10th Street, West Point) for fine arts and in the Teacher Media Center (Room 222 of the Lanier Academic Center in West Point) for education.

The librarian reviews the library's collection of electronic databases annually in support of Point's academic programs. Students and faculty enjoy online access to (1) *Galileo*, a collection of over 300 multidisciplinary 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. Rather than maintain a system of library instruction that depends on the direct provision of services only by library staff, Point has adopted a more decentralized approach. The Director of Library Resources trains the faculty, Educational Resource Center staff, and others to provide instruction and assistance to students in all locations and modalities. 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 Director of Library Resources Adam Solomon, M.L.I.S. (Adam.Solomon@Point.edu; 706-385-1097). Students will be able to meet via telephone, e-mail, or by in-person/virtual appointments.

Learning Assistance—On-Ground and Online Educational Resource Center (ER). Point University's mission and focus is helping students achieve academic success. Toward this end, the University has established an on-ground Educational Resource Center (ER) in the first-floor Learning Commons of the Lanier Academic Center in West Point. ER staff members regularly visit other sites. Students may enroll in an online version of the ER through their *Canvas* portal (https://point.

instructure.com/enroll/4Y97MW). The ER provides a variety of support services for on-ground students at West Point, as well as for online students using "virtual" formats.

Examples of *undergraduate* services for both on-ground and online students include:

- Helping new students adjust to the academic and social demands of university life.
- Providing instruction and tools for effective time management, study, and testing skills.
- Assisting with the use of online course sites and Campus Nexus.
- Providing academic support for at-risk students.
- Assisting with reasonable accommodations for students who are eligible for disability services (described below), and working with faculty and staff to meet those needs as appropriate.
- Directing students to tutoring in various disciplines.
- Coordinating make-up testing for students who miss exams for athletic events, marching band, or other extenuating circumstances, as permitted by the students' instructors.
- Providing free, one-on-one Writing Center support (described below).
- Providing free, one-on-one Math Lab tutoring services. (As part of PASS 100 Online Orientation or APSP 105 Introduction to Adult Learning, online 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 Point's "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).

For more information, see the "Educational Resource Center" page on the Point University Intranet (http://intranet.point.edu/educational-resource-center).

Learning Assistance—On-Ground Writing Center and Online Writing Lab (OWL). The on-ground Writing Center is located in Room 119 in the Learning Commons in the Lanier Academic Center in West Point. The Center provides free, one-on-one support to students at any stage of the writing process, including proper usage of style guides. For much more information on the Writing Center, including hours and guidelines, see the Point Intranet (http://intranet.point.edu/writing-center).

As a virtual extension of the Writing Center, 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 and first-year writing 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. Online students may enroll in the OWL through their *Canvas* portal (https://point.instructure.com/enroll/AAYKDJ).

Teacher Media Center. Students enrolled in teacher education programs have exclusive use of the Teacher Media Center located on the West Point campus in Room 222 of the Lanier Academic Center. This large, well-stocked resource includes (1) curricula, including publications related to Elementary, Middle Grades, Secondary, and Special Education; (2) textbooks and teacher support publications; (3) a collection of children's books; (4) equipment such as computer terminals with educational software, a color printer, paper cutters, a binding machine, a laminator, and a die cut machine; and (5) office and craft supplies. Ms. Sara ("Sally") Clark serves as director (706-385-1068; Sara.Clark@Point.edu).

Study Abroad. Point University students can participate in study abroad opportunities around the world. Time in a foreign country provides valuable insight into other cultures as students prepare for their career or ministry. Whether it's a short-term trip or a semester-long experience, education abroad can be very rewarding. For more information, see the Point intranet (http://intranet.point.edu/study-abroad) or contact Associate Professor of Communication Sarah Huxford, Dr. Stephen Waers, the Chief Academic Officer (706-385-1407; Sarah.Huxford@ Point.edu).

Financial Services. Point provides financial aid and student account services that assist learners with the monetary side of university life:

Student Billing and Payments. The Student Billing and Payment Center provides students with individualized counseling and services related to billing for tuition, fees, housing, textbooks, and other school-related charges; payment options; stipends and refunds; Form 1098-T tax benefits; and other issues related to student accounts. Students may speak with an accounts representative by telephone (706-385-1018), email (Student.Billing@Point.edu), or by visiting the Student Services Office (Suite 155 of the Lanier Academic Center in West Point). For more information, see the "Student Billing and Payments" page on the Point website (https://point.edu/admissions/tuition-aid/student-billing-and-payments). Ms. Amanda Schmidt oversees the department as Director of Student Accounts (706-385-1065; Amanda.Schmidt@Point.edu).

Financial Aid. Staff members from the Financial Aid Office provide individualized counseling and services related to student scholarships, grants, loans, completing the FAFSA® (Free Application for Federal Student Aid), financial aid packaging and verification, and related issues. Students may speak with a financial aid counselor by telephone (706-385-1018), email (Financial.Aid@Point.edu), or by visiting the Student Services Office (Suite 155 of the Lanier Academic Center in West Point). For more information, see the "Financial Aid" page on the Point website (https://point.edu/admissions/tuition-aid/financial-aid). Ms. Holly Hardnett oversees the department as Director of Financial Aid (706-385-1046; Holly.Hardnett@Point.edu).

Other Student Support Services. Point provides all students with additional support in the form of counseling, disability, and career services.

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) are available to students in Georgia and some other locations, subject to state regulations. At the West Point campus, the counseling offices are located in Rooms 214 and 216 of the Lanier Academic Center.

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).

Students may see the Point counseling staff for up to six sessions. If further care is needed, the staff will refer them to external agencies. Students will be exempt from session limitations if they are mandated clients, high risk clients, or in situations where counselor availability is not an issue.

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), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and other professional associations. Students with questions or concerns may contact Dr. Greg Moffatt, licensed professional counselor (LPC) and Director of Counseling Services (Greg.Moffatt@ 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. The director then communicates the approved accommodations to the student and the student's instructors. For more information, see the University website (https://point.edu/academics/academic-support/disability), which includes the application process for disability services, frequently asked questions, and the grievance policy and procedure. Students may also contact Disability Services and college ADA/Section 504 services by telephone at 706-385-1432 or by email at Disability.Services@Point.edu. The Disability Services Office is located in the first-floor Learning Commons in the Lanier Academic Center on the West Point campus.

Students may be temporarily disabled by, for example, a concussion suffered at an athletic event or by a scheduled surgery. Policies governing those special circumstances appear below.

Post-Concussion Policy and Procedures

Point University is committed to reasonably accommodating qualified students with disabilities. The University, via the Office of Disability Services, may provide reasonable accommodation to provide students with post-concussive support. Accommodations will only be made by Disability Services once a student has met with an appropriate professional and has documentation to demonstrate that they have been appropriately diagnosed and are undergoing treatment. Medical consultation with and diagnosis by a professional with appropriate training is an essential component of care for immediate concussions as well as treatment of post-concussive symptoms.

A concussion is a brain injury best defined as a complex pathophysiological process affecting the brain, induced by biomechanical forces. Students with concussions are presumed to be in a state of brain energy crisis, where an increased need for brain glucose to facilitate healing is accompanied by a reduction in cerebral blood flow. The combination of increased brain energy need and decreased brain blood flow is referred to as a "mismatch" and results in a brain energy crisis. The foundation of a concussive injury is neurometabolic, where additional physical and cognitive activities during a period of attempted recovery may cause symptoms to reemerge. Concentration difficulties can often accompany concussion symptoms, in addition to, headaches, nausea, dizziness, emotional irritability, and sensitivity to light/sound.

In order to request and receive post-concussion assistance, students must provide the Office of Disability Services with documentation regarding their disability and need for accommodations. In consultation with the student, the Director of DSS will review the documentation to determine the appropriateness of the accommodation. Students requesting accommodations should contact DSS immediately at (706)-385-1018 or Disability.Services@Point.edu.

Procedure. Immediately following the injury:

- New students must complete and submit a Request for Accommodations form via Disability Services.
- Students must submit documentation from a qualified health care professional. Documentation should indicate need for accommodations due to a concussion and should include the following:
  - Date of injury and initial diagnosis
  - Date(s) of current and prior evaluation(s)
  - Reason for evaluation
  - Information regarding the presenting issues that significantly restrict functioning in an educational setting
  - Discussion of evaluation instruments used
  - Summary of evaluation findings including standard scores and percentiles such as tests of information processing/cognitive abilities, executive functioning, and academic achievement
  - Statement of current medical diagnosis or impairment

- Explanation of the functional limitations to major life activities posed by the disability
- Specific recommendations regarding accommodations with evidence from evaluation results
- Identification of Evaluator (name, title, and signature)

- Students should schedule a time to meet with the Director of Disability Services by calling (706) 385-1432 or by email at Disability.Services@Point.edu. Once the appropriate information is received, DSS will review the request and the student will be contacted with next steps. Together, the student, DSS staff, and athletic trainer or medical professional will determine a "return to learn" plan, which includes accommodations and supports both inside and outside the classroom.
- A temporary accommodation may be provided for cognitive rest. This includes excused absences on a case-by-case basis. The student is responsible for work missed and should work with the instructor and the Educational Resource Center on developing a plan for missed work. During this process, students are encouraged to have open communication with their instructors regarding coursework deadlines.

Weeks one and two following the injury:

- If symptoms remain, and with concurrent medical supervision, it may be helpful to explore further accommodations including extended time on examinations and written assignments. Staff in Disability Services and the Educational Resource Center will contact the student and, when appropriate, the initial evaluator of the student, to determine next steps.

Weeks three and beyond:

- If post-concussive symptoms persist beyond a third week, the student should consider the potential for a course incomplete, withdrawing from one or more courses, or taking a medical leave. A medical leave of absence would be a reasonable consideration if the student continues to experience post-concussive symptoms for greater than three weeks and if coursework missed becomes too onerous to make up.

  Any questions regarding this post-concussive return to learn procedure should be directed to Disability Services, at (706) 385-1432 or Disability.Services@Point.edu.

Scheduled Surgery Policy and Procedure

Student engagement and academic success are closely correlated with regular attend-ance, classroom participation, and collaborative learning between faculty and students. Occasionally, students will need to undergo scheduled surgeries. In these circumstances, the Office of Disability Support Services works with the student to provide a reasonable assessment of how long they will be out of class and when they can resume their usual academic activities. Additionally, DSS may connect students to other campus resources such as Counseling Services, Sports Medicine, Student Life, and Housing when their unique health issue would benefit from their involvement.

Procedure. In order to qualify for accommodations while recovering from a scheduled surgery, requests should be made in advance. At the beginning of the term (or no later than two weeks prior to the date of surgery):

- Students must submit documentation from a qualified health care professional. They may do so using this link. Documentation should indicate need for a modification of the attendance policy due to surgery and should include the following:
  - Date of injury (if applicable)
  - Date(s) of current and prior evaluation(s)
  - Date(s) of upcoming surgical procedure
  - Student's anticipated return to campus date
  - Information regarding the obstacles that significantly restrict functioning in an educational setting
  - Identification of medical professional (name, title, and signature)
- Students should schedule a time to meet with the Director of Disability Services by calling (706) 385-1432 or emailing disability.services@point.edu. Once the appropriate information is received, DSS will review the request and the student will be contacted with next steps.

A temporary accommodation plan will be provided. This may include a potential exception to the regular attendance policy, determined on a case-by-case basis. The student is responsible for missed work. During this process, students are encouraged to have open communication with their instructors and DSS regarding coursework deadlines.

Students should make every effort to attend class virtually and submit all coursework while recovering from surgery. Depending on the logistics surrounding post-operative care, DSS will work with both the student and his or her instructors on requesting incompletes for the term according to the University incomplete policy.

Note: students undergoing emergency surgery or other unexpected medical procedures should notify DSS as soon as they are able so that they may receive appropriate and timely assistance.

Career Services. Point University's Center for Calling and Career is located in Room 147 of the Lanier Academic Center at the West Point campus. The Center 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 uses the Point website to schedule advising appointments, review résumés, post jobs, provide direct connections with employers, and more. Students may see available jobs by going to the "Community Job Postings" tab on the Center for Calling and Career webpage (https://point.edu/academics/academic-support/center-for-calling-career/students), or they may contact the Center directly by email Career.Center@Point.edu or telephone (706-385-1487). For additional resources, students may also visit the "Center for Calling & Career" page on the Point website. Dr. Jacoba Durrell (Jacoba.Durrell@Point.edu), Director of Prior Learning and Career Services, oversees the Center for Calling and Career.

Additional Support Services Primarily for Residential and Commuter Students at Point's Main Campus in West Point

Alongside the support services offered to all students (see above), Point provides additional services to meet the needs of on-ground residential and commuter students at the West Point campus. The higher tuition rated for on-ground programs helps cover costs for these additional services generally not used by online students.

Campus Services. Point cares for residential and commuter students through housing, meal plans, shuttle service, and other services distinct to the West Point campus. Mr. Rusty Hassell oversees many of these areas as Chief Enrollment Officer (Rusty. Hassell@ Point.edu).

Housing. Living on the Point University campus allows students to be part of an authentic Christian community that supports each other academically, spiritually, and socially. Point provides campus housing for full-time students under the age of 26 enrolled in on-ground programs at the West Point campus. The University *requires* full-time freshmen and sophomores to live on campus unless they are married, have children, or are living with parents or legal guardians within 50 miles of the campus. To request an exception, please submit an appeal form found in the eRezLife portal. All appeals must be approved by the Residence Life and Housing Committee before housing/meal plan charges will be removed. If students fall under the stipulations of the housing policy, yet live off campus without an approved appeal or falsify information submitted in their appeal, they will be subject to a $1,000 fine which will be assessed to their student account. To avoid these charges, and possibly other disciplinary sanctions, students should refrain from making alternative housing arrangements until they have received the results of their appeal.

University housing facilities include (1) the Living and Learning Community with two-person bedrooms, a shared bathroom, and a shared kitchen and living area; (2) the Lofts, a suite-style dorm featuring a two-person bedroom and shared bathroom with a common kitchen and living area; (3) Hawk Refuge, a suite-style dorm featuring 2-3 person bedrooms and shared bathroom with a common kitchen and living areas; (4) the Nest, a traditional dormitory-style residence hall with four-person bedrooms and a common bathroom; and (5) the Summit, a dormitory featuring 3-4 person bedrooms and shared living area, kitchen, and restrooms. In each facility, certain students serve as Campus Life Ministers (CLMs) who mentor residents, watch out for their safety and well-being, and host activities.

For more information on campus housing, see the "Residence Life" page of the Point website (https://point.edu/student-experience/residence-life); contact Ms. Clarice Dillard, Executive Officer Manager for Student Life and Sports Medicine (706-385-1060; Clarice.Dillard@ Point.edu) or visit the Student Life Office in Suite 115 of the Lanier Academic Center in West Point.

Parking and Shuttle Service. Point requires all West Point based students, faculty, and staff to register their vehicles with the campus Safety and Security Office located in Room 260 of the Lanier Academic Center. All must park in their assigned lot—usually the lot nearest to their housing facility.

The University also operates a shuttle bus service that makes regular stops at the Lanier Academic Center, Skyhawks Hall, the field house, and the gymnasium.

For more information on parking and the shuttle schedule, see the "Parking, Transit, and Shuttle" page on the Point intranet (http://intranet.point.edu/parking-transit). Students may also contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-385-1118), or in person (Suite 115 of the Lanier Academic Center in West Point).

Food Services. Point partners with SAGE Dining Services®, the leading food service provider for independent schools and colleges throughout North America (www.sagedining.com). SAGE's unparalleled expertise in nutrition, sustainability, and culinary trends produces exceptional dining experiences that delight the senses, inspire minds, and foster community. The West Point campus features three dining facilities:

- *The Dining Hall* is located at 817 3rd Avenue in West Point, in the same building that houses the Point University Campus Store. It provides full meals and meal plans.
- *McKinney's Coffeehouse* is also located at 817 3rd Avenue, adjacent to the Dining Hall and Campus Store. The menu includes Starbucks® products such as coffee, lattes, hot chocolate, smoothies, Tazo teas, and Frappuccinos. McKinney's also offers a range of Coca Cola products and snack items.
- *The Hub* student lounge (409 W. 10th Street) offers light food service and casual spaces to relax and interact. Snack and drink machines are located here and in the student lounge in Room 142 of the Lanier Academic Center.

For more information on food services and meal plans, along with online menus, see the "Dining and Coffee" page on the Point intranet (http://intranet.point.edu/ food). Mr. Bill Bain, Point's Food Services Director for SAGE Dining Services, welcomes student questions (706-385-1014). Students may also contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-385-1118), or in person (Suite 115 of the Lanier Academic Center in West Point).

Health Services. To serve students at the West Point main campus, Point University has established a partnership with Lanier Health Services in nearby Valley, Alabama (https://www.eamc.org). Lanier includes an urgent care facility, general medical offices (including family care, a primary care physician, multiple specialists, and more), and 24-hour emergency care services, including a level three trauma center.

Point requires full-time students and student athletes to have health insurance prior to enrollment. For information concerning affordable plans, students may contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-385-1118), or in person (Suite 115 of the Lanier Academic Center in West Point). Information concerning student health insurance and immunization policies also appears in the "Consumer Information" section of the Point website under "Campus Health, Safety, and Security" (https://point.edu/consumerinformation).

Campus Safety and Security. Point's campus safety and Security Office is located in Room 260 of the Lanier Academic Center in West Point. Security personnel

regularly patrol campus facilities and the surrounding area. Students may contact security at any time by email (Campus.Security@Students.Point.edu) or by telephone:

- 706-385-1500: Daytime on-duty officer
- 404-232-5420: 24-hour service

Point uses the Rave Alert text-messaging system to alert students, faculty and staff of emergency situations on campus. To register for this service, users must follow the instructions on the Point website (https://point.edu/campus-alert).

The "Consumer Information" section of the Point website contains further information on "Campus Health, Safety, and Security" (https://point.edu/consumer information). The site includes policies on campus crime prevention, campus crime reporting, missing persons, fire safety, and campus emergency procedures. Point's *Annual Security & Fire Safety Report* (https://point.edu/wp-content/uploads/2019/09/2019-ASR-AFSR-Final.pdf) and *Emergency Response Plan* (https://point.edu/wp-content/uploads/2018 /03/ERP3.19.2018.pdf) are also published on this site.

Mail Service. The University's Mail Room is located in Room 151 of the Lanier Academic Center in West Point. There students may purchase stamps, send and pick up mail, and be assigned a post office box on request. Students may contact the Mail Room by telephone (706-385-1067) or email (Mail.Room@Point.edu).

Lost and Found. The West Point campus provides a lost and found service. If students lose an item, they should submit the "Lost and Found Submission" form found on the Point website (http://intranet.point.edu/lost-and-found).

Campus Life. Point understands students as holistic beings. Accordingly, the Student Life Department supports students spiritually, emotionally, socially, and physically. University students make lifelong friends while studying, working, and living in the close-knit campus setting. Point urges students to take full advantage of the educational, social, and community service opportunities available on the West Point campus. Ms. Laura Schaaf oversees many aspects of campus life as Dean of Students (706-385-1122; Laura.Schaaff@Point.edu).

Authentic Christian Community. Point University takes seriously its mission to "educate students for *Christ-centered* service and leadership throughout the world." Accordingly, the University is very intentional about spiritual formation. It creates a supportive and enjoyable campus culture that encourage students to grow spiritually as they develop intellectually, socially, and professionally.

Members of the Point community strive to live and interact with others in ways that honor Christ. The *Point University Honor Code* and *A Covenant for Christian Community* outline standards and policies that support a healthy campus community that moves students and staff toward greater spiritual maturity. These documents are appear on the "Spiritual Formation" page of the Point website (https://point.edu/student-experience/spiritual-formation).

Examples of opportunities for spiritual growth at Point University include chapel, Adventure Groups, Holy Communion, community ministry, special events, emphasis weeks, devotions, personal guidance and counseling, mentoring, and discipleship. The

nearby Spring Road Christian Church also sponsors an excellent campus ministry called "Feast." The Feast House, which sits adjacent to the campus, has become a favorite student hangout. Other area churches also reach out to Point students, providing opportunities for nurture and service. For more information, see the "Spiritual Formation" section of the University website (https://point.edu/student-experience/spiritual-formation).

Skyhawks Athletics. Point University is a member of the National Association of Intercollegiate Athletics (NAIA, https://www.naia.org) and fields 19 NAIA teams—namely, baseball, men and women's basketball, cheerleading, men and women's cross country/distance track, football, men and women's golf, men and women's lacrosse, men and women's soccer, softball, men and women's swimming, men and women's tennis, and volleyball. Skyhawk spirit is an integral part of the Point community. Students can often be found cheering on their classmates, roommates, and friends at sporting events in the evenings and weekends. The University also sponsors many intramural sports.

For detailed information about athletic programs, coaches, staff, facilities, and events, see the Point Skyhawks website (http://www.pointskyhawks.com) and the "Athletics & School Spirit" page of the University website (https://point.edu/student-experience/athletics-school-spirit). Students may also contact the Athletic Director, Ms. Jaunelle White (Jaunelle.White@Point.edu).

Marching Band. The Marching Skyhawks were founded in 2015 and have quickly established a tradition of excellence and achievement in the Southeast. Each year the band performs for thousands of fans at home and away football games and in exhibition performances for high school band competitions.

All members of the Marching Skyhawks receive a performance scholarship for their participation. For more information, visit the Marching Skyhawks website (https://marchingskyhawks.org) or send an email to Band@Point.edu. Students may also contact Dr. Chapel McCullough, Fine Arts Department Chair and Director of Bands (334-707-0759; Chapel.McCullough@Point.edu). See also the Fine Arts webpage, accessed through the "Student Experience" section of the Point website (https://point.edu/student-experience). The Fine Arts email address is FineArts@Point.edu.

Music Ensembles. All Point University students are eligible to participate in musical ensembles, such as the Community Concert Band (spring term only), Community Choir (fall and spring terms), Signature Voices (fall and spring terms), and the String Ensemble (fall and spring terms). The Community Concert Band and Community Choir are also open to Point faculty, staff, and members of the community. Audition requirements may be applicable.

Campus Organizations and Activities. Student Life and other departments sponsor many campus organizations, activities, and service opportunities that let students try new things, meet new people, develop their leadership skills, and enjoy an active, well-rounded, enjoyable university experience. There are many ways to get plugged in at Point, including:

- Leadership development opportunities, such as Connect Leader mentoring, student government association (SGA, http://intranet.point.edu/student-

government-association), Campus Activities Board (CAB), Campus Life Ministers (CLMs), Chapel Planning Committee, clubs, internships, campus employment, and service learning

- Chapel, the Gathering, student ministry, and other spiritual formation events and opportunities (described above)
- Musical ensembles, open to any Point students, including marching/concert band, concert choir, string ensembles, and more. See also the Fine Arts webpage, accessed through the "Student Experience" section of the Point website (https://point.edu/student-experience). The Fine Arts email address is FineArts@Point.edu.
- NAIA athletic teams (described above) and intramural sports
- Impact Days and other community service events
- Homecoming, Spring Formal, Dorm Wars, Finals Frenzy, emphasis weeks, residence hall activities, and other special events
- The Hub student lounge (409 W. 10th Street) and the Game Room (Lanier Academic Center, Room 145), both of which contain snack and drink machines
- Much more

For more information, see the sections of the Point website devoted to "Groups & Organizations" (https://point.edu/student-experience/groups-organizations) and "Campus Activities" (https://point.edu/student-experience/groups-organizations/campus-activities). Students may also contact the Dean of Students, Ms. Laura Schaaf (706-385-1122; Laura.Schaaf@Point.edu).

POINT UNIVERSITY PERSONNEL

Board of Trustees

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Senior Support Team

Under the direction of the president of the University, the senior support 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., Chief of Staff, Chief Advancement Officer (2005)

NATHANIEL DUNLAP, JR., D.Min., Chief Diversity Officer (2021)

RUSTY HASSELL, M.S. Chief Enrollment Officer (2011)

NADEENA A POWER, M.B.A., Chief Financial Officer (2018)

JAUNELLE WHITE, M.Ed., Athletic Director (2021)

STEPHEN E. WAERS, Ph.D., Chief Academic Officer (2018)

Full-Time Faculty and Administrative Faculty

(alphabetical listing)

Under the oversight of the Chief Academic Officer, college deans, 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 college and full-time or part-time status, see the section of this *Catalog* devoted to each college. Parentheses indicate the year they joined Point University.

DAVID P. ADAMS, Instructor in History (2015); B.A. in History and Religion 1980, Emory University; A.M. in History 1982, Washington University in St. Louis; M.Div. in Ministry 1991, Trinity Lutheran Seminary; M.P.H. in Public Health with Concentration in Epidemiology 1994, Ohio State University College of Medicine; Ph.D. in History and Sociology of Medicine 1987, University of Florida; additional post-doctoral studies at London School of Hygiene and Tropical Medicine, Louisiana State University Medical Center, McGill University, University of Alabama at Birmingham, University of Georgia, and University of Tennessee at Knoxville

REBECCA L. AQUINO, Assistant Professor of Natural Science (2014); B.S. in Medical Technology 2006, University of the Sciences; D.O. in Osteopathy 2010, Rowan University School of Osteopathic Medicine

BARTLETT, STACY A. Adjunct Instructor in Business and Leadership, Chief of Staff, Chief Advancement Officer (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

BEACH, FORREST B. (BUTCH). Criminal Justice Department Chair, 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

KRISTEN J. R. BERRY, Director of Dual Credit Enrollment, Assistant Professor of Communication (2006); B.A. in Communications, 1996, Johnson C. Smith University;

M.A. in Human Communication Studies 2000, Howard University; Master of Divinity, Interdenominational Theological Center

KARIN L. BOGUE, Adjunct Instructor in Business (2021); B.B.A. in Accounting 1986, M.B.A. in Management 1994, J.D. in Jurisprudence 1997, University of Memphis; D.B.A. in International Business 1986, Argosy University

TAYLOR DOUGLAS BOWMAN, Assistant Professor of English (2019); B.A. in English and History 2010, University of the Cumberlands; M.A. in English Literature 2013, Ph.D. in English Literature 2019, Auburn University

BETHANY G. BRODERICK, Assistant Professor of Marketing (2017); B.A. in Communication Studies 2013, Samford University; Master of Technical and Professional Communication 2016, Auburn University

NATALIE BROWN, Partnership and Project Manager, Adjunct Instructor in Business (2018); B.S. in Business Administration, M.B.A. in Business Transformation (2020), Point University

BURCH, TAMMY M. Assistant Professor of Mathematics (2017); B.S. in Mathematics Education, Mississippi State University; M.S. in Secondary Education (Math), Mississippi State University

HOLLY J. CAREY, Biblical Studies Department Chair, 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

ALICE CARPENTER, Instructor of Spanish (2015); B.A. in English, Houghton College; M.Ed. in Bilingual Education, State University of New York at Buffalo

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

SIMONE COX, Psychology and Counseling Department Chair, Associate Professor of Counseling and Human Services (2011); B.A. in Organizational Studies 1998, Bethel College; M.B.A. in Financial Management 2003, National University; M.A. in Marriage and Family Therapy 2011, Richmont Graduate University; Licensed Marriage and Family Therapist (LMFT); Licensed Professional Counselor (LPC)

JENNIFER ALLEN CRAFT, Humanities Department Chair, Associate 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

BETHANY HUXFORD-DAVIS, Assistant Professor of Business and Organizational Leadership, Dean of Academic Operations and Institutional Effectiveness, Director of the Center for Excellence in Teaching and Learning (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 Concentration in Nonprofit Management 2017, Eastern University; Certified Mediator

CHRISTOPHER A. DAVIS, Vice President for Academic Initiatives and Accreditation, Professor of Biblical Theology and Ministry (2015); B.A. in Bible and Preaching Ministry, 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

JAMES C. DONOVAN, Teacher Education Department Chair, Professor of Education, 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 Infrastructure and Services (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)

RANDY DOUGLAS, Adjunct Instructor in Sports Management, Coach (2000); B.S. in Business Administration, Tennessee Temple University; Master of Sports Science, U.S. Sports Academy

DALLAS J. ("DJ") 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

MICHAEL J. ELLIOTT, Associate Professor of Chemistry (2021); B.A. in Chemistry and French 1983, M.A.T. in Chemistry 1988, University of Virginia; Ph.D. in Chemistry/ Chemical Education 2006, University of Texas at Austin

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

NATHANIEL GWOREK, Assistant Professor of Music, Assistant Director of Bands (2021); B.A. in Percussion Performance 2010, State University of New York at Geneseo; M.Mus. in Percussion Performance 2013, State University of New York at Fredonia; Doctor of Musical Arts in Percussion Performance 2017, University of Connecticut; additional studies in African drumming, dance, and culture 2013, Dagara Music Center and Kusun Cultural Center, Ghana, Africa

TEDDY HALL, JR., Instructor of Percussion (2020); B.S. in Music Education 1999, University of Alabama at Birmingham; M.Mus. in Music Education 2003, University of Mississippi

STEVEN R. HARN, Instructor of History (2016); B.A. in History, Otterbein College; M.A. in History, American Military University

ANDREW HARRY, Assistant Professor of Fine Arts (2021); B.Mus. in Piano Performance 2013, Bob Jones University; M.Mus. in Piano Performance 2015, Artist Diploma in Piano Performance 2019, Columbus State University; Doctor of Music Education candidate, Liberty University

JEFFREY A. HAVERLY, Accounting & Finance Department Chair, 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)

RANDALL GEORGE HOWELL, Instructor in Biology (2017); B.S. in Edu-cation with Health and Physical Education Major and Biology Minor 1984, M.Ed. in Biological Sciences 1990 Auburn University

SAMUEL W. ("WYE") HUXFORD, Dean of the College of Biblical Studies & Ministry, Professor of Biblical Studies (1976)**;** B.A. in Christian Ministry 1976, Point University; M.Div. in New Testament and Theology 1976, Cincinnati Christian University

SARAH G. HUXFORD, Associate Professor of Communication, Senior Director of Communications (2009); B.A. in English and German 2001, Wofford College; Master of Mass Communication 2002, University of South Carolina

THOMAS GEORGE JAVARINIS, Management Department Chair, 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)

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

ANDRE KENNEBREW, Adjunct Instructor in Servant Leadership (2012); M.A. in Ministry 2006, Luther Rice College and Seminary

ILLYA R. LAWRENCE, Adjunct Instructor in Psychology, Assistant Dean of Students (2016); B.S. in Criminal Justice, M.S. in Counseling Psychology, Troy University

KATURA M. LESANE, Associate Professor of Education (2022); B.A. in English 1993, Emory University; M.A. in Curriculum and Instruction 2003, Coppin State University, Baltimore; Ph.D. in Leadership in Educational Administration 2010, Capella University; Certified Educational Leadership (P-12)/Teacher Support Specialist (coach); Certified in Middle Grades (4-8) Reading/Language Arts/Social Sciences

LYNDSEY A. LYFER, Instructor of Psychology (2016); B.A. in Liberal Studies, Armstrong Atlantic State University; M.A. in Professional Counseling, Liberty University

MINDY LYNN SHELNUTT McCARTY, Assistant Professor of Counseling and Human Services (2019); B.S. in Counseling and Human Services 2014, Point University;

M.A. in Clinical Mental Health Counseling 2017, Argosy University; Licensed Associate Professional Counselor (LAPC); CADC II and MRT certified; EMDR, TREM, and Seeking Safety Trained

CHAPEL JOHN MCCULLOUGH, Fine Arts Department Chair, Assistant Professor of Music, Director of Bands (2019); Bachelor of Music Education 2006, Campbellsville University; Master of Music Education 2013, Ph.D. in Music Education 2018, Auburn University

GREGORY K. MOFFATT, Dean of the College of Social & Behavioral Sciences, Professor of Counseling Psychology, Director of Counseling Services (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)

JOHN H. MORRIS, 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; addi-tional graduate studies at Medical University of South Carolina

LANIER M. MOTES, Instructor in Music, Director of Signature Voices and 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

PHILIP PARTAIN, Information Technology Department Chair, 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 Theo-logical Seminary

ANDREA POPE-SMITH, Assistant Professor of Sociology and Social Work (2010); B.A. in Sociology 1993, University of Virginia; M.S.W. in Social Work 1995, University of Georgia

KATHRYN JOHNSON RADUNSKY, Instructor in Mathematics and Science (2019)**;** B.S. in Mathematics Education, Auburn University; M.Ed. in Mathematics Education, University of Georgia

JOSHUA F. RICE, Christian Ministries Department Chair, Assistant Professor of Biblical Studies, Director of Spiritual Formation (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

SUSAN S. RYAN, Dean of the College of Education, 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 Univer-sity

AMY L. SCHULER, Instructor in Biology (2016); B.S. in Environmental Studies, M.S. in Biology, Youngstown State University

CLOTILDE DUDLEY-SMITH, Health Sciences Department Chair, Assistant Professor of Health Sciences (2021); B.S. in Education, Southern Connecticut State University; B.S. in Dental Hygiene, University of Bridgeport [Connecticut]; M.P.A. in Public Administration with Health Care Administration Concentration 1989, Ed.D. in Educational Management 2010, University of Bridgeport [Connecticut]; Registered Dental Hygienist (RDH); Healthcare Ethics Consultation Certification (HEC-C)

ADAM SOLOMON, Director of Library Resources (2021); A.A. in Religion 2007, Santa Fe College; B.A. in Religion 2014, University of Florida; M.L.I.S. in Library and Information Science 2018, Valdosta State University

LACEY ANN SOUTHERLAND, Child & Youth Development Department Chair, Professor of Education (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

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)

ALEXIS L. TAYLOR, Instructor in English (2021); B.A. in English 2007, Elizabeth City State University; M.Ed. in Education 2013, Liberty University; Post-Masters Certificate in Leadership and Accountability 2018; Ed.D. in Education 2020, Capella University

SHIRLEY THOMPSON-LEWIS, Social Work Field Education Director, Assistant Professor of 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. in Spirituality, Mercer University; Licensed Independent Social Worker with Training Supervision Designation (LISW-S)

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

WILLIAM GRANT VICKERY, Assistant Professor of English, Program Coordinator for First-Year Writing Experience and University Studies Degrees (2012); B.S in Interdisciplinary Studies 2010, M.A. in English with Focus on Rhetoric 2010, Abilene Christian University; Ph.D. in English, Georgia State University

STEPHEN E. WAERS, Chief Academic Officer, 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

ROBERT W. (BOBBY) WEAVER, Adjunct Instructor in Bible and Ministries, Academic Operations Manager (2018); B.A. in Biblical Studies and Preaching Ministry, Point University; Master of Divinity, Emmanuel Christian Seminary

S. TODD WEAVER, Dean of the College of Business & Leadership, Marketing Department Chair, Professor of Business (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)

AISHA DELORES WILLIAMS, Sociology & Social Work Department Chair; Associate Professor of Social Work, Human Relations, and Management; Social Work Program Director (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 (LMSW)

VALARIE PRICE WILLIAMS, Instructor in Education, Dean of Point Academic Support Services (2015); B.S. in Secondary Education 2011, Jacksonville State University; M.S. in Instructional Technology 2013, Troy University; Research Fellowship in In*structional Design and Dev*elopment (Ph.D. coursework), University of South Alabama

EDWARD "CHIP" WINTERS, Instructor in English (2013); B.A. in English 1975, St. Vincent's College; M.A. in English 1979, Carnegie-Mellon University

LYNN H. WISELEY, Instructor in Education, Director of Educational Research and Student Teacher Supervisor (2008); B.S. in Early Childhood Education 1990, Point University; M.Ed. in Early Childhood Education 1993, University of West Georgia; Georgia Educator Certificate

TIFFANY SCHOENHOFF WOOD, Instructor in Business and Leadership, Vice President for Strategic Initiatives (2008); B.S. in Global Economics and Modern Languages 2007, M.S. in International Affairs 2014, Georgia Institute of Technology

NICCI WOOLEY, Assistant Professor of Communication (2022); B.S. in Biology 2011, Louisiana State University; M.A. in Professional Communication 2015, East Tennessee State University; additional Master of Divinity studies, Candler School of Theology, Emory University

DEDRA R. WOOLFOLK, Dean of the College of Arts & Sciences, Professor of Natural Science (2004); B.S. in Biology 1991, Morris Brown College; M.S. in Biological and Biomedical Science 1994, Ph.D. in Biological and Biomedical Science (Pharmacology), Emory University

Selected Administrative and Managerial Staff

Academic Services

Stephen E. Waers .....Chief Academic Officer
Christopher A. Davis .....Vice President for Academic Initiatives and Accreditation
Bethany Huxford-Davis .....Dean of Academic Operations and Institutional Effectiveness
Valarie Price Williams.....Dean of Point Academic Support Services

Academic Advising Center

Kate Nelson .....Academic Advisor
Sandra Tyner ....Academic Advisor

Advancement
Stacy Bartlett ..... Chief of Staff, Chief Advancement Officer
Tiffany Wood ..... Vice President of Strategic Initiatives

Athletics and Marching Band
Jaunelle White ..... Athletic Director
Chapel McCullough ..... Director of Bands

Career Services
Jacoba Durrell ..... Director of Prior Learning and Career Services

Communications
Amber Rasmussen ..... Communications and Advancement Coordinator

Counseling Services
Greg Moffatt ..... Director of Counseling Services

Disability Services
Edward Clark ..... Director of Disability Services
Kimberly Edmondson ..... Coordinator of Disability Services

Diversity
Nathaniel Dunlap, Jr. ..... Chief Diversity Officer

Dual Credit Enrollment
Kristen Berry ..... Director of Dual Credit Enrollment

Enrollment Services
Rusty Hassell ..... Chief Enrollment Officer
Logan Gann ..... Director of Admission

Financial Services
Nadeena Power ..... Chief Financial Officer
Amanda Schmidt ..... Director of Student Accounts
Holly Hardnett ..... Director of Financial Aid

Food Services
Bill Bain ..... Food Services Director

Housing
Clarice Dillard..... Executive Officer Manager for Student Life and Sports Medicine

Human Resources
Margaret Hodge ..... Human Resources Director

Information Technology Services
Bill Dorminy ..... Director of Technology Infrastructure and Services
Warren Carey..... Enterprise Application Systems Administrator
Shannon Williams ..... Senior Help Desk Technician

Library Services
Adam Solomon ..... Director of Library Resources

Registrar Services
Pam England ..... Registrar

Safety and Security
Robert Fawley..... Chief of Security

Spiritual Formation
Joshua Rice..... Director of Spiritual Formation

Student Life
Rusty Hassell.....Chief Enrollment Officer
Clarice Dillard..... Executive Officer Manager for Student Life and Sports Medicine
Laura Schaaf..... Dean of Students

COURSE DESCRIPTIONS

Course Descriptions. Courses currently taught by Point University appear below in alphabetical order. Each course description includes a course number, name, the number of credit hours, and a short explanation of course content. The course number identifies the area of the curriculum using a three-letter prefix for courses offered primarily on-ground in residential format (e.g. BUS) and a four-letter prefix for those offered primarily online or in certain off-site settings (e.g. BUSI). In general, 100-level courses are taken by freshmen, 200-level courses by sophomores, 300- and 400-level courses by juniors and seniors, and 500- and 600-level courses by graduate students. Any prerequisites or corequisites for a course are indicated, along with any special considerations applicable to that course.

Courses and their descriptions may change, be added, or be deleted without notice through normal academic processes. The University reserves the right to withdraw any scheduled course for which there is insufficient registration. Not all courses described in the following pages are offered each year.

APSP: ADULT & PROFESSIONAL STUDIES (online)

APSP 105 Introduction to Adult Learning (3 credits)
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 credits)
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.

BBS: BIBLICAL STUDIES (on-ground)

BBS 102 The Drama of Scripture (3 credits)
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. A student successfully completing this course should be able to understand and share the "major plot line" of biblical revelation.

BBS 201 Biblical Interpretation (3 credits)
This course will review basic principles of how language works, the historical stages during which Scripture was written, and practical approaches of getting from text to

teaching in a way that respects the nature of the Bible. It will prepare students to faithfully interpret the Bible for ethics, spirituality, public discourse and congregational development. *Prerequisite: BBS 102 The Drama of Scripture.*

BBS 202 Jesus: The Focus of Scripture (3 credits)
This course focuses on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who he is. *Prerequisite: BBS 102 The Drama of Scripture or permission from the Biblical Studies Department Chair.*

BBS 304 Scripture: Reading & Interpretation (3 credits)
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. *Prerequisites: BBS 102 The Drama of Scripture and BBS 202 Jesus: The Focus of Scripture, or permission from the Biblical Studies Department Chair.*

BBS 350 Women in the Bible (3 credits)
This study focuses on the place of women in biblical and intertestamental literature and in the socio-cultural context of antiquity. It gives special attention to the ongoing influence of biblical texts on the lives of women in the church and world. *Prerequisite: BBS 102 The Drama of Scripture.*

BBS 425 Readings in the Hebrew Bible & the Septuagint (3 credits)
This course includes comparative readings in the Hebrew Bible and Septuagint with emphasis on textual variants, translation techniques and history of interpretation. *Prerequisites: GRK 402 Greek IV and HEB 412 Hebrew II.*

BIBL: BIBLICAL STUDIES (online)

BIBL 103 The Drama of Scripture (3 credits)
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. A student successfully completing this course should be able to understand and share the "major plot line" of biblical revelation.

BIBL 202 Jesus: The Focus of Scripture (3 credits)
This course focuses on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is. *Prerequisite: BIBL 103 The Drama of Scripture or permission from the Biblical Studies Department Chair.*

BIBL 204 The Story of Scripture: Genesis to Revelation (3 credits)
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://npleadership experience.com/internship). The course extends over a full 16-week term.*

BIBL 280 Biblical Theology of the Family (3 credits)
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 306 Scripture: Reading & Interpretation.*

BIBL 303 Acts of the Apostles (3 credits)
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 305 Isaiah (3 credits)
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 306 Scripture: Reading & Interpretation (3 credits)
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. *Prerequisites: BIBL 103 The Drama of Scripture, BIBL 202 Jesus: The Focus of Scripture, and THEO 310 Spiritual Formation: Kingdom Living, or permission from the Biblical Studies Department Chair.*

BIBL 334 Gospel of Mark (3 credits)
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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Biblical Studies. *Special Considerations: Requires approval by the Biblical Studies Department Chair. 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 credits)
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 credits)
Students engage in a systematic survey of ancient Hebrew hymnody, including an exegesis of selected Psalms.

BIBL 420 Advanced Hermeneutics (3 credits)
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 306 Scripture: Reading & Interpretation.*

BIBL 490 Jonah (3 credits)
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.

BUS: BUSINESS (on-ground)

BUS 203 Business Analytics (3 credits)
A course designed to teach 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. Pre: BUS 209 and MTH 120 or 191 or 211. (Fall)

BUS 209 Computer Information Systems (3 credits)
This course is designed to acquaint students with the organizational use of computers so they may function better as managerial or professional users of computer resources and/or as a participants in the systems-building process.

BUS 211 Financial Accounting (3 credits)
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: MTH 115 Quantitative Reasoning or higher math course (most business programs require MTH 120 College Algebra).*

BUS 212 Managerial Accounting (3 credits)
Building on BUS 211, this course provides an introductory study of accounting concepts which furnish management with the necessary "tools" to plan and control activities. *Prerequisite: BUS 211 Financial Accounting*.

BUS 225 Principles of Management (3 credits)
This course focuses on management functions and processes as applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change.

BUS 238/COM 238 Business Communication (3 credits)
This course focuses on the communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisites: ENG 102 Critical Reading & Writing I and COM 205 Public Speaking*. *Special Consideration: BUS 238 is a Writing Emphasis course.*

BUS 247 Principles of Marketing (3 credits)
This course includes a survey of marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising and marketing strategy.

BUS 271 Social Media Marketing: Foundations & Strategy (3 credits)
This course provides an introduction to the basic principles of social media marketing, including an understanding of 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. *Prerequisite: BUS 247 Principles of Marketing*.

BUS 272 Social Media Marketing: Twitter (3 credits)
This course focuses on 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: BUS 271 Social Media Marketing: Foundations & Strategy*.

BUS 273 Social Media Marketing: LinkedIn (3 credits)
This course focuses on 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: BUS 271 Social Media Marketing: Foundations & Strategy*.

BUS 311 Intermediate Accounting I (3 credits)
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. *Prerequisite: BUS 212 Managerial Accounting*.

BUS 312 Intermediate Accounting II (3 credits)
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 liabilities and contingent obligations, and investments and long-term receivables. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. *Prerequisite: BUS 311 Intermediate Accounting I*.

BUS 313 Intermediate Accounting III (3 credits)
Building on Intermediate Accounting I and II, this course focuses on topics such as long-term liabilities, stockholders' equity, earnings per share, 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 continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. *Prerequisites: BUS 311 Intermediate Accounting I and BUS 312 Intermediate Accounting II*.

BUS 320 Principles of Microeconomics (3 credits)
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: MTH 120 College Algebra or higher math course.*

BUS 321 Principles of Macroeconomics (3 credits)
This course provides an introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and the world economy in relation to macroeconomics. *Prerequisite: MTH 120 College Algebra or higher math course.*

BUS 325/MUS 326Survey of Music Business (3 credits)
This course provides an overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities.

BUS 327 Project Management (3 credits)
This course introduces project management from the standpoint of a manager who must organize, plan, implement, and control tasks to achieve an organization's schedule, budget, and performance objectives. *Prerequisite: BUS 225 Principles of Management.*

BUS 329 Managerial Economics (3 credits)
The course applies economic analysis to business decision-making. Economic theory and quantitative methods are applied to managerial decisions involving prices, production, and the maximization of stakeholder and shareholder value. Additionally the course will address some of the ethical considerations of managerial decision making. *Prerequisite: BUS 321 Principles of Macroeconomics.*

BUS 332 Accounting Information Systems (3 credits)
This course offers an introduction to accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. *Prerequisites: BUS 209 Computer Information Systems and BUS 212 Managerial Accounting.*

BUS 336 Principles of Finance (3 credits)
This course includes a survey of financial management and decision making, with an emphasis on financial analysis, budgeting, and capital management. *Prerequisites: BUS 203 Business Analytics, BUS 209 Computer Information Systems, and BUS 212 Managerial Accounting.*

BUS 339 Investment Analysis (3 credits)
This course provides an in-depth introduction to investment analysis and portfolio management. Major topics include portfolio theory, the Capital Asset Pricing Model (CAPM), equity valuation, and derivatives. *Prerequisites: BUS 203 Business Analytics, BUS 209 Computer Information Systems, and BUS 336 Principles of Finance.*

BUS 342 Real Estate Finance (3 credits)
This course surveys the concepts, methods, and techniques of financing real estate transactions. Major topics include real estate markets, valuing properties, mortgage analysis, and securitization. *Prerequisites: BUS 209 Computer Information Systems and BUS 336 Principles of Finance.*

BUS 349 Marketing Metrics (3 credits)
This course focuses on the contribution of marketing to overall firm strategy and performance. Statistical and analytical techniques for evaluating marketing effectiveness are introduced and applied. *Prerequisites: BUS 203 Business Analytics, BUS 209 Computer Information Systems, and BUS 247 Principles of Marketing.*

BUS 351 Computer Programming (3 credits)
This course focuses on computer programming terminology and the basic mechanics of programming. Major topics include programming terminology, Java code, identifying and fixing errors. *Prerequisite: BUS 209 Computer Information Systems.*

BUS 354 Database Management (3 credits)
This course enables students to understand the fundamentals of database systems, database design, and database administration. Major topics include relational, object-oriented, and distributed database systems; building databases using enterprise Database Management System (DBMS) products; and managing databases. *Prerequisite: BUS 209 Computer Information Systems.*

BUS 358 Production & Operations Management (3 credits)
This course focuses on issues, processes, and decision making of management for the production of goods and services, as well as operations activities within an organization. *Prerequisite: BUS 225 Principles of Management.*

BUS 364 Income Tax Accounting (3 credits)
This course focuses on 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. *Prerequisite: BUS 212 Managerial Accounting*.

BUS 370 Marketing Communication (3 credits)
This course focuses on various means used by marketers to effectively communicate with customers, including traditional means such as advertising and personal selling as well as newer means such as shopper marketing and social media. *Prerequisite: BUS 247 Principles of Marketing*.

BUS 371 Social Media Marketing: Blogging (3 credits)
This course focuses on principles and methods of creating and executing an effective content marketing campaign as part of a marketing strategy, including the selection of the best platform, the development of a key phrase strategy, the creation of compelling blog content, the promotion of the blog within social media, and online reputation management. *Prerequisite: BUS 271 Social Media Marketing: Foundations & Strategy*.

BUS 372 Social Media Marketing: Video (3 credits)
This course focuses on 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. *Prerequisite: BUS 271 Social Media Marketing: Foundations & Strategy*.

BUS 373 Social Media Marketing: Pinterest & Mobile (3 credits)
This course focuses on principles and methods of using Pinterest as part of a marketing strategy, including optimizing a business page, organizing pins and boards for the best customer experience, and integration with other social media platforms to create a seamless social marketing campaign. Mobile marketing is introduced and related to social media marketing. *Prerequisite: BUS 271 Social Media Marketing: Foundations & Strategy*.

BUS 375 Digital Marketing (3 credits)
This course explores the Internet and digital domain in the context of marketing. The course extends beyond a narrow definition of e-commerce and explores all aspects of digital communication, including mobile and social media. The course balances theory and covers topics including online consumer behavior, search engine marketing, digital display advertising, social media, mobile email, and analytics. *Prerequisite: BUS 247 Principles of Marketing*.

BUS 380 Brand Management (3 credits)
This course is designed to develop students' understanding of the importance of brand equity as well as how to build, measure, and manage brand equity. *Prerequisite: BUS 247 Principles of Marketing*.

BUS 405 Cost Accounting (3 credits)
This course focuses on cost determination as applied to a variety of business operations. An emphasis is placed on job order, process, and standard cost accounting systems. *Prerequisite: BUS 212 Managerial Accounting*.

BUS 408 Forensic Accounting (3 credits)
This course explores fraud detection and investigation techniques. In addition, methods of analysis will be employed to determine the economic damages in fraud cases. The major topics include legal environment, fraud investigation process, fraud evidence, fraud reports, and fraud loss analysis. *Prerequisites: BUS 211 Financial Accounting and BUS 332 Accounting Information Systems.*

BUS 412 International Economic Development (3 credits)
This course provides a detailed analysis of global poverty and poverty alleviation. Topics include the cause and pervasiveness of poverty throughout the world, including historical and current underlying economic, political and sociological causes. The course also examines the solution of microfinance and microenterprise practices, theoretical and practical application within organizations created for this purpose, and the church's response to poverty including a field study of current practices. *Prerequisites: BUS 320 Principles of Microeconomics and BUS 321 Principles of Macroeconomics.*

BUS 414 Management Information Systems (3 credits)
This course focuses on the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include information systems analysis and design, database creation and management, and the strategic use of management information, with emphasis on the exploration of real-life business scenarios involving management information systems (MIS). *Prerequisite: BUS 209 Computer Information Systems.*

BUS 417 Systems Analysis & Design (3 credits)
This course explores the design, implementation, documentation, and maintenance of logical and physical information systems. Major topics include project management, process modeling, and design and prototyping. *Prerequisite: BUS 209 Computer Information Systems.*

BUS 421 Consumer Behavior (3 credits)
This course focuses on the decision process of buyers, the factors affecting purchasing decisions, customer satisfaction, and the resulting implications for marketing strategies

and tactics. *Prerequisites: BUS 320 Principles of Microeconomics and BUS 247 Principles of Marketing*.

BUS 423 Professional Selling (3 credits)
This course surveys personal sales, including types of selling, sales training, communications and the psychology of selling. *Prerequisite: BUS 247 Principles of Marketing*.

BUS 426 International Business (3 credits)
This course focuses on international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. *Prerequisites: BUS 247 Principles of Marketing, BUS 320 Principles of Microeconomics, BUS 321 Principles of Macroeconomics, and senior standing*.

BUS 434 Business Law (3 credits)
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: BUS 225 Principles of Management*.

BUS 436 Professional Ethics (3 credits)
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. *Prerequisite: senior standing. Special Consideration: BUS 436 is a Writing Emphasis course.*

BUS 441 Marketing Analytics (3 credits)
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: BUS 247 Principles of Marketing*.

BUS 442 Small Business Management (3 credits)
This course examines aspects of management unique to small and entrepreneurial firms. *Prerequisite: BUS 225 Principles of Management.*

BUS 446 Auditing (3 credits)
This course focuses on standards and procedures used in examining financial statements and supporting records. Emphasis is placed on the evaluation of internal control, the auditor's responsibilities to clients and third parties, and the ethical framework in which one operates. *Prerequisite: BUS 212 Managerial Accounting*.

BUS 448 Financial Markets (3 credits)
This course explores the role of financial institutions and markets in the business environment. The major topics include bank and non-bank financing, options and futures, Federal Reserve, and the international financial system. *Prerequisite: BUS 336 Principles of Finance.*

BUS 450 Human Resources Management (3 credits)
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. *Prerequisite: BUS 225 Principles of Management.*

BUS 461/COM 461 Public Relations (3 credits)
This course introduces theory and practice of public relations, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. *Prerequisite: Junior or senior standing.*

BUS 475 Organizational Leadership (3 credits)
This course focuses on assessing organizations in light of strategic objectives and how to make recommendations for improvement. *Prerequisite: Senior standing.*

BUS 490 Studies in Business (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of business. *Prerequisites: As announced.*

BUS 497 Business Internship (credits vary)
Students engage in field education providing 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: Permission from the Management Department Chair. Special Consideration: BUS 497 is graded on a pass/fail basis using a point scale.*

BUSI: BUSINESS (online)

BUSI 201 Introduction to the Healthcare Industry (3 credits)
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 credits)
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 credits)
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 communication, 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 credits)
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 117 Introductory Statistics or MATH 120 College Algebra or equivalent.*

BUSI 212 Managerial Accounting (3 credits)
Building on BUSI 211 Financial Accounting, this course includes an introductory study of accounting concepts that furnish management with the necessary "tools" to plan and control activities. *Prerequisite: BUSI 211 Financial Accounting*.

BUSI 214 Managing Information Systems (3 credits)
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.

BUSI 230 Principles of Management (3 credits)
This course focuses on management functions and processes applicable to a variety of organizations, including dominant schools of thought, fundamentals of employee management, leadership and motivation, and organizational development and change.

BUSI 238 Business Communication (3 credits)
This course focuses on communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisite: ENGL 102 Critical Reading & Writing II. Special Consideration: BUSI 238 is a Writing Emphasis course.*

BUSI 261 Legal & Ethical Responsibilities in Professional Accounting (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 309 Transportation Principles (3 credits)
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 311 Intermediate Accounting I (3 credits)
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. *Prerequisite: BUSI 212 Managerial Accounting*.

BUSI 312 Intermediate Accounting II (3 credits)
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 liabilities and contingent obligations, and investments and long-term receivables. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. *Prerequisite: BUSI 311 Intermediate Accounting I.*

BUSI 313 Intermediate Accounting III (3 credits)
Building on Intermediate Accounting I and II, this course focuses on topics such as long-term liabilities, stockholders' equity, earnings per share, 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 continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. *Prerequisites: BUSI 311 Intermediate Accounting I, BUSI 312 Intermediate Accounting II.*

BUSI 316 Personal & Professional Accountability in Healthcare Administration (3 credits)
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 320 Principles of Microeconomics (3 credits)
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 credits)
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 credits)
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 325 Service Excellence (3 credits)
This course prepares students to pursue leadership roles in hospitality and other service enterprises. Students learn proven principles of service excellence, leadership excellence, and operational excellence based on the groundbreaking work of Horst Schulze, Co-founder and former COO of The Ritz-Carlton Hotel Co. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 332 Accounting Information Systems (3 credits)
This course introduces accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. *Prerequisites: BUSI 211 Financial Accounting, BUSI 212 Managerial Accounting, BUSI 214 Managing Information Systems*.

BUSI 334 Financial Management in Healthcare Administration (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 343 Practicum in Hospitality Leadership (3 credits)
Students engage in a mentored hospitality leadership experience under the supervision of a Point instructor assisted by a hospitality manager. The practicum includes men-

toring and application each week in a hospitality business, guided by the hospitality manager. Course material covers important general leadership principles and theories, as well as specific material pertaining to the hospitality business culture.

BUSI 345 Practicum in Quality Control & Process Improvement (3 credits)
Students engage in a mentored process improvement experience under the supervision of a Point instructor assisted by a hospitality manager. The practicum includes mentoring and application each week in a hospitality business, guided by the hospitality manager. Course material covers Lean Six Sigma principles.

BUSI 347 Principles of Marketing (3 credits)
Students survey marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising, and marketing strategy.

BUSI 352 Organizational Behavior (3 credits)
Students explore how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, organizational development and creating effective work groups.

BUSI 354 Consumer Behavior (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Business and Leadership. *Special Considerations: Requires approval by the Management Department Chair. 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 credits)
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 credits)
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 credits)
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 416 Quality Management (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. *Prerequisite: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 436 Professional Ethics (3 credits)
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. *Prerequisites: BUSI 230 Principles of Management or BUSI 352 Organizational Behavior. Special Consideration: BUSI 436 is a Writing Emphasis course.*

BUSI 440 Risk Management in Healthcare Administration (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
Students learn to function in the complex role of patient advocate. Through practical discussions and hands-on practice, they develop knowledge and skills essential to assisting and supporting patients, their families, and their caregivers in all phases of healthcare, including medical insurance coverage and treatment options. *Prerequisites: BUSI 201 Introduction to the Healthcare Industry, BUSI 432 Ethical & Legal Environment of Healthcare Administration.*

BUSI 448 Governmental & Nonprofit Accounting (3 credits)
This course focuses on fundamental principles of accounting for governmental units, colleges, healthcare providers, hospitals, clinics, health and welfare organizations, and other non-profit organizations. Students compare and contrast non-profit accounting processes with those of for-profit entities by evaluating the different regulations for budgeting, funding options, revenue recognition, recording transactions, and financial reporting.

BUSI 450 Human Resource Management (3 credits)
This course provides an overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline, and termination.

BUSI 451 Detection & Prevention of Fraudulent Financial Statements (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
In this integrative course, students address a wide range of problems and concerns encountered by public, non-profit, and for-profit healthcare organizations toward the goal of improving quality of service. Case studies raise issues of leadership, strategic planning, organization and governance, budgeting, human resources, organizational behavior, change management, and legal and ethical challenges. *Prerequisites: Completion of all other courses in the Healthcare Administration Major.*

BUSI 460 Organizational Leadership (3 credits)
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 credits)
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, communication, and cost analysis. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 465 Strategic Management & Planning (3 credits)
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. *Prerequisites: BUSI 436 Professional Ethics and either BUSI 230 Principles of Management or BUSI 352 Organizational Behavior.*

BUSI 467 The S.E.R.V.E. Model of Leadership (3 credits)
Extensive studies of successful leaders have shown that all great leaders SERVE, but it takes more than a servant instinct to be a leader. This course introduces the five strategic ways great leaders serve and helps students begin to apply these servant leadership principles in business contexts.

BUSI 498 Capstone Hospitality Internship (3 credits)
Students engage in field education providing an opportunity to learn through observation and participation in a hospitality business. Specific training models are designed by the student and professor in cooperation with an approved field observer. *Prerequisites: BUSI 343 Practicum in Hospitality Leadership, BUSI 345 Practicum in Quality Control & Process Improvement.*

BUSI 500 Graduate Business Orientation (0 credits)
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 510 Ethics & Professional Issues in Business (3 credits)
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 credits)
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 530 Persuasion & Negotiation (3 credits)
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 credits)
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.

BUSI 540 Strategic Management & Leadership (3 credits)
Students develop an understanding of best practices in management and leadership as they learn techniques and strategies that focus on leveraging leadership for realizing organizational goals. Students engage with practical leadership strategies that aim at developing high performance teams and building other future organizational leaders. Case studies obtained from professional literature, along with real-world examples of organizational leadership, are used to communicate essential attributes of exceptional leadership. Students are then challenged to apply the cognitive aspects of leadership learning to practical applications in their own professional and personal lives. At the conclusion of the course, students are able to apply leadership concepts and tools, so that they may more effectively lead their own organizations.

BUSI 542 Servant Leadership Theory & Development (3 credits)
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 545 Strategic Marketing (3 credits)
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. *Prerequisite: BUSI 347 Principles of Marketing*.

BUSI 550 Business Innovation & Creativity (3 credits)
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 555 Cost Management & Decision Making (3 credits)
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.

BUSI 560 Applied Leadership:
Change Management & Organizational Culture (3 credits)
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.

CHED: CHRISTIAN EDUCATION (online)

CHED 301 Educational Ministries (3 credits)
This course focuses on principles of teaching and learning, and the effective use of various teaching methods in the church.

CHS: COUNSELING & HUMAN SERVICES (on-ground)

CHS 202/SOC 202 The Family (3 credits)
This course focuses on courtship, marriage, and family relationships from both a biblical and cultural perspective. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology*.

CHS 211 Introduction to Counseling (3 credits)
This course provides an overview of the practices and skills which facilitate personal growth in others for counselors, teachers, administrators, ministers, and others who deal with people in helping relationships. *Prerequisite: PSY 103 Introduction to Psychology*. *Special Consideration: CHS 211 serves as a prerequisite for other courses in counseling*.

CHS 310 Prenatal Development (2 credits)
This course focuses on human growth and development from conception through the first two years of life with an emphasis on prenatal development, labor, and delivery. *Prerequisite: PSY 103 Introduction to Psychology*.

CHS 312 Counseling Diverse Populations (2 credits)
This course is designed to broaden the counselor's understanding and skills when counseling people of various backgrounds. Different approaches to counseling will be considered with regard to ethnic groups, women, the elderly, homosexuals, and people with various disabilities. *Prerequisites: CHS 211 Introduction to Counseling and SOC 103 Introduction to Sociology.*

CHS 415/MIN 317 Pastoral Counseling (3 credits)
This course focuses on counseling principles and techniques within the context of ministerial functions. *Prerequisite: CHS 211 Introduction to Counseling or MIN 313 The Practice of Christian Ministry.*

CHS 326/CJU 326 Ethics & Law in Mental Health (2 credits)
This course focuses on the varied areas of ethics in mental health, including counseling and mental health consultation. It addresses self-care, confidentiality, research, the Health Insurance Portability and Accountability Act (HIPAA), court orders, court-mandated clients, and mandated reporting of abuse. *Prerequisites for Psychology and Counseling & Human Services Majors: PSY 103 Introduction to Psychology and CHS 211 Introduction to Counseling. Prerequisites for Criminal Justice Majors: PSY 103 Introduction to Psychology and CJU 300 Introduction to Criminal Justice.*

CHS 343 Communication Skills for Social Services (2 credits)
This course focuses on the usual communication patterns between the social work generalist and client systems, emphasizing the true meaning of good communication in the process of problem solving through both written and oral communication. The role of technology in facilitating and managing communication is examined for its application to social work. *Prerequisite: CHS 211 Introduction to Counseling or SOC 341 Introduction to Social Work.*

CHS 345 Case Management (2 credits)
This course focuses on the practice of case management, describing how service providers assess needs of the client and family as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs. *Prerequisite: SOC 341 Introduction to Social Work or permission from the Psychology and Counseling Department Chair.*

CHS 392 Careers in Helping Professions (2 credits)
This course exposes a student to career opportunities in various fields of counseling and human services. Prerequisite: CHS 211 Introduction to Counseling.

CHS 396 Counseling Theory & Procedures (3 credits)
This course surveys various counseling theories and an evaluation of these theories from a Christian worldview. *Prerequisites: CHS 211 Introduction to Counseling and PSY 204 Developmental Psychology.*

CHS 410 Family Counseling (3 credits)
This course encourages students to consider the family as a system in which each member influences and is influenced by other members. Healthy and unhealthy relationships will be explored with some understandings of how each develops. *Prerequisites: CHS 211 Introduction to Counseling, PSY 204 Developmental Psychology, and SOC 103 Introduction to Sociology.*

CHS 417 Counseling Adolescents (3 credits)
This course focuses on significant clinical issues facing adolescents in the areas of physical, emotional, social, and cognitive development. *Prerequisite: CHS 211 Introduction to Counseling or MIN 313 The Practice of Christian Ministry*.

CHS 420 Counseling Children (3 credits)
This course provides an overview of counseling methods and theories, practice in counseling children through role play sessions, and discussion of practical applications of counseling methods with children. *Prerequisites: CHS 211 Introduction to Counseling, PSY 204 Developmental Psychology, and SOC 103 Introduction to Sociology*.

CHS 437 Conflict Management (3 credits)
This course develops skills and strategies for the effective intervention and resolution of conflict with applications in a variety of personal, interpersonal, group, and organizational contexts. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

CHS 490 Studies in Counseling & Human Services (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of counseling and human services. *Prerequisites: As announced.*

CHS 497 Counseling & Human Services Internship (credits vary)
Students engage in field education providing 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. *Prerequisites: (1) Junior or senior standing; (2) successful completion of CHS 211 Introduction to Counseling, CHS 396 Counseling Theories & Procedures, and PSY 103 Introduction to Psychology; and (3) successful completion of at least 9 credit hours in the Counseling and Human Services major, including at least one of the following four courses: CHS 202 The Family, CHS 312 Counseling Diverse Populations, CHS 415/MIN 317 Pastoral Counseling, and/or CHS 396 Counseling Theory & Procedures. Special Consideration: CHS 497 is graded on a pass/fail basis using a point scale.*

CISM: COMPUTER INFORMATION SYSTEMS MANAGEMENT (online)

CISM 100 Introduction to Information Technology (3 credits)
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 210 Information Technology Applications I (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 Information Technology Department Chair. 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 Information Technology 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.*

CJU: CRIMINAL JUSTICE (on-ground)

CJU 300 Introduction to Criminal Justice (3 credits)
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. *Prerequisites: SOC 103 Introduction to Sociology and SOC 200 Social Psychology*.

CJU 310 Criminology (3 credits)
This course focuses on theories and practices surrounding crime, its nature and causes, and the nature and causes of the crimes and offenders. This course examines how law enforcement works to curtail these crimes. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 321 Constitutional Law: Government Powers (3 credits)
This course examines the creation and allocation of authority among the several government institutions, including the distribution of power across the branches of the federal government and between the federal and individual state governments in the United States. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 322 Constitutional Law: Rights & Liberties (3 credits)
This course examines the guarantees of individual rights and liberties derived from the due process, equal protections, among other clauses in the Bill of Rights and post-Civil War Amendments. *Prerequisites: CJU 300 Introduction to Criminal Justice and CJU 321 Constitutional Law: Government Powers.*

CJU 330 Introduction to Corrections (3 credits)
This course examines the historical development of correctional policies and strategies to achieve the five goals of correction, retribution, deterrence, incapacitation, and rehabilitation. The examination is accomplished through discussion of the primary institutions of the American correctional system: jail, prison, probation, and parole. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 334 Community Corrections (3 credits)
This course examines the philosophy and administrative procedures of community-based corrections operations, introducing an alternative to traditional incarceration of those convicted of criminal offenses. Further, the course identifies the differences in the nature and responsibilities of probation and parole officers and in pre-trial diversion and other pre-conviction rehabilitative programs. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 335 Critical Thinking for Criminal Justice (3 credits)
This course examines the process by which one develops and supports one's beliefs and evaluates the strength of arguments made by others in true life situations. Students will analyze media, the current political environment, and their own beliefs and moral

inclinations while learning to appraise information and influences to discuss controversial topics intelligently. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 340 Criminal Investigation (3 credits)
This course focuses on the nature and complexities of criminal investigations. Discussions will include such topics as: the fundamentals of investigation, interviews and interrogations, and crime scene processing including the gathering and processing of forensic evidence. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 350 Introduction to Policing (3 credits)
This course is designed to examine the history of the police and police agencies, the three eras of policing, the organizational development of the modern police agency, and the police recruitment and hiring process. Further examined are the problem-solving strategy of SARA (Scanning, Analysis, Response, and Assessment), the three styles of policing, and the police officer's "working personality." The philosophy and implementation of Community-Oriented Policing will also be discussed. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 326/CHS 326 Ethics & Law in Mental Health (2 credits)
This course focuses on the varied areas of ethics in mental health, including counseling and mental health consultation. It addresses self-care, confidentiality, research, the Health Insurance Portability and Accountability Act (HIPAA), court orders, court-mandated clients, and mandated reporting of abuse. *Prerequisites for Psychology and Counseling & Human Services Majors: PSY 103 Introduction to Psychology and CHS 211 Introduction to Counseling. Prerequisites for Criminal Justice Majors: PSY 103 Introduction to Psychology and CJU 300 Introduction to Criminal Justice.*

CJU 400 Criminal Law (3 credits)
This course focuses on the necessary elements of crime in modern society. *Actus reus, mens rea,* intent, causation, concurrence and other principles are examined in addition to various criminal defenses used in courts of law. *Prerequisites: CJU 300 Introduction to Criminal Justice, CJU 321 Constitutional Law: Government Powers, and CJU 322 Constitutional Law: Rights & Liberties.*

CJU 410 Criminal Procedure (3 credits)
This course focuses on rules and regulations surrounding the criminal justice system. Topics include arrest, interrogation, search and seizure, arrest and search warrants, and the various rights of a suspected offender. *Prerequisites: CJU 321 Constitutional Law: Government Powers and CJU 322 Constitutional Law: Rights & Liberties.*

CJU 411 Judicial Process (3 credits)
This course is an introduction to the Judicial Process in the American Criminal Justice system. It examines the organization of courts, selection of judges, judicial decision-making, and policy making. The course draws distinctions between state and federal courts, as well as appellate and trial courts. *Prerequisite: CJU 300 Introduction to Criminal Justice.*

CJU 420 Police Administration (3 credits)
This course examines theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources process, resource

management, and other critical administrative issues are addressed. *Prerequisite: senior standing in the Criminal Justice Major.*

CJU 430 Professionalism & Ethics in Criminal Justice (3 credits)
Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This is a study of theories and practices of legality, morality, values, and ethics as they pertain and are applied in criminal justice. Included are such topics as police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. *Prerequisite: senior standing in the Criminal Justice Major. Special Consideration: CJU 430 is a Writing Emphasis course.*

CJU 440 Civil Liability for Criminal Justice (3 credits)
This course will examine the law of torts related to police, corrections, and other criminal justice agencies. The legal concepts are negligence, intent, duty of care, good faith defenses, and duty to protect. Both state and federal tort law will be examined, particularly, the federal statutes, 42 USC 1983, 18 USC 241 and 242. Major United States Supreme Court cases will be studied. The difference in criminal and civil processes will be explored and damages, injunctions, and other remedies for civil wrongs will be discussed. *Prerequisites: CJU 300 Introduction to Criminal Justice, CJU 321 Constitutional Law: Government Powers, and CJU 322 Constitutional Law: Rights & Liberties.*

CJU 461/PSY 461 Forensic Psychology (3 credits)
The purpose of this course is to examine the various applications of psychology in the legal arena from competency hearings and jury selection to evaluation of eyewitness testimony. This course will cover the many applications of psychological theory to the law.

CJU 490 Studies in Criminal Justice (credits vary)
This course, flexible in procedure and content, focuses on a selected field of study in the field of Criminal Justice. *Prerequisite: Senior standing in the Criminal Justice Major.*

CJU 497 Criminal Justice Internship (6 credits)
Students engage in field education providing 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 Considerations: CJU 497 is limited to Criminal Justice majors and requires approval by the Criminal Justice Department Chair. CJU 497 is graded on a pass/fail basis using a point scale.*

CJUS: CRIMINAL JUSTICE (online)

CJUS 200 Criminal Justice (3 credits)
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 credits)
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 credits)
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: CJUS 200 Criminal Justice.*

CJUS 390 Special Topics in Criminal Justice (1-3 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Criminal Justice. *Special Considerations: Requires approval by the Criminal Justice Department Chair. 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 credits)
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 credits)
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 220 Constitutional Law.*

CJUS 420 Police Administration (3 credits)
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 credits)
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 credits)
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.*

COM: COMMUNICATION (on-ground)

COM 205 Public Speaking (3 credits)
This course focuses on communication and rhetorical theory with emphasis on preparation and presentation of both informative and persuasive speeches. Students learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism. *Prerequisite: ENG 102 Critical Reading & Writing II.*

COM 208 Interpersonal Communication (3 credits)
This course provides an introduction to the field, concepts, and principles of interpersonal communication in family, social, and work environments. Topics explored include the

self-concept, language, emotions, perception, nonverbal communication, listening, personal relationships, and conflict management.

COM 238/BUS 238 Business Communication (3 credits)
This course focuses on the communication processes within organizations with an emphasis on skills in oral and written communication. *Prerequisites: ENG 102 Critical Reading & Writing I and COM 205 Public Speaking. Special Consideration: COM 238 is a Writing Emphasis course.*

COM 305 Media Effects on Children & Adolescents (3 credits)
This course focuses on media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

COM 306 Organizational Communication (3 credits)
In this course, students examine the role that organizational communication plays in our lives. Students learn the theories, models and processes of organizational communication, while practicing the application of those principles to help organizations succeed. *Prerequisite: COM 208 Interpersonal Communication.*

COM 307 Principles of Graphic Design (3 credits)
This course offers an introduction to graphic design as a method of visual communication, including an overview of the elements and principles of design. Topics covered include typography, the design process, principles of page layout, and the use of basic graphic design software. Students create graphic designs to effectively communicate with particular audiences.

COM 361/ENG 361 Introduction to Mass Communication (3 credits)
This course provides an introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. *Prerequisite: ENG 102 Critical Reading & Writing II.*

COM 365/ENG 365 Media Writing (3 credits)
This course introduces journalistic writing principles, with a focus on learning Associated Press (AP) style and writing for newspapers, magazines, broadcast, radio and public relations. *Prerequisite: ENG 102 Critical Reading & Writing II.*

COM 405 Mass Communication Law (3 credits)
This course provides an introduction to the major legal, ethical and policy issues related to mass communication, particularly the mass media, with a particular focus on the First Amendment. Through case studies, students use a critical, theoretical, and historical framework to gain a foundational understanding of media law and prepare for further study or application. *Prerequisites: COM 361 Introduction to Mass Communication and senior standing.*

COM 461/BUS 461 Public Relations (3 credits)
This course introduces theory and practice of public relations, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. *Prerequisite: junior or senior standing.*

COM 497 Communication Internship (6 credits)
Students engage in field education providing 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: junior or senior standing. Special Consideration: COM 497 is graded on a pass/fail basis using a point scale.*

COMM: COMMUNICATION (online)

COMM 205 Public Speaking (3 credits)
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 credits)
This course is a study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

ECHL: EARLY CHILDHOOD LEARNING (online)

ECHL 314 Creative Arts for Early Childhood (3 credits)
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. *Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDU: EDUCATION (on-ground)

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

EDU 204 Developmental Psychology (3 credits)
Participants engage in a study of human growth and development from conception and the prenatal period through adolescence. Special emphasis is given to applications in the school setting. *Prerequisite: PSY 103 Introduction to Psychology.*

EDU 300 Educational Psychology (3 credits)
Participants engage in a study of learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. Emphasis is given to factors which facilitate and/or interfere with the learning process. *Prerequisite: EDU 204 Developmental Psychology. Special Consideration: EDU 300 is a Writing Emphasis course.*

EDU 301 Principles & Methods of Teaching (3 credits)
This course emphasizes the principles of teaching, learning, and provides insight into various methods of teaching and their effective use. *Prerequisite: Either EDU 204 Developmental Psychology, MIN 202 Educational Ministries, or PSY 204 Developmental Psychology*.

EDU 306 Characteristics of Learning Disabilities (3 credits)
Students gain knowledge, insight and understanding of children with learning disabilities in the areas of cognition, perceptual impairment, hyperactivity, attention disorders, tension, language coordination, academics and socio-familial problems with appropriate field work. *Prerequisites: Admission to the Teacher Education Program and permission from the Teacher Education Department Chair*.

EDU 350 Curriculum & Assessment (2 credits)
This course includes a comprehensive introduction 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. A study of the history and theory of curriculum and modern trends in curriculum. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 3 TEP courses.*

EDU 401 The Exceptional Child (3 credits)
This course focuses on the characteristics by which exceptional children are identified in the school setting and the special needs of children with learning disabilities. Students also survey learning disorders, assessment techniques and the use of appropriate instructional strategies and materials. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP), or junior or senior standing in the Child & Youth Development Major. Prerequisites or corequisites: Other Block 3 TEP courses.*

EDU 402 Educational Administration (3 credits)
This course focuses on theories and practices of leadership and administration with relevant application to school and ministry settings.

EDU 405 Integration of Technology (3 credits)
This course offers practical training in the usage of technology for the classroom. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP), or junior or senior standing in the Child & Youth Development Major. Prerequisites or corequisites: Other Block 2 TEP courses.*

EDU 407 Classroom Management (3 credits)
This course focuses on the interaction process and patterns of communication in the classroom designed to increase student and teacher effectiveness as an influence on the learning process. Attention is given to both preventive and remedial techniques for handling discipline problems in the classroom. *Prerequisites or corequisites: All Block 2 courses in the Teacher Education Program (TEP), or junior or senior standing in the Child & Youth Development Major. Prerequisites or corequisites: Other Block 3 TEP courses.*

EDU 410 Reading Diagnosis & Remediation (2 credits)
This course focuses on the nature and diagnosis of reading problems and the techniques, methods and materials involved in remediation. *Prerequisites: All Block 2 courses in the*

Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 3 TEP courses.

EDU 433 Differentiated Instruction (2 credits)
Students explore the many different teaching methods that adapt curriculum and instructional approaches to the specific and individual learning needs of each student in the diverse classroom. *Prerequisites or corequisites: Other Block 1 courses in the Teacher Education Program (TEP).*

EDU 497 Child & Youth Internship (credits vary)
This course provides students an opportunity to work in an early childhood or youth setting, practicing the skills and professionalism associated with supervising and leading children and youth. *Prerequisites: EDU 300 Educational Psychology and junior or senior standing in the Child & Youth Development Manor.*

EDUC: EDUCATION (online)

EDUC 102 Educational Foundations (3 credits)
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. *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 203 Child Development (3 credits)
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. 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 300 Educational Psychology (3 credits)
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 Considerations: EDUC 300 is a Writing Emphasis course. The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EDUC 301 Principles & Methods of Teaching (3 credits)
This course emphasizes principles of teaching and learning, providing insight into various methods of teaching and their effective use. *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 310 Preschool Methods & Materials (3 credits)
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. 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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Education. *Special Considerations: Requires approval by the Child & Youth Development or Teacher Education Department Chair. 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 credits)
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. *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 credits)
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 490 Child Development Practicum I (6 credits)
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. 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 491 Child Development Practicum II (6 credits)
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. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live videoconference with the instructor and peers.*

EFT: EFFECTIVE THINKING (on-ground)

EFT 101 Effective Thinking (1 credit)
Designed for students new to the residential college experience, EFT 101 Effective Thinking (First Year Experience) serves as an introduction to the Point University community. This course encourages each student to participate actively in discovering his or her own learning strategies, value systems, and professional goals. EFT 101 also provides a general orientation to the functions, support services, and resources of the University as a whole.

ELE: ELEMENTARY EDUCATION (on-ground)

ELE 232 Math & Science for Teachers (3 credits)
This course is designed to give students an understanding of the content, concepts and processes of mathematics and science needed for teaching preschool through fifth grade (PreK-5), focusing on problem solving, reasoning, and methods of inquiry. *Prerequisites or corequisites: One Natural Sciences (NSC) and one Mathematics (MTH) course. Special Consideration: ELE 232 is limited to Elementary Education majors.*

ELE 300 Children's Literature (3 credits)
This course focuses on literature appropriate for children in preschool through fifth grade, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. *Prerequisites: Admission to the Teacher Education Program (TEP) and permission from the Teacher Education Department Chair. Prerequisites or corequisites: Other Block 1 TEP courses or junior or senior status in the Child & Youth Development Major.*

ELE 301 Social Studies for Elementary Grades (3 credits)
This course focuses on concepts and skills taught and developed in the social studies curriculum in the elementary grades, with emphasis on integrating social studies units with other subject-matter areas. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 2 TEP courses.*

ELE 302 Reading Skills (3 credits)
This course focuses on dynamics of the reading process and major issues in reading instruction for elementary classrooms. *Prerequisite: Admission to the Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 1 TEP courses.*

ELE 303 Health & Physical Education for Elementary Grades (2 credits)
This course is designed to expose the student to health education and physical education activities in the elementary grades, with emphasis on giving the student experience in actually teaching physical education activities. All students will become infant and child

cardio-pulmonary resuscitation (CPR) certified by the Heart Association as partial fulfilment of course requirements. *Prerequisites or corequisites: Other Block 1 TEP courses or junior or senior status in the Child & Youth Development Major.*

ELE 305 Mathematics for Elementary Grades (3 credits)
This course deals with the concepts and materials which are appropriate for the cognitive development of the young child, with a portion of the class devoted to mathematics principles. *Prerequisites: All Teacher Education Program (TEP) Block 1 courses. Prerequisites or corequisites: Other Block 2 TEP courses.*

ELE 310 Language Arts Skills for Elementary Grades (3 credits)
This course focuses on the elementary classroom and the nature of language and how it is acquired. Students will demonstrate knowledge of content and competence in materials selection and teaching methodology. *Prerequisite: Admission to the Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 1 TEP courses.*

ELE 314 Creative Arts for Elementary Grades (3 credits)
This course provides an overview of the principles of creativity in art, music and drama, the techniques utilized in integrating creative arts in the general curriculum areas of elementary education, the facilitation of the development of sensitivity and perception, and the communication of ideas and feelings. *Prerequisites: All Block 2 Teacher Education Program (TEP) courses, or junior or senior status in the Child & Youth Development Major. Prerequisites or corequisites: Other Block 3 TEP courses.*

ELE 391 Block 1 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 1 Teacher Education Program (TEP) courses. *Corequisites: Admission to the TEP or junior or senior status in the Child & Youth Development Major and enrollment in ELE 303 Health & Physical Education for Elementary Grades.*

ELE 392 Block 2 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 2 Teacher Education Program (TEP) courses. *Prerequisites or corequisites: Other Block 2 TEP courses.*

ELE 401 Science for Elementary Grades (3 credits)
This course focuses on the selection and organization of content and materials for instruction, the application of scientific principles and laws of learning to science instruction, and the identification of goals in science instruction in the elementary grades, with an emphasis on a discovery approach to learning. *Prerequisites: All Block 1 Teacher Education Program (TEP) courses. Prerequisites or corequisites: Other Block 2 TEP courses.*

ELE 490 Studies in Elementary Education (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of Elementary Education. *Prerequisites: As announced.*

ELE 493 Block 3 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 3 Teacher Education Program (TEP) courses. *Prerequisites or corequisites: Other Block 3 TEP courses.*

ELE 497 Teaching Practicum: Student Teaching (12 credits)
Observation, participation and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising PreK-5 teacher and University personnel. A seminar with the University supervisor is scheduled throughout the term of the student teaching experience. Assessment will focus on preparation and teaching procedures. *Prerequisites: Completion of all other Teacher Education Program (TEP) courses and a passing score on the GACE examinations (Georgia Assessments for Certification of Educators).*

ENG: ENGLISH (on-ground)

ENG 101 Critical Reading & Writing I (3 credits)
This course provides an introduction to college reading and writing. *Special Consideration: Full-time on-ground students must enroll in ENG 101 and ENG 102 during their freshman year in either fall term or spring term. Passing these courses with a grade of "C" or higher is a prerequisite for many other courses.*

ENG 102 Critical Reading & Writing II (3 credits)
This course is a continuation of college reading and writing with emphasis on principles of argumentation and research skills. Texts examined may include scholarly articles, news media, and literature. *Prerequisite: ENG 101 Critical Reading & Writing I or equivalent. Special Consideration: Full-time on-ground students must enroll in ENG 101 and ENG 102 during their freshman year in either fall term or spring term. Passing these courses with a grade of "C" or higher is a prerequisite for many other courses.*

ENG 202 American Literature to 1860 (3 credits)
This course surveys the life and literature of the American people covering the period of literature beginning with the settlement of the American colonies and ending with the start of the Civil War. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 203 American Literature since 1860 (3 credits)
This course surveys the life and literature of the American people covering the period of literature beginning with the Civil War and ending with a study of modern American authors and their works. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 204 British Literature to 1800 (3 credits)
This course involves study of the major British writers from the Middle Age through the 18th century. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 205 British Literature since 1800 (3 credits)
This course involves study of the major British writers from 1800 through the present. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 207 World Literature (3 credits)
This course includes reading and discussion of important works of world literature from the beginning of the Middle Ages to the present, with emphasis on the philosophical, political, and religious thought of the writers. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 240/ESL 240 Linguistic Theory (3 credits)
This course focuses on the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 250 Modern Short Stories (3 credits)
This course examines the development of the short story during the 19th, 20th, and 21st centuries.

ENG 262 Advanced Writing: Non-Fiction (3 credits)
This course provides intensive practice in writing non-fiction expository prose with emphasis on rhetorical principles and style. *Prerequisite: ENG 102 Critical Reading & Writing II. Special Consideration: ENG 262 is a Writing Emphasis course.*

ENG 264 Advanced Writing: Poetry & Drama (3 credits)
This course provides an introduction to creative writing in the genres of poetry and drama in which students explore the work of a number of writers as models while creating a portfolio of their own original works. It is taught in a combined lecture/workshop atmosphere in which students share their own work with others. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 300 Shakespeare (3 credits)
This course includes study of representative tragedies, comedies, romances, history plays, and selected poetry of Shakespeare. Emphasis is given to critical problems and the value and importance of his works. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 330 Adolescent Literature (3 credits)
This course includes study of literature appropriate for adolescents, with emphasis on selection of materials and techniques for analyzing Young Adult Literature and employing it in Bibliotherapy. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 332/HIS 332 History & Literature of Women in America (3 credits)
This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. It surveys the field of American women's history and literature in order to understand how specific political, social and religious and economic transformation in the nation's past have affected the female half of the population.

ENG 340/HIS 340/HUM 340 African American Studies (3 credits)
This interdisciplinary course focuses on African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. *Prerequisite: HUM 101 Introduction to Humanities or ENG 102 Critical Reading & Writing II.*

ENG 350 Christian Literature (3 credits)
This course includes study of John Milton and other selected works of literature written to serve the needs of Christians, works that have shaped or influenced Christian ideas, and narratives and works that interact with Christian ideas. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 361/COM 361 Introduction to Mass Communication (3 credits)
This course provides an introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 365/COM 365 Media Writing (3 credits)
This course introduces journalistic writing principles, with a focus on learning Associated Press (AP) style and writing for newspapers, magazines, broadcast, radio and public relations. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 373 Modern Grammar (3 credits)
This course includes a thorough analysis of sentence-level grammar of English with emphasis on structure and function for rhetorical purposes. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 375 Literary Theory (3 credits)
This course includes study of literary terminology, and practice in reading and analysis of a variety of literary genres in multiple historical periods and analytical methods. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 413 Editing for Publication (3 credits)
This course includes hands-on editing and publication of student-centered writing. It may include campus newsletters and announcements, a student magazine, or material for the University website. *Prerequisites: ENG 102 Critical Reading & Writing II and permission from the Humanities Department Chair. Special Consideration: ENG 413 may be repeated once with a different emphasis for a total of 6 credits.*

ENG 415 Student Publication Practicum (3 credits)
This course includes advanced hands-on editing and publication of student publications, including the training and mentoring of newer staff members. *Prerequisites: ENG 413 Editing for Publication and permission from the Humanities Department Chair. Special Considerations: ENG 415 does not satisfy a major requirement in Writing, Literature, Humanities or English. It may be repeated for credit with permission. The course is graded on a pass/fail basis using a point scale.*

ENG 417 Rhetoric for Writing (3 credits)
This course focuses on principles and practices of classical and modern rhetoric, including logic and argumentation, through advanced practice in reading and writing expository prose. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 420/HIS 420 History & Literature of Latin America (3 credits)
This interdisciplinary course explores the rich diversity of peoples, histories, and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers, and discussing the events and personages depicted therein. Same as HIS 420. *Prerequisite: ENG 102 Critical Reading & Writing II.*

ENG 425 Seminar in Literature (3 credits)
This course includes an integrated examination of a specific topic in Literature. *Prerequisite: Literature course and as announced. Special Consideration: ENG 425 may be repeated for different topics.*

ENG 490 Studies in English/Literature (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of literature. *Prerequisites: As announced.*

ENG 495 Senior Thesis: English (3 credits)
The senior thesis provides an opportunity for a senior majoring in English to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. *Prerequisite: Permission from the Humanities Department Chair based on a senior thesis proposal. Special Consideration: ENG 495 is a Writing Emphasis course.*

ENG 497 English Internship (credits vary)
Students engage in field education providing 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: ENG 497 is limited to English majors and requires permission from the Humanities Department Chair. Special Considerations: ENG 497 may serve as a substitute for English coursework with permission of the program coordinator. ENG 497 is graded on a pass/fail basis using a point scale.*

ENGL: ENGLISH (online)

ENGL 101 Critical Reading & Writing I (3 credits)
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 credits)
A continuation of ENGL 101, this course emphasizes research skills and principles of argumentation. Texts examined may include scholarly articles, news media, and literature. *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 credits)
Students examine the development of the short story during the nineteenth, twentieth, and twenty-first centuries.

ESC: EXERCISE SCIENCE (on-ground)

ESC 230 Foundations of Health & Wellness (3 credits)
This course is an overview of personal health and wellness issues. Emphasis will be placed on lifestyle changes that promote long-term wellbeing.

ESC 240 Human Nutrition (3 credits)
This course explores the basic scientific principles as they apply to human nutrition. *Prerequisites: NSC 103 Biology I and NSC 104 Biology II.*

ESC 280 Introduction to Athletic Training (3 credits)
This course introduces students to the five domains of clinical practice from the National Athletic Trainer's Association: injury prevention, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organization and professional health and well-being. *Prerequisites: NSC 215 Human Anatomy & Physiology I and NSC 216 Human Anatomy & Physiology II.*

ESC 320 Musculoskeletal Assessment (3 credits)
This course introduces the principles of goniometry, manual muscle testing, and gait analysis. Students learn the basic concepts of goniometry and manual muscle testing procedures for upper and lower extremity measurement. Students assess normal gait pattern as well as common deviations due to weakness and pathology. *Prerequisite: NSC 215 Human Anatomy & Physiology I.*

ESC 340 Kinesiology & Biomechanics (3 credits)
This course involves a study of joint structure, joint function, and the biomechanical principles underlying the kinetics and kinematics of human motion. *Prerequisite: NSC 215 Human Anatomy & Physiology I.*

ESC 350 Exercise Physiology (3 credits)
This course is an application of human physiology principles to sport, exercise, and training with regard to body systems and performance. *Prerequisite: NSC 216 Human Anatomy & Physiology II.*

ESC 420 Exercise Testing & Prescription (3 credits)
This course examines fitness testing and exercise prescription concepts with attention to developing and conducting sports specific exercise testing, proper exercise technique, designing and implementing safe and effective training and conditioning programs that include guidance on nutrition and performance enhancing substances. This course will also complete the student's preparation to sit for the Certified Strength and Conditioning Specialist Exam. *Prerequisites: NSC 215 Human Anatomy & Physiology I and NSC 216 Human Anatomy & Physiology II, ESC 230 Foundations of Health & Wellness, ESC 240 Human Nutrition, ESC 340 Kinesiology & Biomechanics, ESC 350 Exercise Physiology, ESC 430 Exercise Physiology or Special Populations, PHE 115 Cardiovascular Conditioning, and PHE 130 Weight Training.*

ESC 430 Exercise Physiology for Special Populations (3 credits)
This course provides a framework for developing exercise programs for special populations, including hot and cold environments, altitude, various age groups, gender specific considerations, and individuals with various diseases and/or limitations. *Prerequisite: ESC 350 Exercise Physiology. Special Consideration: ESC 430 is a Writing Emphasis course.*

ESL: ENGLISH TO SPEAKERS OF OTHER LANGUAGES (on-ground)

ESL 240/ENG 240 Linguistic Theory (3 credits)
This course focuses on the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. *Prerequisite for all students: ENG 102 Critical Reading & Writing II. Prerequisite for Education majors*

only: Admission to the Teacher Education Program (TEP) and all TEP Block 1 courses. Prerequisites or corequisites: Other Block 2 TEP courses.

ESL 441 Methods for ESOL (3 credits)
Students examine past and current approaches, methods, and techniques for teaching English as a second language. *Prerequisites: All Block 2 Teacher Education Program (TEP) courses. Prerequisites or corequisites: Other Block 3 TEP courses.*

ESL 442 Culture & Education (3 credits)
This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. *Prerequisites: Admission to the Teacher Education Program (TEP). Prerequisites or corequisites: Other Block 1 TEP courses, or junior or senior status in the Child & Youth Development Major. Special Consideration: ESL 442 is a Writing Emphasis course.*

ESLA: ENGLISH TO SPEAKERS OF OTHER LANGUAGES (online)

ESLA 442 Culture & Education (3 credits)
This course offers a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations. *Special Consideration: ESLA 442 is a Writing Emphasis course.*

GRAD: GRADUATION (on-ground and online)

GRAD 400 Graduation (0 credits)
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. Graduating students must complete both the *Bible Awareness Assessment* and the *PAA Assessment*, 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).

GRK: GREEK (on-ground)

GRK 301 Greek I (4 credits)
This thorough study of Koiné Greek involves acquisition of a basic vocabulary and extensive drill in grammar and syntax, with a gradually increasing emphasis on translation from the Greek New Testament.

GRK 302 Greek II (4 credits)
This continuation of GRK 301 involves acquisition of a basic vocabulary and extensive drill in grammar and syntax, with a gradually increasing emphasis on translation from the Greek New Testament. *Prerequisite: GRK 301 Greek I.*

GRK 401 Greek III (3 credits)
This course includes a review of the basic principles of Koiné Greek, with advanced study of Greek grammar and syntax and vocabulary building. Emphasis is placed on the translation and exegesis of the Greek New Testament. *Prerequisite: GRK 302 Greek II.*

GRK 402 Greek IV (3 credits)
This continuation of GRK 401 includes advanced study of Greek grammar and syntax and vocabulary building. Emphasis is placed on the translation and exegesis of the Greek New Testament. *Prerequisite: GRK 401 Greek III.*

GRK 422 Advanced Greek Readings (3 credits)
This course, flexible in content, emphasizes advanced acquisition of Koiné Greek. *Prerequisite: GRK 402 Greek IV.*

HEB: HEBREW (on-ground)

HEB 411 Hebrew I (3 credits)
This study of biblical Hebrew covers grammar, the verb system, and vocabulary leading to readings in the Hebrew Scriptures.

HEB 412 Hebrew II (3 credits)
This continuation of HEB 411 covers grammar, the verb system, and vocabulary leading to readings in the Hebrew Scriptures. *Prerequisite: HEB 411 Hebrew I.*

HIS: HISTORY (on-ground)

HIS 102 Western Civilization (3 credits)
This course offers a general survey of the history of Western culture from its beginning in the ancient Near East to the present time. Major religious, political, economic, social and global events will be emphasized within a chronological context. *Special Consideration: HIS 102 is taught only in Dual Credit Enrollment (DCE) programs.*

HIS 103 U.S. Government (3 credits)
This course will first explore the philosophical foundations of the United States government. Students will additionally examine the structure and operation of the United States federal government and the state government of Georgia. Emphasis will be given to the relationship between the United States government and the states and citizens. *Special Consideration: This course meets state legislative requirements for U.S. and Georgia constitutions.*

HIS 104 World History I (3 credits)
This course is a survey of world civilizations from the beginning of human societies through 1500. Ancient and medieval civilizations are studied to deepen the understanding of the political, social, economic, religious, and cultural dimensions of world history.

HIS 105: World History II (3 credits)
This course is a survey of world civilizations from 1500 to the present. Modern civilizations in Africa, Asia, Europe, and the Americas are studied to deepen the understanding of the political, social, economic, religious, and cultural dimensions of World history.

HIS 201 Church History I (3 credits)
This course focuses on the development of the church from AD 30 through Thomas Aquinas. The establishment, spread, and development of the Christianity is studied paying particular attention to major trends, personalities, and events influencing the life of the church as it took shape in the Jewish culture and the Greco-Roman world.

HIS 202 Church History II (3 credits)
This continuation of HIS 201 Church History I focuses on the development of the Christian Church from the scholastics through the 20th century.

HIS 204 History of Religion in America (3 credits)
This course examines the significance of religion in American society from European colonization to the present. Topics will include, but are not limited to, Puritanism, revivalism, women, slavery, ethnicity and immigration, and pluralism.

HIS 210/SOC 210 Cultural Anthropology (3 credits)
This course includes study of the nature, functions, and manifestations of culture in diverse human societies.

HIS 214/SOC 214 Geography (3 credits)
This introduction to world regional geography focuses on the ways in which cultural groups around the world utilize and modify their landscapes and environments.

HIS 215 Native American Studies (3 credits)
This course provides an overview of Native American history from pre-colonial times until the present. Emphasis is placed on cultural interaction, U.S. policy development, and the roles played by Native American peoples to ensure their survival and on-going cultural integrity into the 21st century.

HIS 225/PHL 225 History of Philosophy (3 credits)
This course will provide an initial encounter with the great philosophers and their ideas in an historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics, and logic.

HIS 250 United States History I (3 credits)
This course is a survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration through Reconstruction (1492-1877).

HIS 251 United States History II (3 credits)
This course is a survey of the religious, social, political, economic, and cultural development of the United States from Reconstruction to recent times (1877-2000).

HIS 301 Restoration History (2 credits)
This course is a study of the emergence and development of the 19th-century Restoration Movement in America. It highlights the history of the Christian churches and Churches of Christ.

HIS 320/HUM 320 Art History (3 credits)
This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background.

HIS 332/ENG 332 History & Literature of Women in America (3 credits)
This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. It surveys the field of American women's history and literature in order to understand how specific political, social and religious and economic transformation in the nation's past have affected the female half of the population.

HIS 340/ENG 340/HUM 340 African American Studies (3 credits)
This interdisciplinary course focuses on African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. *Prerequisite: HUM 101 Introduction to Humanities or ENG 102 Critical Reading & Writing II.*

HIS 408/OTS 408 Ancient Near Eastern History (3 credits)
The purpose of this course is to explore systematically the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt, and Syria-Palestine ca. 3000-323 B.C.E.

HIS 420/ENG 420 History & Literature of Latin America (3 credits)
This interdisciplinary course explores the rich diversity of peoples, histories, and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers, and discussing the events and personages depicted therein. Same as HIS 420. *Prerequisite: ENG 102 Critical Reading & Writing II.*

HIS 430 Historiography with Georgia History (3 credits)
This course includes a study of methods, interpretations, and theoretical issues of historical scholarship using Georgia history as a framework.

HIS 490 Studies in History (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of history. *Prerequisites: As announced.*

HIS 495 Senior Thesis: History (3 credits)
The senior thesis provides an opportunity for a senior majoring in history to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. *Prerequisite: permission from the History Program Coordinator based on a senior thesis proposal. Special Consideration: HIS 495 is a Writing Emphasis course.*

HIS 497 History Internship (6 credits)
Students engage in field education providing 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 Considerations: Limited to students majoring in History and subject to approval by the History Program Coordinator. The course is graded on a pass/fail basis.*

HIST: HISTORY (online)

HIST 250 United States History (3 credits)
This course is a survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration through Reconstruction (1492-1877).

HREL: HUMAN RELATIONS (online)

HREL 202 The Family (3 credits)
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 credits)
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 credits)
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 credits)
This course in applied ethics focuses on personal, professional, and moral/religious aspects of the self.

HREL 312 Counseling Diverse Populations (3 credits)
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. *Special Consideration: HREL 312 is a Writing Emphasis course.*

HREL 320 Group Dynamics (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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/SOWK 445 Case Assessment & Management (3 credits)
This course focuses on how generalist social work practitioners and other 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 inter-professional collaboration to achieve beneficial outcomes and the facilitation of effective transitions that advance mutually agreed on goals. *Prerequisites: Either SOWK 401 Social Welfare Theory and SOWK 402 Social Welfare Policy (for Social Work Majors) or HREL 396 Counseling Theory & Procedures and HREL 312 Counseling Diverse Populations (for Human Relations Majors). Special Consideration: HREL 445 is a Writing Emphasis course.*

HREL 497 Human Relations Practicum (3 credits)
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 Academic Advising Center (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 credits)
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.*

HUM: HUMANITIES (on-ground)

HUM 101 Introduction to Humanities (3 credits)
This course provides a general introduction to the humanities, with attention given to the nature of philosophy, art, architecture, music, and literature, with concepts from these disciplines applied to key cultural artifacts of the Western world.

HUM 311 Humanities: Greek & Roman (3 credits)
This course includes an integrated examination of Western culture from the Minoan-Mycenaean roots to the fall of the Roman empire as expressed in art, literature, music, philosophy, religion, and architecture, emphasizing the development and influence of classical ideas and values. *Prerequisite: HUM 101 Introduction to Humanities.*

HUM 315 Humanities: Medieval & Renaissance (3 credits)
This course includes an integrated examination of the dominant ideas and values of Western culture from the fall of the Roman Empire through the 16th century as expressed

in art, literature, music, philosophy, religion, and architecture. *Prerequisite: HUM 101 Introduction to Humanities.*

HUM 320/HIS 320 Art History (3 credits)
This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background.

HUM 321 Humanities: Baroque through Romanticism (3 credits)
This course includes an integrated examination of the dominant ideas and values of Western culture from the 17th through 19th centuries as expressed in art, literature, music, philosophy, religion and architecture. *Prerequisite: HUM 101 Introduction to Humanities.*

HUM 325 Humanities: The Modern World (3 credits)
This course includes an integrated examination of the dominant ideas and values of Western culture during the 20th century as expressed in art, literature, music, philosophy, religion, and architecture. *Prerequisite: HUM 101 Introduction to Humanities. Special Consideration: HUM 325 is a Writing Emphasis course.*

HUM 340/ENG 340/HIS 340 African American Studies (3 credits)
This interdisciplinary course focuses on African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African-Americans. *Prerequisite: HUM 101 Introduction to Humanities or ENG 102 Critical Reading & Writing II.*

HUM 392 Theology & the Arts (3 credits)
This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology of the arts, while also investigating how theology is done through the arts. *Prerequisites: HUM 101 Introduction to Humanities and either BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life.*

HUM 425 Seminar in Humanities (3 credits)
This course includes an integrated examination of a specified topic in the humanities. *Prerequisites: HUM 101 Introduction to Humanities and one 300-level Humanities (HUM) course. Special Consideration: HUM 425 may be repeated for different topics.*

HUM 490 Studies in Humanities (credits vary)
This course, flexible in procedure and content, focuses on a selected study from the humanities. *Prerequisites: HUM 101 Introduction to Humanities and as announced.*

HUM 495 Senior Thesis: Humanities (3 credits)
The senior thesis provides an opportunity for a senior majoring in humanities to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. *Prerequisite: Permission from the Humanities Department Chair based on a senior thesis proposal. Special Consideration: HUM 495 is a Writing Emphasis course.*

HUM 497 Humanities Internship (credits vary)
Students engage in field education providing an opportunity to learn through observation and participation for Humanities majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. *Special Considerations: Limited to students majoring in Humanities and subject to approval by the Humanities Department Chair. The course is graded on a pass/fail basis using a point scale.*

HUMA: HUMANITIES (online)

HUMA 101 Introduction to Humanities (3 credits)
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.

ICM: INTERCULTURAL MISSIONS (on-ground)

ICM 202 Introduction to World Missions (3 credits)
This course focuses on the nature of Christian outreach and the principles, history, and methodology of worldwide missions.

ICM 310 Theology of Missions (3 credits)
Students examine the theological foundations of mission derived from a study of the history of salvation. This course encompasses a study of the mission given to Israel and to the Church, including some interaction with contemporary theologies of mission. *Prerequisites: ICM 202 Introduction to World Missions and either BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life.*

ICM 330 World Religions (3 credits)
This course includes a survey of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism, and the prospects for fruitful interreligious dialogue.

ICM 342 Urban Cross-Cultural Evangelism (3 credits)
This course focuses on both cultural and communication processes that enable persons from differing backgrounds to interact effectively. Skills and insights learned will be applied to evangelism. *Prerequisite: ICM 202 Introduction to World Missions.*

ICM 406 Contemporary World Issues (3 credits)
This course focuses on the basic theological, anthropological, secular, and practical issues encountered by the mission of the Church in the contemporary setting. *Prerequisites: ICM 202 Introduction to World Missions and junior standing.*

ICM 490 Issues & Trends in Missions (3 credits)
This course focuses on current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism, and their significance to the worldwide mission of the Church. Opportunity for individual student research in a particular area of interest is provided. *Prerequisites: ICM 202 Introduction to World Missions and as announced.*

ICM 497 Missions Internship (credits vary)
Students engage in field education providing 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: junior standing and permission from the Biblical Studies Department Chair. Special Considerations: ICM 497 is graded on a pass/fail basis using a point scale.*

ICST: INTERCULTURAL STUDIES (online or overseas)

ICST 300 Introduction to Applied Christian Missions (3 credits)
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 a 75-85 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 305 Introduction to Campus Ministry (3 credits)
This course assists students in learning basic concepts of cross-cultural ministry in the context of a college or university campus, either in the United States or in international settings. Instruction will focus on basic concepts and skills with opportunities for application of those principles in appropriate settings.

ICST 310 Intercultural Communication & Engagement (3 credits)
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 a 75-85 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 credits)
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 a 75-85 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 credits)
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 a 75-85 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 410 Reading and Redeeming Culture (3 credits)
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 college/university community, and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

ICST 510 Reading & Redeeming Culture (3 credits)
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, including a college/university community; and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

MAP: APPLIED MUSIC (on-ground)

MAP 10_ Beginning Applied Music Class for Non-Music Majors: *[Chosen Instrument]* (1 credit)
Students receive group instruction in the basics of their chosen musical instrument. General categories include brass, guitar, keyboard, percussion, strings, voice, woodwinds, and other. No experience is required. *Special Considerations: MAP 10_ is designed for non-music majors. Students majoring in music should enroll in MAP 11_ Beginning Class for Music Majors. The third numeral in the MAP 10_ course number will designate*

the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, trumpet will be treated as a section of the brass course.

MAP 112 Beginning Voice Class (1 credit)
Together, MAP 112 Beginning Voice Class and MAP 232 Intermediate Voice Class prepare non-vocal music majors to pass the vocal proficiency examination required for graduation.

MAP 113 Beginning Piano Class I (1 credit)
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation.

MAP 11_ Beginning Applied Music Class for Music Majors: *[Chosen Instrument]* (1 credit)
Students receive group instruction in the basics of their chosen musical instrument. General categories include brass, guitar, keyboard, percussion, strings, voice, woodwinds, and other. No experience is required. *Special Considerations: MAP 11_ is designed for music majors. Students not majoring in music should enroll in MAP 10_ Beginning Class for Music Majors. The third numeral in the MAP 10_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, clarinet will be treated as a section of the woodwinds course.*

MAP 123 Beginning Piano Class II (1 credit)
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. *Prerequisite: MAP 113 Beginning Piano Class I.*

MAP 232 Intermediate Voice Class (1 credit)
Together, MAP 112 Beginning Voice Class and MAP 232 Intermediate Voice Class prepare non-vocal music majors to pass the vocal proficiency examination required for graduation. *Prerequisite: MAP 112 Beginning Voice Class.*

MAP 233 Intermediate Piano Class (1 credit)
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. *Prerequisite: MAP 123 Beginning Piano Class II.*

MAP 23_ Intermediate Applied Music Class: *[Chosen Instrument]* (1 credit)
Students receive group instruction in intermediate techniques for their chosen musical instrument. General categories include brass, guitar, keyboard, percussion, strings, voice, woodwinds, and other. *Prerequisite: Placement or MAP 11_ Beginning Class for Music Majors. Special Considerations: The third numeral in the MAP 23_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, violin will be treated as a section of the strings course.*

MAP 242 Voice Class for Worship Leaders (1 credit)
Students receive group instruction in techniques required to lead worship with emphases on developing good habits for tone production, adapting contemporary techniques without harming the voice, and using microphones and monitors properly. *Prerequisites: Permission from the Fine Arts Department Chair and successful completion of MAP 11_ Beginning Class for Music Majors: Voice.*

MAP 25_ Advanced Applied Music Class (1 credit)
Students receive group instruction in advanced techniques for their chosen musical instrument. *Prerequisite: Placement or MAP 23_ Intermediate Applied Music Class. Special Considerations: The third numeral in the MAP 25_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, trombone will be treated as a section of the brass course.*

MAP 253 Advanced Piano Class (1 credit)
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. *Prerequisite: MUS 233 Intermediate Piano Class.*

MAP 36_ or 37_ Private Instruction in Applied Music (1-2 credits)
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. *Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.*

MAP 369 Applied Music Technology (1-2 credits)
Students receive private instruction in specific applications of music technology leading to a worship/concert project, publication of a CD, printed format, or a recital performance. *Prerequisites: MUS 316 Music Technology II and permission from the Fine Arts Department Chair.*

MAP 388 Junior Recital (1 credit)
Students engage in guided preparation for the presentation of a 30-minute public solo recital. *Prerequisites: Permission from the Fine Arts Department Chair and eight credits in the applied area (two of which may be concurrent with the term of the Junior Recital). Special Considerations: MAP 388 is a Writing Emphasis course.*

MAP 436 Private Conducting Instruction (credits vary)
Students receive advanced private instruction in conducting techniques. *Prerequisites: MUS 311 Conducting and permission from the Fine Arts Department Chair.*

MAP 46_ or 47_ Advanced Private Instruction (2 credits)
Music majors pursuing the Performance & Pedagogy Specialization receive senior-level private instruction in techniques and repertoire. The student must perform 12-15 minutes of music from memory on a jury exam at the end of the term. *Prerequisites: Senior standing and permission from the Fine Arts Department Chair. Special Consideration:*

The third numeral in the MAP 46_ or 47_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, saxophone will be treated as a section of the woodwinds course.

MAP 472 Senior Worship Project (2 credits)
This course will cover the aspects of planning and implementation for a worship service. Attention will be given to selection of a unifying theme/idea, enlisting and rehearsing participants, choice of music/materials to be presented, coordination of technical aspects, and logistical considerations. Public presentation of the worship service will represent completion of course requirements. *Prerequisites: Senior standing and permission from the Fine Arts Department Chair. Special Considerations: MAP 472 may be taken one term before the actual worship service or concert is presented. A grade will be assigned following the public presentation. MAP 472 is also a Writing Emphasis course.*

MAP 488 Senior Recital (2 credits)
Students engage in guided preparation for the presentation of a one-hour public solo recital. *Prerequisites: Senior standing, permission from the Fine Arts Department Chair, successful completion of MAP 388 Junior Recital, and four credits in Advanced Private Instruction (two of which may be concurrent with the term of the Senior Recital). Special Consideration: MAP 488 is a Writing Emphasis course.*

MAP 495 Senior Production Project (2 credits)
This course covers the aspects of planning and implementation for a music production. Attention is given to choosing and implementing appropriate technology, sound and video design, and collaborating with the performer(s). Public presentation of the production project through a live or recorded project will represent completion of course requirements. *Prerequisites: Senior standing and permission from the Fine Arts Department Chair. Special Considerations: MAP 495 is a Writing Emphasis course.*

MATH: MATHEMATICS (online)

MATH 111 Elementary Algebra (3 credits)
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 credits)
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 credits)
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: MATH 115 satisfies the General Education Core math requirement for degree programs that do not require MATH 117 Introductory Statistics, MATH 120 College Algebra, MTH 191 Pre-Calculus, or MTH 210 Calculus I.*

MATH 117 Introductory Statistics (3 credits)
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 credits)
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 unless MTH 191 Pre-Calculus or MTH 210 Calculus I are required.*

MEDC: MEDICAL CODING (online)

MEDC 200 Introduction to Medical Coding & Billing (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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: MEDICAL (online)

MEDI 200 Medical Terminology (3 credits)
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 credits)
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: MEDICAL MANAGEMENT (online)

MEDM 210 Medical Systems & Procedures (3 credits)
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 credits)
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 credits)
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. *Special Consideration: MEDM 250 is a Writing Emphasis course.*

MEDM 298A Clinical Externship in Medical Assisting A (3 credits)
MEDM 298A-B together form the capstone experience for Point University's Medical Assisting programs. Students validate clinical skills in a clinical facility under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites 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 one session (8 weeks) prior to the start of the externship. The student and perspective employer must complete the *Health Sciences Student/Employer Agreement Form* as well as the *Health Sciences Completed Work Form* to earn credit for the externship. Forms are located in the Health Science Hub. The Health Sciences Department Chair will assist with arrangements once the preceptor and site are confirmed and the *Student/Employer Agreement Form* has been submitted. The full externship (MEDM 298A-B) must involve a minimum 160 hours of supervised clinical training. In MEDM 298A students complete approximately 80 hours of training, or an average of 10 hours of training per week during the 8-week session. *Prerequisites: All other courses in the AS-MOA professional component—namely, NSCI 214, MEDI 200, MEDC 200, MEDM 210, and MEDI 220.*

MEDM 298B Clinical Externship in Medical Assisting B (3 credits)
In this continuation of MEDM 298A, students validate clinical skills in a clinical facility under the supervision of a qualified instructor or preceptor. The full externship (MEDM 298A-B) must involve a minimum 160 hours of supervised clinical training. In MEDM 298B students will complete approximately 80 hours of training, or an average of 10 hours of training per week during the 8-week session. *Prerequisites: All other courses in the AS-MOA professional component—namely, NSCI 214, MEDI 200, MEDC 200, MEDM 210, MEDI 220, and MEDM 298A.*

MEDM 299 Clinical Externship in Medical Office Management (4 credits)
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. Students must complete a minimum 160 clinical hours to qualify for

certification. *Prerequisites: All other courses in the AS-MOM professional component—namely, NSCI 214, MEDI 200, MEDC 210, MEDM 250, and MEDM 220.*

MEN: MUSIC ENSEMBLES (on-ground)

MEN 201 Concert Choir (1 credit)
Students participate in a mixed choir demonstrating advanced choral tone and interpretation of repertoire. *Prerequisite: Open by audition to all non-music and music majors.*

MEN 202 Concert Band (1 credit)
Students engage in study and performance of concert band and wind ensemble literature. *Prerequisite: Open by audition to all non-music and music majors.*

MEN 203 Honors Ensemble (1 credit)
Students participate in a specific ensemble chosen on the basis of talent and service to community and institution. *Prerequisite: Approval from the Fine Arts Department Chair.*

MEN 204 String Ensemble (1 credit)
Students participate in an instrumental ensemble that studies and performs a variety of string music styles and genres. *Prerequisite: Participation is open to any Point University student with experience on violin, viola, cello, double bass, or electric bass.*

MEN 207 Guitar Ensemble (1 credit)
Students participate in an auditioned ensemble for 5-10 guitarists. A variety of repertoire will be performed. *Prerequisite: Open by audition to all non-music and music majors.*

MEN 208 Percussion Ensemble (1 credit)
Students participate in an instrumental ensemble that studies and performs music from the percussion world. Students play contemporary and world music on a variety of instruments. *Prerequisite: Participation is open to any Point University student with experience in concert or marching percussion.*

MEN 212 Marching Band (1 credit)
Students participate in an athletic band during the fall term. A mixture of competitive and entertainment-style music and marching will be performed. Students are required to attend a preseason camp, which is typically held in early August, and attend all performances as determined by the Director of Bands. Scholarships are offered to all participants and no audition is required.

MGI: MIDDLE GRADES INSTRUCTION (on-ground)

MGI 300 Adolescent Literature (3 credits)
Prospective teachers study literature appropriate for adolescents, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. *Prerequisite: Admission to the Teacher Education Program (TEP). Corequisites: All other Block 1 TEP courses or permission from the Teacher Education Department Chair.*

MGI 302 Reading Skills (3 credits)
This course focuses on dynamics of the reading process and major issues in reading instruction for middle grades classrooms. *Prerequisite: Admission to the Teacher Educa-*

tion Program (TEP). Corequisites: All other Block 1 TEP courses or permission from the Teacher Education Department Chair.

MGI 305 Mathematics for Middle Grades (3 credits)
This course deals with the concepts and materials which are appropriate for the cognitive development of the middle grades learner, with a portion of the course devoted to mathematics principles. *Prerequisite: Admission to the Teacher Education Program (TEP). Corequisites: All other Block 1 TEP courses or permission from the Teacher Education Department Chair.*

MGI 321 Social Studies for Middle Grades (3 credits)
This course focuses on concepts and skills taught and developed in the social studies curriculum in the middle grades, with emphasis on integrating social studies units with other subject-matter areas. *Prerequisites: Admission to the Teacher Education Program (TEP) and all Block 1 TEP courses. Corequisites: All other Block 2 TEP courses or permission from the Teacher Education Department Chair.*

MGI 330 Language Arts for Middle Grades (3 credits)
This course focuses on curriculum and methods for developing linguistic and communicative competence in language arts classes in the middle school. *Prerequisite: Admission to the Teacher Education Program (TEP). Prerequisite: Admission to the Teacher Education Program (TEP). Corequisites: All other Block 1 TEP courses or permission from the Teacher Education Department Chair.*

MGI 391 Block 1 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses or one area of concentration.

MGI 392 Block 2 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses or one area of concentration.

MGI 421 Science for Middle Grades Childhood (3 credits)
This course focuses on the selection and organization of content and materials for instruction, the application of scientific principles and laws of learning to science instruction, and the identification of goals in science instruction in the middle grades, with an emphasis on a discovery approach to learning. *Prerequisites: Admission to the Teacher Education Program (TEP) and all Block 1 TEP courses. Corequisites: All other Block 2 TEP courses or permission from the Teacher Education Department Chair.*

MGI 493 Block 3 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses.

MGI 497 Teaching Practicum: Student Teaching (12 credits)
Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising middle grades teacher and University personnel. A seminar with the University supervisor is scheduled throughout the term of the student teaching experience. Assessment will focus on preparation and teaching procedures. *Prerequisites: Completion of all other Teacher Education Program (TEP) courses and passing scores in two of the five the GACE examinations (Georgia Assessments for Certification of Educators) for Middle Grades.*

MIN: MINISTRY (on-ground)

MIN 103 Ministry Practicum I (3 credits)
Applied Ministry students engage in an introductory mentored ministry experience under the supervision of a Point instructor and qualified field supervisor.

MIN 104 Ministry Practicum II (3 credits)
In this continuation of MIN 103, Applied Ministry students engage in a mentored ministry experience under the supervision of a Point instructor and qualified field supervisor. *Prerequisite: MIN 103 Ministry Practicum I.*

MIN 202 Educational Ministries (3 credits)
This survey course includes the history of Christian education and its purposes, principles, and practice in the local church. *Prerequisites: BBS 102 The Drama of Scripture and PSY 103 Introduction to Psychology.*

MIN 204 Ministry Practicum III (3 credits)
In this continuation of MIN 103-104, Applied Ministry students engage in a mentored ministry experience under the supervision of a Point instructor and qualified field supervisor. *Prerequisite: MIN 104 Ministry Practicum II.*

MIN 205 Ministry Practicum IV (3 credits)
In this continuation of MIN 103-104 and 204, Applied Ministry students engage in a mentored ministry experience under the supervision of a Point instructor and qualified field supervisor. *Prerequisite: MIN 204 Ministry Practicum III.*

MIN 313 The Practice of Christian Ministry (3 credits)
This course provides an introduction to the theological and theoretical foundations of ministry from historical and practical perspectives. *Prerequisites: BBS 102 The Drama of Scripture and sophomore standing. Special Consideration: MIN 313 is a Writing Emphasis course.*

MIN 317/CHS 415 Pastoral Counseling (3 credits)
This course focuses on counseling principles and techniques within the context of ministerial functions. *Prerequisite: MIN 313 The Practice of Christian Ministry or CHS 211 Introduction to Counseling.*

MIN 323 Small Group Ministry (3 credits)
This course includes a survey of biblical foundations, theory, and practice for small groups in congregations. The course will introduce the design, structure, administration, and ongoing evaluation of a healthy small group system. *Prerequisite: MIN 202 Educational Ministries.*

MIN 340 Christian Spiritual Formation (3 credits)
This course explores the process of being formed through historic Christian practices by identifying how God uses Scripture, people, contexts, literature, disciplines and events to transform believers through the work of the Holy Spirit. The course will also introduce principles of congregational formation. *Prerequisite: MIN 313 The Practice of Christian Ministry or permission from the Christian Ministries Department Chair.*

MIN 342 Introduction to Urban Ministry (3 credits)
This course explores the history of the church's relationship to the city, the role of reflection in urban mission, the importance of narrative in evangelism, relations with the poor, and community-based approaches to ministry. *Prerequisite: MIN 313 The Practice of Christian Ministry or permission from the Christian Ministries Department Chair.*

MIN 400 Administration & Leadership in Ministry (3 credits)
This course focuses on the functioning church and church leadership, examining organization and administration, planning, programming and ministry in the local congregation. *Prerequisite: Either MIN 313 The Practice of Christian Ministry and junior standing, or permission from the Christian Ministries Department Chair.*

MIN 464 Healthy Congregations (3 credits)
This course introduces the theory and practice of healthy congregational life with a focus on characteristics of healthy growing churches, cultural contexts of American culture, and leadership processes. The course will introduce congregational and personal evangelism, developing congregational identity, congregational size, systems theory, team-building,

and strategic planning within the frameworks of church growth and missional models. *Prerequisite: MIN 313 The Practice of Christian Ministry and senior standing.*

MIN 495 Leadership Colloquium (2 credits)
This course includes an overview of the art of leadership, including management skills and facilitative helping skills adapted to a Christian context. Such issues as leadership styles, staffing, supervision, and personnel will be discussed, with attention given to application of concepts. *Prerequisite: MIN 400 Administration & Leadership in Ministry.*

MIN 497 Christian Ministry Internship (credits vary)
Students engage in field education providing 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. *Prerequisites:* Junior or senior standing and *permission from the Christian Ministries Department Chair. Special Consideration: MIN 497 is graded on a pass/fail basis using a point scale.*

MINI: MINISTRY (online)

MINI 105A Columbus Ministry Practicum 1A (1.5 credits)
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 credits)
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 credits)
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 credits)
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 205A Columbus Ministry Practicum 2A (1.5 credits)
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 credits)
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 credits)
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 credits)
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 207 Practical Ministries (3 credits)
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 213 The Practice of Christian Ministry (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Ministry. *Special Considerations: Requires approval by the Christian Ministries Department Chair. 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 Columbus Ministry Practicum 4A-D (1.5 credits)
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 405B Columbus Ministry Practicum 4A-D (1.5 credits)
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 405C Columbus Ministry Practicum 4A-D (1.5 credits)
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 405D Columbus Ministry Practicum 4A-D (1.5 credits)
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 credits)
This course focuses on foundational accounting and financial principles necessary for church leadership.

MINI 417 Pastoral Care (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 544 Nonprofit Management (3 credits)
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.

MINI 552 Organizational Innovation & Creativity (3 credits)
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.

MINI 562 Strategic Planning & Change Management (3 credits)
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.

MINI 591 Mentored Practicum (3 credits)
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 591 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. *Prerequisites: All other courses required for the Master of Transformative Ministry degree.*

MINI 592 Supervised Project (3 credits)
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 592 students plan and conduct a supervised ministry project. The project should demonstrate mastery of the over-arching ministry principles of the MTM degree.

Prerequisites: All other courses required for the Master of Transformative Ministry degree.

MINI 593 Research Project (3 credits)
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 593 students propose an area of supervised research in an area germane to the over-arching ministry principles of the MTM degree. *Prerequisites: All other courses required for the Master of Transformative Ministry degree.*

MINI 594A CCV Ministry Apprenticeship A (3 credits)
Students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. The apprenticeship focuses on developing, administering, and executing creative, innovative, transformative ministries appropriate for a given context. Students may gain hands-on experience in a variety of areas, such as children and family ministry, church administration, church planting, intercultural ministry, pastoral ministry, special needs ministry, sports ministry, worship ministry, and youth ministry. Students carry out the apprenticeship under the supervision of a Point instructor and under the mentorship of CCV pastoral staff. *Prerequisites: Admission to the CCV Leadership Institute and permission from the Christian Ministries Department Chair (Joshua.Rice@Point.edu).*

MINI 594B CCV Ministry Apprenticeship B (3 credits)
In this continuation of MINI 594A CCV Ministry Apprenticeship A, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. *Prerequisite: MINI 594 CCV Ministry Apprenticeship A.*

MINI 594C CCV Ministry Apprenticeship C (3 credits)
In this continuation of MINI 594A-B CCV Ministry Apprenticeship A-B, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. *Prerequisites: MINI 594 CCV Ministry Apprenticeship A-B.*

MINI 594D CCV Ministry Apprenticeship D (3 credits)
In this continuation of MINI 594A-C CCV Ministry Apprenticeship A, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. *Prerequisites: MINI 594 CCV Ministry Apprenticeship A-C.*

MSEV: MISSIONS & EVANGELISM (online)

MSEV 302 Church Growth & Evangelism (3 credits)
This course introduces theological and philosophical principles of church growth as applied to both homogeneous and multiethnic churches.

MTH: MATHEMATICS (on-ground)

MTH 111 Elementary Algebra (3 credits)
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.*

MTH 113 Intermediate Algebra (3 credits)
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.*

MTH 115 Quantitative Reasoning (3 credits)
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: MATH 115 satisfies the General Education Core math requirement for degree programs that do not require MATH 117 Introductory Statistics, MATH 120 College Algebra, MTH 191 Pre-Calculus, or MTH 210 Calculus I.*

MTH 117 Introductory Statistics (3 credits)
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.*

MTH 120 College Algebra (3 credits)
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 unless MTH 191 Pre-Calculus or MTH 210 Calculus I are required.*

MTH 191 Pre-Calculus (3 credits)
This is a calculus preparatory course where the focus is identifying and expanding sequences and series, right-triangle trigonometry, graphing of trigonometric functions, using trigonometric identities in proofs and computations, and analyzing conics. Emphasis is placed on the aspects of these topics that are foundational for calculus, including end behavior and rates of change. *Prerequisite: An appropriate Math placement score or MTH 120 College Algebra with a grade of "C" or better.*

MTH 202 Basic Statistics (3 credits)
This algebra-based course is an introduction to descriptive statistics, random sampling, design of experiments, probability, and the Central Limit Theorem. Inferential statistics topics include the foundational concepts for confidence intervals and hypothesis testing for simple experiments. *Prerequisite: An appropriate Math placement score or MTH 120 College Algebra or MTH 191 Pre-Calculus with a grade of "C" or better.*

MTH 210 Calculus I (4 credits)
This first course in differential and integral calculus stresses limits as well as the applications of calculus to the problems of science. This course is accompanied by a 1-hour weekly lab. Lab use is determined by the instructor but is usually the place for homework questions, practical practice, quizzes, and tests. *Prerequisite: An appropriate Math placement score or MTH 191 Pre-Calculus with a grade of "C" or better.*

MTH 212 Calculus II (4 credits)
This course is a continuation of differential and integral calculus including methods of integration, sequences and series, and an introduction to partial derivatives. It is accompanied by a 1-hour weekly lab. Lab use is determined by the instructor but is usually the place for homework questions, practical practice, quizzes, and tests. *Prerequisite: An appropriate Math placement score or MTH 210 Calculus I with a grade of "C" or better.*

MUS: MUSIC (on-ground)

MUS 102 Music Appreciation (3 credits)
This course includes a survey of various styles and forms of music, including non-western, popular, and art music. Emphasis is placed on the coordinated training of the ear, eye, memory, and mind for participatory listening.

MUS 103 Music Theory I (3 credits)
This course focuses on contemporary and traditional theory applicable to the 21st century musician including diatonic triads, added 2nds, sus chords, phrase structure, and melodic analysis. *Prerequisite: Successful entry into the Music Program. Corequisite: MUS 103L Functional Theory Skills I.*

MUS 105 Survey of Popular Music (3 credits)
This course offers an introduction to important styles and genres of American popular music and their important composers, artists, and leaders. The music is studied for its

formal and expressive content and as statements about diverse group and individual identities in a complex culture.

MUS 103L Functional Theory Skills I (1 credit)
Students make practical application of concepts studied in MUS 103, including ear training, sight singing, improvisation and guitar/keyboard harmony. *Corequisite: MUS 103 Music Theory I.*

MUS 104 Music Theory II (3 credits)
This course focuses on contemporary and traditional theory applicable to the 21st century musician with emphasis on the use of substitute chords, non-harmonic tones, 4-part chord progressions, and modulations. *Prerequisite: MUS 103 Music Theory I or satisfactory placement test score. Corequisite: MUS 104L Functional Theory Skills II.*

MUS 104L Functional Theory Skills II (1 credit)
Students make practical application of concepts studied in MUS 104 Music Theory II. *Prerequisite: MUS 103L Functional Theory Skills I. Corequisite: MUS 104 Music Theory II.*

MUS 112 Survey of Music (3 credits)
This course focuses on the development of music literature throughout history. Students examine the music, composers, political climate, and culture of artistic eras from Renaissance to Contemporary. *Prerequisite: Enrollment in the Music Major or Music Minor, or permission from the Fine Arts Department Chair.*

MUS 205 Music Theory III (3 credits)
This course focuses on contemporary and traditional theory applicable to the 21st century musician with emphasis on upper triad structures, pentatonic scale, blues scales, and harmonies. *Prerequisite: MUS 104 Music Theory II or satisfactory placement test score. Corequisite: MUS 205L Functional Theory Skills III.*

MUS 205L Functional Theory Skills III (1 credit)
Students make practical application of concepts studied in MUS 205 Music Theory III. *Prerequisite: MUS 104L Functional Theory Skills II. Corequisite: MUS 205 Music Theory III.*

MUS 206 Music Theory IV (3 credits)
This course focuses on contemporary and traditional theory applicable to the 21st century musician with emphasis on modes and the application of the Nashville Numbering System. Final projects will include a synthesis of all four courses in the music theory sequence. *Prerequisite: MUS 205 Music Theory III or satisfactory placement test score. Corequisite: MUS 206L Functional Theory Skills IV.*

MUS 206L Functional Theory Skills IV (1 credit)
Students make practical application of concepts studied in MUS 206 Music Theory IV. *Prerequisite: MUS 205L Functional Theory Skills III. Corequisite: MUS 206 Music Theory IV.*

MUS 295 Christian Songwriting (2 credits)
This course covers the essential elements of song writing, publishing, and basic business principles which accompany performance ministry. Special attention will be given to crafting lyrics and appropriate melodies. Copyright considerations will be included. *Prerequisite: Permission from the Fine Arts Department Chair.*

MUS 301 Music History I (3 credits)
This course focuses on the history of Western art music from the time of the Greeks to the early Classical period with an emphasis on the cultivation of listening skills. *Prerequisite: MUS 112 Survey of Music.*

MUS 302 Music History II (3 credits)
This course focuses on the history of Western art music from the Classical period through the present day with an emphasis on listening to representative repertoire. *Prerequisite: MUS 301 Music History I.*

MUS 311 Conducting (2 credits)
This course provides an introduction to basic conducting patterns, use of baton, score preparation, and rehearsal procedures. *Prerequisites: MUS 112 Survey of Music.*

MUS 315 Music Technology I (3 credits)
This course covers basic instruction in music technology applications. Specific attention will be given to sound re-enforcement.

MUS 316 Music Technology II (3 credits)
This continuation of MUS 315 covers advanced applications of music sequencing, Finale and Sibelius notation systems, digital voice recording, and additional applications of computers and digital keyboards. *Prerequisite: MUS 315 Music Technology I.*

MUS 322 Music Methods for Children (3 credits)
This course includes a survey of materials and techniques for using music to teach children.

MUS 326/BUS 325 Survey of Music Business (3 credits)
This course provides an overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities.

MUS 330 Brass Skills (1 credit)
This course covers techniques for teaching brass skills to beginners. Students will learn concepts of tone production, fingerings, transpositions, and basic history for each brass instrument.

MUS 332 String Skills (1 credit)
This course covers techniques for teaching string skills to beginners. Students develop basic playing skills on orchestral string instruments and gain a basic reference of teaching strings in a school setting. *Prerequisite: MUS 112 Survey of Music.*

MUS 335/THE 451 Worship (3 credits)
This course covers principles of worship from Scripture and their application in current worship styles.

MUS 338 Congregational Music (3 credits)
This course provides a survey of the development of congregational song and the use of various styles of congregational music in the worship and evangelism of a congregation. *Prerequisite: MUS 102 Music Appreciation.*

MUS 341 Keyboard Skills (2 credits)
This course focuses on practical aspects of keyboard music for accompanying solos and choirs, and playing for services.

MUS 412 Philosophy of Music (3 credits)
This course surveys the place and function of music in culture. Attention will be given to music as communication, art, entertainment, and worship. Students explore theological and functional aspects of music in western and non-western cultures. *Corequisite: MUS 302 Music History II. Special Consideration: MUS 412 is a Writing Emphasis course.*

MUS 426 Music Ministry Administration (3 credits)
This course focuses on the philosophy and programming of the music program of a congregation. *Prerequisite: MUS 112 Survey of Music.*

MUS 431 Advanced Conducting (2 credits)
This course covers advanced techniques of instrumental and choral conducting. *Prerequisite: MUS 311 Conducting*.

MUS 432 Choral Techniques (2 credits)
This course focuses on techniques for rehearsing a choir and developing a unified, expressive choral tone. *Prerequisite: MUS 311 Conducting*.

MUS 434 Survey of Choral Literature (2 credits)
This course includes study of the music literature for choral groups. *Prerequisite: MUS 302 Music History II*.

MUS 441 Piano Literature (2 credits)
This course surveys the music literature for piano. *Prerequisite: MUS 302 Music History II*.

MUS 443 Vocal Literature (2 credits)
This course surveys the music literature for voice. *Prerequisite: MUS 302 Music History II*.

MUS 446 Music Pedagogy (3 credits)
This course focuses on methods and materials for teaching applied music. A special project is required for students who are declared applied majors. Prerequisite: Junior standing in applied study.

MUS 448 Vocal Pedagogy (2 credits)
This course focuses on methods and materials for teaching voice. *Prerequisite: Advanced private voice lessons.*

MUS 451 Arranging (2 credits)
This advanced theory course emphasizes techniques of vocal, choral, and instrumental arranging. *Prerequisite: MUS 206 Music Theory IV.*

MUS 453 Orchestration (2 credits)
This advanced theory course emphasizes techniques of orchestration. *Prerequisite: MUS 206 Music Theory IV.*

MUS 480 Form & Analysis (3 credits)
This course focuses on structural components of music from small forms to compound forms. *Prerequisite: MUS 206 Music Theory IV.*

MUS 490 Music Theory V (3)
This course focuses on an advanced topic of music. *Prerequisites: As announced.*

MUS 493 Music Production Internship (credits vary)
Students make practical application of principles and techniques learned in the classroom in an approved and supervised setting. *Prerequisite: Permission from the Fine Arts Department Chair. Special Consideration: MUS 493 is graded on a pass/fail basis using a point scale.*

MUS 495 Worship Internship (credits vary)
Students make practical application of principles and techniques learned in the classroom in a supervised church or other approved situation. *Prerequisite: Permission from the Fine Arts Department Chair. Special Consideration: MUS 495 is graded on a pass/fail basis using a point scale.*

MUS 497 Music Internship (credits vary)
Students make practical application of principles and techniques learned in the classroom in a supervised church, school, or other approved situation. *Prerequisite: Permission from the Fine Arts Department Chair. Special Consideration: MUS 497 is graded on a pass/fail basis using a point scale.*

MUSI: MUSIC (online)

MUSI 102 Music Appreciation (3 credits)
Students survey various styles and forms of music, including non-western, popular, and art music. Emphasis is placed on the coordinated training of the ear, eye, memory, and mind for participatory listening.

MUSI 415 Worship Leadership (3 credits)
This course introduces principles of worship from Scripture and their application in current worship styles.

NSC: NATURAL SCIENCES (on-ground)

NSC 101 Survey of Biology (3 credits)
This course focuses on fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life, then to tissues and an overview of human organ systems. DNA replication, protein synthesis, and Mendelian genetics are covered in the study of heredity. *Special Consideration: This course will not satisfy the Natural Science requirement in the General Education Core for majors in Biology, Exercise Science, Elementary Education, Middle Grades Education, Secondary Education with Biology Concentration, and Special Education, which specify NSC 103 Biology I.*

NSC 101L Survey of Biology Lab (1 credit)
This laboratory course will complement the NSC 101 Survey of Biology lecture course and provide an opportunity to reinforce concepts learned in class through observation and experimentation. *Corequisite: NSC 101 Survey of Biology. Special Consideration: See the course description for NSC 101 regarding majors which cannot use this course to satisfy the Natural Science Lab course requirement in the Core Curriculum.*

NSC 103 Biology I (3 credits)
This course presents the essential concepts and principles of modern biology. Topics include the basic chemistry of life, the cell as the basic unit of life (cell structure, function, metabolism, and cell division), and the fundamentals of molecular biology and genetics.

NSC 103L Biology I Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of the biology in NSC 103. *Corequisite: NSC 103 Biology I.*

NSC 104 Biology II (3 credits)
Building on NSC 103 Biology I, this course continues the study of essential concepts and fundamental principles of modern biology with a focus on the animal kingdom, comparative animal biology, the plant kingdom, and topics in ecology. *Prerequisite: NSC 103 Biology I.*

NSC 104L Biology II Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of biology in NSC 104. *Corequisite: NSC 104 Biology II.*

NSC 106 Environmental Science (3 credits)
This course provides an introduction to the study of the human environment. Topics include general ecology, resources, pollution, aspects of health, economics, and law as related to environmental science.

NSC 106L Environmental Science Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of environmental science in NSC 106. *Corequisite: NSC 106 Environmental Science.*

NSC 110 Physical Science (3 credits)
This course is a study for non-science majors of selected topics from general physics and general chemistry. A knowledge of the physical sciences can help one become more informed in an increasingly science- and technology-based society. The course will focus on everyday phenomena in this area.

NSC 110L Physical Science Lab (1 credit)
This course covers basic techniques in chemistry and physics, such as measurement, data collection, graphing, and observing chemical properties and chemical reactions. *Corequisite: NSC 110 Physical Science.*

NSC 210 Medical Terminology (1 credit)
This course will introduce medical terminology through a unique memorization strategy that focuses on common medical prefixes and suffixes to enable students to have a greater understanding of complex medical terminology.

NSC 215 Human Anatomy & Physiology I (3 credits)
This course introduces the structure and function of the human body, including a general orientation, the integument, support and movement, and the nervous, sensory and endocrine systems.

NSC 215L Human Anatomy & Physiology I Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of human anatomy and physiology in NSC 215. *Corequisite: Human Anatomy & Physiology I.*

NSC 216 Human Anatomy & Physiology II (3 credits)
Building on NSC 215 Human Anatomy & Physiology I, this course continues the study of the structure and function of the human body, including the circulatory, excretory, immune, respiratory, digestive and reproductive systems. *Prerequisite: NSC 215 Human Anatomy & Physiology I.*

NSC 216L Human Anatomy & Physiology II Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of the human anatomy and physiology in NSC 216. *Corequisite: NSC 215 Human Anatomy & Physiology I.*

NSC 228 General Chemistry I (3 credits)
NSC 228 General Chemistry I and NSC 229 General Chemistry II emphasize the fundamental principles of chemistry including the laws of chemical combinations, gas laws, simpler structure of atoms, periodic system, states of matter, chemistry of the non-metals and their important compounds, chemistry of metallic elements and their compounds and thermochemistry. Topics include: chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties, and gas laws.

NSC 228L General Chemistry I Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 228. *Corequisite: NSC 228 General Chemistry I.*

NSC 229 General Chemistry II (3 credits)
Building on NSC 228 General Chemistry I, this course continues the study of the principles of chemistry and their applications. The topics include solution properties, acids and bases, ionic equations, oxidation-reduction, equilibrium, kinetics, chemical thermodynamics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. *Prerequisite: NSC 228 General Chemistry I.*

NSC 229L General Chemistry II Lab (1 credit)
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 229. *Corequisite: NSC 229 General Chemistry II.*

NSC 303/PSY 303 Methods in Research (3 credits)
This course is a continuation of MTH 117 Introductory Statistics with primary emphasis on applications. *Prerequisite: MTH 117 Introductory Statistics. Special Consideration: NSC 303/PSY 303 is a Writing Emphasis course.*

NSC 307 Microbiology (3 credits)
This course focuses on the characteristics of bacteria, viruses, protozoa, and fungi, including the diseases they cause, the control of these microorganisms and their beneficial uses, and the basics of immunology. *Prerequisite: NSC 103 Biology I. Special Consideration: NSC 307 is a Writing Emphasis course.*

NSC 307L Microbiology Lab (1 credit)
This laboratory course emphasizes proper handling techniques, identification methods, and properties of microorganisms. *Corequisite: NSC 307 Microbiology.*

NSC 310 Cell Biology (3 credits)
This course offers an in-depth study of cell structure and function, including molecular components of the membrane, organelles, bioenergetics, metabolism and enzymes. Lectures will expound upon topics such as membrane transport, the endomembrane system, protein targeting and sorting, endocytosis/exocytosis, and signal transduction processes. *Prerequisite: NSC 103 Biology I.*

NSC 320 Physics I (3 credits)
This is a non-calculus based course covering the essentials of mechanics, including kinematics, vector analysis, forces, impulse and momentum, rotational forces and motion, angular momentum, torque, and fluids. Waves, including sound, will also be covered. Both a conceptual foundation and problem solving abilities are emphasized. *Prerequisite: MTH 120 College Algebra or higher math course required; MTH 191 Pre-Calculus or higher recommended.*

NSC 320L Physics I Lab (1 credit)
This laboratory course emphasizes experiments in mechanics, wave motion and should be taken concurrently with NSC 320. *Corequisite: NSC 320 Physics I.*

NSC 321 Physics II (3 credits)
This course is a continuation of NSC 320 Physics I, completing one year of physics. Included is an introduction to the concepts and problems of electricity and magnetism, light and modern physics. Topics include electrical forces and fields, electrical potential, current and resistance, circuits, capacitors and capacitance, magnetic forces and fields, force on a moving charge, Maxwell's Equation, electromagnetic waves, geometrical and physical optics, interference and diffraction, and special relativity. *Prerequisite: NSC 320 Physics I.*

NSC 321L Physics II Lab (1 credit)
This laboratory course is a continuation of NSC 320L Physics I Lab and emphasizes experiments in mechanics and wave motion. It should be taken concurrently with NSC 321. *Corequisite: NSC 321 Physics II.*

NSC 330 Organic Chemistry I (3 credits)
As an introduction to the chemistry of carbon compounds, this course presents an integration of aromatic and aliphatic compounds treating the principal classes of each with an emphasis on molecular structure theory, stereochemistry, structure and reactivity, and reaction mechanisms. *Prerequisites: NSC 228-229 General Chemistry I-II.*

NSC 330L Organic Chemistry I Lab (1 credit)
This lab course includes study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. *Corequisite: NSC 330 Organic Chemistry I.*

NSC 331 Organic Chemistry II (3 credits)
Building on NSC 330, this course is designed to explore in more detail the specifics of the reactivity of various functional groups. Topics will include the study of aromatic com-

pounds, including phenols and aryl halides, as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones, amines, carboxylic acids and their derivatives; lipids such as fatty acids and triglycerides; and carbohydrates. *Prerequisite: NSC 330 Organic Chemistry I.*

NSC 331L Organic Chemistry II Lab (1 credit)
Building on NSC 330, this course is a continuation of the study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. *Corequisite: NSC 331.*

NSC 401 Ethics in Science (3 credits)
This course provides a springboard from which students can develop a reasoned ethical approach to dilemmas faced in the sciences.

NSC 421 Genetics (3 credits)
This course focuses on the essential concepts and underlying principles of transmission genetics (patterns of inheritance), molecular genetics (biochemical understanding of hereditary material), and population genetics. Molecular technologies and the genetics of cancer are also presented. *Prerequisite: NSC 103 Biology I*

NSC 421L Genetics Lab (1 credit)
The Genetics Lab will introduce students to experimental approaches in both classical and molecular genetics. *Corequisite: NSC 421 Genetics.*

NSC 432 Introduction to Pharmacology (3 credits)
This course will introduce students to the study of drugs (natural and synthetic chemical agents), their interactions with drug receptors and chemical-signaling pathways, and how these interactions produce effects in biological systems. Students will also learn about common drugs used to treat various diseases and conditions and will be introduced to the industry of drug development and discovery. *Prerequisites: NSC 103 Biology I and NSC 215-216 Human Anatomy & Physiology I-II, and junior standing.*

NSC 440 Biochemistry (3 credits)
This multidisciplinary science course encompasses the study of biological molecules and biochemical pathways. The interrelationship of the structure and function of organic biomolecules, the behavior of enzymes, intermediary metabolism, and the integration of metabolism via cellular signaling are presented. *Prerequisite: NSC 330 Organic Chemistry I.*

NSC 445 Introduction to Neuroscience (3 credits)
This course presents the key principles of neuroscience through a systematic survey of the organization and function of the nervous system. Course content includes the foundational study of neurobiology, neurophysiology, and gross neuroanatomy. Students then learn about the neuronal regulation of sensory and motor functions, followed by an examination of the brain systems that mediate cognition and human behavior. The course culminates with an analysis of the molecular and cellular mechanisms of learning and memory. *Prerequisites: NSC 104 Biology II and NSC 215 Human Anatomy & Physiology I.*

NSCI: NATURAL SCIENCES (online)

NSCI 105 Introduction to Biology with Lab (4 credits)
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 credits)
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. *Special Consideration: For Public Health majors, PBHE 210 Introduction to Public Health is a corequisite for NSCI 214 Human Anatomy & Physiology for Health Professionals.*

NTS: NEW TESTAMENT STUDIES (on-ground)

NTS 203 The Acts of the Apostles (3 credits)
This course includes historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church. *Prerequisite: BBS 202 Jesus: The Focus of Scripture.*

NTS 204 The Story of Jesus' Followers (3 credits)
This course includes study of the early church from Jesus' ascension to the end of the New Testament period in order to understand the faith and practices of God's people in light of Jesus Christ. *Prerequisite: BBS 102 The Drama of Scripture or BBS 202 Jesus: The Focus of Scripture. Special Consideration: Credit will not be given for NTS 204 if the student has already completed NTS 203 The Acts of the Apostles or NTS 308 Epistles of Paul.*

NTS 308 Epistles of Paul (3 credits)
This course offers a survey of Paul's writings, including their basic contents and theological themes. *Prerequisite: Either NTS 203 The Acts of the Apostles or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation. Special Consideration: Credit will not be given for NTS 308 if the student has already completed NTS 204 The Story of Jesus' Followers.*

NTS 320 Romans (3 credits)
This course includes in-depth exegetical study of Paul's epistle to the Romans, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 321 I Corinthians (3 credits)
This course includes in-depth exegetical study of Paul's first epistle to the Corinthians, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 323 Ephesians & Colossians (3 credits)
This course includes in-depth exegetical study of Paul's epistles to the Ephesians and Colossians, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 324 Philippians & Philemon (3 credits)
This course includes in-depth exegetical study of Paul's epistles to the Philippians and Philemon, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 326 I-II Timothy & Titus (3 credits)
This course includes in-depth exegetical study of Paul's epistles to Timothy and Titus, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 330 Hebrews (3 credits)
This course includes study in-depth exegetical study of the Epistle to the Hebrews, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 332 James, I-III John & Jude (3 credits)
This course includes study in-depth exegetical study of the epistles of James, John, and Jude, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. *Prerequisite: Either both BBS 201 Biblical Interpretation and NTS 308 Epistles of Paul, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 334 Gospel of Mark (3 credits)
This course includes study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. *Prerequisite: Either both BBS 201 Biblical Interpretation and BBS 202 Jesus: The Focus of Scripture, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 401 The Revelation of John (3 credits)
This course includes study of the final book of the Bible, giving special attention to its historical setting, Christology, and various interpretations. *Prerequisite: Either both BBS 102 The Drama of Scripture and BBS 201 Biblical Interpretation, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 402 Gospel of John (3 credits)
This course includes in-depth exegetical study of the fourth Gospel, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the Gospel of John. *Prerequisite: Either both BBS 201 Biblical Interpretation and BBS 202 Jesus: The Focus of Scripture, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 425 Scripture Within Scripture (3 credits)
This course includes study of the use of the Old Testament by the New Testament writers, particularly as it related to their portrayal of the work of Jesus Christ. *Prerequisite: Either BBS 201 Biblical Interpretation or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 430 The Passion & Resurrection Narratives of the Gospels (3 credits)
This course includes historical, literary, and theological study of the passion and resurrection narratives of the four canonical gospels, beginning with Matthew 26:1-5 and parallels and moving to the terminus of all the gospels. *Prerequisite: Either both BBS 201 Biblical Interpretation and BBS 202 Jesus: The Focus of Scripture, or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

NTS 490 Studies in New Testament (credits vary)
This course, flexible in procedure and content, emphasizes independent research and formal classroom presentation. Such areas as backgrounds, history, text and canon, or exegetical principles may be covered. *Prerequisites: BBS 304 Scripture: Reading & Interpretation and as announced.*

NTS 495 Research Methods in
Biblical Studies: New Testament Focus (3 credits)
This advanced course explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process—from delineating a thesis to the presentation of research—will be discussed, modeled, and practiced. *Prerequisites: Senior standing and permission from the Biblical Studies Department Chair. Special Considerations: NTS 495 Research Methods in Biblical Studies: New Testament Focus and OTS 495 Research Methods in Biblical Studies: Old Testament Focus are essentially the same course with an alternating focus each year. NTS 495 or OTS 495 is required for all Biblical Studies majors enrolled in the Honors Program.*

OTS: OLD TESTAMENT STUDIES (on-ground)

OTS 210 The Story of Israel (3 credits)
A study of God working out his purposes through the ancient people of Israel a disclosed in the Old Testament. *Prerequisite: BBS 102 The Drama of Scripture.*

OTS 240 Old Testament Prophecy (3 credits)
This course surveys the prophetic literature of the Old Testament analyzing the origin, purpose, and basic contents of each book. *Prerequisite: Either OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

OTS 270 Old Testament Poetry (3 credits)
This course surveys the poetic literature of the Old Testament analyzing the origin, purpose, and basic contents of each book. *Prerequisite: Either OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

OTS 301 Genesis (3 credits)
This course includes exegesis of the biblical book of Genesis with emphasis given to the origin, purpose, and major theological themes of the text. *Prerequisites: Either both BBS 201 Biblical Interpretation and OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

OTS 305 Isaiah (3 credits)
This course includes exegesis of the biblical book of Isaiah with emphasis given to the origin, purpose, and major theological themes of the text. *Prerequisites: Either both BBS 201 Biblical Interpretation and OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation..*

OTS 307 Laws of Israel (3 credits)
This course includes study of the legal literature of the Pentateuch analyzing the moral, social, and religious legislation of ancient Israel. *Prerequisites: Either both BBS 201 Biblical Interpretation and OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

OTS 313 Psalms (3 credits)
This course includes a systematic survey of ancient Hebrew Hymnody including an exegesis of several selected Psalms. *Prerequisites: Either both BBS 201 Biblical Interpretation and OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.*

OTS 408/HIS 408 Ancient Near Eastern History (3 credits)
The purpose of this course is to explore systematically the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt, and Syria-Palestine ca. 3000-323 B.C.E. *Prerequisite: HIS 102 Western Civilization.*

OTS 490 Studies in Old Testament (credits vary)
A course flexible in procedure and content focused on a selected study from the Old Testament. *Prerequisite: BBS 201 Biblical Interpretation and as announced.*

OTS 495 Research Methods in
Biblical Studies: Old Testament Focus (3 credits)
This advanced course explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process—from delineating a thesis to the presentation of research—will be discussed, modeled, and practiced. *Prerequisites: Senior standing and permission from the Biblical Studies Department Chair. Special Considerations: OTS 495 Research Methods in Biblical Studies: Old Testament Focus and NTS 495 Research Methods in Biblical Studies: New Testament Focus are essentially the same course with an alternating focus each year. OTS 495 or NTS 495 is required for all Biblical Studies majors enrolled in the Honors Program.*

PASS: POINT ACADEMIC SUPPORT SERVICES

PASS 100 Online Orientation for Online Students (0 credits)
This self-paced, zero-credit online orientation introduces new online, degree-seeking students to Point Online and the Canvas Learning Management System. It includes introductions to Point University, Point Academic Support Services (PASS), and educational resources available to online students. Students are enrolled in the orientation during their first 8-week session at Point where they are able to ask questions about their courses, ask questions about Canvas, and interact with fellow students and the Advising Center.

PASS 101 Online Orientation for On-Campus Students (0 credits)
This self-paced, zero-credit online orientation introduces new on-ground, degree-seeking students to the Canvas Learning Management System and online course navigation. It includes introductions to Point University, Point Academic Support Services (PASS), and educational resources available to on-ground students. Students are enrolled in the orientation during their first 8-week session at Point where they are able to ask questions about their courses, ask questions about Canvas, and interact with fellow students and the Advising Center.

PBHE: PUBLIC HEALTH (online)

PBHE 210 Introduction to Public Health (3 credits)
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 credits)
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 credits)
This course builds on MATH 117, placing primary emphasis on biostatistical applications related to public health. *Prerequisites: MATH 117 Introductory Statistics, NSCI 105 Introduction to Biology with Lab.*

PBHE 320 Principles of Epidemiology (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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. *Prerequisites: All other courses required for the Public Health Major. Special Considerations: Limited to students majoring in Public Health and subject to approval by the Public Health Program Coordinator.*

PHE: PHYSICAL EDUCATION (on-ground)

PHE 105 Physical Fitness & Wellness (1 credit)
This course includes a total fitness program designed to acquaint students with the theory and practice of good physical fitness and wellness.

PHE 110 Leisure Life Skills I (1 credit)
This course includes co-ed instruction and activity in volleyball and/or badminton.

PHE 115 Cardiovascular Conditioning (1 credit)
This course includes instruction and activity in principles and procedures of cardiovascular conditioning.

PHE 120 Leisure Life Skills II (1 credit)
This course includes co-ed instruction and activity in racquetball and/or tennis.

PHE 125 Recreational Games (1 credit)
This course includes instruction in rules and skills of individual and team games and sports for use in school, church or playground programs.

PHE 130 Weight Training (1 credit)
This course includes instruction and activity in principles and procedures of weight training that contribute to physical fitness.

PHE 201 First Aid & CPR (1 credit)
This course emphasizes accident scene management, victim assessment and basic life support, injury management, and victim care knowledge and practice. *Special Consideration: American Heart Association certification can be earned.*

PHE 220 Exercise & Weight Control (1 credit)
This course focuses on nutrition, exercise, and weight management. Emphases include basics of proper nutrition and exercise, as well as lifestyle changes and their relationship to appropriate weight management.

PHE 300/SPM 300 Internship in
Sports & Recreational Management (1 credit)
This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. *Prerequisite: permission from the Exercise Science Program Coordinator.*

PHED: PHYSICAL EDUCATION (online)

PHED 105 Fitness & Wellness (3 credits)
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.

PHL: PHILOSOPHY (on-ground)

PHL 201 Introduction to Philosophy (3 credits)
Students examine key philosophical themes and ideas, such as the nature of the universe, the nature of knowing, human nature, and ethics, through the writings of significant philosophers.

PHL 216 Philosophy of Religion (3 credits)
Students examine classical and contemporary arguments for the existence of God and a philosophical inquiry into the coherence of Christian theism. Topics include a variety of theistic proofs, the problem of faith and reason, divine foreknowledge and human free will, the problem of evil, God's eternity, the trinity, the incarnation, and others.

PHL 225/HIS 225 History of Philosophy (3 credits)
This course will provide an initial encounter with the great philosophers and their ideas in an historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics, and logic.

PHL 302 Apologetics (3 credits)
This course focuses on the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. *Prerequisite: BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life.*

PHL 325 Ethics (3 credits)
Students examine influential theories regarding the nature of morality and the human good life through readings in Plato, Aristotle, Hobbes, Hume, Kant, Mill, and others. The course includes a focus on the relationship between religion and morality. *Prerequisite: One Philosophy (PHL) course.*

PHL 330 World Religions (3 credits)
This course surveys major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism, and the prospects for fruitful interreligious dialogue.

PHL 425 Major Worldviews (3 credits)
Students examine different worldviews that have developed in or been introduced into the Western world and how they influence the modern mind and society. *Prerequisite: One Philosophy (PHL) course.*

PHL 490 Studies in Philosophy (credits vary)
This course flexible, in procedure and content, focuses on a selected study in the field of philosophy. *Prerequisites: As announced.*

PREA: PREACHING (online)

PREA 201 Introduction to Preaching (3 credits)
Students learn the fundamentals of constructing and delivering sermons based on the Word of God. *Prerequisites: BIBL 306 Scripture: Reading & Interpretation, COMM 205 Public Speaking. Special Consideration: PREA 201 is a Writing Emphasis course.*

PREA 320 Advanced Preaching (3 credits)
In this continuation of PREA 201, students apply principles and skills of sermon preparation and delivery. *Prerequisites: BIBL 306 Scripture: Reading & Interpretation, 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 credits)
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.*

PRM: PREACHING MINISTRY (on-ground)

PRM 201 Introduction to Preaching (3 credits)
This course includes study of the fundamentals of constructing and delivering sermons that are based on the Word of God. *Prerequisite: COM 205 Public Speaking.*

PRM 320 Advanced Preaching (3 credits)
Building on PRM 201 Introduction to Preaching, this course includes continuing study of the principles and skills of sermon preparation and delivery. *Prerequisite: PRM 201 Introduction to Preaching.*

PRM 403 Expository Preaching (3 credits)
This course includes advanced study in the art and science of preparing and delivering expository sermons. *Prerequisites: BBS 201 Biblical Interpretation and PRM 320 Advanced Preaching.*

PRM 405 History of Christian Preaching (3 credits)
This course surveys the history of Christian preaching from the first century C.E. to the present. *Prerequisite: PRM 320 Advanced Preaching.*

PRM 430 Preaching & Story (3 credits)
This course includes advanced study of the preparation and delivery of various forms of contemporary narrative preaching. *Prerequisite: PRM 320 Advanced Preaching*.

PRM 475 New Testament & Preaching Seminar (3 credits)
This course includes in-depth exegetical studies of designated New Testament literature including careful analysis of the text and thoughtful application to preaching. *Prerequisites: BBS 201 Biblical Interpretation and PRM 320 Advanced Preaching*.

PRM 490 Studies in Preaching (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of preaching ministry. *Prerequisites: PRM 320 Advanced Preaching and as announced.*

PRM 497 Preaching Ministry Internship (credits vary)
Students engage in field education providing an opportunity to learn through observation and participation. The specific training models are designed by the student and professor in cooperation with an approved field observer. *Prerequisites: PRM 320 Advanced Preaching, junior standing, and permission from the Biblical Studies Department Chair. Special Consideration: PRM 497 is graded on a pass/fail basis using a point scale.*

PSY: PSYCHOLOGY (on-ground)

PSY 103 Introduction to Psychology (3 credits)
This course includes a study of psychological structures and functions designed to help students better understand themselves and others. *Special Consideration: PSY 103 is a prerequisite for all other courses in Psychology (PSY).*

PSY 200/SOC 200 Social Psychology (3 credits)
This course is designed to integrate issues in psychology and sociology as they relate to human interaction. *Prerequisites: PSY 103 Introduction to Psychology and SOC 103 Introduction to Sociology.*

PSY 204 Developmental Psychology (3 credits)
This course includes study of human growth and development from conception and the prenatal period through adulthood and death. *Prerequisite: PSY 103 Introduction to Psychology*.

PSY 303/NSC 303 Methods in Research (3 credits)
This course is a continuation of MTH 117 Introductory Statistics with primary emphasis on applications. *Prerequisite: MTH 117 Introductory Statistics. Special Consideration: PSY 303/NSC 303 is a Writing Emphasis course.*

PSY 305 Adolescent Psychology (3 credits)
This course includes study of human growth and development from late childhood to early adulthood. *Prerequisite: PSY 204 Developmental Psychology*.

PSY 315 Group Dynamics (2 credits)
This course includes analysis of how groups work and how to improve relationships in order to function effectively with all groups. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology*.

PSY 414 Human Sexuality (3 credits)
This course is designed to explore male and female differences in regard to emotions, perceptions, attitudes of relationships, and power of sexuality. It focuses on psychological and socio-cultural influences on human sexuality and incorporates a life span perspective. *Prerequisite: PSY 204 Developmental Psychology.*

PSY 421 Sports Psychology (3 credits)
This course includes an overview of the psychological factors affecting behavior in exercise and sports settings.

PSY 425 Interpersonal Effectiveness (2 credits)
This course is designed to enhance the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, conflict resolution and dealing with difficult people. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

PSY 442 Personality Theory (3 credits)
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: PSY 204 Developmental Psychology.*

PSY 461/CJU 461 Forensic Psychology (3 credits)
The purpose of this course is to examine the various applications of psychology in the legal arena from competency hearings and jury selection to evaluation of eyewitness testimony. This course will cover the many applications of psychological theory to the law.

PSY 465 Psychology of Religion (3 credits)
This course is designed to develop an understanding of the development of religion from historical, cultural, developmental, and psychological perspectives. *Prerequisite: senior standing or permission from the Psychology & Counseling Department Chair. Special Consideration: PSY 465 is a Writing Emphasis course.*

PSY 490 Studies in Psychology (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of psychology. *Prerequisites: as announced.*

PSY 497 Field Work in Psychology (credits vary)
Students engage in field education providing 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.

PSYC: PSYCHOLOGY (online)

PSYC 103 Introduction to Psychology (3 credits)
This study of psychological structures and functions helps students better understand themselves and others.

PSYC 204 Developmental Psychology (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
This course focuses on the assessment and continuing development of counseling and other human relations skills. Students have a variety of opportunities to receive feed-back 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 Academic Advising Center (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 credits)
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: PSYC 497 Psychology Practicum. Special Consideration: PSYC 498 is graded on a pass/fail basis using a point scale.*

SED: SECONDARY EDUCATION (on-ground)

SED 331 Secondary Methods (3 credits)
This course focuses on the examination and application of methods and materials for teaching secondary subjects. Course projects are adapted to each student's chosen field of teaching.

SED 391 Block 1 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses.

SED 392 Block 2 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses.

SED 493 Block 3 Lab Experience (1 credit)
This course includes observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses.

SED 497 Teaching Practicum: Student Teaching (12 credits)
Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising secondary education teacher and University personnel. A seminar with the University supervisor is scheduled throughout the term of the student teaching experience. Assessment will focus on preparation and teaching procedures. *Prerequisites: Completion of all other Teacher Education Program (TEP) courses and passing scores on the GACE examinations (Georgia Assessments for Certification of Educators) for Secondary Grades.*

SOC: SOCIAL SCIENCES (on-ground)

SOC 103 Introduction to Sociology (3 credits)
This course includes study of the effects of group relations on human behavior with special emphasis on developing a Christian world view.

SOC 200/PSY 200 Social Psychology (3 credits)
This course is designed to integrate issues in psychology and sociology as they relate to human interaction. *Prerequisites: PSY 103 Introduction to Psychology and SOC 103 Introduction to Sociology.*

SOC 202/CHS 202 The Family (3 credits)
This course focuses on courtship, marriage, and family relationships from both a biblical and cultural perspective. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

SOC 210/HIS 210 Cultural Anthropology (3 credits)
This course includes study of the nature, functions, and manifestations of culture in diverse human societies.

SOC 214/HIS 214 Geography (3 credits)
This introduction to world regional geography focuses on the ways in which cultural groups around the world utilize and modify their landscapes and environments.

SOC 300 Social Theory (3 credits)
This course provides an introduction to the major theories and theorists in sociology. It includes an examination of the development of sociological theory and the influences of those theories on contemporary society. *Prerequisite: SOC 103 Introduction to Sociology.*

SOC 341 Introduction to Social Work (3 credits)
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, 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. *Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.*

SOC 350 Social Problems (3 credits)
This course provides an overview of contemporary problems in society including addiction, race relations, prejudice, overpopulation, mental health and ageism. It examines how sociological methods and analysis are applied to social problems in an effort to create solutions to the problems. *Prerequisite: SOC 103 Introduction to Sociology*.

SOCI: SOCIAL SCIENCES (online)

SOCI 103 Introduction to Sociology (3 credits)
Students explore the effects of group relations on human behavior with special emphasis on developing a Christian worldview.

SOCI 350 Social Problems (3 credits)
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. *Special Consideration: SOCI 350 is a Writing Emphasis course.*

SOCI 355 Human Behavior & the Social Environment (3 credits)
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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the Social and Behavioral Sciences. *Special Considerations: Requires approval by the Criminal Justice, Psychology & Counseling, or Sociology & Social Work Department Chair. 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 credits)
This course provides a survey of sociological theories and problems surrounding race, ethnicity, and gender in contemporary society, including stereotypes of each classification.

SOWK: SOCIAL WORK (online)

SOWK 301 Introduction to Social Work (3 credits)
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.

SOWK 302 Human Behavior & the Social Environment I: Infancy through Adolescence (3 credits)
Human Behavior & the Social Environment I-II provide a foundation for understanding the interrelatedness of human behavior (actions, conduct, and responses) and the systems with which they engage: individuals, small groups (families, peers, work groups), and larger groups (organizations, social service agencies). Through the lens of human development students examine important concepts for understanding human behavior; use conceptual frameworks to understand the behavior within the context of the social environment; and consider persons' involvement with other systems to assess individual, group, and organizational or community needs. Students recognize the role(s) of generalist social workers and employ the knowledge, values, and skills of generalist practice in their assessments. The course also explores problems and issues existing within the social environment that often impact behavior and functioning, including racism, poverty, gender, abortion, politics, and religion. This first course in the sequence focuses on Infancy, Childhood, and Adolescence. *Prerequisite: SOWK 301 Introduction to Social Work.*

SOWK 303 Human Behavior & the Social Environment II: Adulthood (3 credits)
Human Behavior & the Social Environment I-II provide a foundation for understanding the interrelatedness of human behavior (actions, conduct, and responses) and the systems with which they engage: individuals, small groups (families, peers, work groups), and larger groups (organizations, social service agencies). Through the lens of human development students examine important concepts for understanding human behavior; use conceptual frameworks to understand the behavior within the context of the social environment; and consider persons' involvement with other systems to assess individual, group, and organizational or community needs. Students recognize the role(s) of generalist social workers and employ the knowledge, values, and skills of generalist practice in their assessments. The course also explores problems and issues existing within the social environment that often impact behavior and functioning, including racism, poverty, gender, abortion, politics, and religion. This second course in the sequence focuses on Young, Middle, and Later Adulthood. *Prerequisites: SOWK 301 Introduction to Social Work, SOWK 302 Human Behavior & the Social Environment I: Infancy through Adolescence.*

SOWK 410 Interpersonal Skills for Social Workers (3 credits)
This course prepares students to engage in competent social work generalist practice. Students explore skills needed for effective communication and problem solving for all levels of social work practice, as well as content related to social work ethics and values, diversity, and social change. The course also covers knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. *Prerequisite: SOWK 301 Introduction to Social Work.*

SOWK 304 Social Work Statistics (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 445/HREL 445 Case Assessment & Management (3 credits)
This course focuses on how generalist social work practitioners and other 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 inter-professional collaboration to achieve beneficial outcomes and the facilitation of effective transitions that advance mutually agreed on goals. *Prerequisites: Either SOWK 401 Social Welfare Theory and SOWK 402 Social Welfare Policy (for Social Work Majors) or HREL 396 Counseling Theory & Procedures and HREL 312 Counseling Diverse Populations (for Human Relations Majors). Special Consideration: HREL 445 is a Writing Emphasis course.*

SOWK 450 Social Work Practice II: Groups & Organizations (3 credits)
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 credits)
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 Field Seminar (3 credits)
The seminar experience for the Bachelor of Social Work Program is designed to provide educational direction and support for the field placement. The seminar will assist students in the successful preparation for the field experience. Discussion and activity is focused around the integration, mastery, and application of practice theory in conjunction with completing field-related paperwork, a criminal background check, securing liability insurance, arranging and participating in interviews, and designing specific learning experiences that build skills for working with individuals, families, groups, organizations,

and communities. Students' participate in weekly activities that include but are not limited to discussion forums, presentations, and paperwork completion. Additionally, students explore topics such as dealing with conflict in the field and navigating a successful internship. *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 credits)
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 the Social Work Program Director 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 Director 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 under-stands and can apply the knowledge, skills, and values of generalist social work practice. *Prerequisites: All other courses in the Social Work Major, including SOWK 497 Social Work Field Seminar. Special Consideration: SOWK 498A is graded on a pass/fail basis using a point scale.*

SOWK 498B Social Work Internship II: Fieldwork (3 credits)
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. *Prerequisites: All other courses in the Social Work Major, including SOWK 497 Social Work Field Seminar 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 credits)
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.

SPA: SPANISH (on-ground)

SPA 101 Spanish I (4 credits)
This course includes an introduction to the four basic skills of listening, speaking, reading, and writing in Spanish with emphasis on speaking in everyday situations, an introduction to Hispanic culture(s), and a required lab component. It is designed for students with little or no previous language training.

SPA 102 Spanish II (4 credits)
This course focuses on continued development of listening, speaking, reading, and writing skills in Spanish within a cultural context. It includes a required lab component. *Prerequisite: SPA 101 Spanish I or instructor permission.*

SPA 201 Intermediate Spanish I (3 credits)
This course focuses on continued development of listening, speaking, reading, and writing skills in Spanish with a review of language fundamentals, practice in conversation, a study of Hispanic civilization, and a required lab component. *Prerequisite: SPA 102 Spanish II or instructor permission.*

SPA 202 Intermediate Spanish II (3 credits)
This course includes extensive oral and written work in Spanish, including an expansion of Spanish vocabulary and syntactical structures; an introduction to Spanish prose, poetry, drama, and essays of moderate difficulty; and a required lab component. *Prerequisite: SPA 201 Intermediate Spanish I or instructor permission.*

SPA 303 Spanish Conversation (3 credits)
This course provides practice in Spanish conversation skills integrated with listening comprehension, reading, and writing skills. *Prerequisite: SPA 202 Intermediate Spanish II or instructor permission.*

SPA 401 Spanish Literature (3 credits)
This course includes critical reading and interpretation of literature written in Spanish through the study of representative texts in various genres. It includes practice in listening, speaking, and writing skills. The course is taught in Spanish. *Prerequisite: SPA 202 Intermediate Spanish II or instructor permission.*

SPE: SPECIAL EDUCATION (on-ground)

SPE 201 Survey of Special Education (3 credits)
This course provides an overview and history of individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include federal laws, Supreme Court cases, legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs.

SPE 210 Contemporary Issues & Collaboration in Special Education (3 credits)
Students explore topics related to services and instruction in the field of special education. The course focuses on school-related issues such as eligibility and placement, the importance and role of individual education plans, transition planning, special education

policies, and response to intervention. Topics also include models for collaborating with families of individuals with disabilities, related service providers, mental health providers, and other professionals and paraprofessionals. The course places special emphasis is on family systems, teaming, consultation, and diversity.

SPE 220 Characteristics of Mild Disabilities (3 credits)
This course focuses on cognitive, language, academic learning, and social-emotional characteristics of individuals with mild disabilities. Students explore issues surrounding assessment, identification, and placement, including cultural factors and issues relevant to non-native speakers of English. The course emphasizes serving and supporting the unique individual needs of students with mild disabilities within the general education curriculum and least restrictive settings.

SPE 301 Methods of Instruction for Mild Disabilities (3 credits)
This course focuses on effective teaching for students with or at risk for mild disabilities. It emphasizes research-based instructional methods, evidence-based practices, specially designed interventions, diversity, collaboration, instructional planning and supplementary aids and services spanning grades PreK-12. The course also emphasizes planning, integrating, and implementing the instruction of reading skills into all content areas. *Prerequisite: Admission to the Teacher Education Program (TEP).*

SPE 302 Reading & Writing Instruction for Students with Mild Disabilities PreK-12 (3 credits)
Participants study dynamics of the reading process and major issues in reading instruction for all grade levels. The course focuses on translating evidence-based teaching methods related to language and literacy instruction for individuals with dyslexia and other mild disabilities. Information and evidence-based strategies for identifying language and literacy difficulties are provided. The course emphasizes educational applications—i.e., designing and implementing interventions and instruction for students with reading disabilities. *Prerequisite: Admission to the Teacher Education Program (TEP).*

SPE 303 Reading Interventions & Programs for Students with Mild Disabilities (3 credits)
This course focuses on the creation of reading interventions for students with disabilities. It strengthens the application of translating evidence-based teaching methods of reading into specially designed programs of instruction (and supplementary aids and services) for individuals with dyslexia and other mild disabilities. The course emphasizes the creation and successful implementation of interventions based on the unique, individual reading needs of students with disabilities as defined through individualized educational programs (IEPs). *Prerequisite: SPE 302 Reading & Writing Instruction for Students with Mild Disabilities PreK-12.*

SPE 305 Math Instruction for Students with Mild Disabilities (3 credits)
This course deals with concepts and materials appropriate for cognitive development for all grade levels, with a portion of the course devoted to mathematics principles. It focuses on translating evidence-based teaching methods related to individuals with mild disabilities. Information and evidence-based strategies are provided. The course emphasizes educational applications—i.e., designing and implementing interventions and

instruction for students with math disabilities. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP).*

SPE 308 Positive Behavior Supports & Behavior Management (2 credits)
This course focuses on positive behavior supports, behavior management, and behavior interventions for students with or at-risk for mild disabilities. It emphasizes determining antecedents to behaviors, functions of behavior, replacement behaviors, positive reinforcements, evidence-based practices, functional behavior assessment, and behavior intervention plans appropriate for inclusive and least restrictive settings *Prerequisite: Admission to the Teacher Education Program (TEP).*

SPE 325 Special Education Policies & Procedures (3 credits)
This course focuses on the entire special education process, referrals, eligibility, Individual Education Programs (IEPs), re-evaluations, progress monitoring, least restrictive environment, free appropriate public education, as well as substantial and meaningful educational benefit based on a student's disability. *Prerequisite: Admission to the Teacher Education Program (TEP).*

SPE 330 Assessment of Individuals with Disabilities (3 credits)
This course focuses on educational, behavioral, and adaptive behavior assessment of individuals with disabilities. Emphases include basic measurement concepts and procedures for administering standardized, informal, and curriculum-based tests; directed experiences in observing and recording behavior; and practice in analyzing assessment results and determining eligibility of a disability. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP). Special Consideration: SPE 330 is a Writing Emphasis course.*

SPE 340 Characteristics & Methods of Instruction for Students with Mild Autism (3 credits)
Introduction to children with autism spectrum disorders (ASD). Social, behavioral, and other characteristics; evidence-based assessment and intervention strategies. Emphasis is placed on serving and supporting the unique individual needs of the students with mild autism within the general education curriculum and least restrictive settings. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP).*

SPE 350 Inclusion of Students with Mild Disabilities PreK-5 (3 credits)
This course focuses on students with special needs in preschool through grade 5. Topics include legal requirements, collaboration between general and special educators, family partnerships, Response to Intervention, positive behavior support, evidence-based instructional strategies, progress monitoring, the Individual Education Programs (IEP) process, accommodations, and other supplementary aids and services for students with disabilities in the general education classroom. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP).*

SPE 391 Block 1 Lab Experience: Elementary Grade Span (1 credit)
This lab provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 1 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing Individual Education Programs (IEPs), designing a general education collaborative project, and participating in meetings involving decision making processes

for students with disabilities. *Prerequisite: Admission to the Teacher Education Program (TEP). Corequisites: All other Block 1 courses in the TEP.*

SPE 392 Block 2 Lab Experience: Middle Grade Span (1 credit)
This lab provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 2 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing Individual Education Programs (IEPs), designing a general education collaborative project, and participating in meetings involving decision making processes for students with disabilities. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP). Corequisites: All Block 2 TEP courses.*

SPE 405 Integration of Technology for Mild Disabilities (3 credits)
Students gain practical training in the integration of technology in the classroom for students with mild disabilities. Emphases include assistive technology software and devices for students with several types of disabilities, universal design, exploration of extensions, apps, multiple types of software programs, organization and productivity options, and how to use available options to meet the unique individual needs of the student with a disability in the general education curriculum and least restrictive settings. *Prerequisites: All Block 1 courses in the Teacher Education Program (TEP).*

SPE 409 Student Advocacy & Transition Services (3 credits)
Student advocacy development, instructional procedures, social policies, and school and post-school factors that predict successful transitions for individuals with disabilities. Collaborative transition models, independent living, education/training, and community-based instruction are emphasized, as are service-delivery issues related to diverse populations. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP).*

SPE 420 Inclusion of Students with Mild Disabilities Grades 6-12 (3 credits)
This course focuses on students with special needs, grades 6 through 12, including causes and characteristics. Topics include legal requirements, co-teaching, supporting students with disabilities in middle and high school classes, response to intervention, evidence-based instructional strategies, the Individual Education Program (IEP) process, family partnerships, current issues, and providing students with disabilities access to state standards through accommodations and other supplementary aids and services. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP).*

SPE 493 Block 3 Lab Experience: Secondary Grade Span (1 credit)
This lab provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 3 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing Individual Education Program (IEPs), designing a general education collaborative project, and participating in meetings involving decision making processes for students with disabilities. *Prerequisites: All Block 2 courses in the Teacher Education Program (TEP). Corequisites: All other Block 3 courses in the TEP.*

SPE 497 Teaching Practicum (12 credits)
Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising special education teacher and University personnel. A seminar with the University supervisor is scheduled throughout

the semester. Assessment will focus on preparation and teaching procedures. *Prerequisites: Completion of all other courses required for the B.S. in Special Education degree and passing scores in two of the four GACE examinations (Georgia Assessments for Certification of Educators) for Special Education.*

SPM: SPORTS MANAGEMENT (on-ground)

SPM 200 Principles of Coaching (3 credits)
This course offers a broad introduction to the profession of coaching in sports. Students explore various aspects of sport coaching, including recruiting, budgeting, athlete development, and leadership. The course introduces students to various coaching environments, including youth league, club and interscholastic teams, high school, college and high level amateur sport, professional and Olympic level, and Paralympic sport coaching.

SPM 300/ PHE 300 Internship in Sports & Recreational Management (1 credit)
This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. *Prerequisite: permission from the Exercise Science Program Coordinator.*

SPM 423 Sports Facilities Management (3 credits)
This course focuses on principles and procedures involved in the design and management of sports facilities as well as programming and events management. *Prerequisites: BUS 225 Principles of Management and junior standing.*

SPM 425 Team Management (3 credits)
This course provides an overview of the motivational, psychological and organizational considerations involved in the coaching of teams and individual athletes. *Prerequisites: BUS 225 Principles of Management and junior standing.*

SPM 427 Administration of Fitness & Wellness Programs (3 credits)
Students examine all phases of fitness and wellness programs including the administration of fitness tests, program planning and evaluation. *Prerequisites: BUS 225 Principles of Management and junior standing.*

SPM 429 Issues in Sports Management (3 credits)
This course focuses on finance, marketing and promotion, selected legal problems, and human relations in the field of sports management. *Prerequisites: BUS 225 Principles of Management and junior standing.*

SPM 497 Sports Management Internship (3 credits)
Students engage in field education providing 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. *Prerequisites: Two Sports Management (SPM) courses and permission from the Management Department Chair.*

SWK: SOCIAL WORK (on-ground)

SWK 401 Social Work Policy I (3 credits)
SWK 401-402 Social Work Policy I-II provide an introduction to the history, structure, and theories of social work, and the various policies of social welfare. This first course examines the theories and theorists of social work and the nature of society's need for social workers. *Prerequisite: SOC 300 Social Theory. Special Consideration: SWK 401 is a Writing Emphasis course.*

SWK 402 Social Work Policy II (3 credits)
SWK 401-402 Social Work Policy I-II provide an introduction to the history, structure, and theories of social work, and the various policies of social welfare. This second course examines the processes and analytic models used in social work, and how social workers can affect political processes for social justice. *Prerequisite: SWK 401 Social Work Policy I.*

SWK 410 Social Work Practice (3 credits)
This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. *Prerequisite: SOC 300 Social Theory.*

SWK 497 Field Work in Social Work (6 credits)
This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. *Prerequisite: SWK 410 Social Work Practice.*

THE: THEOLOGY (on-ground)

THE 301 Theological Foundations for the Christian Life (3 credits)
This course is a review of major theological ideas found in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business, and church community. *Prerequisites: BBS 102 The Drama of Scripture and BBS 201 Biblical Interpretation.*

THE 302 Apologetics (3 credits)
This course includes a study of the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. *Prerequisite: BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life. Special Consideration: THE 302 is a Writing Emphasis course.*

THE 392 Theology & the Arts (3 credits)
This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology of the arts, while also investigating how theology is done through the arts. *Prerequisites: HUM 101 Introduction to Humanities and either BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life. Special Consideration: THE 392 is a Writing Emphasis course.*

THE 402 Systematic Theology (3 credits)
This course will consist of an overview of the enterprise called systematic theology, followed by a systematic theological treatment of the sacraments of baptism and the Eucharist. *Prerequisite: BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life. Special Consideration: THE 402 is a Writing Emphasis course.*

THE 405 Christ, Culture & Career (3 credits)
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: BBS 102 Drama of Scripture, BBS 202 Jesus: The Focus of Scripture, and BBS 304 Scripture: Reading & Interpretation, or permission from the Biblical Studies Department Chair. Recommended: Students should complete THE 405 as the final course in their Biblical Studies Minor or Biblical Studies Major. Special Consideration: THE 405 is a Writing Emphasis course.*

THE 451/MUS 335 Worship (3 credits)
This course covers principles of worship from Scripture and their application in current worship styles.

THE 490 Studies in Religion & Theology (credits vary)
This course, flexible in procedure and content, focuses on a selected study from the fields of Christian theology or contemporary religions. *Prerequisites: As announced.*

THEO: THEOLOGY (online)

THEO 301 Theological Foundations for the Christian Life (3 credits)
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 The Drama of Scripture and BIBL 306 Scripture: Reading & Interpretation.*

THEO 310 Spiritual Formation: Kingdom Living (3 credits)
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. *Prerequisites: BIBL 103 The Drama of Scripture and BIBL 202 Jesus: The Focus of Scripture, or permission from the Biblical Studies Department Chair. 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 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Theological Studies. *Special Considerations: Requires approval by the Biblical Studies or Christian Ministries Department Chair. 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 credits)
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: BIBL 103 The Drama of Scripture, BIBL 202 Jesus: The Focus of Scripture, BIBL 306 Scripture: Reading & Interpretation, and THEO 310 Spiritual Formation: Kingdom Living, or permission from the Biblical Studies Department Chair. Special Considerations: The online program schedules this course at the end of each professional major, so that each major flows directly into the capstone. THEO 405 is a Writing Emphasis course.*

THEO 445 Theology of Sin & Salvation (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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: YOUTH MINISTRY (online)

YMIN 205 Contemporary Models for Youth & Family Ministry (3 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 credits)
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 497 as the final course in the Youth & Family Ministries Major. They may complete the practicum earlier with permission from the Dean of the College of Biblical Studies & Ministry*.

YTH: YOUTH MINISTRY (on-ground)

YTH 360 Recreational Leadership (3 credits)
This course is designed to assist in the planning, promoting, and conducting of church-related recreation programs, stressing the needs of all ages and the variety of forms.

YTH 426 Youth Ministry Seminar (credits vary)
This course includes an in-depth study of the youth ministry ministerial objective, adult relationships in the church, and youth program development. *Prerequisite: YTH 323 Programs in Youth Ministry.*

YTH 490 Studies in Youth Ministry (credits vary)
This course, flexible in procedure and content, focuses on a selected study in the field of youth ministry.

YTH 497 Youth Ministry Internship (credits vary)
Students engage in field education providing 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: permission from the Christian Ministries Department Chair. Special Considerations: YTH 497 is graded on a pass/fail basis using a point scale.*

MASTER COURSE LIST

The following master list includes every course used in academic programs *currently* offered by Point University. The faculty continues to teach a few other courses related to older programs that are being revised or discontinued. However, the master list only reflects *current* program requirements.

APSP: Adult & Professional Studies (online)
APSP 105 Introduction to Adult Learning (3)
APSP 110 Effective Thinking (3)

BBS: Biblical Studies (on-ground)
BBS 102 The Drama of Scripture (3)
BBS 201 Biblical Interpretation (3)
BBS 202 Jesus: The Focus of Scripture (3)
BBS 304 Scripture: Reading & Interpretation (3)
BBS 350 Women in the Bible (3)
BBS 425 Readings in the Hebrew Bible & the Septuagint (3)

BIBL: Biblical Studies (online)
BIBL 103 The 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 305 Isaiah (3)
BIBL 306 Scripture: Reading & Interpretation (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)

BUS: Business (on-ground)
BUS 203 Business Analytics (3)
BUS 209 Computer Information Systems (3)
BUS 211 Financial Accounting (3)
BUS 212 Managerial Accounting (3)
BUS 225 Principles of Management (3)
BUS 238/COM 238 Business Communication (3)
BUS 247 Principles of Marketing (3)

BUS 271 Social Media Marketing: Foundations & Strategy (3)
BUS 272 Social Media Marketing: Twitter (3)
BUS 273 Social Media Marketing: LinkedIn (3)
BUS 311 Intermediate Accounting I (3).
BUS 312 Intermediate Accounting II (3)
BUS 313 Intermediate Accounting III (3)
BUS 320 Principles of Microeconomics (3)
BUS 321 Principles of Macroeconomics (3)
BUS 325/MUS 326 Survey of Music Business (3)
BUS 327 Project Management (3)
BUS 329 Managerial Economics (3)
BUS 332 Accounting Information Systems (3)
BUS 336 Principles of Finance (3)
BUS 339 Investment Analysis (3)
BUS 342 Real Estate Finance (3)
BUS 349 Marketing Metrics (3)
BUS 351 Computer Programming (3)
BUS 354 Database Management (3)
BUS 358 Production & Operations Management (3)
BUS 364 Income Tax Accounting (3)
BUS 370 Marketing Communication (3)
BUS 371 Social Media Marketing: Blogging (3)
BUS 372 Social Media Marketing: Video (3)
BUS 373 Social Media Marketing: Pinterest & Mobile (3)
BUS 375 Digital Marketing (3)
BUS 380 Brand Management (3)
BUS 405 Cost Accounting (3)
BUS 408 Forensic Accounting (3)
BUS 412 International Economic Development (3)
BUS 414 Management Information Systems (3)
BUS 417 Systems Analysis & Design (3)
BUS 421 Consumer Behavior (3)
BUS 423 Professional Selling (3)
BUS 426 International Business (3)
BUS 434 Business Law (3)
BUS 436 Professional Ethics (3)
BUS 441 Marketing Analytics (3)
BUS 442 Small Business Management (3)
BUS 446 Auditing (3)
BUS 448 Financial Markets (3)
BUS 450 Human Resources Management (3)
BUS 461/COM 461 Public Relations (3)
BUS 475 Organizational Leadership (3)
BUS 490 Studies in Business (credits vary)
BUS 497 Business Internship (credits vary)

BUSI: Business (online)

BUSI 201 Introduction to the Healthcare Industry (3)
BUSI 202 Business Statistics (3)
BUSI 208 Communication & Relationship Management in Healthcare Administration (3)
BUSI 211 Financial Accounting (3)
BUSI 212 Managerial Accounting (3)
BUSI 214 Managing Information Systems (3)
BUSI 230 Principles of Management (3)
BUSI 238 Business Communication (3)
BUSI 261 Legal & Ethical Responsibilities in Professional Accounting (3)
BUSI 271 Social Media Marketing: Foundations & Strategy (3)
BUSI 272 Social Media Marketing: Twitter (3)
BUSI 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 309 Transportation Principles (3)
BUSI 311 Intermediate Accounting I (3)
BUSI 312 Intermediate Accounting II (3)
BUSI 313 Intermediate Accounting III (3)
BUSI 316 Personal & Professional Accountability in Healthcare Administration (3)
BUSI 320 Principles of Microeconomics (3)
BUSI 321 Principles of Macroeconomics (3)
BUSI 324 Human Resource Management in Healthcare Administration (3)
BUSI 325 Service Excellence (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 343 Practicum in Hospitality Leadership (3)
BUSI 345 Practicum in Quality Control & Process Improvement (3)
BUSI 347 Principles of Marketing (3)
BUSI 352 Organizational Behavior (3)
BUSI 354 Consumer Behavior (3)
BUSI 364 Income Tax Accounting (3)
BUSI 365 Marketing Research (3)
BUSI 371 Social Media Marketing: Blogging & Content Marketing (3)
BUSI 372 Social Media Marketing: Video & Mobile Marketing (3)
BUSI 373 Social Media Marketing: Pinterest & Instagram Mobile (3)
BUSI 374 Services Marketing (3)
BUSI 375 Business as Mission (3)
BUSI 384 Foundations of Retailing (3)
BUSI 390 Special Topics in Business & Leadership (1-3)
BUSI 395 Cost Accounting (3)
BUSI 400 Social Media Marketing Capstone (3)

BUSI 404 Introduction to Project Management (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 436 Professional Ethics (3)
BUSI 440 Risk Management in Healthcare Administration (3)
BUSI 441 Marketing Analytics (3)
BUSI 442 Business Policy (3)
BUSI 443 Entrepreneurship (3)
BUSI 444 Small Business Management (3)
BUSI 445 Patient Advocacy in Healthcare Administration (3)
BUSI 448 Governmental & Nonprofit Accounting (3)
BUSI 450 Human Resource Management (3)
BUSI 451 Detection & Prevention of Fraudulent Financial Statements (3)
BUSI 453 Facilitation & Negotiation in Healthcare Administration (3)
BUSI 455 Change Management (3)
BUSI 456 Forensic & Investigative Accounting (3)
BUSI 458 Quality Improvement in Healthcare Administration (3)
BUSI 460 Organizational Leadership (3)
BUSI 461 Global Marketing (3)
BUSI 465 Strategic Management & Planning (3)
BUSI 467 The S.E.R.V.E. Model of Leadership (3)
BUSI 498 Capstone Hospitality Internship (3)
BUSI 500 Graduate Business Orientation (0)
BUSI 510 Ethics & Professional Issues in Business (3)
BUSI 515 Business Intelligence (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 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)

CHED: Christian Education (online)
CHED 301 Educational Ministries (3)

CHS: Counseling & Human Services (on-ground)
CHS 202/SOC 202 The Family (3)
CHS 211 Introduction to Counseling (3)

CHS 310 Prenatal Development (2)
CHS 312 Counseling Diverse Populations (2)
CHS 415/MIN 317 Pastoral Counseling (3)
CHS 326/CJU 326 Ethics & Law in Mental Health (2)
CHS 343 Communication Skills for Social Services (2)
CHS 345 Case Management (2)
CHS 392 Careers in Helping Professions (2)
CHS 396 Counseling Theory & Procedures (3)
CHS 410 Family Counseling (3)
CHS 417 Counseling Adolescents (3)
CHS 420 Counseling Children (3)
CHS 437 Conflict Management (3)
CHS 490 Studies in Counseling & Human Services (credits vary)
CHS 497 Counseling & Human Services Internship (credits vary)

CISM: Computer Information Systems Management (online)
CISM 100 Introduction to Information Technology (3)
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)

CJU: Criminal Justice (on-ground)
CJU 300 Introduction to Criminal Justice (3)
CJU 310 Criminology (3)
CJU 321 Constitutional Law: Government Powers (3)
CJU 322 Constitutional Law: Rights & Liberties (3)
CJU 326/CHS 326 Ethics & Law in Mental Health (2)
CJU 330 Introduction to Corrections (3)
CJU 334 Community Corrections (3)
CJU 335 Critical Thinking for Criminal Justice (3)
CJU 340 Criminal Investigation (3)
CJU 350 Introduction to Policing (3)

CJU 400 Criminal Law (3)
CJU 410 Criminal Procedure (3)
CJU 411 Judicial Process (3)
CJU 420 Police Administration (3)
CJU 430 Professionalism & Ethics in Criminal Justice (3)
CJU 440 Civil Liability for Criminal Justice (3)
CJU 461/PSY 461 Forensic Psychology (3)
CJU 490 Studies in Criminal Justice (credits vary)
CJU 497 Criminal Justice Internship (6)

CJUS: Criminal Justice (online)
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)

COM: Communication (on-ground)
COM 205 Public Speaking (3)
COM 238/BUS 238 Business Communication (3)
COM 305 Media Effects on Children & Adolescents (3)
COM 361/ENG 361 Introduction to Mass Communication (3)
COM 365/ENG 365 Media Writing (3)
COM 461 Public Relations (3)

COMM: Communication (online)
COMM 205 Public Speaking (3)
COMM 305 Media Effects on Children & Adolescents (3)

ECHL: Early Childhood Learning (online)
ECHL 314 Creative Arts for Early Childhood (3)

EDU: Education (on-ground)
EDU 102 Educational Foundations (3)
EDU 204 Developmental Psychology (3)
EDU 300 Educational Psychology (3)
EDU 301 Principles & Methods of Teaching (3)
EDU 306 Characteristics of Learning Disabilities (3)
EDU 350 Curriculum & Assessment (2)
EDU 401 The Exceptional Child (3)
EDU 402 Educational Administration (3)
EDU 405 Integration of Technology (3)
EDU 407 Classroom Management (3)

EDU 410 Reading Diagnosis & Remediation (2)
EDU 433 Differentiated Instruction (2)
EDU 497 Child & Youth Internship (credits vary)

EDUC: Education (online)
EDUC 102 Educational Foundations (3)
EDUC 203 Child Development (3)
EDUC 300 Educational Psychology *(3)*
EDUC 301 Principles & Methods of Teaching (3)
EDUC 310 Preschool Methods & Materials (3)
EDUC 390 Special Topics in Education (1-3)
EDUC 401 The Exceptional Child (3)
EDUC 407 Classroom Management (3)
EDUC 490 Child Development Practicum I (6)
EDUC 491 Child Development Practicum II (6)

EFT: Effective Thinking (on-ground)
EFT 101 Effective Thinking (1)

ELE: Elementary Education (on-ground)
ELE 232 Math & Science for Teachers (3)
ELE 300 Children's Literature (3)
ELE 301 Social Studies for Early Childhood (3)
ELE 302 Reading Skills (3)
ELE 303 Health & Physical Education for Early Childhood (2)
ELE 305 Mathematics for Early Childhood (3)
ELE 310 Language Arts Skills for Early Childhood (3)
ELE 314 Creative Arts for Early Childhood (3)
ELE 391 Block 1 Lab Experience (1)
ELE 392 Block 2 Lab Experience (1)
ELE 401 Science for Early Childhood (3)
ELE 490 Studies in Elementary Education (credits vary)
ELE 493 Block 3 Lab Experience (1)
ELE 497 Teaching Practicum: Student Teaching (12)

ENG: English (on-ground)
ENG 101 Critical Reading & Writing I (3)
ENG 102 Critical Reading & Writing II (3)
ENG 202 American Literature to 1860 (3)
ENG 203 American Literature since 1860 (3)
ENG 204 British Literature to 1800 (3)
ENG 205 British Literature since 1800 (3)
ENG 207 World Literature (3)
ENG 240/ESL 240 Linguistic Theory (3)
ENG 250 Modern Short Stories (3)
ENG 262 Advanced Writing: Non-Fiction (3) *[WE]*
ENG 264 Advanced Writing: Poetry & Drama (3)

ENG 300 Shakespeare (3)
ENG 330 Adolescent Literature (3)
ENG 332/HIS 332 Literature of Women in America (3)
ENG 340/HIS 340/HUM 340 African American Studies (3)
ENG 350 Christian Literature (3)
ENG 361/COM 361 Introduction to Mass Communication (3)
ENG 365/COM 365 Media Writing (3)
ENG 373 Modern Grammar (3)
ENG 375 Literary Theory (3)
ENG 413 Editing for Publication (3)
ENG 415 Student Publication Practicum (3)
ENG 417 Rhetoric for Writing (3)
ENG 420/HIS 420 History & Literature of Latin America (3)
ENG 425 Seminar in Literature (3)
ENG 490 Studies in English/Literature (credits vary)
ENG 495 Senior Thesis: English (3)
ENG 497 English Internship (credits vary)

ENGL: English (online)
ENGL 101 Critical Reading & Writing I (3)
ENGL 102 Critical Reading & Writing II (3)
ENGL 250 Modern Short Stories (3)

ESC: Exercise Science (on-ground)
ESC 230 Foundations of Health & Wellness (3)
ESC 240 Human Nutrition (3)
ESC 280 Introduction to Athletic Training (3)
ESC 320 Musculoskeletal Assessment (3)
ESC 340 Kinesiology & Biomechanics (3)
ESC 350 Exercise Physiology (3)
ESC 420 Exercise Testing & Prescription (3)
ESC 430 Exercise Physiology for Special Populations (3)

ESL: English to Speakers of Other Languages (on-ground)
ESL 240/ENG 240 Linguistic Theory (3)
ESL 441 Methods for ESOL (3)
ESL 442 Culture & Education (3)

ESLA: English to Speakers of Other Languages (online)
ESLA 442 Culture & Education (3)

GRAD: Graduation (on-ground and online)
GRAD 400 Bachelor Degree Graduation: Online Program (0)

GRK: Greek (on-ground)
GRK 301 Greek I (4)
GRK 302 Greek II (4)

GRK 401 Greek III (3)
GRK 402 Greek IV (3)
GRK 422 Advanced Greek Readings (3)

HEB: Hebrew (on-ground)
HEB 411 Hebrew I (3)
HEB 412 Hebrew II (3)

HIS: History (on-ground)
HIS 102 Western Civilization (3)
HIS 103 U.S. Government (3)
HIS 104 World History I (3)
HIS 105 World History II (3)
HIS 201 Church History I (3)
HIS 202 Church History II (3)
HIS 204 History of Religion in America (3)
HIS 210/SOC 210 Cultural Anthropology (3)
HIS 214/SOC 214 Geography (3)
HIS 215 Native American Studies (3)
HIS 225/PHL 225 History of Philosophy (3)
HIS 250 United States History I (3)
HIS 251 United States History II (3)
HIS 301 Restoration History (2)
HIS 320/HUM 320 Art History (3)
HIS 332/ENG 332 History & Literature of Women in America (3)
HIS 340/ENG 340/HUM 340 African American Studies (3)
HIS 408/OTS 408 Ancient Near Eastern History (3)
HIS 420/ENG 420 History & Literature of Latin America (3)
HIS 430 Historiography with Georgia History (3)
HIS 490 Studies in History (credits vary)
HIS 495 Senior Thesis: History (3)
HIS 497 History Internship (6)

HIST: History (online)
HIST 250 United States History (3)

HREL: Human Relations (online)
HREL 202 The Family (3)
HREL 301 Introduction to Counseling (3)
HREL 304 Introduction to Research (3)
HREL 301 Introduction to Counseling (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/SOWK 445 Case Assessment & Management (3)
HREL 497 Human Relations Practicum (3)
HREL 498 Human Relations Internship: Fieldwork (3)

HUM: Humanities (on-ground)
HUM 101 Introduction to Humanities (3)
HUM 311 Humanities: Greek & Roman (3)
HUM 315 Humanities: Medieval & Renaissance (3)
HUM 320/HIS 320 Art History (3)
HUM 321 Humanities: Baroque through Romanticism (3)
HUM 325 Humanities: The Modern World (3)
HUM 340/ENG 340/HIS 340 African American Studies (3)
HUM 392 Theology & the Arts (3)
HUM 425 Seminar in Humanities (3)
HUM 490 Studies in Humanities (credits vary)
HUM 495 Senior Thesis: Humanities (3)
HUM 497 Humanities Internship (credits vary)

HUMA: Humanities (online)
HUMA 101 Introduction to Humanities (3)

ICM: Intercultural Missions (on-ground)
ICM 202 Introduction to World Missions (3)
ICM 310 Theology of Missions (3)
ICM 330 World Religions (3)
ICM 342 Urban Cross-Cultural Evangelism (3)
ICM 406 Contemporary World Issues (3)
ICM 490 Issues & Trends in Missions (3)
ICM 497 Missions Internship (credits vary)

ICST: Intercultural Studies (online or overseas)
ICST 300 Introduction to Applied Christian Missions (3)
ICST 305 Introduction to Campus Ministry (3)
ICST 310 Intercultural Communication & Engagement (3)
ICST 320 Introduction to Cross-Cultural Living (3)
ICST 330 Global Studies Practicum (3)
ICST 410 Reading & Redeeming Culture (3)
ICST 510 Reading & Redeeming Culture (3)

MAP: Applied Music (on-ground)
MAP 10_ Beginning Applied Music Class for Non-Music Majors: *[Chosen Instrument]* (1)
MAP 112 Beginning Voice Class (1)
MAP 113 Beginning Piano Class I (1)
MAP 11_ Beginning Applied Music Class for Music Majors: *[Chosen Instrument]* (1)
MAP 123 Beginning Piano Class II (1)
MAP 232 Intermediate Voice Class (1)

MAP 233 Intermediate Piano Class (1)
MAP 23_ Intermediate Applied Music Class: *[Chosen Instrument]* (1)
MAP 242 Voice Class for Worship Leaders (1)
MAP 252 Advanced Applied Music Class (1)
MAP 253 Advanced Piano Class (1)
MAP 362 Private Instruction in Applied Music (1-2)
MAP 369 Applied Music Technology (1-2)
MAP 388 Junior Recital (1)
MAP 436 Private Conducting Instruction (credits vary)
MAP 46_ Advanced Private Instruction (2)
MAP 472 Senior Worship Project (2)
MAP 488 Senior Recital (2)
MAP 495 Senior Production Project (2)

MATH: Mathematics (online)
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)

MEDC: Medical Coding (online)
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: Medical (online)
MEDI 200 Medical Terminology (3)
MEDI 220 Medical Ethics & Legal Considerations (3)

MEDM: Medical Management (online)
MEDM 210 Medical Systems & Procedures (3)
MEDM 220 Medical Systems & Records Management (3)
MEDM 250 Leadership & Management for Medical Professionals (3)
MEDM 298A Clinical Externship in Medical Assisting A (3)
MEDM 298B Clinical Externship in Medical Assisting B (3)
MEDM 299 Clinical Externship in Medical Office Management (4)

MEN: Music Ensembles (on-ground)
MEN 201 Concert Choir (1)
MEN 202 Concert Band (1)
MEN 203 Honors Ensemble (1)
MEN 204 String Ensemble (1)
MEN 207 Guitar Ensemble (1)
MEN 208 Percussion Ensemble (1)

MGI: Middle Grades Instruction (on-ground)
MGI 300 Adolescent Literature (3)
MGI 302 Reading Skills (3)
MGI 305 Mathematics for Middle Grades (3)
MGI 321 Social Studies for Middle Grades (3)
MGI 330 Language Arts for Middle Grades (3)
MGI 391 Block 1 Lab Experience (1)
MGI 392 Block 2 Lab Experience (1)
MGI 421 Science for Middle Grades Childhood (3)
MGI 493 Block 3 Lab Experience (1)
MGI 497 Teaching Practicum: Student Teaching (12)

MIN: Ministry (on-ground)
MIN 103 Ministry Practicum I (3)
MIN 104 Ministry Practicum II (3)
MIN 202 Educational Ministries (3)
MIN 204 Ministry Practicum III (3)
MIN 205 Ministry Practicum IV (3)
MIN 313 Practice of Christian Ministry (3)
MIN 317/CHS 415 Pastoral Counseling (3)
MIN 323 Small Group Ministry (3)
MIN 340 Christian Spiritual Formation (3)
MIN 342 Introduction to Urban Ministry (3)
MIN 400 Administration & Leadership in Ministry (3)
MIN 464 Healthy Congregations (3)
MIN 495 Leadership Colloquium (2)
MIN 497 Christian Ministry Internship (credits vary)

MINI: Ministry (online)
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)
MINI 207 Practical Ministries (3)
MINI 213 The Practice of Christian Ministry (3)
MINI 235 Administration & Leadership in Ministry (3)
MINI 305A Columbus Ministry Practicum 4A (1.5)
MINI 305B Columbus Ministry Practicum 4B (1.5)
MINI 305C Columbus Ministry Practicum 4C (1.5)
MINI 305D Columbus Ministry Practicum 4D (1.5)
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 544 Nonprofit Management (3)
MINI 552 Organizational Innovation & Creativity (3)
MINI 562 Strategic Planning & Change Management (3)
MINI 591 Mentored Practicum (3)
MINI 592 Supervised Project (3)
MINI 593 Research Project (3)
MINI 594A CCV Ministry Apprenticeship A (3)
MINI 594B CCV Ministry Apprenticeship B (3)
MINI 594C CCV Ministry Apprenticeship C (3)
MINI 594D CCV Ministry Apprenticeship D (3)

MSEV: Missions & Evangelism (online)
MSEV 302 Church Growth & Evangelism (3)

MTH: Mathematics (on-ground)
MTH 111 Elementary Algebra (3)
MTH 113 Intermediate Algebra (3)
MTH 115 Quantitative Reasoning (3)
MTH 117 Introductory Statistics (3)
MTH 120 College Algebra (3)
MTH 191 Pre-Calculus (3)
MTH 202 Basic Statistics (3)
MTH 210 Calculus I (4)
MTH 212 Calculus II (4)

MUS: Music (on-ground)
MUS 102 Music Appreciation (3)
MUS 103 Music Theory I (3)
MUS 103L Functional Theory Skills I (1)
MUS 104 Music Theory II (3)
MUS 104L Functional Theory Skills II (1)
MUS 105 Survey of Popular Music (3)
MUS 112 Survey of Music (3)
MUS 205 Music Theory III (3)
MUS 205L Functional Theory Skills III (1)
MUS 206 Music Theory IV (3)
MUS 206L Functional Theory Skills IV (1)
MUS 295 Christian Songwriting (2)

MUS 301 Music History I (3)
MUS 302 Music History II (3)
MUS 311 Conducting (2)
MUS 315 Music Technology I (3)
MUS 316 Music Technology II (3)
MUS 322 Music Methods for Children (3)
MUS 326/BUS 325 Survey of Music Business (3)
MUS 332 String Skills (1)
MUS 335/THE 451 Worship (3)
MUS 338 Congregational Music (3)
MUS 341 Keyboard Skills (2)
MUS 412 Philosophy of Music (3)
MUS 426 Music Ministry Administration (3)
MUS 431 Advanced Conducting (2)
MUS 432 Choral Techniques (2)
MUS 434 Survey of Choral Literature (2)
MUS 441 Piano Literature (2)
MUS 443 Vocal Literature (2)
MUS 446 Music Pedagogy (3)
MUS 448 Vocal Pedagogy (2)
MUS 451 Arranging (2)
MUS 453 Orchestration (2)
MUS 480 Form & Analysis (3)
MUS 490 Studies in Music (credits vary)
MUS 493 Music Production Internship (credits vary)
MUS 495 Worship Internship (credits vary)
MUS 497 Music Internship (credits vary)

MUSI: Music (online)
MUSI 102 Music Appreciation (3)
MUSI 415 Worship Leadership (3)

NSC: Natural Sciences (on-ground)
NSC 101 Survey of Biology (3)
NSC 101L Survey of Biology Lab (1)
NSC 103 Biology I (3)
NSC 103L Biology I Lab (1)
NSC 104 Biology II (3)
NSC 104L Biology II Lab (1)
NSC 106 Environmental Science (3)
NSC 106L Environmental Science Lab (1)
NSC 110 Physical Science (3)
NSC 110L Physical Science Lab (1)
NSC 210 Medical Terminology (1)
NSC 215 Human Anatomy & Physiology I (3)
NSC 215L Human Anatomy & Physiology I Lab (1)
NSC 216 Human Anatomy & Physiology II (3)

NSC 216L Human Anatomy & Physiology II Lab (1)
NSC 228 General Chemistry I (3)
NSC 228L General Chemistry I Lab (1)
NSC 229 General Chemistry II (3)
NSC 229L General Chemistry II Lab (1)
NSC 303/PSY 303 Methods in Research (3)
NSC 307 Microbiology (3)
NSC 307L Microbiology Lab (1)
NSC 310 Cell Biology (3)
NSC 320 Physics I (3)
NSC 320L Physics I Lab (1)
NSC 321 Physics II (3)
NSC 321L Physics II Lab (1)
NSC 330 Organic Chemistry I (3)
NSC 330L Organic Chemistry I Lab (1)
NSC 331 Organic Chemistry II (3)
NSC 331L Organic Chemistry II Lab (1)
NSC 401 Ethics in Science (3)
NSC 421 Genetics (3)
NSC 421L Genetics Lab (1)
NSC 432 Introduction to Pharmacology (3)
NSC 440 Biochemistry (3)
NSC 445 Introduction to Neuroscience (3)

NSCI: Natural Sciences (online)
NSCI 105 Introduction to Biology with Lab (4)
NSCI 214 Human Anatomy & Physiology for Health Professionals (3)

NTS: New Testament Studies (on-ground)
NTS 203 The Acts of the Apostles (3)
NTS 204 The Story of Jesus' Followers (3)
NTS 308 Epistles of Paul (3)
NTS 320 Romans (3)
NTS 321 I Corinthians (3)
NTS 323 Ephesians & Colossians (3)
NTS 324 Philippians & Philemon (3)
NTS 326 I & II Timothy, Titus (3)
NTS 330 Hebrews (3)
NTS 332 James, I-III John & Jude (3)
NTS 334 Gospel of Mark (3)
NTS 401 The Revelation of John (3)
NTS 402 Gospel of John (3)
NTS 425 Scripture Within Scripture (3)
NTS 430 The Passion & Resurrection Narratives of the Gospels (3)
NTS 490 Studies in New Testament (credits vary)
NTS 495 Research Methods in Biblical Studies (3)

OTS: Old Testament Studies (on-ground)
OTS 210 The Story of Israel (3)
OTS 240 Old Testament Prophecy (3)
OTS 270 Old Testament Petry (3)
OTS 301 Genesis (3)
OTS 305 Isaiah (3)
OTS 307 Laws of Israel (3)
OTS 313 Psalms (3)
OTS 408/HIS 408 Ancient Near Eastern History (3)
OTS 490 Studies in Old Testament (credits vary)
OTS 495 Research Methods in Biblical Studies (3)

PASS: Point Academic Support Services
PASS 100 Online Orientation for Online Students (0)
PASS 101 Online Orientation for On-Campus Students (0)

PBHE: Public Health (online)
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)

PHE: Physical Education (on-ground)
PHE 105 Physical Fitness & Wellness (1)
PHE 110 Leisure Life Skills I (1)
PHE 115 Cardiovascular Conditioning (1)
PHE 120 Leisure Life Skills II (1)
PHE 125 Recreational Games (1)
PHE 130 Weight Training (1)
PHE 201 First Aid & CPR (1)
PHE 220 Exercise & Weight Control (1)
PHE 300/SPM 300 Internship in Sports & Recreational Management (1)

PHED: Physical Education (online)
PHED 105 Fitness & Wellness (3)

PHL: Philosophy (on-ground)
PHL 201 Introduction to Philosophy (3)
PHL 216 Philosophy of Religion (3)

PHL 225/HIS 225 History of Philosophy (3)
PHL 302 Apologetics (3)
PHL 325 Ethics (3)
PHL 330 World Religions (3)
PHL 425 Major Worldviews (3)
PHL 490 Studies in Philosophy (credits vary)

PREA: Preaching (online)
PREA 201 Introduction to Preaching (3)
PREA 320 Advanced Preaching (3)
PREA 510 Preaching & Teaching for Change (3)

PRM: Preaching Ministry (on-ground)
PRM 201 Introduction to Preaching (3)
PRM 320 Advanced Preaching (3)
PRM 403 Expository Preaching (3)
PRM 405 History of Christian Preaching (3)
PRM 430 Preaching & Story (3)
PRM 475 New Testament & Preaching Seminar (3)
PRM 490 Studies in Preaching (credits vary)
PRM 497 Preaching Ministry Internship (credits vary)

PSY: Psychology (on-ground)
PSY 103 Introduction to Psychology (3)
PSY 200/SOC 200 Social Psychology (3)
PSY 204 Developmental Psychology (3)
PSY 303/NSC 303 Methods in Research (3)
PSY 305 Adolescent Psychology (3)
PSY 315 Group Dynamics (2)
PSY 414 Human Sexuality (3)
PSY 421 Sports Psychology (3)
PSY 425 Interpersonal Effectiveness (2)
PSY 442 Personality Theory (3)
PSY 461/CJU 461 Forensic Psychology (3)
PSY 465 Psychology of Religion (3)
PSY 490 Studies in Psychology (credits vary)
PSY 497 Field Work in Psychology (credits vary)

PSYC: Psychology (online)
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)

SEC: Secondary Education (on-ground)
SED 331 Secondary Methods (3)
SED 391 Block 1 Lab Experience (1)
SED 392 Block 2 Lab Experience (1)
SED 493 Block 3 Lab Experience (1)
SED 497 Teaching Practicum: Student Teaching (12)

SOC: Social Sciences (on-ground)
SOC 103 Introduction to Sociology (3)
SOC 200/PSY 200 Social Psychology (3)
SOC 202/CHS 202 The Family (3)
SOC 203/HIS 210 Cultural Anthropology (3)
SOC 214/HIS 214 Geography (3)
SOC 300 Social Theory (3)
SOC 341 Introduction to Social Work (3)
SOC 350 Social Problems (3)

SOCI: Social Sciences (online)
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: Social Work (online)
SOWK 302 Human Behavior & the Social Environment I (3)
SOWK 303 Human Behavior & the Social Environment II (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 410 Interpersonal Skills for Social Workers (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 445/HREL 445 Case Assessment & Management (3)
SOWK 450 Social Work Practice II: Groups & Organizations (3)
SOWK 460 Social Work Practice III: Communities (3)
SOWK 497 Social Work Field Seminar (3)
SOWK 498A Social Work Internship I: Fieldwork (3)
SOWK 498B Social Work Internship II: Fieldwork (3)
SOWK 499 Social Work Internship Continuation (0)

SPA: Spanish (on-ground)
SPA 101 Spanish I (4)
SPA 102 Spanish II (4)

SPA 201 Intermediate Spanish I (3)
SPA 202 Intermediate Spanish II (3)
SPA 303 Spanish Conversation (3)
SPA 401 Spanish Literature (3)

SPE: Special Education (on-ground)
SPE 201 Survey of Special Education (3)
SPE 210 Contemporary Issues & Collaboration in Special Education (3)
SPE 220 Characteristics of Mild Disabilities (3)
SPE 301 Methods of Instruction for Mild Disabilities (3)
SPE 302 Reading & Writing Instruction for Students with Mild Disabilities PreK-12 (3)
SPE 303 Reading Interventions & Programs for Students with Mild Disabilities (3)
SPE 305 Math Instruction for Students with Mild Disabilities (3)
SPE 308 Positive Behavior Supports & Behavior Management (2)
SPE 325 Special Education Policies & Procedures (3)
SPE 330 Assessment of Individuals with Disabilities (3)
SPE 340 Characteristics & Methods of Instruction for Students with Mild Autism (3)
SPE 350 Inclusion of Students with Mild Disabilities PreK-5 (3)
SPE 391 Block 1 Lab Experience: Elementary Grade Span (1)
SPE 392 Block 2 Lab Experience: Middle Grade Span (1)
SPE 405 Integration of Technology for Mild Disabilities (3)
SPE 409 Student Advocacy & Transition Services (3)
SPE 420 Inclusion of Students with Mild Disabilities Grades 6-12 (3)
SPE 493 Block 3 Lab Experience: Secondary Grade Span (1)
SPE 497 Teaching Practicum (12)

SPM: Sports Management (on-ground)
SPM 200 Principles of Coaching (3)
SPM 300/PHE 300 Internship in Sports & Recreational Management (1)
SPM 423 Sports Facilities Management (3)
SPM 425 Team Management (3)
SPM 427 Administration of Fitness & Wellness Programs (3)
SPM 429 Issues in Sports Management (3)
SPM 497 Sports Management Internship (3)

SWK: Social Work (on-ground)
SWK 401 Social Work Policy I (3)
SWK 402 Social Work Policy II (3)
SWK 410 Social Work Practice (3)
SWK 497 Field Work in Social Work (6)

THE: Theology (on-ground)
THE 301 Theological Foundations for the Christian Life (3)
THE 302 Apologetics (3)
THE 392 Theology & the Arts (3)
THE 402 Systematic Theology (3)
THE 405 Christ, Culture & Career (3)

THE 451/MUS 335 Worship (3)
THE 490 Studies in Religion & Theology (credits vary)

THEO: Theology (online)
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: Youth Ministry (online)
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)

YTH: Youth Ministry (on-ground)
YTH 360 Recreational Leadership (3)
YTH 426 Youth Ministry Seminar (credits vary)
YTH 490 Studies in Youth Ministry (credits vary)
YTH 497 Youth Ministry Internship (credits vary)