Point University

Adult & Professional Studies Catalog 2013-2014

rev. August 2013

2605 Ben Hill Road
East Point, Georgia 30344
404-761-8861
www.point.edu

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

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

This *ACCESS Program Catalog* presents the non-traditional curriculum and programs of Point University. For general college policies and procedures and specific information regarding the traditional curriculum and programs of Point University, please refer to the *Point University General Catalog*.

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

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

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

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

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

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

TABLE OF CONTENTS

GENERAL COLLEGE INFORMATION

History

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

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

This heritage also includes the earliest efforts to bring ACC into existence. Judge and Mrs. Hathcock provided land (part of the farm inherited by Nora Head Hathcock), a building, and financial resources for the Christian School (1925-27) and, beginning in 1928, Point University. The Great Depression forced the college to close in 1930, but the founders of ACC were determined this would not be the end of the story. Since 1937, when the doors opened once again, ACC has operated continuously. The tradition continues as Atlanta Christian College officially became Point University on July 1, 2011.

Accreditation and Recognition

Point University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Point University. All other inquiries, such as for admission or academic information, should be made directly to the appropriate University office.

Point University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Point University. All other inquiries, such as for admission or academic information, should be made directly to the appropriate University office.

The College is recognized by the U.S. Office of Education and is listed in the Education Directory. The Department of Justice, Immigration and Naturalization Service has approved Point University for acceptance of foreign students. Students who are eligible for benefits under programs administered by the Veterans Administration, State of Georgia Rehabilitation, and Social Security are approved to receive benefits while attending the College. (NOTE: The Access program does not admit foreign students at the current time).

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

Governing Body

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

Mission and Goals

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

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

1. Spiritually – By including Christ in every class, Point University seeks to encourage students to grow in faith in Jesus Christ, develop a Christian worldview, and serve others.

2. Intellectually – Point University seeks to encourage students to think analytically and critically, communicate effectively, and demonstrate competence in biblical and theological studies, human relations, and organizational leadership degree majors.

3. Socially – Point University seeks to encourage students to respect and influence people of various cultures and live harmoniously in community.

4. Physically – Point University seeks to encourage students to develop lifestyles advantageous to good health.

5. Professionally – Point University seeks to encourage students to equip themselves with the knowledge and skills necessary to pursue their chosen vocation.

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

Church Identification

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

Doctrinal Position

We believe in the one God, Creator of heaven and earth, who eternally exists in three persons: Father, Son and Holy Spirit.

We believe that God the Son assumed human nature, was born of a virgin, ministered in word and miracle, died for our sin, was raised bodily from the dead, ascended to God's right hand where he presently reigns.

We believe that the Holy Spirit indwells every Christian and is presently at work in the Christian community, empowering lives of godliness and service.

We believe that the Holy Bible is inspired by God, trustworthy in its teaching, and the final authority for all matters of faith and practice.

We believe that all of humanity, due to sin, is destined for death, corruption, and separation from God apart from the redemptive work of Jesus Christ.

We believe that Jesus Christ established his church to be one holy people, to glorify God, and to carry out his saving mission among all nations.

We believe in God's saving grace that calls for faith, repentance, confession, baptism, and new life and service through the Spirit.

We believe in the blessed hope of the second coming of Jesus Christ, who will raise the dead and judge all with justice and mercy, and in the consummation of the Kingdom of God.

Library Resources

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

The Library has significant holdings concerning the history of the Restoration Movement and Biblical studies with emphasis on New Testament. Literature and history are also well represented thanks in part to a purchase made in 1981 by the generosity of the alumni of the University.

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

The facility which houses the Library is a beautiful and spacious structure completed in 1991. The building provides space for materials, a pleasing environment for study, and various services for students and faculty.

Main Campus and Off-Site Locations

In fall 2012, Point relocated to a new main campus in West Point, Ga. The West Point campus also offers the Access program for adult learners, while the East Point campus has been repurposed to serve primarily adult students.

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, Ala., and four hours from the Gulf Coast beaches and Georgia mountains. Part of the Greater Valley Area, West Point straddles Troup and Harris Counties in Georgia and sits just minutes from the Alabama cities of LaFayette, Lanett and Valley across the border. In fact, Point's traditional students will live in apartments just across the state line in Valley.

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

EAST POINT
Point's East Point off-site location is located in one of the fastest-growing areas of metro Atlanta. A city of approximately 40,000, East Point is located just inside I-285 on Atlanta's south side. Residents and businesses alike appreciate East Point's proximity to downtown Atlanta and the Atlanta airport, along with its sense of community. Downtown East Point is experiencing revitalization, with shops and restaurants opening frequently, loft-style condominiums being built in former warehouses, and upscale residential construction in several established neighborhoods. On the other side of town, a large retail complex, Camp Creek Marketplace, boasts big-box retailers as well as a variety of restaurants.

The location itself, which rests on 54 beautiful, serene acres of rolling hills and shade trees, is located just 10 miles south of downtown Atlanta in a quiet, residential neighborhood. The land was at one time a family farm, and the birthplace of Nora Head Hathcock. The land was donated to Point University by founders Judge and Mrs. T. O. Hathcock.

PEACHTREE CITY
The Peachtree City location offers degrees through our Access program for adult learners, core curriculum for traditional students, and dual credit enrollment courses for high school students.

SAVANNAH
Point offers the Access program for adult learners at an instructional site in Savannah, Ga.

BIRMINGHAM, ALABAMA
Point University offers the Access program at an instructional site in Birmingham, Alabama.

ACCESS ACADEMIC CALENDAR

2013

Monday, January 7	Classes Begin
Monday – Friday, January 21 – January 25	MLK Holiday Winter Break
Monday – Friday, May 27 – May 31	Memorial Day Spring Break
Monday – Friday, July 1 – July 5	July 4th Summer Break
Monday – Friday, September 2 – September 6	Labor Day Fall Break
Monday – Friday, November 25 – November 29	Thanksgiving Break
Monday – Friday, December 23 – January 3	Christmas/New Year Break

2014

Monday, January 5	Classes Begin
Monday – Friday, January 20 – January 24	MLK Holiday Winter Break
Monday – Friday, May 25 – May 29	Memorial Day Spring Break
Monday – Friday, June 30 – July 4th	July 4th Summer Break
Monday – Friday, September 1 – September 5	Labor Day Fall Break
Monday – Friday, November 24 – November 28	Thanksgiving Break
Monday – Friday, December 22 – January 2	Christmas/New Year Break

Note: All dates are subject to change through appropriate processes

ABOUT ACCESS

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

Our program has been developed to serve the adult student. We recognize that adults have many roles and responsibilities in their busy days, and that their time is limited. We have designed our programs to meet those needs; classes meet one night each week, and progress at an accelerated pace.

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

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

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

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

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

.

ADMISSION INFORMATION

General Requirements

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

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

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

Application Procedures

GENERAL PROCEDURES: To apply for admission as a student in the Access Program:
1. Students must be at least 21 years old.
2. Complete an Application for Admission.
3. Send official transcripts from all colleges or universities previously attended to the Access Admission Office. * Students must have a 2.0 cumulative grade point average for acceptance.**
   Note: If college transcript shows fewer than 12 semester hours or 19 quarter hours of transferable credit, student must also submit an official high school transcript showing the date of graduation.

4. Students having earned a General Education Diploma (GED) may be considered for admission by submitting an official copy of the GED.
5. Students must have one year of relevant work and/or volunteer experience.
6. Supply one character reference.
7. Pay the $25.00 application fee upon submission of the application.

*Failure to receive all official transcripts will result in a delay in processing an admission application
**Applicants who have less than a 2.0 cumulative grade point average on either high school or college transcripts will be required to take the Compass exam. Upon successful completion of the class, the applicant is eligible for admission to the Access program.

When the items necessary to establish admission are received, the student's application is evaluated and the student is notified of his or her admission status. Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the Access Admission Office.

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

Proof of English Proficiency:
- If English is not the student's first language, he or she must show proof of English proficiency by: Submitting a TOEFL score of at least 80 on the iBT (with a minimum score of 20 in each section) OR score 550 on the paper-based exam, OR score 213 on the computer-based exam. All score reports must be official. TOEFL scores must be *less than two years old* if the student has not been studying at a U.S. institution since taking the exam.

When the items necessary to establish admission are received, the student's application is evaluated and the student is notified of his or her admission status. Applicants are encouraged to begin and complete the admission process as soon as possible. Adequate time must be given for other institutions to send transcripts and documentation to the Access Admission Office.

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

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

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

International Student

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

FINANCIAL INFORMATION

The specific costs of tuition and fees for Access students are published for each academic year on the University web site and in a supplement which is available from the Admission Office.

Application for Financial Aid

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

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

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

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

All charges for the entire semester are to be paid prior to the first class meeting of the semester.

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

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

Georgia Aid Programs

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

Other Financial Aid Programs

Veterans' Benefits: Certain armed service veterans and dependents qualify under federal laws administered by the veterans' administration are eligible to receive educational benefits. Information about these programs may be obtained by writing the state veterans administration office.

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

Institutional Refund Policy for the Access Program

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

- All refunds for charges to the student's account will be granted on the basis of the date on which written notification of the student's intention was received by the Access Office.
- The application fee is nonrefundable.
- The registration fee is applied to tuition and is included in any refund a student may be eligible to receive.
- Only upon proper withdrawal procedures and return of undamaged books will tuition for the full session be refunded.
- Tuition refunds will only be issued upon written notification of total withdrawal based on the following guidelines.
  - Drop before first scheduled day of class   100% refund
  - Withdrawal before second scheduled day of class   75% refund
  - Withdrawal after second scheduled day of class   No refund
- A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges.
- A student who is dismissed for disciplinary reasons forfeits the right to a refund of any charges

Satisfactory Academic Progress for Federal Financial Aid

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

QUANTITATIVE: A full-time student must take at least 12 credit hours per semester or complete at least 24 credit hours during an academic year. A 3/4 time student must take at least 9 credit hours per semester or complete at least 18 credit hours during an academic year. A half-time student must take at least 6 credit hours per semester or complete at least 12 credit hours during an academic year. A student who changes enrollment status during the year must complete the requirements of the number of hours for each enrollment status.

For example, a student who is full-time one semester and half-time the next must complete at least 18 hours during the academic year (12 + 6).

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

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

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

APPEAL OF SUSPENSION OF FEDERAL FINANCIAL AID: A student who believes he/she has mistakenly been placed on federal financial aid suspension should appeal to the Financial Aid Office in writing. The appeal must include an explanation (including documentation) of the circumstance that negatively impacted the achievement of Satisfactory Academic Progress requirements. If a student contends that the Financial Aid Office response to the appeal is not correct, that student should appeal in writing to the Financial Aid Appeal Committee, which is chaired by the Assistant Dean for Academic and Student Services (Access program). The decision of the Appeals Committee will be final.

TIME REQUIREMENTS: Any student in the associate's degree program has three years to complete the program. Any student in the bachelor's degree program has six years to complete the program. These time requirements may change if the student changes majors or is not enrolled for a period of two years.

A written institutional policy which explains in detail the procedures to be used by the institution for compliance with the provisions of Title IV of the Higher Education Amendments may be found in the Financial Aid Office. Initial inquiries concerning Title IV should be referred to the Financial Aid Office.

Student Accounts Policies

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

A student will be allowed to graduate only after he or she has settled all of his or her indebtedness to the University with the Business Office

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

A student who has not made satisfactory arrangements with the Business Office regarding his or her account may be administratively withdrawn from the University.

ACADEMIC INFORMATION

Academic Policies and Procedures

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

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

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

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

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

Session 1 (five weeks)	3 semester credit hours
Session 2 (five weeks)	3 semester credit hours
Session 3 (five weeks)	3 semester credit hours
Session 4 (five weeks)	3 semester credit hours
Total (20 weeks)	12 semester credit hours

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

SEMESTER OVERLOADS:

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

A student requesting to enroll in more than 18 semester credit hours must:
* Request and complete the Request for Academic Overload form available from the Access Student Services Office Registrar's Office.
* Have the registrar sign that form signifying that the student has successfully completed at least 12 semester credit hours with a cumulative GPA of 3.0 or better.
* Return the form to the Dean for Academic and Student Services (Access program) Dean for Academic and Student Services for approval.
* Only after the Dean for Academic and Student Services (Access program) has approved the request may a student enroll in more than 18 semester hours during any given semester.

Maximum Overloads

The maximum number of credit hours that a student should expect to register for in a given semester is 21 credit hours. Only in extreme circumstances will approval be given for more than 21 semester hour in a given semester. A student may take a maximum of two classes per each five week period regardless of the total number of credit hour the overload is approved for.

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

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

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

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

Students may add/change/drop a course during the first five weeks. In extenuating circumstances, a different course can be substituted for a scheduled course, provided the student makes the request at least three weeks before the start of the next course (allowing for processing and book order). Students may drop a future course at any time, but must withdraw from the present course before week five.

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

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

The day prior to the first class meeting is the last day to drop classes without financial or academic penalty. Withdrawal on or after the day of the first class will result in a withdrawal failing (WF) or withdrawal passing (WP), as appropriate. Withdrawal before the first day of class will result in a 100% refund. Withdrawal before the second scheduled class day will result in a 75% refund. There is no refund after the second scheduled day of class

All classes will appear on the Point University transcript and considered in the calculation of a student's grade point average (GPA). If the student is eligible for the Georgia HOPE Scholarship, the course(s) will count as attempted hours. Drop forms are available on the Point Learning website and in the Registrar's office. If a student wishes to withdraw from the entire program **before** the second class meeting, the student must fill out a program withdrawal form available on the Point Learning website and in the Registrar's office and billing charges will be adjusted. If a student wishes to withdraw from the entire program **on or after** the second class meeting, the student must complete a program withdrawal form available in the Access Office of Student Services office and billing charges will be adjusted.

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

A student that is not enrolled in a class for more than 10 weeks will be automatically withdrawn from school if they have not made a previous request for a leave of absence (see Leave of Absence Policy following this section).

A student who believes an error has been made in an involuntary withdrawal may appeal to the Registrar. The appeal must be made in writing within 48 hours of the notification of the involuntary withdrawal, giving evidence for the believed error. The student may and should continue in class attendance as long as an official appeal is pending. The Registrar will respond with the decision in a timely manner, either to reverse or uphold the involuntary withdrawal. If a student contends that the Registrar's response to the appeal is not correct, that decision may be appealed by the student to the Academic Appeals Committee. The appeal must be made in writing, addressed to the Dean for Academic and Student Services, and submitted within 24 hours of the Registrar's notification. The decision of the Academic Appeals Committee will be final.

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

LEAVE OF ABSENCE POLICY

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

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

Who needs to request a leave of absence? Students who will be out of attendance for a period of up to 10 – 12 weeks should request a leave of absence. Students out of class for scheduled class breaks do not need to apply for a leave of absence.

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

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

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

- the request must be received within 14 days of the registration change;
- the request must be made prior to the start of the leave (first day of class);
- the reason for the request must be one approved by the University Leave of Absence Committee /Student Appeals committee (military, medical, jury duty, loss of job, family emergency, employment emergency, or other reasons as approved by the Committee);
- appropriate documentation must be submitted if the request is submitted after the first day of class.

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

How long may a leave be? The leave of absence must not exceed 12 weeks in a 12-month period. Time in excess of 20 weeks will not be approved.

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

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

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

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

If the student cannot return on the re-entry date indicated on the LOA Request form, the student must contact the Student Services Advisor and Financial Aid office.

A student may request a leave-of-absence extension but students who do not return and do not notify the University of that intent will be withdrawn from the University. Any unearned financial funds will be subject to return to the originating federal or state aid source. At that point the student is responsible for any monies owed to the school.

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

Students will be considered for re-admission who:
1. Receive approval and clearance to affirm all previous business and academic matters have been resolved (clearance must be obtained from Point University's Business, Financial Aid, and Registrar's offices);
2. Have a minimum 2.0 GPA from Point University; and
3. Have not been in attendance at any Point University program for more than ten weeks

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

• Class attendance is collected and recorded by the professor for each night of class.
• Students arriving after class has started or leaving prior to the class being dismissed should talk to their instructor at break or after class to catch up on any missed information. *Being late or leaving prior to class dismissal will be recorded in the student's attendance.*
• Students are expected to be present when class begins, and remain the entire class session. Faculty members reserve the right to factor lateness, early departures and class attendance into a student's grade, as long as it is addressed in the syllabus.
• Students are expected to make up all class work missed due to an absence. It is the student's responsibility to find out what work was missed and to contact the professor on how to complete it.
• Under emergency circumstances, a student may be allowed one absence: equal to four hours of class time or 20% of the course. The student is responsible for contacting the faculty member concerning the absence and for all make-up work.
• A student who misses five or more hours of class time (25% or more of scheduled class time) will be automatically withdrawn from class and receive a grade of WF or WP.
• A student who appears on the class roll but does not attend the first two class sessions will be automatically withdrawn from the class by the Registrar's Office.

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

Grading Policies

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

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

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

Audit of Courses

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

- Audit registration is allowed on a space available basis.

- The audit fee per credit hour must accompany the registration. Audit fees are $65 per credit hour for any Access BS program; $50 per credit hour for any Access AA program.

- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's University transcript.

- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests.

- The facilitator is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.

- The materials required for the course are optional for auditing students. If one wishes to purchase materials, the fees must accompany the registration.

- The student must meet course pre-requisites or be approved by the Dean for Academic and Student Services.

- No change may be made from audit to credit or credit to audit, after registration closes.

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

INCOMPLETE WORK: If a student is unable to complete work in a course because of personal illness or sickness or death in the family, the student must contact the professor and may receive a grade of Incomplete ("I"). Incompletes will be granted by the professor only if the extenuating circumstances are sufficient in his or her estimation to have made it impossible for the work to have been done before the end of the course. Any conditions for receiving an Incomplete and completing the course, such as a shortened time limit, are set by the professor.

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

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

ACCESS PROGRAM LATE WORK POLICY: In an accelerated program it is essential for students to stay current with course assignments. There is a lot to do and not much time to get it done. For that reason alone, it is absolutely vital that students get their work done on time—even early if possible. Getting behind in a fast-moving program can make catching up seem almost impossible. Because of this, all assignments must be turned in on the day they are due.
In order to maintain the integrity of the program and to encourage students to keep up with their course work, no late work may be accepted for full credit under any circumstances, except in the

 cases where family emergencies or excused absences absolutely necessitate lateness. *(NOTE: Students with a documented request for accommodations due to disability may also be granted additional time. In such cases, the faculty member will receive notification from the Director of Disability Services).*

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

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

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

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

APPEAL OF GRADES: A student who believes that he/she has been treated unfairly in the recording of a final course grade may file an academic appeal. The appeal must be based on evidence that a grade was assigned on a basis other than performance in the classroom. Students are urged to first address the issue with the instructor on an informal basis as most academic issues may be resolved by this approach. However, if the issue is not resolved by this approach or the student can provide evidence of a hostile relationship with the instructor that makes this approach not feasible, the student make register an academic appeal by the following:
1. The student must file a written academic appeal with the Director of Academic Services for the Access program using the Academic Appeal Form. The Academic Appeal Form is available in the Access Office, may be downloaded from the Access website, and/or may be emailed to a student upon request. *NOTE: The appeal request MUST be received within five weeks from the day that the grade was officially posted for student viewing. The University will not consider appeals filed after that date.*
2. Upon receipt of the appeal, the Director of Academic Services may speak to the instructor, the student, or both in an effort to resolve the issue. After investigating the appeal, the Director of Academic Affairs will make a written response (either by letter or email) to the student within 7 days of receipt of the written Academic Appeals Form.

3. If the Director of Academic Services 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 Dean for Academic and Student Services (Access program).

4. Upon receipt of the request, the Dean for Academic and Student Services (Access program) will forward the written Academic Appeal Form to the Academic Appeals Committee for consideration. The committee may convene a hearing in which the student may present his/her case for the appeal. Students are allowed to bring any written documentation, witnesses, or other materials that supports their case. *NOTE: An academic appeal hearing is not an official judicial hearing and therefore no legal representation is permitted.* Appeals that are governed by institutional or academic policies or by any applicable federal, state, or local law may be decided by the committee without the convening of a hearing.

5. The Academic Appeals Committee will respond to the student in writing concerning the disposition of the appeal within 10 days of the hearing date. The decision of the Academic Appeals Committee is final.

ACADEMIC CONDUCT

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

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

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

- Using a cell phone, sleeping, inattentiveness, doing non-class-related work or activity, or other such inappropriate classroom behavior.
- Children in the classroom during evening class hours or unescorted children in Point University buildings at any time.

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

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

For the first offense of plagiarism, the student will be subject to disciplinary action including a grade of "zero" for the assignment. For a second offense, the student will receive a failing grade in the class the plagiarism occurs. For a third offense, the student will be dismissed from the Access program.

 A student who believes an error has been made by an instructor in a case of academic misconduct (e.g., who denies the academic misconduct, disputes the facts of the case, believes the sanction is inappropriate) may appeal the decision and corrective action of an instructor to the Dean for Academic and Student Services. The appeal must be made in writing and received within one week of the instructor's decision, stating evidence for the believed error. A duplicate copy of the appeal letter should be submitted to the course instructor. The Dean for Academic and Student Services will investigate and respond to the appeal with a decision in a timely manner. The Dean for Academic and Student Services is the final level of appeal for all issues in the Access program. The student may and should continue in class attendance and participation as long as an official appeal is pending. A student may appeal a suspension or expulsion due to academic misconduct to the President of the University, whose decision will be final.

Credits from Other Sources

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

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

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

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

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

1. The testing program/examination is recommended as the basis for awarding university academic credit by the American Council on Education (ACE), e.g., College-Level Examination Program (CLEP), Advanced Placement (AP), DANTES Subject Standardized Tests, military courses, and other such tests.
2. The number of semester hours awarded is normally determined according to the ACE recommendation and Point University requirements for the specific course.
3. A credit-by-examination score may be used to earn 3 semester hours of credit for ENGL 101, Critical Reading & Writing I. If the AP "English Language and Composition" exam or "English Literature and Composition" exam is taken, a score of 3 or above is necessary. If the CLEP College Composition" examination is taken, a score of 50 is necessary for up to six hours of English credit (ENGL 101 and ENGL102).
4. Credit earned by external testing will be designated on the transcript by a grade of "P" (pass).
5. Credits earned by external examination are placed on the student's transcript and treated as transfer credits.
6. A maximum of 25% of the semester hours required for a degree may be satisfied by external examinations.
7. Credit by examination will not be awarded if University credit has already been awarded through earned or transferred credit. (Example: If a student's transcript already shows credit for PSYC 101: Introduction to Psychology, the Introduction to Psychology CLEP score will not be accepted for additional credit.)

CREDIT BY PORTFOLIO ASSESSMENT: Point University recognizes the earning of credit by portfolio assessment for documented learning in Adult & Professional Studies degree programs, based on the guidelines and assessment techniques established by the Council for Adult and Experiential Learning (CAEL). A portfolio for documented learning is submitted by the student to the Vice President for Adult & Professional Studies.

The Dean for Academic and Student Services (Access program) shall assign the portfolio assessment to a faculty member with expertise in the area of the requested credit. The faculty member shall assess the portfolio based on guidelines and assessment techniques established by the Council for Adult and Experiential Learning (CAEL).

Students should be aware that portfolio earned at another institution may not automatically be transferred to Point University. Students who have received such credit at Point University should also be aware that portfolio credit may not be accepted by other institutions to which they transfer. Students are urged to contact the receiving institution for policies concerning transfer of portfolio assessment credit awarded by another institution.

Credit by portfolio assessment will be awarded under the following conditions:

1. Portfolio credit is eligible for award only in BS programs. Portfolio credit cannot be applied to an AA degree.
2. Students interested in earning credit by portfolio for documented learning must attend a *Portfolio Preparation Seminar*, scheduled throughout the year.
3. Portfolio credit for documented learning is assessed by the office of Adult & Professional Studies on the basis of licenses, certifications, professional or technical courses, workshops, and/or other non-credit learning (that do not have ACE recommendations otherwise). The Portfolio must include: (a) the student's resume' and an autobiographical sketch; (b) substantial documentation of clock hours, content, and completion for each source of learning; and (c) a value of learning statement for each topic area. One semester hour of credit may be awarded for 20 hours of documented instruction that is determined to be validated as college level.
4. A maximum of 20 semester hours of credit may be earned through portfolio assessments.
5. Portfolio credit and credit earned through external examinations may not exceed 25% of the semester hours required for a BS degree.
6. The student must have successfully completed 12 or more semester hours of coursework in an Adult & Professional Studies degree program at Point University prior to receiving credit by portfolio assessment for documented learning.
7. A non-refundable assessment fee is required with the submission of a Portfolio (currently $150).
8. The office of Adult & Professional Studies recommends the awarding of credit to the Registrar based on the portfolio assessment conducted by an appropriate faculty member. Upon payment of a non-refundable, per-semester-hour fee (currently $75 per semester hour of credit awarded), the Registrar records the credit for documented learning on the student's permanent transcript.
9. Credit by portfolio assessment is awarded for a specific course in any current Point University catalog.
10. The process of receiving credit by portfolio assessment must be completed prior to the beginning of the student's final semester of coursework in the Adult & Professional Studies degree program as noted on the student's degree completion schedule.

TRANSIENT STUDENTS FROM POINT UNIVERSITY AT ANOTHER COLLEGE: A transient student is one who, with advance approval of the Registrar, takes one or more courses at another regionally-accredited institution of higher education to meet curricular requirements at Point University. Such a student is considered a Point University student while studying elsewhere. Any and all credits taken as a transient student are subject to the normal transfer of credit practices at Point University. Students are urged to contact the registrar to ensure that transient credit for which they intend to enroll will be accepted.

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

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

LEARNING ASSISTANCE

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

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

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

AUXILIARY AIDS AND SERVICES TO STUDENTS WITH DISABILITIES

Point University is committed to a policy of non-discrimination toward persons with disabilities, including the provision of auxiliary aids and services for students with disabilities. The University recognizes that not all hearing impaired students need sign language interpreters for all classes. Some students can tape-record lectures and have volunteers transcribe the tapes. Some students can have fellow students take notes for them. Furthermore, other auxiliary aids and services, including hearing aids and voice-recognition devices, may provide meaningful access to classroom lectures without the need for a sign-language interpreter. Finally, the University recognizes its obligation to the larger University community to provide auxiliary aids and services in the most cost-effective and least disruptive manner to its academic programs as possible while still providing meaningful access to classroom lectures for students with disabilities.

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

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

2. If the student waits to report the need for disability services until the middle of a term, the student must contact the Director of Disability Services with the understanding that the process will take some time to complete.

3. The Disability Services director will engage in an interactive process with the student, which requires completion of an application for disability services and formal requests for documentation.

4. The process will include consideration of any recommended reasonable accommodation that would enable the student to have an equal opportunity to benefit from the academic program and will take into consideration such factors as: the extent of the student's disability; the student's prior use of auxiliary aids; the nature and complexity of the program content; and the modes through which course content is presented.

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

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

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

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

<div align="center">SECTION 504 GRIEVANCE PROCEDURES</div>

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

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

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

Procedure:

      1.   A grievance should be filed in writing, stating the name and address of the person filing it and a brief description of the nature of the complaint.

      2.   A grievance should be filed within thirty (30) days after the person became aware of the alleged violation.

      3.   The Section 504 Coordinator or someone designated by the Coordinator shall conduct an investigation of the complaint in an impartial manner. The investigation may be informal, but it will be thorough and afford all interested persons the opportunity to submit evidence and present witnesses relevant to the complaint.

      4.   The Section 504 Coordinator will issue a written decision on the grievance within thirty days of filing. The College will take steps to prevent recurrence of any discrimination and to correct discriminatory effects if appropriate.

      5.   The person filing the grievance may appeal the decision of the Coordinator to the Chief Academic Officer within thirty days of the adverse decision. The appeal must be in writing. The Chief Academic Officer will make a written decision within thirty (30) days of the appeal.

Campus Technology

Point University provides modern, well-equipped computer facilities for student use. Computers are available in the Library computer lab, the commuter lab across from Room 108, as well as the commuter lounge in the Hathcock Center, and other points on campus. The computer lab is located in the lower level of the Library and is available to all students during regular Library hours (except during times when the lab may be scheduled for a class). In each location, every computer is connected to the Internet through the University's high-speed network with access to software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

Wireless internet access is available in the Library, the Coffeehouse, and many other points on campus. Students can register for classes, check grades or transcripts, and update their personal information online.

Student Classifications

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

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

Honors

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

NATIONAL HONOR SOCIETY

Point University is home to the Psi Upsilon chapter of Alpha Sigma Lambda, a nationally recognized academic honor society for adult students. Alpha Sigma Lambda is also the oldest adult honor society in the United States. Students enrolled in both A.A. and B.S. programs are eligible for membership

To meet the standards for membership to the PSI UPSILON chapter, students shall satisfy the following requirements:

a) Members must be matriculated and have a minimum of twenty-four graded semester hours or the equivalent* at this institution and shall be matriculated students in one of the degree offerings in the Access undergraduate adult degree completion program. These credits must not include transfer credits. All 24 credits must be taken through and graded at Point University and must be included in the student's GPA.

*Thirty-six quarter hours or an approved number of unit courses equal to twenty-four.

b) At least twelve credits of a student's total credits shall be earned in courses in Liberal Arts/Sciences, not including applied Arts/Science courses. If the student has not earned twelve Liberal Arts/Sciences credits within the twenty-four credits completed at Point University, the necessary number of accepted transfer credits may be added to the 24 earned from this institution until the Liberal Arts/Science requirements have been satisfied.

c) Members shall be selected only from the highest twenty percent (20%) of the class who have twenty-four (24) graded credits and are matriculated in an undergraduate degree program.

d) Those selected must have a minimum grade point index of 3.5 on a 4.0 scale or its equivalent. The cumulative scholastic record of the student as interpreted by this institution shall be the basis for computing scholastic eligibility.

Members are inducted on an annual basis.

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

Academic Probation and Suspension

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

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

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

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

Requirements for Graduation

To qualify for graduation from Point University, a student must fulfill all of the following:
1. Complete the curricular requirements prescribed in the catalog for the degree program that is chosen. The student is subject to the curricular requirements in the catalog in effect at the time of entrance into the University. A student whose enrollment has been interrupted and who is readmitted is subject to the catalog in effect at the time of readmission. If a degree is not completed within six years, the student may be subject to the requirements in the current catalog.
2. Earn the number of semester hours prescribed in the catalog for the degree that is pursued.
3. For the Bachelor of Science (B.S.) degree, a student must successfully complete at least 25% of the total number of required semester hours at ACC. For the Associate of Arts (A.A.) degree, a student must successfully complete at least 30 semester hours at Point University. Normally, the minimum number of semester hours required at Point University are the last hours earned for the degree.
4. Attain a cumulative grade point average of at least 2.00 for any degree.
5. Make application for graduation to the Registrar. The completed application must be turned in by the appropriate deadlines as published for each graduation and be accompanied by the graduation fee set for that year. If the student does not complete the requirements for graduation, a new application will be required, plus the amount of any

graduation fee increase(s) since the initial application. If the student's enrollment is interrupted after an application for graduation is made, the student is subject to the University's readmission processes and policies and a new application for graduation must be submitted.
6. The student must complete both the Bible Content Test and the ETS Proficiency Profile (no fees are assessed to the student for these tests) which are used as exit exams for institutional effectiveness research and do not affect student GPAs. Other tests might be required in the future to measure and improve the quality of the Access program.
7. Meet all financial obligations or make satisfactory arrangements for payment with the Business Office. Diplomas will <u>not</u> be awarded and transcripts will <u>not</u> be released if a student owes money to the University.

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

Other Policies

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

TRANSCRIPT: A transcript request form is available on the University website. The student's signature and pertinent information is required. While a nominal charge is made for transcript, a transcript is not released unless all financial accounts are settled.

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

STUDENT DEVELOPMENT INFORMATION

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

Standards of Conduct

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

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

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

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

Student Services

The offices of the Dean for Academic and Student Services for the Access Program and of the Assistant Vice President for Enrollment Management work together to provide student services for students enrolled in the Access Program. Those services include, but are not limited to:
- Point University's Center for Calling and Career, in East Point and online
- Parking
- Personal counseling services (East Point)
- Access Chapels
- Prayer and devotions
- Prayer Requests on PointLearning
- Beverages and snacks
- Leisure, commons areas
- Referral to off-campus services (e.g., personal counseling, housing, health and social services, student employment opportunities)

General Grievance Policies

A student who believes that he or she has been unjustly treated may seek resolution of the issue through policies and procedures established by Point University for that purpose. The university has adopted a number of policies which address specific types of unjust treatment. These policies may be found in the Access Catalog on the Point University Website. These include policies for academic appeals, ADA/Section 504 appeals, financial aid/satisfactory academic progress appeals, etc. Appeals related to sexual harassment may be found in the Covenant for Christian Community also on the university website.

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

1. The student must file a written grievance appeal with the immediate supervisor of the employee with whom the grievance is held using the General Grievance Appeal Form. The General Grievance Form is available through the Access Administrative Office, may be downloaded from the Access website, and/or may be emailed to a student upon request. (NOTE: A general grievance MUST be received within 10 business days from the day that the grievance occurred regardless of whether the student attempted an informal resolution or not). The university will not consider appeals filed after that date.

2. Upon receipt of the appeal, the immediate supervisor may speak to the employee, the student, or both in an effort to resolve the issue. After investigating the appeal, the immediate supervisor will make a written response (either by letter or email) to the student within 7 days of receipt of the written General Grievance Appeal Form.

3. Should the immediate supervisor not be able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Chief Academic Officer.

4. Upon receipt of the request, the Chief Academic Officer will forward the written Grievance Appeal Form to the Grievance Appeals Committee for consideration. The committee may convene a hearing in which the student may present his/her case for the appeal. Students are allowed to bring any documentation, witnesses, or other materials that supports their case. The Committee may also speak to the employee with whom the grievance is held.

5. After hearing and considering all the information presented, the Grievance Appeals Committee will render a decision and respond to the student in writing concerning the disposition of the appeal within 10 days of the hearing date. The decision of the Grievance Appeals Committee is final.

ACCESS DEGREE PROGRAMS

Point University offers the nontraditional student the Bachelor of Science degree and the Associate of Arts degree. In keeping with the purpose of the University, all courses and programs are designed to concur with a Christian worldview. Whether a person enrolls for only a few courses or completes a degree, the mission and vision of the University remain the same.

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

DEGREE PROGRAMS: The Bachelor of Science (B.S.) degree requires a minimum total of 120 semester hours of credit. For B.S. degrees, at least 25% of the total number of required semester hours must be taken at Point University. The Associate of Arts (A.A.) degree requires a minimum total of 60 semester hours of credit, at least 30 semester hours of which must be taken at Point University. The minimum number of semester hours which are required at Point University would normally be the last hours earned for the degree.

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

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

Degree Programs in Access *

BACHELOR OF SCIENCE DEGREES:
Christian Ministries
Human Relations
Organizational Leadership

ASSOCIATE OF ARTS DEGREES:
Christian Ministries
General Studies
Human Relations
Organizational Leadership

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

General Education Component

OBJECTIVES: The objectives for the General Education Component of an Access degree program are that the student will be able to:
1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.

General Education Component – Required Courses:

Course #	Course Name	Sem hrs
Essential Skills		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
Humanities & Fine Arts		
HUMA 101	Intro to Humanities	3
Math & Science		
MATH 103	College Mathematics	3
NSCI	Science Course with Lab	3
Social Science		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
Biblical Studies		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
Total Required Hours:		**33**

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

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

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

OBJECTIVES:

The objectives for the A.A. in Christian Ministries degree are that the graduate will be able to:
1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of Bible study, Christian doctrine, and the ministries of the Church.

The objectives for the B.S. in Christian Ministries degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:
1. Apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.
2. Demonstrate an awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.
3. Apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.
4. Demonstrate an understanding of New Testament concepts of ministry and the application of those principles in a ministry environment.
5. Demonstrate an understanding of the requirements of leading or serving in a ministry environment.
6. Assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

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

A.A. in Christian Ministries

Course #	Course Name	Sem hrs
Essential Skills		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
Humanities & Fine Arts		
HUMA 101	Intro to Humanities	3
Math & Science		
MATH 103	College Mathematics	3
NSCI	Science Course with Lab	3
Social Science		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
General Electives		
	Elective Courses	12
Biblical Studies		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
Concentration		
BIBL 105	Introduction to Bible Study	3
BIBL 201	Basic Christian Doctrines	3
MINI 203	Introduction to Christian Ministries	3
MSEV 201	Evangelism and Discipleship	3
PREA 201	Introduction to Preaching	3
Total Required Hours:		**60**

B.S. in Christian Ministries

General Education Component Core	33

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

Free Electives:	42

Total Required Hours:	**120**

A.A. Degree in General Studies

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

OBJECTIVES: The objectives for the Associate of Arts in General Studies degree are that the student will be able to:
1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of a Christian world view and the role of believers in the Body of Christ.
6. Demonstrate additional breadth, variety, or concentration of general studies, with a readiness to pursue upper-class studies.

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

A.A. in General Studies

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

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

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

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

OBJECTIVES:

The objectives for the A.A. in Human Relations degree are that the graduate will be able to:
1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of an integrated, Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

The objectives for the B.S. in Human Relations degree, building on the student learning outcomes of an associate degree, are that the graduate will be able to:
1. Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.
2. Explain the intricacies of the psychological, physiological, developmental, and spiritual make-up of man.
3.   Distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.
4. Integrate psychological theory and theology.
5. Demonstrate an integration of personal strengths, the analysis and utilization of current research and the application of good helper principles.

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

A.A. in Human Relations

Course #	Course Name	Sem hrs
Essential Skills		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
Humanities & Fine Arts		
HUMA 101	Intro to Humanities	3
Math & Science		
MATH 103	College Mathematics	3
NSCI	Science Course with Lab	3
Social Science		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
General Electives		
	Elective Courses	12
Biblical Studies		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
Concentration		
HREL 202	The Family	3
HREL 211	Fndtns. of Helping Relationships	3
HREL 292	Careers in Helping Professions	3
PSYC 200	Social Psychology	3
PSYC 204	Developmental Psychology	3
	Total Required Hours:	**60**

B.S. in Human Relations

General Elective Component:	33

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

Free Electives:	42

Total Required Hours:	**120**

A.A. and B.S. Degrees in Organizational Leadership

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

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

OBJECTIVES:

The objectives for the A.A. in Organizational Leadership degree are that the graduate will be able to:
1. Communicate effectively orally and in writing.
2. Operate in the areas of humanities, social science, and natural science.
3. Demonstrate skills in critical thinking, mathematics, and computer literacy.
4. Demonstrate a basic understanding of the content of the Old and New Testaments.
5. Demonstrate a basic understanding of an integrated, Christian world view and the role of believers in the Body of Christ.
6. Demonstrate an understanding of the fundamentals of operating in business and organizational settings.

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

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

A.A. in Organizational Leadership

Course #	Course Name	Sem hrs
Essential Skills		
APSP 105	Intro to Adult Learning	3
ENGL 101	Critical Reading & Writing I	3
ENGL 102	Critical Reading & Writing II	3
Humanities & Fine Arts		
HUMA 101	Intro to Humanities	3
Math & Science		
MATH 103	College Mathematics	3
NSCI	Science Course with Lab	3
Social Science		
HIST 203	U.S. History	3
PSYC 103	Intro to Psychology	3
General Electives		
	Elective Courses	12
Biblical Studies		
BIBL 101	Old Testament Survey	3
BIBL 102	New Testament Survey	3
MINI 201	Vocation and Service	3
Concentration		
BUSI 101	Introduction to Business	3
BUSI 210	Principles of Accounting	3
BUSI 225	Personal Financial Management	3
HREL 215	Group Dynamics	3
BUSI 256	Case Studies in Business	3
Total Required Hours:		**60**

B.S. in Organizational Leadership

General Education Component:	33

Course #	Course Name	Sem hrs
BUSI 308	Accounting & Finance for	3
BUSI 314	Management Information Systems	3
BUSI 325	Principles of Management	3
BUSI 338	Business Communication	3
BUSI 347	Principles of Marketing	3
BUSI 352	Organizational Behavior	3
BUSI 375	Business as Mission	3
BUSI 426	International Business	3
BUSI 434	Business Law	3
BUSI 436	Business Ethics	3
BUSI 443	Entrepreneurship	3
BUSI 450	Human Resources Management	3
BUSI 455	Change Management	3
BUSI 460	Organizational Leadership	3
BUSI 465	Strategic Management and	3
	Total:	**45**

Free Electives:	42

Total Required Hours:	120

COURSE DESCRIPTIONS

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

TERMINOLOGY:
  Prerequisite: A student must have completed the prerequisite course(s) or have attained a
      designated status before enrolling in the course.
  Co-requisite: A student must be enrolled in the listed co-requisite course at the same time
      (concurrent enrollment) in order to enroll in the course.

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

CURRICULAR AREAS (PREFIXES):

Adult Studies/Professional Studies (ASPS)

ASPS 105   Introduction to Adult Learning (3)
This course is designed to prepare the student to work in the dynamic environment that surrounds academic discourse, research and learning. By identifying individual strengths, students will be equipped to work independently and within teams. Academic success within adult education is dependent upon effective study habits, time management, access to and use of learning resources, and the ability to successfully work in teams. This course must be passed in order for a student to continue in the program.

APSP 305   Introduction to Adult Learning (3)
This course is designed to prepare the student to work in the dynamic environment that surrounds academic discourse, research and learning. By identifying individual strengths, students will be equipped to work independently and within teams. Academic success within adult education is dependent upon effective study habits, time management, access to and use of learning resources, and the ability to successfully work in teams. This course must be passed in order for a student to continue in the program.

Biblical Studies (BIBL)

BIBL 101   Old Testament Survey (3)
A survey of the Old Testament and its basic themes, with an emphasis on the character of God who reveals Himself through the Bible.

BIBL 102   New Testament Survey (3)
A survey of the New Testament and its basic themes, with an emphasis on the revelation of God found in Jesus Christ.

BIBL 105   Introduction to Bible Study (3)
A survey of the inspiration, canonization and transmission of the Bible and of various methods of studying the Scriptures.

BIBL 201   Basic Christian Doctrine (3)
A survey of the doctrines of the early Christian church and their application in modern life.

BIBL 301   Biblical Interpretation (3)
A study of the science of biblical interpretation designed to equip the student with methodologies for effective biblical exegesis.

BIBL 302   The Life of Jesus Christ (3)
A survey of the life and teachings of Jesus of Nazareth based on the four Gospels. A brief review of the intertestamental period and the world of the New Testament will preface this survey.

BIBL 303   Acts of the Apostles (3)
An historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

BIBL 305   Isaiah (3)
An exegesis of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text.

BIBL 308   Epistles of Paul (3)
A survey of Paul's writings, including their basic contents and theological themes.

BIBL 340   Old Testament Prophecy (3)
A survey of the prophetic literature of the Old Testament analyzing the origin, purpose, and basic contents of each book.

BIBL 370   Old Testament Poetry (3)
A survey of the poetic literature of the Old Testament analyzing the origin, purpose and basic contents of each book.

BIBL 412   I Corinthians (3)
An exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology.

BIBL 413   Psalms (3)
A systematic survey of ancient Hebrew hymnody including an exegesis of several selected Psalms.

BIBL 414   Biblical Theology (3)
This course is a review of major theological ideas found in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business, and church community.

BIBL 445   Theology: Sin and Salvation (3)
A study of the biblical doctrine of the nature and effects of human sin and of God's provision of salvation, including the doctrines of grace, redemption and atonement, the person and work of Christ, the nature of saving faith and the role of the Holy Spirit in the life of the believer.

Business (BUSI)

BUSI 101   Introduction to Business (3)
This course introduces students to topics and issues in business. It is designed to provide an overview of the key functional areas of business.

BUSI 210   Principles of Accounting (3)
An introductory study of accounting examining basic concepts and principles underlying preparation and use of financial statements, including income determination, cash flow analysis and asset valuation, and interrelationships between financial statements.

BUSI 225   Personal Financial Management (3)
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BUSI 256   Case Studies in Business (3)
An integration of business principles, concepts, and skills applied to an actual business problem case study.

BUSI 308   Financial Accounting for Leaders (3)
This course is intended to be a one-course introduction to financial accounting. It will provide managers with the ability to understand and use financial statements, financial reports, and budgets,

BUSI 314   Management Information Systems (3)
A study of the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include telecommunications and networking, systems analysis and design, and the strategic use of information systems, with emphasis on the exploration of real-life business scenarios involving IT.

BUSI 325   Principles of Management (3)
Students will study the nature of management principles and their application through the use of biblical concepts. Motivational theory and application, leadership qualities and styles and negotiation will receive special attention.

BUSI 338   Business Communication (3)
A study of the communication processes within organizations with an emphasis on skills in oral and written communication.

BUSI 347   Principles of Marketing (3)
This course is an integrated analysis of the role marketing plays in an organization. Analysis will include factors affecting consumer behavior development of marketing strategies and recognition of market analysis.

BUSI 352   Organizational Behavior (3)
An overview of how organizational goals, priorities and strategies interface with the behavior of individuals and groups inside the organization and in other affecting organizations. Attention is given to the effect of organizational culture, organizational development and creating effective work groups.

BUSI 375   Business as Mission (3)
This course is an examination of the emerging role of business in missions. The general themes covered in this course include: 1) the theology of business as missions; 2) practical issues related to using business as a vehicle for cross-cultural missions, and 3) specific for-profit business models and case studies. By the end of the course the student will have a better understanding of the opportunities and challenges associated with integrating business and missions.

BUSI 421   Consumer Behavior (3)
A study of the dynamics of blending psychology and the consumer in a marketing format. This course will examine buyer behavior based on demographics, gender, economics and psychographics.

BUSI 426   International Business (3)
A study of the international operations of American businesses, international competition in the domestic market, and related economic, political, legal, and cultural issues.

BUSI 434   Business Law (3)
A study of the legal environment of business, the development and change of laws relating to business, substantive law relating to liability, employment, contracts, property, and government

BUSI 436   Business Ethics (3)
A study of the ethical problems, considerations, and principles in the business environment. The basic ethical principles and the accompanying value system used are biblically based.

BUSI 443   Entrepreneurship (3)
An examination of the process of starting a new business and then effectively managing it. This course reviews the traits of entrepreneurs, creating the business plan, start-up challenges, researching and evaluating markets, forms of ownership, market positioning, financial controls and sources of revenue, and promotion.

BUSI 450   Human Resources Management (3)
An overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline, and termination.

BUSI 455   Change Management (3)
A study of the systematic discipline needed for building, maintaining and extending competitive advantage through the managerial process. The case study method is stressed. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes.

BUSI 460   Organizational Leadership (3)
Participants will learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include: strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior and "new leadership" development.

BUSI 465   Strategic Management & Planning (3)
The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making, and ethical considerations.

BUSI 490   Studies in Christian Leadership (3)
A course flexible in procedure and content focused on a selected study in the field of business.

Christian Education (CHED)

CHED 301 Educational Ministries (3)
A course emphasizing the principles of teaching, learning and providing insight into various methods of teaching and their effective use in the church.
The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making, and ethical considerations.

Communication (COMM)

COMM 205   Public Speaking (2)
The study of communication and rhetorical theory with emphasis on preparation and presentation of both informative and persuasive speeches; students will learn to be critical consumers of public speaking by studying effective listening, basic argument construction, and basic criticism. Prerequisite: ENGL 102

English (ENGL)

ENGL 101   Critical Reading & Writing I (3)
An introduction to college reading and writing. A minimum grade of "C" is required to satisfy degree requirements.

ENGL 102   Critical Reading & Writing II (3)
A continuation of college reading and writing with emphasis on principles of argumentation and research skills. A minimum grade of "C" is required to satisfy degree requirements. Prerequisite: ENGL 101.

ENGL 201   Western World Literature (3)
A survey course of Western literature. It explores the ideas, themes, and expressions of the greatest works of literature from the ancient past all the way to the present time.

ENGL 202   Survey of American Literature (3)
A survey of the life and literature of the American people covering the period of literature beginning with the settlement of the American colonies and ending in the twentieth century.

ENGL 250   Modern Short Stories (3)
This course examines the development of the short story during the nineteenth and twentieth centuries. Through the examination of these stories students will explore human nature as well as God's purpose in our lives. The supplemental texts (*Epic* and *Epic Study Guide*) will help you reflect on how God uses stories in our lives to reveal Biblical truth. This course is also designed to help students develop writing skills by critical analysis journal responses and answering thoughtfully to the *Epic Study Guide.*

ENGL 300   Shakespeare (3)
A study of the representative tragedies, comedies, romances, history plays, and selected poetry of Shakespeare. Emphasis is given to critical problems and the value and importance of his works.

Foundations of Education (FEDU)

FEDU 103   Introduction to Education (3)
An introductory study of the foundations of American education that covers issues related to the areas of pedagogy, historical and philosophical movements in education, and social factors that influence classroom interactions. An introductory study of the foundations of American

FEDU 204   Developmental Psychology (3)

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

FEDU 300   Educational Psychology (3)
A study of learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. Emphasis is given to factors which facilitate and/or interfere with the learning process.
History (HIST)

HIST 201   Church History I
A study of the development of the church form AD 30 through Thomas Aquinas.

HIST 203   United States History (3)
A survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

HIST 332   History of Women in America (3)
This course has been designed as an introduction to the history of women in the U.S. from the colonial period to the present. It will be surveying the field of American women's history in order to understand how specific political, social, and religious economic transformation in the nation's past have affected the female half o the population.

HIST 334   The Twentieth Century World (3)
An introduction to the major individuals and political, economic, social and cultural events of the world during the twentieth century. Emphasis will be placed on global relationships. Conflict, and changing patterns of interaction among cultures and peoples in an era of near-constant change.

HIST 490   Studies in History (3)
A course flexible in procedure and content focused on a selected study in the field of history.

Human Relations (HREL)

HREL 202   The Family (3)
The study of courtship, marriage, and family relationships from both a biblical and cultural perspective.

HREL 211   Foundations of Helping Relationships (3)
This course is designed to introduce students to the extensive body of knowledge related to communication and helping relationships. Self-understanding as a basic for effective communication will be emphasized.

HREL 215   Introduction to Group Dynamics (3)
An introductory analysis of how groups work and how to improve relationships in order to function effectively with all groups. Offered in the associate's program..

HREL 292   Careers in Helping Professions (3)
A course which exposes a student to career opportunities in various fields of human services and counseling.

HREL 301   Introduction to Counseling (3)
A study of the foundational knowledge and skills which facilitate personal growth in others, for those who deal with people in helping relationships.

HREL 304   Introduction to Research (3)
A study of 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.

HREL 310   Family Counseling (3)
A study of courtship, marriage, and family relationships from both a biblical and cultural perspective, the family as a system, and the development of healthy and unhealthy relationships.

HREL 312   Counseling Diverse Populations (3)
A course 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, homosexuals, and people with various handicaps.

HREL 315   Group Dynamics (3)
The analysis of how groups work and how to improve relationships in order to function effectively with all groups. Offered in the bachelor's program.

HREL 396   Counseling Theory & Procedures (3)
A study of various counseling theories and an evaluation of these theories from a Christian perspective.

HREL 414   Human Sexuality (3)
A course designed to explore male, female differences in regard to emotions, perceptions, attitudes of relationships, and power of sexuality, focusing on psychological and socio-cultural influences on human sexuality and incorporating a life span perspective.

HREL 423   Biblical Resources for Counseling (3)
A study of the insights and applications of Scriptural truths and perspectives which guide and may be used by the Christian counselor.

HREL 431   Counseling Diverse Age Groups (3)
A course designed to broaden the counselor's understanding and skills when counseling people of various age levels; different approaches to counseling will be considered with regard to children, adolescents, adults, and the elderly.

HREL 437   Conflict Management (3)
This course is designed to equip students with the understanding and skills that may be used in personal, interpersonal, intra-group and inter-group conflict situations.

HREL 445   Case Management (3)
A study of how service providers assess the needs of a client and the client's family as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs.

HREL 497   Human Relations Practicum (3)
This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice.

Humanities (HUMA)

HUMA 101   Introduction to Humanities (3)
A general introduction to the humanities, with attention given to the nature of philosophy, art, architecture, music, and literature, with concepts from these disciplines applied to key cultural artifacts of the Western world.

Intercultural Awareness (ICST)

ICST 203   Intercultural Awareness Skills (3)
This course provides an introduction to communication between people from different cultures. Course content focuses on the application of theory and research to intercultural communication.

Mathematics (MATH)

MATH 103   College Mathematics (3)
This course presents a comprehensive survey of college-level mathematics and emphasizes practical applications and problem-solving strategies.

Ministry (MINI)

MINI 101   Ministry Practicum I (3)
Ministry Practicum I provides an introductory supervised ministry experience with a local church or other approved ministry setting under the supervision of a qualified professional mentor (On-Site Supervisor). Supervised activities will be directly related to the student's chosen ministry field. The student will also serve under the supervision of a MINI Course Instructor as well as the On-Site Supervisor.

MINI 102   Ministry Practicum II (3)
Ministry Practicum II expands upon the experiences gained in the introductory supervised ministry practicum. Students participate in practical ministry activities with a local church or other approved ministry setting. Supervised activities will be directly related to the student's chosen ministry field and are under the guidance of both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

MINI 201   Vocation and Service (3)
An examination of the Christian life through service in the world of work.

MINI 203   Introduction to Christian Ministries (3)
An overview of the nature and purpose of the church, the Christian's role as a member of the Body of Christ, and opportunities for leadership and service in pastoral ministry, educational ministry, cross-cultural ministry, and worship and fine arts ministry, with an emphasis on self-assessment.

MINI 204   Ministry Practicum III (3)
Ministry Practicum III is a more advanced practical ministry experience utilizing the student's academic preparation along with skills developed in the earlier practicums. Supervised activities in the student's chosen ministry field are directed by both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

MINI 205   Ministry Practicum IV (3)
Ministry Practicum IV integrates the student's academic preparation along with the skills developed in the first three practicums. Supervised practical ministry experiences assist in developing competency in the student's chose ministry field. Ministry activities are supervised by both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

MINI 407   Practical Ministries (3)
An examination of the practical aspects of effective ministry in a local church. Prerequisite: MIN 101 and Junior standing.

MINI 411   Accounting & Finance for the Church (3)
An introductory study of accounting and financial principles necessary for leadership in the church.

MINI 417   Pastoral Counseling (3)
A study of counseling principles and techniques within the context of the ministerial functions.

MINI 435   Administration and Leadership in Ministry (3)
A study of the functioning church and church leadership, examining organization and administration, planning, programming, and ministry in the local congregation.

Missions & Evangelism (MSEV)

MSEV 201   Evangelism and Discipleship (3)
A study of the nature, purpose, and process of biblical evangelism and its application to various ministries; a study of New Testament discipleship principles and their application, with a special emphasis upon building discipling relationships and small group ministry.

MSEV 302   Church Growth & Evangelism (3)
An introduction to the philosophy of church growth as originally developed by Donald McGavran. The principles of church growth will be applied both to homogeneous and multiethnic churches.

Music (MUSI)

MUSI 415   Worship Leadership (3)
A coverage of the principles of worship from Scripture and their application in current worship styles.

Natural Science (NSCI)

NSCI 103   Introduction to Biology (3)
The essential concepts and fundamental principles of modern biology with major enphasis on the basic chemistry of life, the cell as the basic unit of life, the fundamentals of DNA and genetics, and a general overview of bacteria, fungi, and protists.

NSCI 126   Chemistry in Your Life (3)
This course will allow students to recognize and appreciate how chemistry is intricately involved in almost every aspect of their lives. Fundamental concepts of chemistry will be taught using examples of ordinary materials with real-life applications. Students will explore the chemical principles pertaining to the food they eat, the clothes they wear, the medicines they take, the technology they use, and more.

Preaching Ministry (PREA)

PREA 201   Introduction to Preaching (3)
A study of the fundamentals of constructing and delivering sermons that are based on the Word of God.

PREA 405   Effective Preaching (3)
A continuing study of the principles and skills of sermon preparation and delivery.

Psychology (PSYC)

PSYC 103   Introduction to Psychology (3)
A study of psychological structures and functions, designed to help students better understand themselves and others.

PSYC 200   Social Psychology (3)
A course designed to integrate issues in psychology and sociology as they relate to human interaction.

PSYC 204   Developmental Psychology (3)
A study of human growth and development from conception and the prenatal period through adulthood.

PSYC 305   Adolescent Psychology (3)
A study of human growth and development from late childhood to early adulthood.

PSYC 341   Abnormal Psychology (3)
A study of the physiological, social, and psychological nature of abnormal behavior as well as an understanding of the diagnosis and treatment of mental disorder.

PSYC 425   Interpersonal Effectiveness (3)
A course designed to enhance the students' ability to be effective in interpersonal interaction, learning more about themselves and the skills necessary for quality communication, relationship building, problem solving, and dealing with difficult people.
PSYC 442   Personality Theory (3)
A survey of major theories of personality from Freud to the present, including psychodynamic theory, influences of genetic and biochemical factors on behavior, social learning and environmental influences, and internal versus external locus of control.

PSYC 490
A course flexible in procedure and content focused on a selected study in the field of psychology.

Social Sciences (SOCI)

SOCI 103   Introduction to Sociology (3)
A study of the effects of group relations on human behavior with special emphasis on developing a Christian world view.

SOCI 205   Geography (3)
Introductory world regional geography focusing on the ways in which cultural groups around the world utilize and modify their landscapes and environments.

UNIVERSITY LEADERSHIP

Mr. Dale Bouchillon…………………………Savannah, GA

Mr. Gerald B. Andrews……………….West Point, GA

Mr. Larry Bradberry '64…………………Bonneau, SC

Mr. Marvin Bussey……………………………Smyrna, GA

Mr. Tony Collins,…………………………West Point, GA

Mr. David Deeter……………………………….Atlanta, GA

Dr. Billye Joyce Fine……………………Elizabethton, TN

Mr. Ross Greene………………………Peachtree City, GA

Mr. T. Campbell Huxford '78 Savannah, GA

Mr. Robert E. Lamb '71…………Marietta, GA

Mr. Paul Leslie '87………….McDonough, GA

Mr. Stephen Olsen, *Chair*………..Roswell, GA

Mr. Rob Y. Raynor '79…………Covington, GA

Dr. James Sloderbeck……………Palmetto, GA

Mr. Alan Stith '93, *Vice Chair*….Smyrna, GA

Mr. Lawrence B. Vierling……….Carollton, GA

University Administration and Staff

Administrative Officers
Dean C. Collins, M.Ed. ……………………………………………………………………………………..President
W. Darryl Harrison, Ed.D. ………………………………………………………… Chief Academic Officer
Kimberly C. Macenczak, Ph.D. …………………………………….Vice President for Academic Affairs
Dennis E. Glenn, Ph.D.…..Vice President for Institutional Effectiveness & Dean of Accreditation
Samuel W. Huxford, M.Div……….. Vice President for Spiritual Formations & Dean of the Chapel
Emma W. Morris, M.B.A. ……………………………………….. Vice President for Educational Initiatives
Stacy Bartlett, Ph.D……………………………………………Vice President for Enrollment Management
Jose Dieudonné, M.Ed.,MBA ……………………………. Vice President for Information Technology
                                                                                    & Chief Information Officer
Lance Francis, M.B.A..…………………………………………………………………Chief Operating Officer
Chasta Rauccio…………………………………………………………….. Director, Human Relations
Vacant …………………………………………………………………………………….. Director of Athletics

Access Program
Tonya Cannon………………………………………Assistant Vice President for Enrollment Management
Richard Bumpers …………………………………………………….. Dean, Academic and Student Services
Douglass Johnson…………………………………………………………………………Director of Enrollment
Ross Haralson …………………………………………………………………….Site Director, Peachtree City
Lynne Leftwich…………………………………………………………………… Site Director, Savannah
Blair Walker…………………………………………………………………………. Site Director, West Point
Ana Gilleylen……………………………………………………… Site Director, Birmingham, Alabama

Academic Affairs
Jason Rodenbeck…………………………………………………………….. Director, Academic Services
Lee Reese.…………………………………………………………….Assistant Director, Academic Services
Betsy Clifton. ……………………………………………………………………………………………….Registrar
Debbie Gibbs ………………………………………………………………………….. Associate Registrar
Michael L. Bain ……………………………………………………………….. Director of Library Services
Kathy David………….. Director of Disability Services; Director of Educational Resources-East Point

Administrative Services
Joe Botana...Vice President for Finance and Chief Financial Officer
Vacant ....Director of Financial Aid

Full - Time Teaching Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Macenczak, Kimberly P.: Professor of Education & History, V.P. for Academic Affairs and Dean of the Faculty (1991). B.A. in History, Milligan College; M.A.T. in History, Georgia State University; Ph.D. in Education, Georgia State University.

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

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

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

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

Roberts, Daniel J.: Assistant Professor of Organizational Leadership (2012). Ed.D in Organizational Leadership, Argosy University (2005); M.A. in Practical Ministry, Cincinnati Christian University (1998); BA in Bible and Preaching, Cincinnati Christian University, (1997)

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

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

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

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

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

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

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

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

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

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

Adjunct Teaching Faculty, Access Program

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

Morris, Amy: Instructor of Sociology; M.Ed.

Morton, Hugh: Instructor of Organizational Leadership; M.B.A.

Murphy, Phillip: Instructor of Bible and Ministry; M.Div.

Myers, Keith J.: Instructor of Human Relations; M.A.

Pelham, Pat: Instructor of English; M.Ed., Ed.S.

Pierre-McCarthy, Natasha E.: Instructor of Organizational Leadership; M.B.A.

Portwood, Matthew L.: Instructor of English; M.Ed., Ed.S.

Portwood, Seth: Instructor of Human Relations; M.S.W.

Powers, Charles: Instructor of History; M.A.

Prater, Johnny C.: Instructor of Business Law; M.B.A., J.D.

Proctor, Antonio: Instructor of Christian Ministry; M.Div.

Rigdon, Kenda: Instructor of Natural Science; Ph.D.

Ross, Chris: Instructor of Biblical Studies; M.Div., M.S.

Schernekau, Pat: Instructor of English; M.A., Ed.S.

Shields, Tawanna H.: Instructor of Mathematics; M.Ed., Ed.S.

Smith, Alona: Instructor of Human Relations; M.S.

Stewart, Arthur: Instructor of Preaching; M.Div., D.Min.

Stovall, S. Adam: Instructor of Organizational Leadership; M.Acc.

Street, James: Instructor of Christian Ministries; Ph.D.

Spurlock. Tim: Instructor of Christian Ministries; M.Ed.

Sullivan, Wayne: Instructor of Adult Education; M.Ed.

Swartz, Nathan: Instructor of Christian Ministry; M.A.

Swindall, Sandra: Instructor of Science; M.Ed., Ed.S.

Tatlock, Jason: Instructor of Biblical Studies; Ph.D.

Vickers, Angel W. M.: Instructor of Business, BS, MS, doctoral candidate

Walker, Jennifer; Instructor of Adult Education; M.P.H.

West-Johnson, Tonyia M.: Instructor of Human Relations; Ed.D.

Williams, Aisha: Instructor of Human Relations; Ph.D.

Woodruff, Timothy R.: Instructor of Christian Ministries; Ed.D.

Wozniak, A. Rachel: Instructor of Christian Ministries; M.A.