Point University

2025-2026 Catalog

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Core Curriculum

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

Relationship of the Core Curriculum to Point's Gen Ed Competencies.

The student will be able to:	**Assessment measure(s)**
1. Communicate effectively.	*PAA Assessment*, subscores in Reading and Writing
2. Operate in the areas of humanities, social science, and natural science.	ETS *Proficiency Profile*, subscores in Humanities, Social Science, and Natural Science
3. Demonstrate skills in critical thinking and mathematics.	*PAA Assessment*, subscores in Critical Thinking and Mathematics

The student learning objectives for the General Education Core build on Point's General Education Competencies and directly contribute to students' ability to achieve those competencies. These can be found in the respective pages of the Online and Residential General Education Core.

The Point University Core Curriculum

All Point University associate's degree programs include courses in General Studies (Liberal Arts) and from the Character Formation Core. All Point bachelor's degree programs include a full 30+ credit General Studies Core and a 15-credit Character Formation Component.

For *on-ground* baccalaureate students residing at Point's main campus, the Character Core takes the form of a 15-credit Biblical Studies Minor (or Biblical Studies Major). *Online* students fulfil this requirement by completing either (1) a Theological Track that emphasizes a biblical approach to these issues; (2) a Character Formation & Leadership Track focused on issues of worldview and ethics; or (3) a customized track that combines elements of both.

Together, the General Studies and Character Formation components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

Academic Policies Related to General Education

Undergraduate Mathematics Policy

Point University offers three levels of general math courses as shown below:

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

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

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

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

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

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

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

(4) Since mathematics lays the groundwork for many professional skills, full-time undergraduate students must enroll in an appropriate math course within the first two terms of enrollment at Point. If necessary, they must then enroll in an appropriate math course every term it is offered until they have successfully com-pleted *the mathematics course required for their degree program with a grade of "C" or higher*.

Undergraduate Math Placement Test

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

Undergraduate English Policy

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

Writing Emphasis Courses

In the Lower Division, undergraduate students gain university-level writing skills through ENG/ENGL 101-102 Critical Reading & Writing I-II, supported by metacognitive and career-readiness strategies taught in APSP 110/EFT 101 Effective Thinking. Point further develops those skills in the Upper Division through "Writing Emphasis" (WE) courses included in the Character Formation Component and each professional major. In the WE courses, students complete formal writing projects appropriate to their chosen career or discipline, which are evaluated using a University rubric.

Transfer Guidelines for the General Education Core, Character Core, and Biblical Studies Minor

The faculty of Point University has specifically designed each course in the General Education Core, Character Core, Biblical Studies Minor, and professional programs to serve the University mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the Chief Academic Officer and college deans. For the guidelines and full policy on course transfers, see "Credit for Prior Learning" in the section of this catalog focusing on "Academic Regulations."

Dual Credit Enrollment Courses

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

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

Policy for Degree-Seeking Students with Undecided Major

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

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

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

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

Adding Minors to Bachelor's Degree Programs

All baccalaureate programs include the General Education Core and the Character Core. In *on-ground* programs that do not include a dual major in Biblical Studies, the Character Core takes the form of a Biblical Studies Minor.

Beyond the Biblical Studies Minor, students may add a minor(s) to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

Transfer Guidelines for the General Education Core, Character Core, and Biblical Studies Minor

The faculty of Point University has specifically designed each course in the General Education Core, Character Core, Biblical Studies Minor, and professional programs to serve the University mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the Chief Academic Officer and college deans. For the guidelines and full policy on course transfers, see "Credit for Prior Learning" in the section of this catalog focusing on "Academic Regulations."

Core Curriculum

Online General Education

All Point University associate's and bachelor's degree programs are based on a General Education Core, which includes foundational coursework in five areas of the Liberal Arts:

1. Essential Skills related to written communication, oral communication, and critical thinking;
2. Humanities & Fine Arts;
3. Natural Sciences;
4. Mathematics;
5. Social & Behavioral Sciences.

Online students at Point University engage in asynchronous learning through the learning management system that facilitates interaction with their instructor and classmates on the five areas listed above.

Program Purpose and Student Learning Objectives

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

The General Education Core builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following student learning objectives. The first eight objectives are focused on lifelong learning and the last four (9-12) are focused on content, principles, and methodologies of primary areas of knowledge.

1. Students develop a plan that analyzes and capitalizes on their strengths to achieve relational, academic, and professional success.
2. Graduates employ effective study habits and time management skills.
3. Graduates locate and use information resources
4. Graduates demonstrate basic computer literacy.
5. Graduates read with understanding, think critically, and develop reasoned arguments.
6. Graduates communicate effectively orally and in writing.
7. Graduates form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
8. Graduates work effectively to accomplish tasks both independently and within teams.
9. Graduates apply philosophical, literary, and artistic concepts to illuminate cultural artifacts and worldview issues.
10. Graduates apply religious, philosophical, psychological, social, political, economic, and cultural concepts to illuminate human behavior and social trends.
11. Graduates articulate and apply scientific concepts, principles, and methods.
12. Graduates apply mathematical concepts and methods to investigate and solve real-world problems and questions.

Required Courses

The online General Education Core consists of the following courses:

CATEGORY	COURSE NUMBER	COURSE TITLE (CREDIT HOURS)	CREDIT HOURS
Essential Skills Students must successfully pass all courses in the category.	ESCA 101 ENGL 101 ENGL 102 COMM 205	Essential Skills for College Achievement (3) Critical Reading and Writing I (3) Critical Reading and Writing II (3) Public Speaking (3)	12
Humanities and Fine Arts Select one of the listed courses.	HUMA 101 ENGL 250 MUSI 102 MUSI 105	Introduction to Humanities (3) Modern Short Stories (3) Music Appreciation (3) Survey of Popular Music (3)	3
Natural Sciences Students must successfully complete one natural science course with lab.	NSCI 105 (Typically)	Introduction to Biology with Lab (4)	4
Mathematics*	MATH 115 MATH 117 MATH 120	Quantitative Reasoning (3) Introductory Statistics (3) College Algebra (3)	3
Social and Behavioral Sciences Students must successfully pass all courses in the category.	HIST 250 PSYC 103 SOCI 103	United States History (3) Introduction to Psychology (3) Introduction to Sociology (3)	3
Total			31

*Students should select the course that fulfils the mathematics requirement for their chosen associate's or bachelor's degree. If students are not ready for these courses, lower-level courses are available to prepare them for the higher-level courses (see Mathematics Placement Test section on the Core Curriculum page).

Core Curriculum

Residential General Education

All Point University associate's and bachelor's degree programs are based on a General Education Core, which includes foundational coursework in five areas of the Liberal Arts:

1. Essential Skills related to written communication, oral communication, and critical thinking;
2. Humanities & Fine Arts;
3. Natural Sciences;
4. Mathematics;
5. Social & Behavioral Sciences.

Program Purpose and Student Learning Objectives

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

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

1. Communicate effectively orally and in writing.
2. Demonstrate an integrated Christian worldview.
3. Operate in the areas of humanities, social and behavioral sciences, and natural sciences.
4. Demonstrate skills in critical thinking, mathematics, and computer literacy.
5. Demonstrate a basic understanding of the content of the Old and New Testaments (all degrees) and of biblical theology and the basic principles of biblical interpretation (baccalaureate degrees).

Required Courses

The online General Education Core consists of the following courses:

CATEGORY	COURSE NUMBER	COURSE TITLE (CREDIT HOURS)	TOTAL CREDIT HOURS
Essential Skills Students must successfully pass all four of the courses in the category.	EFT 101 ENGL 101 ENGL 102 COMM 205	Effective Thinking (1) Critical Reading and Writing I (3) Critical Reading and Writing II (3) Public Speaking (3)	10
Humanities and Fine Arts Select six (6) credits from the following courses, with two different areas/prefixes.	ENG 202 ENG 203 ENG 204 ENG 205 ENG 207 HUM 101 MUS 102 MUS 105 PHL 201 PHL 225	American Literature to 1860 (3) American Literature since 1860 (3) British Literature to 1800 (3) British Literature since 1800 (3) World Literature (3) Introduction to Humanities (3) Music Appreciation (3) Survey of Popular Music (3) Introduction to Philosophy (3) History of Philosophy (3)	6
Natural Sciences Students must successfully complete one natural science course with lab.	NSC 101/ 101L NSC 103/ 103L NSC 106/ 106L NSC 110/ 110L NSC 215/ 215L NSC 228/ 228L	Survey of Biology w. Lab (4) Biology I w. Lab (4) Environmental Science w. Lab (4) Physical Science w. Lab (4) Human Anat. & Phys w. Lab (4) General Chemistry I w. Lab (4)	4
Mathematics*	MTH 115 MTH 117 MTH 120 MTH 191 MTH 202 MTH 210 MTH 212	Quantitative Reasoning (3) Introductory Statistics (3) College Algebra (3) Pre-Calculus (3) Basic Statistics (3) Calculus I (4) Calculus II (4)	3
Social and Behavioral Sciences In addition to PSY 103, students must choose one course from among the four HIS courses listed and one SOC course.	PSY 103	Introduction to Psychology (3)	3
	History HIS 104 HIS 105 HIS 250 HIS 251	World History I (3) World History II (3) United States History I (3) United States History II (3)	3
	Sociology SOC 103 SOC 210	Introduction to Sociology (3) Cultural Anthropology (3)	3
Total			32

*Students should select the course that fulfils the mathematics requirement for their chosen associate's or bachelor's degree. If students are not ready for these courses, lower-level courses are available to prepare them for the higher-level courses (see Mathematics Placement Test section on the Core Curriculum page).

HIS 210 is cross-listed with SOC 210 and will satisfy the sociology subsection of the Social and Behavioral Sciences section.

Character Formation Core

All Point University associate's degree programs include courses in General Studies (Liberal Arts) and Character Formation. All Point bachelor's degree programs include a full 30+ credit General Studies Core and a 15-credit Character Formation Component.

For *on-ground* baccalaureate students residing at Point's main campus, the Character Core takes the form of a 15-credit Biblical Studies Minor (or Biblical Studies Major). *Online* students fulfil this requirement by completing either (1) a Theological Track that emphasizes a biblical approach to these issues; (2) a Character Formation & Leadership Track focused on issues of worldview and ethics; or (3) a customized track that combines elements of both.

Together, the General Studies and Character Formation components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

Character Formation Core

Biblical Studies Minor

All *on-ground* Point University bachelor's degree programs include a Character Formation Component that *may* take the form of a Biblical Studies Minor or a full Biblical Studies Major. These Biblical Studies are designed to ground students in the Christian Scriptures as a foundation for spiritual formation, faith integration, and a Christian worldview. Together, Point's Christ-centered General Studies Core, Character Formation Component, and professional majors equip students to practice their chosen professions as ambassadors for the Lord.

Modality

Point University offers the Biblical Studies Minor in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials.

Program Purpose and Student Learning Objectives

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

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

1. Students identify the essential nature of narrative (story) to the human experience.
2. Students articulate a view of scripture as a unified, cohesive narrative.
3. Students identify the historical context in which Jesus lived.
4. Students identify the major events in the gospel narratives.
5. Students demonstrate a working knowledge of the canonical gospels, their relationship to one another, and their varying portrayals of the life of Jesus.
6. Students critique the importance of preliminary knowledge important to interpreting Scripture.
7. Students demonstrate the ability to use the primary principles of language.
8. Students validate their appreciation for Scripture as God's revelation to His people.
9. Students understand the relationship between their culture and their worldview.
10. Students articulate a Biblical worldview in contrast to other contemporary worldviews.
11. Students articulate the concept of spiritual formation, its purposes within the framework of the New Testament concept of the kingdom of God, and its historical processes.
12. Students analyze some of the challenges and opportunities for living out the gospel in all areas of life.
13. Students prepare themselves for their role within the Biblical story.
14. Students articulate how they can integrate their faith in their projected career field.

Required Courses

The on-ground Biblical Studies Minor consists of the following courses:

COURSE NUMBER	COURSE NAME	CREDIT HOURS
BBS 102	The Drama of Scripture	3
BBS 202	Jesus: The Focus of Scripture	3
BBS 304	Scripture: Reading and Interpretation	3
BBS Elective*		3
THE 405	Christ, Culture, and Career	3
Total		15

To fulfill the Biblical Studies Elective requirement for the Biblical Studies Minor, students must choose a course from one of the following four categories (prerequisites apply): BBS (Biblical Studies), NTS (New Testament Studies), OTS (Old Testament Studies), and THE (Theology). Students may *not* use BBS 201 Biblical Interpretation to fulfill the elective requirement because it is too similar to BBS 304.

Character Formation Core

Character Formation and Leadership

Every online baccalaureate student at Point completes a 15-credit Character Core that lays foundations for a coherent worldview, character formation, and leadership. Students may choose between a

1. Theological Track that emphasizes a biblical approach to these issues;
2. Character Formation & Leadership Track focused on issues of worldview and ethics; or
3. A customized track that combines elements of both.

Choosing a Character Core Track

Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5].

Program Purpose and Student Learning Objectives

The Character Core equips students with foundations for a coherent worldview, character formation, and leadership. The Character Core builds on the mission and goals of Point University in order to attain Point's general education competencies and accomplish the following student learning objectives:

1. Students identify the essential nature of narrative (story) to the human experience.
2. Students articulate the ways in which stories provide frameworks for human action.
3. Students evaluate and articulate a vision of human flourishing.
4. Students use a vision of human flourishing to reflect on the communities in which they are embedded and leadership within those communities.
5. Students demonstrate the ability to read and interpret texts in contextually appropriate ways.
6. Students interpret texts for the purpose of transformation of character in personal and communal contexts.
7. Students understand the relationship between their culture and modes of perceiving the world.
8. Students utilize materials from earlier Character Core courses to articulate how their work can contribute to the flourishing of humans and the natural world.

Required Courses

The online Character Core consists of one of the following tracks or a combination of the two (see note below):

Character Formation & Leadership Track (15 credits)

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
CHAR 102	Where Am I? An Introduction to Worldview	3
CHAR 202	Who Am I? Explorations in Human Flourishing	3
CHAR 302	How Should I Live? Habit, Virtue, and the Formation of Character	3
MGMT 467	How Will I Lead? Ethical Leadership in the Workplace	3
CHAR 402	What Should I Do? Beyond a Paycheck: Working for Good	3
Total		15

Theological Track (15 credits)

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
BIBL 103	The Drama of Scripture	3
BIBL 202	Jesus: The Focus of Scripture	3
BIBL 306	Scripture: Reading and Interpretation	3
THEO 310	Spiritual Formation: Kingdom Living	3
THEO 405	Christ, Culture, and Career	3
Total		15

THEO 405 is a *Writing Emphasis* course.

College of Arts and Sciences Overview

The College of Arts and Sciences is home to the Fine Arts, Health Sciences, Sciences and Mathematics, Humanities, and Information Technology Departments.

You can learn more about each department and their respective programs by clicking below:

Fine Arts Department

Health Sciences Department

Humanities Department

Science and Mathematics Department

Information Technology Department

Personnel

A complete listing of full-time faculty for the College of Arts and Sciences is listed below. You can learn more about faculty by visiting faculty biographies here.

College Dean

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

Department Chairs

- Jennifer Allen Craft, M.Litt. in Theology, Imagination and the Arts, Ph.D. in Divinity—Humanities Department Chair, Professor of Humanities and Theology
- Michael J. Elliott, Ph.D. in Chemistry/Chemical Education—Associate Professor of Chemistry, Sciences & Mathematics Department Chair
- Toni Anderson, Ph.D. in Higher Education—Fine Arts Department Chair, Professor of Fine Arts
- Christopher Simonavice, MBA, M.S. in Telecommunications Systems Management—Interim Information Technology Department Chair, Associate Professor of Information Technology

Other Full-Time Faculty

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

- Taylor Douglas Bowman, Ph.D. in English Literature—Associate Professor of English
- Josh Dalessandro, Master of Biological Sciences, Doctorate of Chiropractic—Assistant Professor of Science
- Randall George Howell, M.Ed. in Biological Sciences—Assistant Professor of Biology
- Sarah G. Huxford, Master of Mass Communication—Associate Professor of Communication
- Scarlet Jernigan, M.S. in History Education, M.A. in History, Ph.D. in History—Assistant Professor of History
- Rae Leonard, M.S. in Early Childhood Education, Ed.S. in Educational Leadership & Administration—Assistant Professor of Online Education
- Allison M. Kemper, D.P.T. in Physical Therapy—Associate Professor of Exercise Science
- Kathryn Johnson Radunski, M.Ed. in Mathematics Education—Instructor in Mathematics and Science
- MaryAna McGee, M.A. in English—Assistant Professor of English
- Nick Palombo, M.A. in English, Ph.D. in English—Assistant Professor of English
- Matthew Portwood, M.Ed. with emphasis in English, Ed.S. in Educational Leadership–Assistant Professor of English
- Susan S. Ryan, M.A. in English, Ed.D. in Curriculum Studies—Dean of the College of Education, Professor of English and Education
- Raj Sampath, M.S. in Decision Science, Ph.D. in Management, - Assistant Professor of Mathematics
- Amy L. Schuler, M.S. in Biology—Instructor in Biology
- William Grant Vickery, Ph.D. in English—Assistant Professor of English
- Martha "Nan" Harrell, Ph.D. in Information Systems—Assistant Professor of Information Technology
- Jayme Gafford, M. Ed. in Secondary Education—Instructor of History

College of Biblical Studies and Ministry Overview

The College of Biblical Studies and Ministry is home to the Biblical Studies and Christian Ministries Departments.

You can learn more about each department and their respective programs by clicking below:

Biblical Studies Department

Christian Ministries Department

Personnel

A complete listing of full-time faculty for the College of Biblical Studies and Ministry is listed below. You can learn more about faculty by visiting faculty biographies here.

Salaries of faculty members who teach in the Biblical Studies Department are funded in part by the Mount Olive Christian Church Trust Endowment.

College Dean

Samuel W. ("Wye") Huxford, M.Div. in New Testament and Theology—Dean of the College of Biblical Studies & Ministry, Christian Ministries Department Chair, Professor of Biblical Studies

Department Chairs

- Holly J. Carey, Ph.D. in New Testament and Christian Origins—Biblical Studies Department Chair, Professor of Biblical Studies
- Samuel W. ("Wye") Huxford, M.Div. in New Testament and Theology—Dean of the College of Biblical Studies & Ministry, Christian Ministries Department Chair, Professor of Biblical Studies

Other Full-Time Faculty

- Jennifer Allen Craft, M.Litt. in Theology, Imagination and the Arts, Ph.D. in Divinity—Humanities Department Chair, Professor of Humanities and Theology
- Zechariah Eberhart, MATS in New Testament, Ph.D. in New Testament and Early Christianity–Assistant Professor of Biblical Studies
- Gordon E. Griffin, D.Min. in Ministry—Instructor of Biblical Studies and Ministry
- Nathan Jones, M.A. in History of Christianity, Ed.D. in Organizational Leadership—Associate Professor of Christian Ministry
- John H. Morris, Ph.D. in New Testament—Professor of Biblical Studies
- Rachel Nabulsi, M.A. in Hebrew Bible and Ancient Near Eastern History, Ph.D. in Hebrew Bible and Linguistics—Associate Professor of Biblical Studies
- Joshua F. Rice, Ph.D in New Testament Studies—Assistant Professor of Biblical Studies

Core Curriculum

General Education Core Online

General Education Core Residential

Background: The Point University Core Curriculum. All Point University associate's degree programs include courses in General Studies (Liberal Arts) and Character Formation. All Point bachelor's degree programs include a full 30+ credit General Studies Core and a 15-credit Character Formation Component. For *on-ground* baccalaureate students residing at Point's main campus, the Character Core takes the form of a 15-credit Biblical Studies Minor (or Biblical Studies Major). *Online* students fulfil this

requirement by completing either (1) a Theological Track that emphasizes a biblical approach to these issues; (2) a Character Formation & Leadership Track focused on issues of worldview and ethics; or (3) a customized track that combines elements of both. Together, the General Studies and Character Formation components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

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

The student will be able to:	**Assessment measure(s)**
1. Communicate effectively.	*PAA Assessment*, subscores in Reading and Writing
2. Operate in the areas of humanities, social science, and natural science.	ETS *Proficiency Profile*, subscores in Humanities, Social Science, and Natural Science
3. Demonstrate skills in critical thinking and mathematics.	*PAA Assessment*, subscores in Critical Thinking and Mathematics

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

Academic Policies Related to General Education

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

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

Each degree program has specified the "minimum" math course required for students pursuing that program. Students should review the degree sheet specific to their program for additional guidance. Students are encouraged to reach out to their faculty advisor or the advising center at advising.center@point.edu.

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

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

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

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

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

(4) Since mathematics lays the groundwork for many professional skills, full-time undergraduate students must enroll in an appropriate math course within the first two terms of enrollment at Point. If necessary, they must then enroll in an appropriate math course every term it is offered until they have successfully completed *the mathematics course required for their degree program with a grade of "C" or higher*.

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

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

Writing Emphasis Courses. In the Lower Division, undergraduate students gain university-level writing skills through ENG/ENGL 101-102 Critical Reading & Writing I-II, supported by metacognitive and career-readiness strategies taught in APSP 110/EFT 101 Effective Thinking. Point further develops those skills in the Upper Division through "Writing Emphasis" (WE) courses included in the Character Formation Component and each professional major. In the WE courses, students complete formal writing projects appropriate to their chosen career or discipline, which are evaluated using a University rubric.

Transfer Guidelines for the General Education Core, Character Core, and Biblical Studies Minor. The faculty of Point University has specifically designed each course in the General Education Core, Character Core, Biblical Studies Minor, and professional programs to serve the University mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be transfer friendly while remaining true to its mission, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the Chief Academic Officer and college deans. For the guidelines and full policy on course transfers, see "Credit for Prior Learning" in the section of this catalog focusing on "Academic Regulations."

All residential students—first-year or transfer—must be enrolled in-person sections of BBS 102 and EFT 101 no later than their second semester (summers excluded) at Point University. Transfer students may be eligible to opt out of either requirement (or both) if they have transfer credits from a previous institution that satisfy course objectives or have a course equivalency.

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

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

Policy for Degree-Seeking Students with Undecided Major

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

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

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

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

Role of the Character Formation Component in the Point University Core Curriculum

Background: The Point University Core Curriculum. All Point University associate's degree programs include courses in General Studies (Liberal Arts) and Character Formation. All Point bachelor's degree programs include a full 30+ credit General Studies Core and a 15-credit Character Formation Component. For *on-ground* baccalaureate students residing at Point's main campus, the Character Formation Component takes the form of a 15-credit Biblical Studies Minor (or Biblical Studies Major). *Online* students fulfil this requirement by completing the Character Core, which consists of either (1) a Theological Track that emphasizes a biblical approach to these issues; (2) a Character Formation & Leadership Track focused on worldview and ethics; or (3) a customized track that combines elements of both. Together, the General Studies and Character Formation components form Point University's "Core Curriculum," a broad foundation for lifelong learning and more advanced professional studies.

Adding Minors to Bachelor's Degree Programs. All baccalaureate programs include the General Education Core and the Character Core. In *on-ground* programs that do not include a dual major in Biblical Studies, the Character Core takes the form of a Biblical Studies Minor.

Beyond the Biblical Studies Minor, students may add a minor(s) to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. (For example, a student graduating with a History Major will not also receive a History Minor even though all courses in the minor are included in the major.) Students may not add minors to associate's degrees. For full policies concerning "Majors and Minors," see the section of this catalog titled "Introduction to Academics."

College of Business and Leadership Overview

The College of Business and Leadership is home to the Accounting & Finance, Management, and Marketing & Public Relations Departments.

You can learn more about each department and their respective programs by clicking below:

Accounting & Finance Department

Management Department

Marketing & Public Relations Department

Personnel

A complete listing of full-time faculty for the College of Business and Leadership is listed below. You can learn more about faculty by visiting faculty biographies here.

College Dean

S. Todd Weaver, Ph.D. in Marketing, OMCP—Dean of the College of Business & Leadership, Marketing Department Chair, Professor of Business

Department Chairs

- Jeffrey A. Haverly, D.Mgt. in Management, CPA, CMA—Accounting & Finance Department Chair, Professor of Business
- S. Todd Weaver, Ph.D. in Marketing, OMCP—Dean of the College of Business & Leadership, Marketing Department Chair, Professor of Business
- Karin Bogue, D.B.A. in International Business, J.D.— Management Department Chair, Associate Professor of Business

Other Full-Time Faculty

- Kevin Batts, M.B.A. in Finance—Assistant Professor of Management
- Bethany G. Broderick, Master of Technical and Professional Communication—Assistant Professor of Marketing
- Bethany Huxford Davis, Ph.D. in Organizational Leadership with a Concentration in Nonprofit Management—Associate Professor of Business and Organizational Leadership
- Destini Copp, D.B.A. in Marketing—Associate Professor of Management

College of Education and Behavioral Sciences Overview

The College of Education is home to the Child & Youth Development, Teacher Education, Criminal Justice, Psychology & Counseling, and Social Work Departments.

You can learn more about each department and their respective programs by clicking below:

Child & Youth Development

Teacher Education

Criminal Justice

Psychology & Counseling

Social Work

Personnel

A complete listing of full-time faculty for the College of Education and Behavioral Sciences is listed below. You can learn more about faculty by visiting faculty biographies here.

College Dean

Susan S. Ryan, Ed.D. in Curriculum Studies—Professor of English and Education

Department Chairs

- James C. Donovan, Ph.D. in Educational Leadership—Teacher Education Department Chair, Professor of Education
- Katura M. Lesane, Ph.D. in Leadership in Educational Administration—Child & Youth Development Department Chair, Associate Professor of Education
- Layna Kemp, M.Ed. in Curriculum & Instruction—Child Development Department Chair, Assistant Professor of Education
- Forrest B. (“Butch”) Beach, M.S. in Criminal Justice, M.P.A. in Justice Administration, D.P.A. in Public Administration—Criminal Justice Department Chair, Professor of Criminal Justice
- Simone Cox, M.A. in Marriage and Family Therapy, M.B.A. in Financial Management, LMFT, LPC—Psychology & Counseling Department Chair, Associate Professor of Counseling and Human Relations
- Aisha Delores Williams, M.S.W. in Social Work with Specialization in Management; Ph.D. in Social Work Policy, Planning, and Administration; LMSW— Social Work Department Chair; Social Work Program Director; Associate Professor of Social Work, Human Relations, and Management

Other Full-Time Faculty

- Edward W. Clark, Jr., M.Ed. in Specific Learning Disabilities K-12, M.Ed. in Administration—Associate Professor of Education, Director of Disability Services
- Gregory K. Moffatt, M.S. in Community Counseling, B.Th. in New Testament, Ph.D. in Educational Psychology, LPC— Director of Counseling Services, Professor of Counseling and Human Services
- Jeffrey Fessler, M.A. in Christian Studies—Instructor of Psychology
- Denise Howard, M.S.W. Administrative Policy, Policy with Family and Child Welfare– Assistant Professor of Sociology
- Bob Jensen, M.S. in Criminal Justice—Associate Professor of Criminal Justice
- Lyndsey Lifer, M.A. in Public Sociology, M.A. in Professional Counseling – Assistant Professor of Psychology & Social Science

- Andrea Pope-Smith, M.S.W. in Social Work—Assistant Professor of Social Work
- David Sturgess, M.A. in Community Counseling—Assistant Professor of Counseling and Psychology
- Shirley Thompson-Lewis, M.S.W in Social Work, D.Min. in Spirituality, LISW-S—Social Work Field Education Director, Assistant Professor of Human Relations and Social Work

Academic Organization

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

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

Academic Programs and Organization. The list of colleges, departments, and academic programs can be found by navigating to the Colleges tab in the header. For information concerning a given program or area, contact the appropriate dean, department chair, or program coordinator.

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

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

Accreditation and Authorizations

This *Academic Catalog* presents the educational programs and policies of Point University for students entering in Fall Term 2024, Spring Term 2025, and Summer Term 2025. It describes programs offered at the main campus in West Point, Georgia, along with programs offered online and at other Point educational sites, including Dual Credit Enrollment (DCE).

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

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

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

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

CSWE Social Work Accreditation. Point University launched its Bachelor of Social Work (B.S.W.) program in 2019-2020 after receiving approval to offer the program from its SACSCOC institutional accrediting body. At the same time, Point began the process of seeking professional accreditation from the Council on Social Work Education (CSWE, https://www.cswe.org). Point aligned its Social Work Major with CSWE's nine Core Competencies and other standards, so that the program prepares students for licensure as social workers. In February 2020 the CSWE Commission on Accreditation granted candidacy status to Point's B.S.W. program. In November 2021 CSWE granted

Initial Accreditation through October 2029. In accordance with CSWE policy concerning retroactive accreditation status, any students who entered the program in Fall Term 2019 or later are considered to have graduated from a CSWE-accredited Social Work program. For further information concerning CSWE accreditation, contact Dr. Aisha Williams, BSW Program Coordinator and Chair of the Sociology & Social Work Department (Aisha.Williams@Point.edu).

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

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

Georgia State Authorization and Student Complaint Process

As an institution that participates in the federal student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, Point University is authorized to operate by the State of Georgia. Point is authorized by name to operate educational programs beyond secondary education in Georgia by the Governor's executive order of June 28, 2013.

In Georgia, the Georgia Non-Public Post-Secondary Education Commission (GNPEC) conducts the process to review and appropriately act on complaints arising under State laws, including damage or loss as a result of any act or practice by a nonpublic post-secondary educational institution. *However, out-of-state online students must first complete the complaint process through Point University and contact GNPEC only if the complaint is not resolved.*

A student who has an unresolved complaint may initiate the GNPEC's Authorized School Complaint Procedure by:

Submitting an Authorized School Complaint Form found on the GNPEC website (www.gnpec.ga.sara);

Calling the GNPEC at (770) 414-3300; or

Visiting the GNPEC at the following address during normal office hours with a scheduled appointment:

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

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

Full details on accreditation, authorizations, and affiliations are available here.

Consumer information is available here.

Memberships. Point University is a member of the Council for Christian Colleges and Universities (CCCU, www.cccu.org); the American Association of Collegiate Registrars and Admissions Officers (AACRAO, www.aacrao.org), and the National Academic Advising Association (NACADA, www.nacada.ksu.edu).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Nondiscrimination Policies. In accordance with federal, state, and local laws and regulations, Point University does not discriminate on the basis of age, gender, color, race, nationality, national or ethnic origin, disability, status as a disabled veteran or veteran of the Vietnam era, or any other protected category in the administration of admission policies, educational policies, financial aid, employment, or any other University program or activity. Point admits qualified students who acknowledge the mission of Point University. It hires qualified faculty and staff who support the mission and goals of the University. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973 is Edward Clark, the Director of Disability Services (706-385-1432; Disability.Services@Point. edu).

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

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

Students are responsible for knowing and following the policies, procedures, and regulations presented in the *Academic Catalog*. The *Point University Honor Code* (student handbook) provides additional guidelines for residential students on the main campus in West Point. It is also the student's responsibility to stay informed about program revisions and to be aware of the University calendar, critical deadlines, and all University mail delivered to the student's Point mailbox and/or email account.

Published Information

The primary sources of information about Point University are the institutional website (www.point.edu) and this *Academic Catalog*.

Education Sites

Sites. Point University operates on-ground academic programs at multiple locations, including its main campus in West Point, Georgia. Point also offers online programs through which it extends its educational mission across the nation and around the world. For further information on each Point location, see below.

Student Support Centers. Point's larger sites in West Point, Peachtree City, and Savannah, Georgia, include well-equipped classrooms, computer labs, and office spaces. These sites serve as support centers for both on-ground and online students. Students are generally served by personnel based at the site closest to their home.

Every site is equipped to serve as a support center for both on-ground and online students. Students are generally served by personnel based at the site closest to their home. Stu-dents may complete courses needed for graduation at any site offering those courses.

Main Campus – West Point, Georgia
507 W. 10th Street
West Point, GA 31833
706-385-1000

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

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

Savannah, Georgia
Compassion Christian Church
Adult Ministry Center
55 Al Henderson Blvd.
Savannah, GA 31419
706-784-5110

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

One University, Multiple Sites

Point University currently operates on-ground academic programs at multiple locations in Georgia and elsewhere. Point also offers online programs through which it extends its educational mission across the nation and around the world.

MAIN CAMPUS: West Point, Georgia (507 W. 10th Street, West Point, GA 31833; Telephone: 706-385-1000 or 855-37-POINT). In fall 2012, Point University relocated from its old campus in East Point, Georgia, to a new main campus in West Point. The site hosts on-ground residential programs while also offering support for students in online degree programs.

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

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

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

Savannah, Georgia (Compassion Christian Church, Adult Ministry Center, 55 Al Henderson Blvd., Savannah, GA 31419; Telephone: 706-784-3110). Located on the campus of Compassion Christian Church, this site offers core curriculum for on-ground students and dual credit enrollment courses for high school students.

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

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

- Beach High School, 3001 Hopkins Street, Savannah, GA 31406
- Benedictine Military School, 6502 Seawright Drive, Savannah, GA
- Bethesda Academy, 9520 Ferguson Avenue, Savannah, GA
- Bright Futures Academy, 1300 Joseph E. Boone Boulevard NW #1000, Atlanta, GA
- Bryan County High School, 1234 Camellia Drive, Pembroke, GA
- Compassion Christian Church, 55 Al Henderson Boulevard, Savannah, GA 31419
- Coram Deo Classical School, 206 Willowbend Road, Peachtree City, GA 30269
- Groves High School, 100 Priscilla D. Thomas Way, Savannah, GA 31408
- Islands High School, 170 Whitemarsh Island Road, Savannah, GA 31408
- Jenkins High School, 1800 East Derenne Avenue, Savannah, GA 31406
- New Hampstead High School, 2451 Little Neck Road, Bloomingdale, GA 31302
- Newton College and Career Academy, 144 Ram Drive, Covington, GA
- North Highland Church, 7300 Whittlesey Boulevard, Columbus, GA 31909
- Point University, Peachtree City Site, 800 Commerce Drive, Peachtree City, GA 30269
- Prince Avenue Christian School, 2201 Ruth Jackson Road, Bogart, GA 30622
- Rockdale Career Academy, 1064 Culpepper Drive Southwest, Conyers, GA 30094
- Savannah Christian Preparatory School, 1599 Chatham Parkway, Savannah, GA
- South Effingham High School, 1220 Noel C Conway Road, Guyton, GA
- Strong Rock Christian School, 4200 Strong Rock Parkway, Locust Grove, GA 30248
- The Campus, 300 Tivoli Gardens, Peachtree City, GA 30269
- Trinity Christian School, 2564 Highway 154, Newnan, GA 30265
- Windsor Forest High School, 12419 Largo Drive, Savannah, GA
- Woodville-Tompkins High School, 151 Coach Joe Turner Street, Savannah, GA 31408
- Young Americans Christian School, 1701 Honey Creek Road S.E., Conyers, GA 30013

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

Nondiscrimination Policies

Point University is committed to educating students for Christ-centered service and leadership throughout the world. To achieve that end, and to the extent that it does not conflict with constitutionally protected Christian principles to which Point University adheres, the institution must be a learning community that is free from discrimination regarding sex, age, disability, nationality, race, ethnicity, and other protected classifications. Student and employee conduct requirements are provided in the Honor Code and the Employee Handbook, respectively.

Inquiries about Title IX may be referred to Point University's Title IX Coordinator, the U. S. Department of Education's Office for Civil Rights, or both. Point University's Title IX Coordinator is Autumn Glenn (autumn.glenn@point.edu, 706-886-5417).

Point University's nondiscrimination policy and grievance procedures can be located at Title IX - Point University. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, refer to Title IX - Point University.

Spiritual Formation

Freedom of Thought. A key component of Point's Christian mission is the recognition that the way of Christ is never coercive and does not employ compulsion or force. Although Point is a Christian institution, it welcomes all students regardless of their belief or religion. Furthermore, while the University provides ample opportunities for faith and spiritual formation, it does not require belief or adherence to a doctrinal standard or creed of any of its students. As with any institution of higher education, students may be exposed to new views or views with which they disagree. But, in keeping with the ethos of the pursuit of learning in higher education, Point does not require students to espouse any one view. The *Point University Honor Code* (the residential student handbook) includes certain behavioral standards for *residential students* living on campus. *Online students* are only required to abide by academic policies and procedures specified in this catalog (e.g. no academic dishonesty/plagiarism). Above all, the University asks that all students treat each other with dignity and respect, regardless of race, creed, or religion.

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

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

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

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

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

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

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

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

The diagram below also highlights important aspects of spiritual maturity promoted by Point University.

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

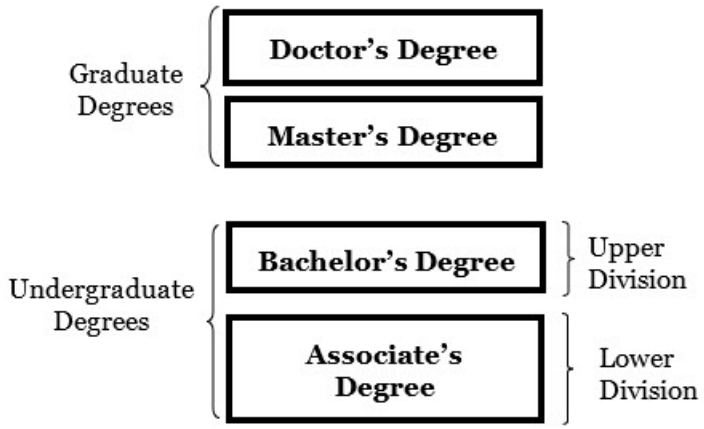
Character Formation. All Point bachelor's degree programs include a 15-credit Character Formation Component. For *on-ground* baccalaureate students residing at Point's main campus, the Character Formation Component takes the form of a 15-credit Biblical Studies Minor (or Biblical Studies Major). *Online* students fulfil this requirement by completing the Character Core, which consists of either (1) a Theological Track that emphasizes a biblical approach to these issues; (2) a Character Formation & Leadership Track focused on worldview and ethics; or (3) a customized track that combines elements of both.

Learning objectives and required courses for the Character Core and Biblical Studies Minor appear in this catalog under "Biblical Studies Department." Point promotes faith integration throughout the curriculum.

Types of Degree Programs

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

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



Associate's Degrees

- The first degree beyond secondary education is the associate's degree, which includes a minimum of 60 credit hours.
- Point University associate's degrees typically include four major components: (1) a 31-32 credit General Education Core that lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 9-credit Character Formation Component that lays foundations for spiritual formation and character development; (3) a 15-credit Professional Component that develops foundational competencies related to the student's chosen vocation or discipline; and (4) 5 credits of General Electives, which enable students to explore additional areas of interest. All associate degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth.

Bachelor's Degrees

- The bachelor's or "baccalaureate" degree includes a minimum of 120 credit hours (60 hours beyond the associate's degree).
- Baccalaureate degrees typically include four major components: (1) a 31-32 credit General Education Core that lays a broad, coherent foundation for students' university studies and for lifelong learning as servants of Christ; (2) a 15-credit Character Formation Component that lays foundations for spiritual formation, character development, and integration of faith and vocation; (3) a 45+ credit Professional Major consisting of focused studies in a given academic discipline or professional field; and (4) General Electives, which enable students to explore additional areas of interest. All baccalaureate degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth.
- A difference between bachelor of arts and bachelor of science degrees is the expectation for foreign language learning. Each degree program is free to set its own requirements for foreign languages.

Master's Degrees

A master's degree includes no fewer than 30 credit hours beyond the bachelor's degree. Graduates demonstrate further mastery of a specialized discipline resulting in high-level professional practice. All master's degree programs are aligned with the mission and goals of Point University, which facilitate students' intellectual, social, physical, professional, and spiritual growth. At the master's level, Point seeks to develop in students:

- Advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to mentor others in that profession
- A highly developed philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways
- A highly developed ethical and theological framework for exercising one's profession as a servant of Christ (integration of faith and vocation)
- Active involvement with professional tools and literature, along with advanced research skills
- Advanced practical experience in one's chosen discipline or profession
- Advanced expertise in a specialized discipline, which enables them to conduct research in the field
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations
- Knowledge, skills, and competencies needed to pursue a doctor's degree, a professional credential, and/or licensure

Undergraduate versus Graduate Degrees

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

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

Majors and Minors

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

Students pursuing a bachelor's degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At Point, a "minor" includes 15+ credits, with at least 9 credits in the Upper Division. The sections of this catalog describing each academic department include descriptions of any minors offered by that department.

The following policies govern the offering of minors:

- All Point bachelor's degree programs include a 15-credit Character Formation Component. The Character Core *may* take the form of a Biblical Studies Minor. Learning objectives and required courses for the Character Core and Biblical Studies Minor appear in this catalog under "Biblical Studies Department."
- Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. Students may not add minors to associate's degrees.
- For a minor to appear on student transcripts as a "minor," at least 12 credits required for the minor must be beyond those required in the Core Curriculum (General Education and Character Formation Component) and professional major of the student's chosen degree program. A maximum of two courses may be used to satisfy both Core Curriculum and minor requirements. A maximum of two courses may be used to satisfy requirements for both the professional major and the minor. A maximum of two courses may be used to satisfy requirements of more than one minor.
- If a specific course required for the student's major is also required for the minor, students should substitute another course in the same discipline to fulfill the required minimum number of credits for the minor. Any course used to replace an upper division course should also be upper division (300 or 400 level).
- At least 6 credits within the minor must be completed at Point University.
- For purposes of academic planning and financial aid, Point recommends that students declare their desired minor(s) as soon as possible—preferably (but not necessarily) at the same time they declare their major. See the policy on "Declaring Programs, Majors, and Minors" in the section of this catalog devoted to "Academic Advising."
- Point awards minors and places them on transcripts only when the baccalaureate degree is awarded.
- The proper sequencing of courses to include a minor in a degree program is the student's responsibility.

Concentrations and Specializations

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

Certificates

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

Traditional versus Non-Traditional, On-Ground versus Online

In "traditional" academic programs, students typically complete several courses at one time, on-campus, in sessions lasting 10 weeks (quarter system) or 15-16 weeks (semester system). Traditional programs were originally designed with the expectation that students would live on campus ("residential programs") or commute from nearby, devoting most or all of their time to their studies. In contrast, "non-traditional" programs are designed for working adults. The academic year often consists of a series of shorter sessions in which students typically take only one or two courses at a time. Students study online or attend classes only once or twice per week.

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

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

On-Ground Courses—Students typically meet face-to-face with instructors at the main campus in West Point or another Point education site for about 3 hours each week.

Point Online—In this fully-online format, students engage in educational activities through a customized *Point Online* course website that facilitates interaction between students, their instructor, and their fellow learners. Students may access their *Point Online* courses at any time from any location with an Internet connection. Students *must* log into their course sites every week to register attendance and complete assignments. They *should* log in nearly every day to participate in ongoing class discussions and other interactive learning activities. However, *Point Online* courses are "asynchronous" in that they do not require all students to log in at the same time. This arrangement offers more flexibility for students who have different work schedules or live in different time zones.

Hybrid —This online format features a weekly live, synchronous, 2-hour class session supplemented by asynchronous learning activities offered through the online course website. For most *hybrid* courses, the live session takes the form of a "virtual meeting" or videoconference allowing two-way, face-to-face interactions between students, their instructor, and their fellow learners. For other *hybrid* courses, the live session takes the form of an on-ground session at a Point education site Students *must* participate

in the weekly live sessions to register attendance and engage in interactive learning activities. They should also log into the course site regularly throughout the week—at the times of their choosing—to complete other assignments. This blend of synchronous and asynchronous elements offers students the "best of both worlds"—the flexibility of an online program with the benefit of a weekly gathering.

Students may enroll in fully online undergraduate programs while being an on-campus student. Students will be charged the on-campus tuition rate and are eligible for scholarships not available to fully online students. Student-athletes (including Marching Band) enrolled in any undergraduate program will be charged the on-campus tuition and fees rate. Student-athletes (including Marching Band) enrolled in any graduate program will be charged graduate tuition rates as well as on-campus fees. Please see Tuition & Fees page on website for more information.

Prerequisites and Corequisites

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

University Leadership & Trustees

Point's President is Dr. Stacy A. Bartlett, you can learn more about her here. You can learn more about the university's senior support team leaders here.

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Who We Are

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

Educational Goals

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

Spiritually—Point University seeks to encourage students to grow in faith in Jesus Christ, develop a Christian worldview, live by Christian virtues, and serve others.

Intellectually—Point University seeks to encourage students to think analytically and critically, communicate effectively, and demonstrate competence in biblical and theological studies, the arts and sciences, and professional studies in which they major.

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

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

Professionally—Point University seeks to encourage students to equip themselves with the knowledge and skills necessary to pursue a chosen vocation.

Church Identification

Point University is a private university that was founded by congregations and individuals of the Christian Churches and Churches of Christ. The educational program of the University is in harmony with the faith and practice of these churches. While a significant number of students come from various Christian groups, church affiliation is not required for Point students.

Learn more about Point University's history, what we believe, and spiritual formation at Point.

Academic Calendar

You can access the academic calendar here. The academic calendar is published prior to the fall term of each academic year, running from Fall (August) to Summer (July). ***Academic calendars are subject to change and all changes will be communicated to the university community in advance.***

Future years are published as available.

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

FALL TERM (16 WEEKS)		**SPRING TERM (16 WEEKS)**		**SUMMER TERM (13 WEEKS)**	
Fall 1 (8 weeks)	Fall 2 (8 weeks)	Spring 1 (8 weeks)	Spring 2 (8 weeks)	Summer 1 (5 weeks)	Summer 2 (8 weeks)
Traditional Academic Year					

- Each calendar year includes two 16-week “terms” and one 13-week "term" (excluding special events and school holidays). “Spring Term” typically extends from early January through early May, “Summer Term” from early May through late August, and “Fall Term” from late August through mid-December.
- Each 16-week term includes two 8-week “sessions” referred to as “Spring 1, Spring 2, Fall 1, and Fall 2.” The 13-week term includes one 5-week "session" referred to as "Summer 1" and one 8-week "session" referred to as "Summer 2."

Within this common University framework, Point offers courses of varying lengths according to the needs of a given academic program:

- Traditional undergraduate students typically enroll in four to six courses during Fall 1-2 and Spring 1-2 (the traditional academic year), with optional “summer school” courses during the Summer Term. Traditional courses are 16 weeks in length.
- Dual Credit Enrollment (DCE) courses are also offered in a 16-week term-length format aligned with the calendar of the host school.
- Non-traditional students enrolled in undergraduate *Point Online* or *hybrid* programs typically complete two courses each session year-round. Non-traditional courses are 8 weeks in length, with the exception of the courses offered for 5 weeks in the Summer 1 session.
- Non-traditional students enrolled in online graduate programs typically complete one 8-week course each session *year-round*.

The first week of an 8-week session or 16-week term is called “Getting Started Week.” It always begins with new student orientations on Monday and Tuesday followed by a half week of courses extending from Wednesday through Sunday. During this half week students must attend on-ground class sessions and/or log onto their online course websites, introduce themselves to their instructor and fellow learners, review course syllabi, participate in course orientations, complete any initial assignments, and work ahead if they wish. Most instructors do not make *major* assignments during “Getting Started Week” to give students time to get oriented and plan their educational strategy.

- The remaining course “weeks” always begin on Monday and end on Sunday. They include a variety of focused learning activities.
- If a major holiday (most often July 4 or Independence Day) falls on a day of the week when a *Point Connect* live class session normally meets, Point cancels the synchronous class session and conducts all learning activities in asynchronous online format during that week (see calendar below).
- For purposes of state and federal financial aid, Point is an attendance-taking school and students are considered to be on a “standard term semester system.”
- For undergraduate students, 12 credits per term constitute “full-time” status for purposes of financial aid. For graduate students, 6 credits per term constitute “full-time” status.
- The Academic Calendar specifies course start and end dates, add/drop/ withdrawal deadlines, holidays and breaks, and key events for students operating within the 5- and 8-week session structure.
- 5-week courses offered in summer 1 start on a Monday, and incorporate "getting started" activities into the first week of the course.

FERPA Policy

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

Directory information is information not generally considered harmful or invasive of privacy if disclosed. Point University may (but is not required to) release directory information to parties having a legitimate interest in the information. Point University defines directory information as the following: student name, University email address, telephone listing, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletes, dates of attendance, photographs, enrollment status, degrees and awards received, and most recent previous educational agency or institution attended by the student. Mailing lists of Point University students will not be provided outside the University community, except to the U. S. Department of Defense for military recruiting purposes as required by the Solomon Amendment. Students who wish to exercise their rights under the law to refuse to permit release of any or all of the categories of personally identifiable information with respect to themselves must notify the registrar in writing, preferably before completion of registration for the first term of enrollment for that academic year. Note that if any student exercises the right to refuse, the release of directory information will prevent the verification of degree or enrollment for job purposes. If a student has questions about the ramifications of this action, please consult the registrar for more information.

Grading System

Grades and Quality Points. The *standard* 4-point grade scale for Point University appears on the table below. All Point instructors use this scale unless the unique demands of their subject matter require a different approach. In such cases, the alternative grade scale appears in the course syllabus. Professors then convert final grades to the letter grade and quality point system found on this table. Grades and quality points are recorded as follows:

Grade	Scale	Points	Description	Attempted Hours for financial aid Considerations
A	90-100	4.00	**Excellent.** Clearly stands out. Unusually sharp insight. Initiates thoughtful questions. Sees multiple sides of an issue. Speaks and writes logically and clearly. Integrates ideas from previous courses and other disciplines. Anticipates the next step in progression of ideas. Accomplishes significantly more than the minimum requirements. Work is of the highest quality.	yes
B	80-89	3.00	**Above Average.** Displays a strong grasp of all subject matter and an above average under-standing of all basic concepts. An active listener and participant in class discussions. Accomplishes more than the minimum requirements. Work is of high quality.	yes
C	70-79	2.00	**Average.** Displays a satisfactory comprehension of subject matter and a general understanding of all basic concepts. Accomplishes the minimum requirements. Oral and written communication skills consistent with those expected of a university student.	yes
D	60-69	1.00	**Below Average.** Quality and quantity of work are barely acceptable.	yes
F	0-59	0.00	**Failing.** Quality and/or quantity of work are unacceptable.	yes
S		N/A	**Satisfactory** (Passing). Does not affect GPA.	yes
U		N/A	**Unsatisfactory** (Failing). Does not affect GPA.	
AU		N/A	**Audit.** Not calculated in GPA (see policy on “Auditing Courses”).	no
I (grade)		N/A	**Incomplete.** Not calculated in GPA until final grade is awarded (see below).	yes
CIP		N/A	**Currently In Progress.** Typically used for courses that continue beyond one session; replaced with a grade at course completion. Not calculated in GPA until final grade is awarded (see below).	yes
R		see at right	**Repeat.** Averaged with original grade for students receiving the Georgia HOPE scholar-ship; replaces original grade for others.	yes
W		N/A	**Withdrawn with Attendance** before deadline. Not calculated in GPA.	yes
WF		0.00	**Withdrawn Failing** after deadline due to poor academic performance or other considerations. Treated as “F” for calculating GPA.	yes
WP		N/A	**Withdrawn Passing** before deadline. Not calculated in GPA.	no

Note: Beginning fall 2025, Point University no longer awards WF or WP grades. Instead, a W will be the only drop grade awarded after drop/add if a student has attended. If a student was awarded a WF or WP prior to fall 2025, please use the above chart to see quality points and description when referencing a Point University transcript.

Satisfactory/Unsatisfactory Grading. Some courses are designated as graded on a satisfactory/unsatisfactory basis. In such a course, instructors award a grade of "S" (Satisfactory) in lieu of "A" through "D" grades. The grade appears as an "S" on the student's transcript and does not affect the grade point average (GPA). Instructors award a grade of "U" (Unsatisfactory) in lieu of an "F" grade. It appears as a "U" on the student's transcript and does not affect the GPA. Adding or withdrawing from a satisfactory/unsatisfactory course is conducted on the same basis as other courses.

Credit hours for satisfactory/unsatisfactory courses carry full academic credit. They apply, for example, toward the satisfaction of degree requirements, the calculation of the student's academic load, and the required hours for graduation as otherwise appropriate. *(NOTE: This policy replaces the previous pass/fail policy)*

Incomplete ("I") Grade. All assignments not completed by the end of the term automatically receive the grade of "F" unless students successfully petition the instructor for the privilege of taking an Incomplete ("I") grade. The "I" grade is a temporary grade indicating that work for the course is not yet complete but is expected to be complete within a short period of time. This arrangement must be made *before* the end of the term.

Instructors *should* award an "I" when students are confronted with unavoidable life situations, such as a well-documented serious illness or a death in the family, that make it impossible for the student to complete their assignments before the end of the term. Instructors *should not* award an "I" merely to allow students to improve on a bad grade due to poor performance to that point. Nor should Incompletes serve as a remedy to laziness or poor planning on the part of the student. The instructor decides if the student's request for an Incomplete falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 75% of the coursework prior to the end date for the course.

The request must include a plan and timeline for completing the remaining course requirements. If the student submits missing assignments, the instructor adjusts the final grade accordingly. Students receive zero (0) points for any assignments not submitted.

Normally, instructors will grant an "I" for no more than 1-2 weeks. Ideally, students should plan to complete missing assignments by the end of the first week of the next session, so as not to be overly burdened for that session. An Incomplete may extend no more than 30 days beyond the last day of the course. The instructor and Registrar are not responsible for notifying or reminding the student regarding an Incomplete.

"I" grades are awarded within the framework of the Point's Attendance Policy (see below). This means that students who exceed the total allowed absences for a course may not file an *Incomplete Grade Form* but must withdraw from the course and retake it at a later time.

Change of Grade. Point may change an academic letter grade after the grade is submitted only if the case involves an instructor's error. Grades may also be amended following a successful academic appeal by the student (see below).

Grade Information. Students may view their grades and transcripts at any time in the student portal in Colleague Self-Service, the online student information system used by Point University.

Academic Appeals Process

Students who believe an error has been made in grading or other academic rulings (e.g. academic dishonesty, unfair treatment by professor) have a right to appeal the decision. The academic appeals process will proceed as follows:

Informal. Students should informally seek a resolution with their instructor. If no resolution can be agreed upon, students may begin the formal process.

Formal. To initiate a formal appeal, students must complete in full the online Academic Appeal Form. They must submit the form within 10 business days of the posting of the grade or other academic ruling. At the same time, via the form, students must submit any supporting materials they wish considered in the appeal, such as assignments, instructor feedback, and correspondence with the instructor. In order to expedite the appeals process, additional supporting materials will not be accepted after submission of the formal appeal.

1. Demonstrate that the appeal meets one of the following criteria:
    1. Clear error in grading
    2. Non-responsive or non-communicative instructor
    3. Inconsistent application of policy
    4. Instructor not abiding by terms laid out in syllabus
    5. Account/access issues
    6. Clear bias against student
2. Registrar
    1. After the Registrar receives the completed appeal packet, the Registrar checks with instructor to make sure there were no errors of entry. If there were not, the appeal is forwarded to the department chair and dean.
    2. The Registrar's Office staff does not make rulings. They fact-check and facilitate the formal process.
    3. If either the department chair or dean is the instructor in question, the appeal goes to their supervisor to avoid conflict of interest.
3. Department Chair and Dean
    1. Review appeal packet and provide a decision to the student within 10 business days of the receipt of packet from the Registrar. Instructor, Registrar and CAO copied on decision to student.
    2. If the student considers the decision unjust, a second appeal may be submitted to the Academic Appeals Committee within 10 business days of receiving the decision (AcademicAppealsCommittee@Point.edu). In such a case, the Registrar will pass the appeal and decision of the department chair and dean to the Academic Appeals Committee.

4. Academic Appeals Committee
    1. Composition: Three faculty members from three different colleges and one member of Point Academic Support Services; the Chief Academic Officer (CAO) serves on the Committee *ex officio* (5 members total)
    2. Meet, review, and decide on academic appeals within 10 business days of receipt.
    3. The decision of AAC is final and cannot be appealed.
    4. CAO notifies student of decision in writing, copies dean of college and Registrar.
    5. Final decision and correspondence are added to academic appeals repository

Grading System

Calculate Your GPA

The student's grade point average (GPA) is an important index to academic achievement. Students must maintain a minimum GPA to remain enrolled in the University or a given academic program (see below under "Academic Standing"). This average also determines the student's eligibility for academic honors and financial aid. In the example given below,

- The quality point value of the letter grade for each course (see above under "Grades and Quality Points") is multiplied by the number of credit hours in the course to determine the grade points for each course. Grades of "P," "R," "W," "WP," "WX" and the associated credit hours are not considered in calculating a student's institutional GPA.
- The total grade points for all courses divided by the total credit hours yields the grade point average or "GPA" (42.0 ÷ 15 = 2.80).

Course	Grade	Quality Points		Credit Hours	Grade Points for Course
ABCD 1001	A	4.00	x	3.0	12.0
ABCD 1002	B	3.00	x	3.0	9.0
ABCD 1003	C	2.00	x	3.0	6.0
ABCD 1004	C	2.00	x	3.0	6.0
ABCD 1005	B-	3.00	x	3.0	9.0
		Totals:		15.0	42.0
				GPA:	2.80

- The grade point average students earn in a single term is called the "term GPA," while the GPA earned over the course of students' entire career at Point is called the "cumulative GPA."

Only credits and grades earned at Point University contribute to the student's cumulative GPA; transfer credits and grades are not used in calculating the Point GPA. However, credits and grades for transfer courses used to satisfy degree requirements are considered in determining graduation honors (described below under "Undergraduate Academic Honors").

Transcripts

The Registrar's Office maintains students' educational records, including academic transcripts showing credits earned. The Registrar furnishes students with transcripts upon written request. A nominal fee is collected for sending official transcripts to third parties. *Transcript Request* forms are available on the Point University website. Point encourages students to settle all financial accounts with the University before requesting a transcript. More info can be found at the FAQs for the Registrar's Office.

Course Level Policy

Summary. The determination of the level of credit hours awarded for courses is conducted by the faculty of Point University in accordance with the mission and goals of the University. This revision of the policy and procedures has been completed on the basis of Point's previous statements and procedures (such as those in the Academic Catalog and Faculty Handbook), SACSCOC principles and policies, and commonly accepted practice. The definition of levels of credit, general criteria for each level, and process for determining the level of credit are hereby established. Compliance with this policy is mandatory for all courses in every program, modality, and location as offered by Point University.

The faculty is responsible for the content, quality, and effectiveness of the curriculum and, therefore, the responsibility for determining the level of credit awarded for a course resides with them.

Levels of Credit. The following are Point University's three levels of credit for the purposes of determining the level of credit for a specific course.

- Lower-level undergraduate (numbered 100-299) – normally associated with the freshman and sophomore years
- Upper-level undergraduate (numbered 300-499) – normally associated with the junior and senior years
- Graduate (numbered 500-699) – associated with post-baccalaureate programs

Developmental courses (numbered 001-099) are to assist students who require additional foundational education to be successful in lower-level undergraduate courses.

All Point University courses beginning at the level of 100 are transferable to other institutions.

General Criteria for Levels of Credit. The following general criteria guide the determination of the level of credit awarded for a course.

Lower-level courses (numbered 100-299) have student learning outcomes, content, and instructional activity that meet an appropriate aggregation of the following:

- Knowledge and understanding of the facts, principles, terms, methods, literature, and perspectives of a discipline (breadth) as a basis for more study;
- Application of the basic facts and concepts related to a discipline in context and a variety of situations;
- Beginning analysis based on the understanding and application of the knowledge base;
- Development of the foundational skills, awarenesses, attitudes, and practices of a discipline;
- Understanding the extent of a discipline and how it relates to other fields of study; and
- Requirement of few if any college-level prerequisites.

Upper-level courses (numbered 300-499) have student learning outcomes, content, and instructional activity that meet an appropriate aggregation of the following:

- Understanding and application of a discipline's theories and methods discerningly and in more challenging contexts (depth and/or specialization);
- Awareness and use of scholarly literature in the discipline;
- Analysis, problem-solving, and evaluation that integrate knowledge and insights from a variety of sources;
- Development of the values and priorities of a discipline;
- Intellectual and professional abilities necessary for success and progress in a given field, including those necessary for graduate studies in the field;
- Requirement of college-level prerequisites for progression in the educational program.

Graduate courses (numbered 500-699) have student learning outcomes, content, and instructional activity that meet an appropriate aggregation of the following:

- Advanced knowledge, skills, and competencies for a specific profession or discipline;
- Highly developed philosophical, theoretical, ethical, and/or theological frameworks for a profession or discipline;
- Advanced abilities of analysis, problem-solving, evaluation, integration, and synthesis in the profession or discipline;
- Active involvement with professional or disciplinary literature, practice, and/or research;
- Knowledge, skills, and competencies needed to pursue a professional credential, licensure, and/or doctoral degree; and
- Requirement of specific undergraduate- and/or graduate-level prerequisites for progression in the educational program.

Process for Determining Credit Level for New Course. The level of credit to be awarded for a new course is proposed by the academically qualified faculty member(s) who develops the course proposal.

The proposal usually includes:

1. Course name;
2. Course description – for publication in the academic catalog;
3. Student learning objectives;
4. Linkage to student learning objectives of an educational program and/or general education competencies;
5. Course requirements, learning activities, and information and learning resources (e.g., textbook, software, etc.);
6. Level of credit by means of the proposed discipline prefix and course number (e.g., ENG 315), based on the stated general criteria; and
7. Credit hours awarded – according to the University's Credit Hour Policy and Procedures.

The proposal is submitted in succession to each of the following, normally in this order:

1. The faculty who teach in the educational program(s) in which the new course will be utilized, in cooperation with the educational program coordinator(s), who may be from more than one academic department; and
2. The faculty of the degree program's academic department in cooperation with the academic department chair (which is subject to review by the appropriate College Academic Council).

When the approval process is completed, a course syllabus is developed by the instructor teaching the course for the first time. The syllabus is submitted to the college dean for approval prior to the first day of the semester/term/session for that course. The college dean assures all documentation is on file, including the level of credit awarded for the course, with the Chief Academic Officer's office.

Policy Administration and Maintenance.

The CAO is responsible for:

1. The approval of this policy and its revision by the faculty (or their appointed representatives);
2. The periodic review and revision of the Course Level Policy and Procedures to improve their efficiency and effectiveness; and
3. Compliance with this policy.

The faculty of Point University has participated in the development of this policy and its procedures and holds responsibility for the approval of this policy and its procedures, including any subsequent revisions, through normal faculty processes and procedures.

Credit Hour Policy and Procedures

Summary. The determination of the number of credit hours awarded for courses is conducted by the faculty and academic administration of Point University in accordance with the mission and goals of the University. These are determined through an aggregation of the Carnegie collegiate student hour, related Federal definitions and requirements of the credit hour, and the standards, policies, and guidelines of SACSCCOC. This statement of credit hour policy and procedures directs and guides that process to ensure alignment to the Point University mission and goals.

Compliance with this policy is mandatory for all courses in every program offered by Point University.

Credit Hours Policy. The faculty is responsible for the content, quality, and effectiveness of the curriculum and, therefore, the responsibility for credit hour determination resides with them. The number of credit hours awarded for courses is determined based on the time spent in classroom instruction, direct instruction outside of class, and student work that occurs outside of class.

Instructional Types. The following are Point University's working definitions of the three primary designations of instructional types for the purposes of ascertaining course credit.

- Classroom instruction (CI) includes the traditional classroom, a supervised lab, private instruction, or any similar instructional meeting with an instructor and one or more students.
- Direct instruction (DI) includes instruction or student activity that is outside of class meeting times and that meets all the following criteria.
    1. Planned with education purpose/outcomes,
    2. Actively facilitated by an instructor or field supervisor (e.g. guided, monitored, observed), and
    3. Graded and documented.

This includes (but is not limited to) online lectures/instruction (synchronous or asynchronous), video presentations, journal/blog writing, chat rooms, discussion boards, field trips (in-person or virtual), group- or team-based activities, online tests/quizzes, video conferencing, virtual labs, supervised field experiences, and online content modules.

- Outside-of-class student work (OCSW) includes activities related to the course that do not qualify as direct instruction, including (but not limited to) reading, writing, studying, preparing, practicing, and researching.

Determining Credit Earned in a Course. The following relationships guide the total calculation of minutes/hours for the purposes of calculating credit earned in a Point University course.

1. One semester hour of credit is granted for either:
    1. 750 minutes of classroom instruction and 1500 minutes of outside-of-class student work (the Carnegie collegiate student hour), or
    2. the equivalent combination of classroom instruction, direct instruction, and outside-of-class student work as defined by this policy.
2. Classroom and direct instruction times are equivalent for the purpose of credit hour determination at Point University.
3. The ratio of classroom/direct instruction and outside-of-class student work may vary according to the course type, with the value of classroom or direct instruction possessing twice the value as outside-of-class student work (i.e., two minutes of OCSW work equal one minute of CI/DI) and vice versa.

The determination is the same for all course formats, lengths, levels (undergraduate or graduate), locations, and modes of delivery, whether traditional classroom, laboratory, online, electronic, private lesson, internship, and practicum, independent study, senior thesis, or hybrid. The amount and level of credit hours awarded for a course will be determined according to these expectations and courses will be monitored to ensure that they meet or exceed these expectations.

Procedures for Calculating Credit in a Course. A course credit-hour audit is performed or updated by its instructor or the appropriate program coordinator when a Point University course is proposed or experiences a significant revision to determine that the course meets or exceeds the expectations of the University's credit hour policy. The standard course credit-hour audit uses the Master List of Non-Classtime Methods and Modalities and the Course Credit Hour Audit sheet as approved by the faculty.

The Master List of Non-Classtime Methods and Modalities identifies the variety of possible instruction methods and student activities utilized in direct instruction and outside-of-class student work with the "normal time to complete" for each. The "normal time to complete" for each method/modality is the estimated number of minutes that an average- to -below-average student would take to complete the method/activity to achieve the expected learning outcome, as determined and approved by the faculty of Point University.

The Course Credit Hour Curriculum and Development Tool enables the instructor to identify the following for each course.

1. Information regarding the course being audited (Section A),
2. Section B is a ledger where instructors can list all course activities, expected time, and instructional activity as listed in the syllabus that correlate to the Master List of Non-Classtime Methods and Modalities.
3. In Section C, the one completing the form receives ongoing notice of whether the course satisfies the requirements for a course at the specified level of credit. The spreadsheet calculates whether the identified content meets the minimum time engagement as both a percentage and balance of minutes.

Process for New or Revised Courses. For new or revised courses, the course credit hour audit is used during the course development and approval process to determine the amount of credit to be awarded. New or revised courses must meet or exceed the credit-hour expectations to be approved and offered.

Exceptions may be allowed in the methods and modalities utilized for a course (e.g., one not included in the Master List) and/or in the "normal time to complete" for a specified method/modality in a course credit hour audit. Exceptions must be marked as such in the Course Credit Hour Audit Form and approved by the Chief Academic Officer (CAO). If an exception is not approved by the CAO, the course credit-hour audit must be revised and resubmitted without that exception.

Maintenance. The Director for Institutional Effectiveness is responsible for the periodic review and revision of the Course Credit Hour Audit Form and the Master List of Non-Class time Methods and Modalities to improve their efficiency and effectiveness, to improve the categories and differentiation of the methods and modalities, and to modify the "normal time to complete" when necessary and appropriate.

The CAO is responsible for the approval of this policy by the faculty (or their appointed representatives) and its periodic review. Further, the CAO is responsible for the approval of course credit hour audits and compliance of the curriculum with this policy.

The faculty of Point University has participated in the development of this policy and its procedures and holds responsibility for the approval of this policy and its procedures, including any subsequent revisions, through normal faculty processes and procedures.

Academic Standing

Academic standing varies for undergraduate and graduate students. Click the appropriate link above to learn more.

Academic Standing

Academic Standing for Undergraduate Students

Academic Standing for Undergraduate Students

Good Academic Standing. To remain in "good standing," undergraduate students must earn the minimum cumulative grade point average (GPA) of 2.0 or higher on a 4-point scale. The University computes GPAs and academic standing at the end of each term.

To graduate with a certificate, associate degree, or bachelor's degree, students must have a minimum cumulative grade point average (GPA) of 2.0 ("C") on a 4-point scale. Students would do well to maintain their cumulative GPA at a level of 2.5 or above during their entire enrollment at Point for a variety of reasons, including athletic eligibility and financial aid.

Academic Warning. Undergraduate students whose *term GPA* falls below 2.00 receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement, support services, and the scheduling of extra-curricular activities. Please note that this warning is separate from a Student Academic Progress (SAP) Warning or Appeal within financial aid.

Academic Probation. Students whose *cumulative GPA* falls below 2.0 are placed on academic probation for the following term. They may remain on probation as long as their *term* GPA is at least 2.0 or until they achieve a *cumulative* GPA of 2.0 or above. The Registrar notifies students in writing if they have been placed on academic probation. Such students are not eligible for an academic overload of more than 12 credit hours. The Advising Center (advising.center@point.edu) may impose other conditions, such as success planning and additional support services.

Academic Suspension and Readmission. Students on probation may be academically suspended for one term if both their term and cumulative GPA remain below 2.0. Academic suspension status bars a student from continued enrollment at Point University or any other institution for one term. After the one term suspension, the student is eligible to reapply for admission on academic probation with conditions. Failure to earn a *term* GPA of at least 2.00 for the first term after readmission results in suspension for one term. The Registrar notifies students in writing if they have been placed on academic suspension. Such students are not eligible for an academic overload of more than 12 credit hours. The Advising Center (advising.center@point.edu) may impose other conditions, such as success planning and additional support services.

PLEASE NOTE: If undergraduate students enrolled in an online program operating year-round incur an academic suspension during Spring Term, then the following Summer Term counts as their "one term suspension." If students enrolled in a traditional on-ground program (i.e. fall and spring classes with summers off) incur an academic suspension during Spring Term, then the following Fall Term counts as their "one term suspension."

Appeal of Probation or Suspension. Students who believe they have been mistakenly placed on academic probation or suspension may appeal to the Registrar in writing by submitting the Academic Appeal Form found on the Point website under "Registrar" (https://point.edu/academics/registrar). They must submit the form within 10 business days of the grade or academic ruling posting. The appeal should specify the suspected error and request what action they wish the University to take. If students contend that the Registrar's response to the appeal is not correct, they should respond in writing and the appeal will be escalated to the Academic Committee chaired by the Chief Academic Officer. The Committee's decision is final. Please note that this appeal is separate from Student Academic Progress (SAP) Warning or Appeal within financial aid.

Probationary Admission. A limited number of applicants who do not meet these GPA requirements may be admitted on probationary status if their application materials include other evidence of their ability to succeed at Point. Students who complete 12 undergraduate credit hours at Point with a 2.0+ GPA will be removed from probationary status. Students who do not meet these standards will be withdrawn from the program. For more information about probationary admission and the possibilities for documented evidence, contact the Admission Office.

Academic Standing

Academic Standing for Graduate Students

Academic Standing for Graduate Students

Good Academic Standing. Graduate students must earn a minimum cumulative grade point average (GPA) of 3.0 ("B") on a 4-point scale to graduate from any degree program. Students are therefore in "good standing" when their cumulative GPAs are 3.0 or higher. Point University computes GPAs at the end of each term.

Academic Warning. Graduate students whose *term GPA* falls below 3.00, but whose *cumulative GPA* meets the minimum standard of 3.0, receive an academic "warning" from the Registrar prior to the following term. Students receiving a warning may continue enrollment without interruption. The warning status serves as an aid in advisement and the scheduling of extra-curricular activities.

Academic Probation. If graduate students' cumulative GPA falls below 3.0, they are placed on probation but may enroll in the subsequent term. Students should contact the faculty department chair for their program and/or the Educational Resource Center (ER) for advice on improving academic performance. In most instances, graduate students should repeat courses for which they earned a grade lower than "B."

Academic Suspension and Readmission. If the cumulative GPA remains below 3.0 at the end of the probationary term, graduate students are suspended from the University for one term. At the end of the suspension, students may re-enroll and have two terms to achieve the required GPA of 3.0 or higher. Failure to achieve a cumulative GPA of 3.0 or higher within this timeframe results in permanent suspension. Permanent suspension is reserved for students who continually fail to meet Point's expected performance requirements as measured by GPA.

Notification of Probation or Suspension. The University makes every effort to notify students of probation. Suspension letters are mailed as certified mail. However, failure of the student to receive notification does not nullify the probation or suspension.

Probationary Admission. Applicants who do not meet GPA requirements for admission into the graduate program may be admitted on probationary status if their application materials include other evidence of their ability to succeed at Point. Students who complete 9 graduate credit hours with a 3.0+ GPA will be removed from probationary status. Students who do not meet these standards will be withdrawn from the program.

Academic Classifications

Undergraduate Classifications. Point University classifies *undergraduate* students according to the number of credits they have earned at Point and/or transferred from other institutions to fulfil degree requirements:

Academic Classification	Cumulative Credit Hours
Freshman	0 – 29 credits
Sophomore	30 – 59 credits
Junior	60 – 89 credits
Senior	90+ credits

Academic classification is important for determining the level of financial aid for which students may qualify.

Point University *recommends* that students not enroll in a course more than one level above their academic classification (e.g. freshmen should generally take 100- or 200-level courses, rather than 300- or 400-level courses). Undergraduate students may enroll in a 500-level graduate course only when they reach senior classification and only with written permission from the faculty department chair who oversees their major.

Graduate Students. Graduate students are enrolled for degree credit in courses at the 500 level or above.

Non-Degree Students. "Non-degree" student status is normally reserved for persons who are not seeking a degree, but who enroll in five or fewer credit hours per session for purposes of continuing education or personal enrichment. Non-degree students follow an abbreviated admission process described below under "Application & Admission." If non-degree students decide to seek a degree, enroll in more than five credit hours per session, or accumulate 28 total undergraduate credits or 12 total graduate credits at Point, they must complete standard application procedures.

Transient Students. "Transient" status is reserved for students enrolled at one college or university temporarily studying at another institution. Point recognizes two types of transient students:

- Degree-seeking students from another college or university may temporarily attend Point to complete coursework required by the home institution. Typically, such enrollment is limited to one term—or two terms, including the summer term.
- Point University students may, with advance approval from the Registrar, complete one or more courses at another accredited institution of higher education in order to fulfil curricular requirements at Point (e.g. due to scheduling difficulties or a study abroad opportunity). Such persons are considered Point students while studying elsewhere. Point students may request this privilege using the *Transient Permission Form* found on the "Registrar" page of the Point website (https://point.edu/ academics/registrar). Credits earned as a transient student, including online or correspondence courses, are subject to Point's normal transfer credit policies (see below under "Credit for Prior Learning"). Normally, courses from institutions other than Point are completed and transcripts received prior to the beginning of the final term before graduation.

On-Ground and Online Student Status. Point University offers *full academic programs* in two primary modalities:

- *On-Ground Programs* offered at the main campus in West Point or another Point education site
- *Point Online Programs* offered fully-online

Point classifies students based on the type of *program* in which they are enrolled rather than the *courses* in which they are enrolled.

Undergraduate students enrolled in *Point Online programs* pay a lower tuition rate than students enrolled in *on-ground programs* at the main campus in West Point, Georgia. The rates differ because student services for on-ground and online students differ. *Point Online* undergraduate programs are less expensive than on-ground programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by on-ground residential students. For *Point Online* students the University provides "virtual" student services via the Internet.

In some cases, courses required for an online program are equivalent to those required for an on-ground program. Accordingly, students sometimes cross modalities. For example, on-ground students at West Point may enroll in an online course. However, they will pay the on-ground tuition rate because they are enrolled in an on-ground *program* and utilize on-ground student services. In other words, Point charges tuition and fees based on the student's *program* (on-ground or online), rather than on the modality of a given course.

Transfer Policies

Students may fulfill degree requirements by successfully completing courses offered by Point University. Students may also secure credit for courses taken at previous institutions. Point accepts an unlimited number of transfer credits within the bounds of the University's residency requirements (see below under "Residency Requirements and Transfer Credits") and the policies outlined below. Decisions regarding the awarding of transfer credit are made by the Registrar Office staff in consultation with college deans and the Chief Academic Officer. The Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Note that students must normally complete the final 30 credits of degree requirements, including the majority of their professional requirements, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Credit by Transfer. Point University accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions. A *tentative* evaluation of transfer credits may be made as part of the admission process. The Registrar *officially* transfers credits after the applicant has been accepted and has declared a degree program.

Credits earned at other institutions will be assessed for their applicability to a student's current degree program. Credits that fulfill general education or elective requirements will be accepted if the grade earned is C (C-) or higher. Courses relevant to the Character Core will also be evaluated for potential transfer credit. Due to evolving standards in various disciplines, transfer credits for specific professional majors and minors will be reviewed and may be accepted based on their alignment with Point University's current degree requirements. Courses that do not meet major or minor requirements but otherwise meet transfer credit criteria will be accepted as elective credits.

Other Colleges and Universities. Point University accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by an institutional accrediting body (e.g. SACSCOC, HLC, MSACS, WASC), national accrediting body (e.g. ABHE), or professional accrediting body (e.g. NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) at the time the credits were awarded. These accrediting bodies mandate assessment and other quality control systems that give Point University a high level of confidence in their programs.

  Other educational experiences will be evaluated on a case-by-case basis according to the following criteria: course/degree content and level, faculty credentials, and student performance. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If experience shows that Point University can have confidence in a given institution, the Registrar may place it on a list of "approved" institutions, which will facilitate the transfer process. Point University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards. Credits from non-accredited institutions are usually not transferable.
- Students must have completed the transferred courses, earning a minimum grade of "C-" for undergraduate credit or "B" for graduate credit (or "P" if the courses were offered on a Pass/Fail basis or "S" if offered on a Satisfactory/ Unsatisfactory basis). Only credits completed at Point University contribute to the student's cumulative grade point average (GPA); transfer credits and grades are not used in calculating the Point GPA. However, the University does use transfer credits and grades that satisfy Point degree requirements in determining graduation honors (see "Graduation Honors," which appears below under "Undergraduate Academic Honors").
- The transferred courses must apply to a Point University degree program as the equivalents of required courses (i.e. providing a similar knowledge base and/or competencies) or as appropriate electives. *Some fields (such as information technology) are constantly changing, so courses completed many years ago may be outdated and therefore ineligible for transfer. Departmental faculty will review transcripts and may require students to complete a newer version of a course. They will do this only when absolutely necessary for student success in the degree program and the professional field. This policy ensures that students' professional competencies are reasonably up-to-date at the time Point awards the degree.*
- Point's residency requirements (see below under "Residency Requirements and Transfer Credits") limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 75% of the required courses (typically 90 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training, and demonstrated competency (described below).
- Students who transfer credits from non-U.S. or non-English-speaking institutions must provide Point University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For the full policy, see the discussion of "International and Non-English Transcripts" in the section of this catalog devoted to "Application & Admission."
- Point University does not grant transfer credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- Point University does not grant credit for duplicated courses (e.g. Beginning Composition completed at one college *and* Freshman English completed at another).
- If a course has been repeated for credit, the last grade earned will be used in the transfer evaluation—even if it is a lower grade—because it represents the most recent measure of student competency.

Vocational Schools, Technical Colleges, or Institutes. Degree credits earned at vocational or technical institutions may be transferred to Point according to the policies stated above. Courses equivalent in content to required Point University courses may be used to fulfil General Education Core or professional major requirements. Others may be used as General Electives.

Point has partnership arrangements with certain colleges that allow students to trans-fer up to 36 credits as General Electives. In such cases, Point may allow substitutions for certain General Education Core courses in order to fulfil those commitments while still meeting accreditation requirements.

Concurrent Enrollment. Students may take courses at other institutions concurrently with studies at Point University, giving them the status of "transient students." To verify that credits are transferable to Point, students should follow this procedure:

- Complete the *Transient Permission Form* found on the "Registrar" page of the Point website (https://point.edu/academics/registrar). The form includes the name of the proposed course, the place and dates it is offered, an official course description, and the Point requirement the course will fulfil.
- Secure advance approval in the form of a signature from the Registrar and the appropriate faculty department chair.

- The Registrar will then place the signed *Petition* in the student's file as a binding agreement. If the student completes the proposed course, earning the appropriate grade, the Point requirement will be fulfilled.

Transfer Policies

Transfer Guidelines for the General Education Core, Character Core, and Biblical Studies

Transfer Guidelines for the General Education Core, Character Core, and Biblical Studies. The Point University faculty has specifically designed each course in the General Education Core, Character Core, Biblical Studies Minor, and professional programs to serve Point's mission and goals, including goals related to faith integration. Accordingly, the faculty prefers that students complete all their coursework at Point. At the same time, they do not wish to place unnecessary burdens on students who have earned academic credits elsewhere and desire to transfer those credits to Point. Therefore, in an effort to be "transfer friendly" while remaining true to its mission, Point has established transfer guidelines. The Registrar applies these guidelines in consultation with the dean of the College of Arts & Sciences and appropriate department chairs.

TRANSFER GUIDELINES FOR THE GENERAL EDUCATION CORE	
IMPORTANT NOTE: The following table provides faculty-approved guidelines for transferring courses into the General Education Core only. A given course may be transferable into one Point program but not transferable into another based on the learning objectives for those programs. Departmental faculty make these determinations. To illustrate: A transfer course in Environmental Science may fulfil the Natural Science core requirement for the B.S. in Organizational Leadership, but it is no substitute for the Human Anatomy & Physiology course required for Point's B.S. in Exercise Science.	
Point Requirement	**Transfer Guidelines**
Essential Skills	
ESCA 101 Essential Skills for College Success EFT 101 Effective Thinking	Point typically does not accept transfer credit for ESCA 101 or EFT 101, as these courses cover essential skills for student success in both college and career, as well as an introduction to Point University. Point may waive ESCA 101 or EFT 101 if students have completed 45+ college credits, including online courses.
ENG 101-102 Critical Reading/Writ I-II ENGL 101-102 Critical Reading/Writ I-II	Point accepts courses designed to improve students' *writing skills*. Examples include English Grammar (with writing emphasis), Freshman Composition, English Composition, College Writing, Research Writing, and Creative Writing.
COM 205 Public Speaking COMM 205 Public Speaking	Point accepts courses designed to improve students' *public speaking skills*. Examples include Speech, Debate, and Rhetoric.
Humanities & Fine Arts	
HUMA 101 Introduction to Humanities, ENG 202 American Literature to 1860 ENG 203 American Lit since 1860 ENG 204 British Literature to 1800 ENG 205 British Literature since 1800 ENG 207 World Literature ENGL 250 Modern Short Stories MUS 102 Music Appreciation MUSI 102 Music Appreciation PHL 201 Introduction to Philosophy PHL 225 History of Philosophy	Point accepts courses that focus on: · *Critical and historical examination of world cultures.* These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include History, Comparative Religion, Philosophy, Ethics, Ancient and Modern Languages, Archaeology, Political Science, and General Humanities. · *Critical analysis and interpretation of literary texts.* Examples include World Literature, Literature of the Western World, Shakespeare, or any introduction to a specific genre of literature (e.g. poetry, science fiction). · *Fine Arts* (e.g. painting, sculpture, art history or appreciation) *and Performing Arts* (e.g. theater, dramatic writing, dance, music history or appreciation, film history or appreciation).
Natural Sciences	
NSCI ___ Nat. Science Course w/Lab NSC 103-103L Biology I w/ Lab NSC 106-106L Environmental Sci w/ Lab NSC 110-110L Physical Science w/ Lab NSC 215-215L Human Anatomy & Physiology w/ Lab NSC 228-228L Gen Chemistry I w/ Lab	Point accepts courses focusing on the *physical universe,* such as Physics, Astronomy, Geology, Physical Geography, Oceanography, Ecology, Chemistry, Biology, Zoology, Botany, Anatomy, Physiology, and Health Sciences. To earn a bachelor's degree from Point University, students must complete at least one Natural Science course that includes a laboratory.
MATH ___ Mathematics Course	Point accepts courses designed to improve students' *quantitative reasoning skills*. Examples include college-level Mathematics, Algebra, Geometry, Trigonometry, and Calculus. *(Note the specific math requirement for the student's chosen program.)*
Social & Behavioral Sciences	
HIS 104 World History I HIS 105 World History II HIS 250 United States History I HIS 251 United States History II HIST 250 United States History	Point accepts courses that focus on *historical* examination of world cultures. These may be broad survey courses or may focus on particular societies or aspects of human societies. Examples include World History, American History, Euro-pean History, Chinese History and Culture.
PSY 103 Introduction to Psychology PSYC 103 Introduction to Psychology SOC 103 Introduction to Sociology SOCI 103 Introduction to Sociology SOC/HIS 210 Cultural Anthropology SOC/HIS 214Geography	Point accepts courses in any branch of the Social and Behavioral Sciences. Examples include General Psychology, Human Development, Marriage & Family, Sociology, Anthropology, Cultural Geography, Political Science, and Economics.

General Electives	Point accepts any college-level course not equivalent to another course on the student's transcript (e.g. Point will not transfer both Beginning Composition from one college and Freshman English from another).
TRANSFER GUIDELINES FOR THE CHARACTER CORE AND THE BIBLICAL STUDIES MINOR, MAJOR, AND ELECTIVES	
Character Core	
BUSI 467 The S.E.R.V.E. Model of Leadership	Point accepts courses that focus on principles of leadership. Examples include Introduction to Leadership, Christian Leadership, and Servant Leadership.

CHAR 102 Where Am I? An Introduction to Worldview CHAR 202 Who Am I? Explorations in Human Flourishing CHAR 302 How Should I Live? Habit, Virtue, and the Formation of Character CHAR 402 What Should I Do? Beyond a Paycheck: Working for Good	Point accepts courses that focus on issues related to worldview, philosophy, ethics, virtue, and Christian living. For questions, contact the Biblical Studies Department Chair (Holly.Carey@Point.edu).
Biblical Studies	
BBS 102 The Drama of Scripture BIBL 103 The Drama of Scripture	Point accepts courses that offer broad exposure to major portions of the Christian Scriptures. Examples include Introduction to the Bible, Biblical Meta-narrative, Survey of the Old or New Testament, Pentateuch, Prophets, Wisdom Literature, Pauline Epistles, General Epistles.
BIB 202 Jesus: The Focus of Scripture BIBL 202 Jesus: The Focus of Scripture	Point accepts courses focusing on Jesus. Examples include New Testament Survey, Life of Christ, the Four Gospels, Matthew, Mark, Luke or Luke-Acts, John.
THEO 310 Spiritual Formation: Kingdom Living	Point accepts courses designed to contribute to student's spiritual development (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ). Examples include Spiritual Formation, Spiritual Disciplines, Devotional Classics, and Christian Ethics.
BBS 304 Scripture: Reading & Interpretation BIBL 306 Scripture: Reading & Interpretation	Point accepts courses designed focusing on principles and skills for biblical interpretation. Examples include Hermeneutics, Exegetical Method, and Biblical Interpretation.
THE Christ, Culture & Career THEO 405 Christ, Culture & Career	Since THEO 405 integrates major elements of Point's curriculum, there are few courses that would transfer. The only course that might be considered is a senior-level integrative course.

Course Substitution Process for the Character Core and Biblical Studies Minor, Major, and Electives. Through the following process, students may seek a course substitution for a Point-required course in the Character Core, Biblical Studies Minor, Biblical Studies Major, or a Biblical Studies Elective:

- Students requesting a course substitution must do so in writing to the Biblical Studies Department Chair (Holly.Carey@Point.edu).
- Upon receiving the request, the Department Chair will evaluate its validity and, when possible, speak to the course instructor or course writer as to the nature of the course.
- The Department Chair will recommend to the Dean of the College of Biblical Studies & Ministry either approval or disapproval within three days of receiving the written request.
- The Dean will notify the Registrar Office and the student of the decision within one day of receiving the Department Chair's decision.

Credit by Examination

Credit by Examination. Point University recognizes credits earned by examination from sources with known validities and reliabilities, including Advanced Placement (AP), International Baccalaureate (IB), the College Level Examination Program (CLEP), and DSST (formerly DANTES Subject Standardized Tests, now by Prometrics). For more information regarding credit for these examination programs, see below.

The Educational Resource Center (ER) on the West Point Campus administers proctored, computer-based CLEP tests. (Students may also complete the *Point Admission Assessment* on a personal computer without the presence of a proctor.) For details, see "Standardized Testing" in the section of this catalog devoted to "Student Support Services."

Students submit official copies of examination scores to the Point University Registrar, who determines their applicability to degree requirements at Point. Please note:

- Credits earned by external examination are placed on student transcripts and treated as transfer credits. Such credits are designated on the transcript by a grade of "Pass."
- Credits by examination awarded by another institution of higher learning may be transferred to Point only if those credits are recorded on the student's academic transcript in a manner similar to regular course credits—that is, the transcript must specify (1) the course requirements fulfilled by the examination, (2) the number of credits awarded, and (3) either a letter grade of "C-" or higher or that institution's designated letter or symbol for credit-by-examination or credit earned without a letter grade, such as "CR" or "P." Point does not transfer generic credit hours awarded by examination or course requirements waived on the basis of examination.
- A maximum of 25% of the credit hours required for a Point degree may be earned through external examinations.

Point University awards AP, IB, CLEP, and DSST credit according to the following guide-lines:

Advanced Placement (AP). Students who qualify through the Advanced Placement (AP) program may receive advanced standing and/or exemption from certain courses offered by Point University.

The American Council on Education (ACE) recommends that colleges and universities award credit for AP grades of "3" or higher on any AP Examination. Point follows this recommendation. Scores below "3" are not accepted. To apply AP credit to the professional major, students must earn a score of "4." For purposes of computing grade point averages (GPA), Point assigns Advanced Placement credit a grade of "P" (Passing).

The following table lists available AP exams, the number of credits Point awards for successful completion of each exam, and Point course requirements those exams may fulfil:

	AP Examinations	Point Course Equivalents	Credits
Arts	Art History	Fine Arts Course	3
	Music Theory	Fine Arts Course MUS 102 Music Appreciation MUSI 102 Music Appreciation	3
Arts ***(continued)***	Studio Art 2-D Design	Fine Arts Course	3
	Studio Art 3-D Design	Fine Arts Course	3
	Studio Art Drawing	Fine Arts Course	3
English	English Language & Composition (writing & thinking)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading & Writing I	3
		Note: If students score a 4 or 5 on either AP English test, they should receive credit for both ENG 101 and ENG 102.	
	English Literature & Composition (literary analysis & writing)	ENG 102 Critical Reading & Writing II ENGL 102 Critical Reading/Writing II	3
History & Social Science	Comparative Government & Politics	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	European History	Social & Behavioral Sciences History Course	3
	Human Geography	Social & Behavioral Sciences History Course SOC/HIS 214 Geography	3
	Macroeconomics	Social & Behavioral Sciences Course BUS 321 Principles of Macroeconomics BUSI 321 Principles/Macroeconomics	3
	Microeconomics	Social & Behavioral Sciences Course BUS 320 Principles of Microeconomics BUSI 320 Principles/M1croeconomics	3
	Psychology	PSY 103 Introduction to Psychology PSYC 103 Introduction to Psychology	3
	United States Government & Politics	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	United States History	HIS 250 United States History I HIS 251 United States History II	6
Mathematics & Computer Science	Calculus AB	MTH 191 Pre-Calculus	3
	Calculus BC	MTH 210 Calculus I	4
	Computer Science A	General Elective	3
	Statistics	Mathematics Course MTH 117 Introductory Statistics	3
Natural Sciences	Biology	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	3 to 6
	Chemistry	Natural Sciences Course NSC 228-228L General Chemistry I NSC 229-229L General Chemistry II	3 to 6

	Environmental Science	Natural Sciences Course NSC 106-106L Environmental Sci/Lab	3
	Physics C: Electricity & Magnetism	Natural Sciences Course NSC 321-321L Physics II w/Lab	3
	Physics C: Mechanics	Natural Sciences Course NSC 320-320L Physics I w/Lab	3
Natural Sciences ***(continued)***	Physics 1	Natural Sciences Course NSC 320-320L Physics I w/Lab	3
	Physics 2	Natural Sciences Course NSC 321-321L Physics II w/Lab	3
World Languages & Cultures	French Language & Culture German Language & Culture Italian Language & Culture Spanish Language & Culture	Humanities Course *Score: 3* 6 credits *Score: 4* 9 credits *Score: 5* 12 credits SPA 102 Spanish I SPA 102 Spanish II SPA 201 Intermediate Spanish I SPA 202 Intermediate Spanish II	6 to 12
	Chinese, Japanese, and Spanish Language & Culture	*under review by AP*	0

International Baccalaureate (IB). Students who qualify through the International Baccalaureate (IB) program may receive advanced standing and/or exemption from certain courses offered by Point University.

The American Council on Education (ACE) recommends that colleges and universities award credit for IB grades of 5 or higher on any IB Examination. Point follows this recommendation. Scores below "5" are not accepted. To apply IB credit to the professsional major, students must earn a score of "6." For purposes of computing grade point averages (GPA), Point assigns IB credit a grade of "P" (Passing).

The following table lists selected IB examinations, the number of credits Point awards for successful completion of each exam, and Point course requirements those exams may fulfil. For an evaluation of other exams, consult with the Registrar.

		IB Course	Point Course Equivalents	Credits
	The Arts	Dance	Fine Arts Course	3
		Film	Fine Arts Course	3
	The Arts *(continued)*	Music	Fine Arts Course MUS 102 Music Appreciation MUSI 102 Music Appreciation	3
		Theatre Arts	Fine Arts Course	3
		Visual Arts	Fine Arts Course	3
	Experimental Sciences	Biology	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	4
	Experimental Sciences *(continued)*	Chemistry	Natural Sciences Course NSC 228-228L General Chemistry I	4
		Environmental Systems & Societies	Natural Sciences Course NSC 106-106L Environmental Sci/Lab	4
		Physics	Natural Sciences Course NSC 320-320L Physics I w/Lab	4
		Sports, Exercise & Health Science	PHE 105 Phys Fitness/Wellness PHED 105 Fitness & Wellness	4
	Individuals & Societies	Business & Management	BUS 225 Principles of Mgmt BUSI 230 Principles of Mgmt	3
		Economics	Social & Behavioral Sciences Course BUS 321 Princ/Macroeconomics BUSI 321 Princ/Macroeconomics	3
		Geography	SOC/HIS 214 Geography	3
		History	Social & Behavioral Sciences History Course	3
		History: Africa	Social & Behavioral Sciences History Course	3
		History: Americas	Social & Behavioral Sciences History Course	3
		History: Asia/Oceania	Social & Behavioral Sciences History Course	3
		History: Europe & Middle East	Social & Behavioral Sciences History Course	3
		History: Medieval Europe & Islamic World	Social & Behavioral Sciences History Course	3
		Information Technology in a Global Society	General Elective	3
		Philosophy	APSP 110 Effective Thinking EFT 101 Effective Thinking PHL 201 Intro to Philosophy	3
		Psychology	PSY 103 Intro to Psychology PSYC 103 Intro to Psychology	3

		Social & Cultural Anthropology	Social & Behavioral Sci Course SOC/HIS 210 Cultural Anthropology	3
		World Religions	Humanities Course PHL 330 World Religions	3
	Languages	Classical Languages	Humanities Course	6
		Language A: Literature (English)	Humanities Course	3
		Language A: Language & Literature (English)	Humanities Course	3
		Language A: Literature (other than English)	Humanities Course	3
		Language A: Language & Literature (other than English)	Humanities Course	3
		Language B: French	Humanities Course	6
		Language B: German	Humanities Course	6
	Languages *(continued)*	Language B: Japanese	Humanities Course	6
		Language B: Mandarin	Humanities Course	6
		Language B: Spanish	Humanities Course SPA 102 Spanish I SPA 102 Spanish II	6
		Language B: Swedish	Humanities Course	6
	Mathematics & Computer Science	Computer Science	Mathematics Course	3
		Further Mathematics	Mathematics Course	3
		Mathematical Studies	Mathematics Course	3
		Mathematics	Mathematics Course	3

College Level Examination Program (CLEP). Students who qualify through the College Level Examination Program (CLEP) may receive advanced standing and/ or exemption from certain courses offered by Point University.

To allow time for processing before graduation, students should complete all CLEP examinations prior to their final term at Point. If a student fails a Point course and then passes a CLEP equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The table on the following pages lists available CLEP exams, the minimum scores required to earn Point University credit, the number of credits Point awards for successful completion of each exam, and Point course requirements those exams may fulfil. In setting its requirements, Point has taken into consideration guidelines published by the American Council on Education (ACE). For purposes of computing grade point averages (GPA), Point assigns CLEP credit a grade of "P" (Passing).

NOTE: Under "Minimum Scores," the numbers not in parentheses denote the mini-mum score students must earn to apply CLEP credit to Point General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply CLEP credit to their professional major.

	CLEP Examinations	Minimum Scores (professional major)	Point Course Equivalents	Credits
BUSINESS	Financial Accounting	50 (65)	BUS 211 Financial Accounting BUSI 211 Financial Accounting	3
	Information Systems & Computer Applications	50 (59)	BUSI 314 Mgmt Information Systems BUS 414 Mgmt Information Systems	3
	Introductory Business Law	50 (60)	BUS 434 Business Law BUSI 434 Business Law	3
	Principles of Management	50 (63)	BUS 225 Principles of Management BUSI 230 Principles of Management	3
	Principles of Marketing	50 (65)	BUS 247 Principles of Marketing BUSI 347 Principles of Marketing	3

COMP & LIT	American Literature	50 (58)	Humanities Course ENG 202 American Literature to 1860	3
	Analyzing & Interpreting Literature	50 (60)	Humanities Course ENG 375 Literary Theory	3
	College Composition	50 (59)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading/Writing II	6
	College Composition Modular	50 (60)	ENG 101 Critical Reading & Writing I ENGL 101 Critical Reading & Writing I	3
	English Literature	50 (62)	Humanities Course ENG 204 British Literature to 1800	3
	Humanities	50 (56)	HUM 101 Introduction to Humanities HUMA 101 Introduction to Humanities	3
HISTORY & SOCIAL SCIENCES	American Government	50 (63)	Social & Behavioral Sciences History Course HIS 103 U.S. Government	3
	History of the US I	50 (56)	HIS 250 United States History I HIST 250 United States History	3
	History of the US II	50 (57)	HIS 251 United States History II HIST 250 United States History	3
	Human Growth & Development	50 (63)	PSY 204 Developmental Psychology PSYC 204 Developmental Psychology	3
	Introduction to Educational Psychology	50 (62)	EDU 300 Educational Psychology EDUC 300 Educational Psychology	3
	Introductory Psychology	50 (59)	PSY 103 Intro to Psychology PSYC 103 Introduction to Psychology	3
	Introductory Sociology	50 (59)	SOC 103 Introduction to Sociology SOCI 103 Introduction to Sociology	3
	Principles of Macroeconomics	50 (62)	Social & Behavioral Sciences Course BUS 321 Principles of Macroeconomics BUSI 321 Principles/Macroeconomics	3
	Principles of Microeconomics	50 (64)	Social & Behavioral Sciences Course BUS 320 Principles of Microeconomics BUSI 320 Principles/M1croeconomics	3
	Social Sciences and History	50 (62)	Social & Behavioral Sciences History Course	3
	Western Civilization I	50 (57)	Social & Behavioral Sciences History Course	3
	Western Civilization II	50 (56)	Social & Behavioral Sciences History Course	3

MATH	Calculus	50 (64)	MTH 191 Pre-Calculus MTH 210 Calculus I	4
	College Algebra	50 (63)	Mathematics Course MATH 111 Elementary Algebra MATH 113 Intermediate Algebra MATH 120 College Algebra MTH 111 Elementary Algebra MTH 113 Intermediate Algebra MTH 120 College Algebra	3
	College Mathematics	50 (62)	MTH 115 Quantitative Reasoning MATH 115 Quantitative Reasoning	3
	Pre-Calculus	50 (61)	MTH 191 Pre-Calculus	3
NATSCI	Biology	50 (57)	Natural Sciences Course NSC 103-103L Biology I w/Lab NSCI 105 Intro to Biology w/Lab	4
	Chemistry	50 (65)	Natural Sciences Course NSC 228-228L General Chemistry I NSC 229-229L General Chemistry II	4-8
	Natural Sciences	50 (62)	Natural Sciences Course	3 to 6
LANGUAGE	French Language Level I	50 (64)	Humanities Course	6
	French Language Level II	59 (69)	Humanities Course	12
	German Language Level I	50 (59)	Humanities Course	6
	German Language Level II	60 (67)	Humanities Course	12
	Spanish Language Level I	50 (56)	Humanities Course SPA 102 Spanish I SPA 102 Spanish II	6
	Spanish Language Level II	63 (68)	Humanities Course SPA 102 Spanish I SPA 102 Spanish II SPA 201 Intermediate Spanish I SPA 202 Intermediate Spanish II	12

DSST (DANTES Subject Standardized Tests). Students who enroll in Point University may also secure credit through DSST, the U.S. military's Defense Activity for Non-Traditional Educational Support tests (DANTES) now offered through Prometrics. The DSST tests cover more than 50 disciplines. The American Council on Education (ACE) recommends that universities award credit for the scores appearing on the table below. Point follows these recommendations.

To allow time for processing before graduation, students should complete all DSST exams prior to their final term at Point. If a student fails a Point course and then passes a DSST equivalent, the course grade remains on the transcript but the course requirement is fulfilled. The only way to remove the course grade is to retake the same course.

The following table lists available DSST exams, the minimum scores required to earn Point credit, the number of credits Point awards for successful completion of each exam, and Point course requirements those exams may fulfil.

NOTE: Under "Minimum Scores," the first set of numbers refers to older DSST exams completed prior to 2008. The second set of numbers refers to Updated Exams completed since 2008. The numbers not in parentheses denote the minimum score students must earn to apply DSST credit to Point General Education Core or General Elective requirements. The numbers in parentheses denote the minimum score students must earn to apply DSST credit to their Point professional major.

DSST Exams	Minimum Scores (professional major)	Point Course Equivalents	Credits
Art of the Western World	48 (53) 400 (434)	Fine Arts Elective HUM 320 Art History	3
Astronomy	48 (52) 400 (434)	Natural Sciences Course	3
Business Ethics & Society	400 (434)	General Elective	3
Business Law II	44 (52) 400 (434)	BUS 434 Business Law BUSI 434 Business Law	3
Business Mathematics	48 (49) 400 (434)	General Elective *(does not meet General Education Core math requirement)*	3
Civil War & Reconstruction	47 (52) 400 (434)	Social & Behavioral Sciences History Course	3
Criminal Justice (3)	49 (54) 400 (434)	CJU 300 Intro to Criminal Justice CJUS 200 Criminal Justice	3
Drug & Alcohol Abuse (now Substance Abuse)	49 (53) 400 (434)	Social & Behavioral Sciences Course	3
Environment & Humanity	46 (53) 400 (434)	Natural Sciences Course NSC 106-106L Environmental Sc/Lab	3
Ethics in America	46 (50) 400 (434)	Humanities Course	3
Foundations of Education	46 (50) 400 (434)	EDU 102 Educational Foundations EDUC 102 Educational Foundations	3
Fundamentals of College Algebra	47 (50) 400 (434)	MATH 111 Elementary Algebra MATH 113 Intermediate Algebra MTH 111 Elementary Algebra MTH 113 Intermediate Algebra	3
Fundamentals of Counseling	45 (48) 400 (434)	CHS 211 Introduction to Counseling HREL 301 Introduction to Counseling	3
Fundamentals of Cybersecurity	400 (434)	General Elective	3
General Anthropology	47 (53)	Social & Behavioral Sciences Course SOC/HIS 210 Cultural Anthropology	3
Here's to Your Health	48 (51) 400 (434)	PHE 105 Fitness & Wellness PHED 105 Fitness & Wellness	3
History of the Vietnam War	44 (49) 400 (434)	Social & Behavioral Sciences History Course	3
Human Resource Management	46 (53) 400 (434)	BUS 450 Human Resource Mgmt BUSI 450 Human Resource Mgmt	3
Human/Cultural Geography	48 (54) 400 (434)	Social & Behavioral Sciences Course SOC/HIS 214 Geography	3
Introduction to Business	46 (54) 400 (434)	BUS 225 Principles of Management BUSI 230 Principles of Management	3
Introduction to Computing	45 (51) 400 (434)	General Elective	3
Introduction to Law Enforcement	45 (52) 400 (434)	CJU 410 Criminal Procedure CJUS 410 Criminal Procedure	3

Introduction to the Modern Middle East	47 (51)	Social & Behavioral Sciences History Course	3
Introduction to World Religions	48 (52) 400 (434)	Humanities Course PHIL 330 World Religions	3
Lifespan Developmental Psychology	46 (51) 400 (434)	PSY 204 Developmental Psychology PSYC 204 Developmental Psychology	3
Management Information Systems	46 (50) 400 (434)	BUSI 314 Mgmt Information Systems BUS 414 Mgmt Information Systems	3
Money & Banking	48 (54)	General Elective	3
Organizational Behavior	48 (52) 400 (434)	BUSI 352 Organizational Behavior	3
Personal Finance	46 (51) 400 (434)	General Elective	3
Physical Geology	46 (53)	Natural Sciences Course	3
Principles of Finance	46 (53) 400 (434)	BUS 336 Principles of Finance BUSI 336 Principles of Finance	3
Principles of Financial Accounting	47 (55)	BUS 211 Financial Accounting BUSI 211 Financial Accounting	3
Principles of Physical Science	47 (52) 400 (434)	Natural Sciences Course NSC 110-110L Physical Science w/Lab	3
Principles of Public Speaking	47 (52) 400 (434)	COM 205 Public Speaking COMM 205 Public Speaking	3
Principles of Statistics	48 (51) 400 (434)	Mathematics Course MTH 117 Introductory Statistics MTH 202 Basic Statistics	3
Principles of Supervision	46 (49) 400 (434)	General Elective	3
Rise & Fall of the Soviet Union	45 (51)	Social & Behavioral Sciences History Course	3
Substance Abuse (formerly Drug & Alcohol Abuse)	400 (434)	Social & Behavioral Sciences Course	3
Technical Writing	46 (50) 400 (434)	General Elective CISM 230 Technical Writing	3
Western Europe Since 1945	45 (49)	Social & Behavioral Sciences History Course	3

Transfer Policies

Credit for Military Training

Credit for Military Training.Point University evaluates military training courses according to the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

For more information about academic credit through the American Council on Education (ACE), see the *Student Guide to Credit for Prior Learning* (www.acenet.edu/ Programs-Services/Pages/Credit-Transcripts/Student-Guide-to-Credit-for-Prior-Learning.aspx), the *Learner Transfer Guide* (www.acenet.edu/Programs-Services/ Pages/Credit-Transcripts/Learner-Transfer-Guide.aspx), and frequently asked questions about the *Military Guide* (www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/ Military-Guide-FAQ.aspx). To see if a particular military examination or course has been evaluated by ACE, see the Course/Examination Search site.

Transfer Policies

Credit for Prior Learning

Students may fulfill degree requirements by successfully completing courses offered by Point University. Students may also secure credit for prior learning. Point accepts an unlimited number of credits for prior learning within the bounds of the university's residency requirements and the policies outlined below. To be eligible to earn Credit for Prior Learning (CPL), a student must be fully admitted to Point University and meet all the requirements of a student in good standing.

Students should contact the Professional Learning Director about receiving CPL. Students can reach the professional learning office at pla@point.edu. All materials submitted for review for CPL will be considered the property of the University and retained in the student's file and evaluated on a case-by-case basis.

The following general criteria and limitations apply to all CPL:

- Students must be fully admitted to Point University and meet all the requirements of a student in good standing.
- Students should consult with their academic advisor prior to seeking CPL.
- CPL will be awarded only for demonstrated learning, equivalent in content to a course. Faculty will determine whether a student's prior learning demonstrated the equivalency of the course based on meeting 75% of the learning outcomes.
- CPL will be awarded only for college-level learning that balances theory and practical application.
- CPL will not be awarded for the experience. A student must differentiate what he/she learned from the experience and align it with the course learning outcomes.

Enrollment

CPL will affect the enrollment of a specific term and the determination of part-time or full-time student enrollment status. CPL will be processed prior to initial enrollment and credit will be assigned to the following semester. If credit is received, the student will have the option to register for additional credits. Please note if credit for CPL is received, the credits will NOT be counted in the determination of part-time or full-time student enrollment for financial aid (see Fee policy below).

Faculty Discretion

Assessment of prior learning, including the course criteria, is the responsibility of credentialed faculty in the academic discipline of the course(s) of an academic award. CPL assessment may be limited by the availability of credentialed faculty or facility availability.

Fee

Non-traditional credits, like CPL, and standardized/challenge exams, do not qualify for financial aid. There will be a $75 per credit hour rate assessed excluding exam fees. For additional information, see Professional Learning and Career Services Director.

Grading/Grade Point Average

Grading will be assigned by credentialed faculty. For each CPL course attempted the student will remain on the current grading scale assigned by the credentialed faculty and recorded with a CPL notation. Please note if a letter grade is assigned to the course, it will affect the student's GPA.

Number of CPL credits

Point's residency requirements limit the number of transfer credits students may apply to a Point degree. There is no limit to the total number of credits a student may earn through CPL so long as the total earned credits apply to their academic program and do not exceed the academic program credit limit. CPL credit will be awarded only for learning that matches the competencies of a current course in a student's declared program of study.

Certifications

CPL will be awarded for courses that contribute to an approved certification upon approval of the faculty. Once the certification has been obtained, the registrar's office will facilitate the transfer process.

Transcript

The student's transcript will reflect the grade earned in the course based on the grading scale assigned by credentialed faculty notating the grade was received by CPL. The CPL merely shows the student's experience and knowledge are sufficient for the course curriculum.

Appeal

If a student disagrees with the CPL evaluation outcome, an appeal process is available from the Professional Learning & Career Services Director. The student must submit an appeal within one week of notification of the CPL assessment decision.

Transferability

Point University does not guarantee that another college or university will accept CPL credit in transfer. Students planning to transfer to a college or university should contact the receiving institution to determine the acceptability of transferring CPL. Point University will not allow the transfer of credits earned through Prior Learning Assessment at another college or university institution.

ATTENTION HUMAN RELATIONS AND PSYCHOLOGY MAJORS: The College of Social & Behavioral Sciences does not grant credit for life experience or previous work experience in place of the following field education courses: HREL 497 Human Relations Practicum, HREL 498 Human Relations Internship—Fieldwork, PSYC 497 Psychology Practicum, and PSYC 498 Psychology Internship. Other forms of credit for prior learning may apply, such as transfer credits from other universities.

ATTENTION SOCIAL WORK MAJORS: In accordance with the policy of the Council on Social Work Education (CSWE), Point University does not grant course credit for life experience or previous work experience for any professional courses in the Social Work Major. Other forms of credit for prior learning may apply, such as transfer credits from other universities.

Residency Requirements and Transfer Credits

Rationale. To receive a degree from Point University, students must complete a significant portion of the required coursework at Point. These "residency requirements" ensure that academic programs reflect Point's distinctive mission, ethos, values, and educational aims, so that the student's degree may reasonably be called a "Point University degree."

Residency Requirements. Accordingly, Point University has set the following residency requirements:

- To receive an associate's degree from Point University, students must complete at least 50% of the required coursework at Point (typically 30 credits).
- To receive a bachelor's degree, students must complete at least 25% of the required coursework at Point (typically 30 credits)—including at least 30 credits in the professional major. Students may transfer a maximum of 60 credits from 2-year colleges.
- To receive a master's degree, students must complete at least 66% of the required coursework at Point.
- To receive a certificate or credential, students must complete at least 25% of the required coursework at Point.
- All types of Point University courses—on-ground, *Point Online*, *Hybrid*, residential, commuter, and dual credit enrollment courses—count toward meeting these residency requirements. Normally, the minimum number of credits required at Point are the last credits earned for the degree.

Implications for Transfer Courses. Point's residency requirements limit the number of transfer credits students may apply to a Point degree: For an associate's degree, students may transfer no more than 50% of the required courses (typically 30 credits) from another institution. For a bachelor's degree, students may transfer no more than 75% of the required courses (typically 80 credits), including a maximum 60 credits from 2-year colleges. For a master's degree, students may transfer no more than 33% of the required courses from an outside institution. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, CDD, and military training (detailed below).

Undergraduate Academic Honors

Dean's List. As an incentive to academic achievement, the Registrar publishes an undergraduate Dean's List at the end of each term. Full-time, degree-seeking under-graduate students who earn a Point University term grade point average (GPA) of 3.50 or higher are recognized on the Dean's List for that term. The student must complete at least 12 credit hours at Point University in a given term to qualify for this honor.

Graduation Honors. Point University awards graduation honors to students who demonstrate academic excellence throughout their undergraduate career. In recognition of this achievement, they receive a gold cord to wear at Commencement.

- Students earning a cumulative grade point average (GPA) of 3.50 to 3.699 graduate *cum laude* ("with honors").
- Students earning a GPA of 3.70 to 3.899 graduate *magna cum laude* ("with high honors").
- Students earning a GPA of 3.90 to 4.00 graduate *summa cum laude* ("with highest honors").

In determining graduation honors, Point computes students' cumulative GPAs based on *all Point credits and all transfer credits used to fulfil Point degree requirements*. The University does not include additional credits earned elsewhere but not applied to the Point University degree.

Since final grades may not arrive in the Registrar Office until after the commencement ceremony, Point calculates graduation honors and awards gold cords based on grades earned through the student's next-to-last term prior to graduation. If grades from the final term later show that the student has qualified for honors, Point will note that fact on the student's official transcript.

Point does not award graduation honors to master's degree students. Since such students must perform at a high level simply to graduate (3.0 cumulative GPA), graduation itself is considered honor enough.

Honor Society for Online Students - Omega Nu Lambda

Point University sponsors the Delta Chapter of Omega Nu Lambda (ONL), the only na-tional collegiate honor society exclusive to online students (www.omeganulambda.org). The society is dedicated to enhancing the online experience by encouraging online students, acknowledging their achievements, and connecting the online student community. To qualify for membership, students must:

- Be a non-campus, fully online, degree-seeking, undergraduate or graduate student;
- Complete at least 15 credit hours of online learning; and
- Hold a minimum cumulative grade point average (GPA) of 3.2.

Some of the benefits of membership include a certificate and honor cords at graduation, nationwide networking, and scholarship opportunities. For more information, contact the campus sponsor, Ms. Valarie Williams (706-784-8509; Valarie.Williams@Point.edu).

Graduation and Commencement

Students *graduate* when Point University certifies they have completed all degree requirements and posts the degree on official student transcripts. *Commencement* is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. Point holds commencement ceremonies once each year in April/May. The following policies govern graduation and commencement.

Graduation. Students nearing the end of their degree programs follow six steps to complete the graduation process:

Step 1: Students must submit the ***Intent to Graduate*** form two terms prior to graduation. This form is available on the "Registrar" page of the Point website (https://point.edu/academics/registrar).

Step 2: During their final term at Point University, students must register in GRAD 400 Graduation. This zero-credit "course" notifies the Registrar of their intent to graduate at the end of that term. The Registrar then verifies that the student will have met the academic requirements for graduation. Please be advised that GRAD 400 includes a $100 fee to cover the cost of regalia for graduates, diploma covers, and other expenses related to the Commencement ceremony.

Step 3: Students must submit the ***Application for Graduation*** available on the "Registrar" page of the Point website (https://point.edu/academics/ registrar). The *Application* includes a ***Completion Plan*** showing the courses remaining for students to fulfil all graduation requirements. Deadlines for submitting the *Application for Graduation* are September 30 for fall commencement and February 28 for spring commencement. Failure to submit the form in a timely fashion may cause the student to wait until the next commencement ceremony.

Step 4: The Registrar Office conducts a ***preliminary degree audit*** to verify students' readiness for graduation. If students are not ready, the Registrar assists them in revising their *Completion Plan*. If students are ready, the Registrar approves the *Application for Graduation* and places the graduation fee on the student's account.

Step 5: Students fulfil their ***completion plans.***

If a student does not complete the requirements for graduation, a new *Application* will be required, along with the amount of any graduation fee increases since the initial *Application*.

Likewise, if the student's enrollment is interrupted after an *Application for Graduation* is made, the student is subject to the University's readmission processes and policies and a new *Application for Graduation* must be submitted.

Step 6: After final grades are received, the Registrar completes a ***final degree audit*** to verify that students have met all degree requirements. If so, the Registrar posts the degree at the next posting date. Once the degree is posted, students' transcripts show that they have "graduated" from Point University.

Transcripts may be ordered immediately, and graduates should receive their diplomas shortly after posting via certified U.S. mail. However, *the University will not release diplomas or transcripts until students receive clearance from the Business Office for all financial obligations incurred up to the time of graduation.*

It is the student's responsibility to complete all graduation requirements and to complete and submit the Application for Graduation.

Attendance at Commencement. Point invites all students—both on-ground and online—to participate in the commencement ceremony. All on-ground students on the West Point campus are expected to participate unless their written request for non-attendance is approved by the Chief Academic Officer. Those who cannot attend must nevertheless pay the graduation fee to cover the costs of diplomas and the ceremony.

Students may "walk"—that is, walk across the stage and receive their diplomas—only in the commencement ceremony immediately following the completion of their degree requirements. To illustrate: A student who completes all coursework in time for the spring commencement must walk at that ceremony and may not wait until the next commencement. Under certain circumstances, students may walk prior to completing degree requirements by exercising the "early commencement" option outlined below.

Early Commencement. Point students who, at the time of commencement, do not hold a posted degree may participate in the ceremony under the following conditions:

- Students must file an *Application for Graduation* for fall or spring commencement. The *Petition* must include a *Completion Plan* and the graduation fee.
- The Registrar must approve the students' *Completion Plan.* To qualify for early commencement approval, the *Plan* must meet three criteria: (1) It must list specific coursework students will take to complete degree requirements, including the institution(s) offering those courses and the scheduled dates. (2) *It must show that students will be within 6 credits of completing all degree requirements at the time of commencement—or that they will be completing all other degree requirements simultaneously with those 6 credits.* (3) The anticipated completion date for all remaining coursework must be in reason-able proximity to the commencement ceremony—typically within one term of the ceremony.

PLEASE NOTE: Students who take advantage of this "early commencement" privilege cannot qualify for graduation honors (described below) because, technically, they are not part of the graduating class. Such honors are based on students' grade point average (GPA), and the final GPA remains unknown until all coursework is completed and the degree is posted.

Students must notify the Registrar Office when degree requirements have been met. The degree will be posted at the end of the term in which the degree was completed.

If students do not complete their degree within one year of the commencement ceremony, they must meet the requirements of the current catalog in order to graduate.

Commencement Regalia Policy. Graduation is a great accomplishment and an occasion for celebration and rejoicing. It is also a formal academic ceremony that marks the closing of one chapter and beginning of another. In accordance with centuries-old tradition, graduates and faculty wear academic regalia (robes, caps, cords, stoles, and/or hoods). Because commencement is a formal academic ceremony and because the regalia denote certain honors, Point University does not permit modification of regalia. No cords or stoles not distributed by the Registrar's Office are permitted. Likewise, students may not decorate their caps. Graduation staff will require the removal of any unauthorized modifications to regalia. If students' attire is deemed inappropriate, they may not be allowed to participate in the commencement ceremony.

Traditionally, graduates wear the following business casual attire under their regalia:

Female Graduates

1. Black or navy-blue light weight dress, skirt, or slacks
2. White blouse or white collared blouse
3. Navy blue or black shoes.

Male Graduates

1. Black or navy-blue dress slacks (jackets are not required)
2. White shirt or white collared shirt
3. Necktie or bow tie of choice

4. Black or navy-blue socks and shoes

The appropriate cap for all degrees is the familiar black "mortarboard." It is worn straight on the head with the point of the cap in the center of the forehead. For students receiving an associate or bachelor's degree, the tassel should hang to the right of the face prior to graduation. They will move it to the left at the appropriate time during the commencement ceremony. Students receiving a master's degree wear the tassel on the left from the beginning, which signifies they have already earned a baccalaureate degree.

Point recognizes that commencement is a joyous occasion for its students. However, the University requests that participants use discretion regarding conduct at the ceremony by, for example, not cheering so loudly for one graduate that it drowns out the names of others as they are read. Point University wishes to maintain the dignity the occasion deserves.

Graduation Requirements

To earn a degree, certificate, or other credential from Point University, students must complete all required coursework within the specified time limit, earn a sufficient grade point average, fulfil Point's residency requirements, and be in good standing with the University. Students must meet all financial obligations in order to receive their diplomas and transcripts.

Degree Requirements. For course requirements for each Point degree program, see the program descriptions included in the sections of this *Catalog* devoted to the university's five colleges (above).

Point University academic programs must, by definition, include a minimum 60 credits for an associate's degree, 120 credits for a bachelor's degree, and 30 credits for a master's degree. In some cases, students must complete general electives to meet these standards.

Minimum Grade Point Average (GPA). To earn an associate's or bachelor's degree, students must earn a minimum cumulative grade point average (GPA) of 2.0 on a 4-point scale for the entire degree, including transfer courses. To earn a master's degree, they must earn a minimum cumulative grade point average (GPA) of 3.0, including transfer courses.

Residency Requirements. To receive a Point University degree, students must meet the institution's residency requirements, which are detailed above under "Residency Requirements and Transfer Credits." In short,

- To receive an associate's degree, students must complete at least 50% of the required coursework at Point (typically 30 credits).
- To receive a bachelor's degree, they must complete at least 25% of the required course-work at Point (typically 30 credits)—including at least 30 credits in the professional major.
- To receive a master's degree, students must complete at least 66% of the required coursework at Point (typically 24 credits).
- To receive a certificate or credential, students must complete at least 25% of the required coursework at Point.

All types of Point University courses—on-ground, *Point Online*, *Hybrid*, residential, commuter, and dual credit enrollment courses—count toward meeting these residency requirements. Normally, the minimum number of credits required at Point are the last credits earned for the degree.

Maximum Timeframe for Completing Degrees. Candidates enrolling in a degree program fulfil the catalog requirements in effect at the time they enter the program. Students are responsible for arranging their schedules to complete those courses when they become available. Students may choose to adopt a newer catalog and its curricular requirements, but they may not combine the requirements of two catalogs.

NOTE: An archive of past catalogs appears on the Point website (https://point.edu/academics/catalogs).

Point recognizes that not all students will be able to complete their degree requirements within the normal timeframe (2 years for an A.A. degree, 4 years for a bachelor's degree, and 2 years for most master's degrees). Accordingly, the University permits students to complete their degrees *under the original catalog requirements* as long as they do so within 150% of the normal timeframe (e.g. 3 years for an A.A., 6 years for a bachelor's degree, and 3 years for most master's degrees). If degrees are not completed within the allotted timeframe, students must fulfil the new degree requirements. Students who do not enroll in courses for 180 days return under the catalog requirements in force at the time of re-enrollment.

Students must normally complete the final 30 credits of degree requirements, including the majority of their professional requirements, during the five years immediately preceding the granting of the degree. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time Point awards the degree.

Senior Assessments. In order to graduate, senior undergraduates must complete required assessments of core education components.

To graduate, students must also complete any required departmental and institutional exit interviews, exams, and other assessments.

Graduates in Good Standing. Candidates for Point University degrees must meet both the academic requirements and the community standards. Accordingly, no student may graduate while on academic or disciplinary probation or suspension.

Changes in Degree Requirements. As part of its quality control systems, Point University constantly reviews, assesses, and revises its educational programs to meet changing world needs. Accordingly, this academic catalog should not be considered a contract between Point and its students. While the University fully intends to offer all the programs and courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reason-able substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Second or Dual Degrees. To earn a second degree at the same level at Point, the student completes all the additional requirements of the second degree program with the following stipulations:

1. At the undergraduate level (associate and/or baccalaureate), the courses taken for the second degree must constitute 30 or more semester hours that are unique to that second degree (i.e., not used to fulfill any of the requirements for the first degree program), of which 30 or more semester hours (and no less than 25% of the semester hours normally required for the second degree) must be earned through instruction offered by Point.
2. At the graduate level, the courses taken for the second degree program must constitute at least 50% of the semester hours required for that degree program and no more than 50% of the coursework for one degree may be applied to completion of the other degree.
3. A given course may simultaneously fulfil requirements for both degree programs.
4. The use and limitation of transfer credits is governed by the appropriate policies (see “Credit for Prior Learning" and “Residency Requirements and Transfer Credits."
5. If additional semester hours are necessary to achieve the required minimums for the second degree, those semester hours would be selected from courses normally associated with that educational program and must be approved by the student’s academic advisor.
6. If the student pursues and/or completes the two degree programs simultaneously, the student must declare both degree programs with the Registrar and designate them as primary and secondary degree programs. If the student declares an associate degree and a baccalaureate degree, the baccalaureate degree program is considered primary and the associate degree program is secondary.
7. The student is responsible to seek advisement from academic advisors in both fields of study.
8. The proper sequencing of courses to pursue and complete two degree programs at the same time is the responsibility of the student.
9. When earned, whether simultaneously or consecutively, both degrees and their majors are listed on the student’s academic transcript and two diplomas are awarded.
10. Undergraduate graduation honors are based on the student’s total cumulative academic record with Point and transfer hours for the degree(s) at the time of graduation for each degree, whether simultaneous or subsequent (see “Graduation Honors").

Dual Majors. If an undergraduate student completes all the required courses for two baccalaureate majors with less than 30 additional semester hours for the second major (e.g., less than 150 semester hours), then Point awards a single bachelor’s degree with multiple majors. Dual majors are not possible at the associate and graduate levels. Stipulations 3-7 and 9 under “Second or Dual Degrees” are applicable, as appropriate.

Adding, Dropping, or Withdrawing from Courses

Policies regarding adding, dropping, or withdrawing from courses appear below. See the academic calendar for specific deadlines for a given term or session.

Adding a Course. Students may petition to add a course through the Registrar Office until the add/drop deadline shown on the academic calendar, which typically comes one week after the course start. Students should consult with the Academic Advising Center by telephone (email Advising.Center@Point.edu; telephone 706-385-1018) to make certain that the course meets credit hour requirements and academic goals. They should consult with a financial aid counselor regarding financial implications (email Financial. Aid@Point.edu; telephone 706-385-1018). Students receiving Veterans Administration (VA) benefits must contact Point University’s VA Certifying Official before adding the course. Furthermore, students are responsible for securing required textbooks and materials in a timely fashion. If students add a course after the start of the term or session, they do not incur absences for the parts of the course missed prior to enrollment. However, they must “catch up” by completing any missed assignments.

Dropping a Course. Students may petition to drop a course through the Registrar Office until the add/drop deadline shown on the academic calendar, which typically comes one week after the course start. Students should be aware that dropping a course could affect full-time student status, financial aid, and VA benefits. Students should consult with the Academic Advising Center to evaluate how the dropped course affects credit hour requirements and academic goals (email Advising.Center@Point.edu; tele-phone (706-385-1018). They should consult with a financial aid counselor regarding financial implications (email Financial.Aid@Point.edu; telephone 706-385-1018). Stu-dents receiving VA benefits must contact Point University’s VA Certifying Official before dropping the course. Dropped courses do not appear on student transcripts.

It is the student’s responsibility to drop a course in which s/he decides not to participate. If a student decides to drop a course, but does not notify the Registrar Office, then the student is financially responsible for the course. If a student does not attend or participate at all during the first two course weeks, the registrar will cancel charges and implement an administrative withdrawal under the “no show” policy (described above).

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

WARNING: Point registers students for a full 16-week term (two 8-week sessions), and state and federal governments award financial aid for the full term. If students participate in session 1 but decide not to continue into session 2, they must notify the Registrar Office before session 1 ends. If they do so, Point will not charge tuition for session 2 and will return to the government any remaining financial aid awarded for that term. If students do not notify Point before session 1 ends, the University may charge session 2 tuition and then have to return financial aid. In either case, students will be responsible for any unpaid balances. Contact the Financial Aid Office for more information (email financial.aid@point.edu; telephone 706-385-1018).

Withdrawing from a Course. Students may voluntarily withdraw from a course prior to the “last day to withdraw from a course voluntarily with a ‘W’” shown on the academic calendar. If they withdraw by the end of the first week of the course (the “last day to drop a course without notation”), they receive no grade and incur no charges. If they withdraw after this date but prior to the withdrawal deadline, they receive a grade of “W” (Withdrawal). If they withdraw after the deadline, they receive a grade of “F.” Withdrawals are effective on the date the student delivers a completed *Withdrawal Form* to the Registrar Office. Forms are available in the Registrar Office or online.

Students are responsible for tuition and fees incurred for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, and/or (4) loss of current or future financial aid. Students should consult with the Academic Advising Center, a financial aid counselor, and the VA Certifying Official prior to withdrawing.

Administrative Withdrawal from a Course. Students who do not meet attendance requirements or who violate behavioral standards may be administratively withdrawn from a course at any time during the term or session. The Registrar Office notifies students of administrative withdrawals. Such students receive a grade of “W” prior to the withdrawal deadline or “F” after the deadline. Students are responsible for tuition and fees for the course. Possible consequences of withdrawing include (1) loss of work-study hours, (2) loss of on-campus housing, (3) loss of some VA benefits, and/or (4) loss of current or future financial aid.

Appeal of Administrative Withdrawal from a Course. Students who believe an error has been made in an involuntary administrative withdrawal from a course may appeal the decision to the Registrar. The appeal must be made in writing within 48 hours of notification of the administrative withdrawal, giving evidence of the alleged error. Students may and should continue attending and participating in class sessions while an official appeal is pending. The Registrar will respond in a timely manner with a decision to reverse or uphold the involuntary withdrawal. If students contend that the Registrar's response to the appeal is incorrect, they may appeal to the Chief Academic Officer (CAO) in writing, within 24 hours of the Registrar's notification, giving evidence of the alleged error. The decision of the CAO will be final.

Applying Graduate Courses to Undergraduate Degrees

Point University occasionally allows junior or senior undergraduate students to enroll in master-level courses. Enrollment in these "swing courses" must be approved by the appropriate college dean and departmental faculty. Please note:

- Course descriptions appear near the end of this catalog. Approved "swing course" substitutions appear under "Special Considerations." Students may also use "swing courses" as General Electives.
- To enroll in "swing courses," an undergraduate student must hold a minimum cumulative grade point average (GPA) of 3.00.
- Students enrolled in a bachelor's degree program complete such "swing courses" at the undergraduate tuition rate.
- The University allows a maximum of 12 graduate units to apply to a bachelor's degree and a maximum of 6 graduate units to apply to *both* a master's degree and a bachelor's degree.
- Students must earn a minimum grade of "B" to apply the graduate course to a master's degree.
- Completing "swing courses" does not exempt students from graduate admission requirements if they later decide to enroll in a master's degree program.

Auditing Courses

Audit Policy. Students may audit ("listen in on") Point University courses for personal enrichment without seeking academic credit. To audit a course, students must meet course prerequisites, secure written permission from the course instructor, register for the course, and pay the audit fee of $70 per credit hour. *Financial aid is not offered for course audits.*

The University at its discretion may limit the number of audit students in a given course. Students may not change from audit to credit status, or from credit to audit status, except during the drop/add period and with the permission of both the instructor and the Registrar.

Audit students may attend class sessions, complete required readings, and participate fully in on-ground and online learning activities and group discussions. Written and/or graded assignments are optional. Instructors may voluntarily grade assignments sub-mitted by auditing students and/or give feedback on progress, but they are under no obligation to do so. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate "Audit" (AU) in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program.

Applying to Audit a Course. Students who are not already enrolled at Point and who wish to audit a course should begin by contacting the Admission Office (telephone 706-784-8609; email Admission@Point.edu) or Registrar (telephone 706-385-1018; email Point.Registrar@Point.edu). They must submit the following:

- The online *Application for Admission* available on the Point University website (https://point.edu/apply).
- A letter of intent explaining one's reason for auditing the course
- *Audit fee* of $70 per credit hour
- *Fees for any textbooks or course materials* the auditing student wishes to purchase

Audit students must comply with the academic policies and procedures outlined above.

Changing Degree Programs, Majors, or Concentrations

Students who wish to change their degree program, major, or concentration must complete the *Degree Change Form* and submit it to the Registrar Office. The form appears on the "Registrar" page of the Point website (https://point.edu/academics/registrar). The Registrar Office will notify the Academic Advising Center, appropriate faculty advisors, and Financial Aid Director. They may want to discuss the implications of the change with the student. Program changes will only occur at the beginning of a term before the DROP/ADD deadline per the Academic Calendar.

Course Loads, Overloads, and Full-Time Student Status

The number of credits in which students are enrolled in a given term ("course load")—and whether or not they carry "full-time" enrollment status—determine the length of time to graduation, as well as the level of financial aid for which students may qualify.

On-Ground Undergraduate Students. For undergraduates in on-ground programs, such as those at West Point, 12 credits per 16-week term constitute "full-time" status while less than 12 represent "part-time" status. A normal full-time course load is five courses per term, or 15-16 credits. To enroll in an "overload" of more than 17 credits per term, students must have a 2.50 cumulative grade point average (GPA) and permission from their Academic advisor. Enrollment in more than 19 credits per term also requires approval by the Registrar.

Online Undergraduate Students. For undergraduates in *Point Online* and *Hybrid* programs, 12 credits per 16-week term constitute "full-time" status while less than 12 represent "part-time" status. A normal full-time course load is two 3-credit courses per 8-week session, or four 3-credit courses per 16-week term. To enroll in an "overload" of three courses per session (a 42 hour per week time commitment), students must have a 2.50 cumulative grade point average (GPA) and permission from the Registrar.

Graduate Students. For master's degree students, 6 credits per term constitute "full-time" status. A normal course load is one 3-credit course per 8-week session, or 6 credit hours per 16-week term. Due to course scheduling and workload issues, "overloads" are generally not available for graduate students. MBA students who have completed their most recent term with a grade point average of 4.0 may register for two courses per 8-week session.

Directed Independent Studies

Individual students or groups of students may request a Directed Independent Study (DIS) under the supervision of a Point University instructor. Such studies provide an opportunity to remedy unavoidable course scheduling conflicts or to explore an area of interest not covered by Point's standard curricula. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g. enrolling in a DIS to avoid a late evening class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

Students may request a DIS by contacting the Registrar (telephone 706-385-1018; email Point.Registrar@Point.edu). The Registrar then initiates the approval process with academic leadership. Point University can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

On-Ground Students Enrolled in Online Programs

On-Ground and Online Student Support Services. Since Point serves both on-ground and online students, the University makes all its essential support services available both on-ground and "virtually" via the Internet. Examples include admission, financial aid, advising, library, learning assistance, disability, counseling, career, and technical support services.

Point makes additional services available to on-ground residential and commuter students at the West Point campus. Examples include housing, parking, shuttle, food service, campus security, athletics, marching band, and social/spiritual formation programs.

For more detailed discussion of services, see the section of this catalog focusing on "Student Support Services."

Tuition Rates for On-Ground and Online Students. Undergraduate students enrolled in online programs pay a lower tuition rate than residential students enrolled in on-ground programs at West Point. The rates differ based on student services for the two modalities. Online undergraduate programs are less expensive than on-ground programs because online students do not require the dormitories, cafeterias, athletic facilities, chapel buildings, and certain other services used by on-ground students.

For more detailed discussion of tuition and fees, see the section of this catalog focusing on "Student Costs & Financial Aid."

On-Ground Students Taking Online Courses. With permission from the Registrar and their academic advisor, on-ground students sometimes enroll in online courses or programs. For example, the University currently offers its Information Technology Major only in online format. Thus, an on-ground student athlete living on the West Point campus might earn the B.S. in Information Technology degree by completing the General Education Core and Biblical Studies Minor on ground, and then completing the Informa-tion Technology Major online.

Tuition Rates for On-Ground Students Taking Online Courses. Point's student billing and payment center charges tuition and assigns students a "payment plan" *based on whether or not they use the on-ground support services in West Point.* Thus, if on-ground residential or commuter students include online courses in their schedule, they pay the on-ground rate for *all* courses because they utilize on-ground student services. In other words, Point charges tuition and fees based on the student's on-ground or online "payment plan," rather than on the modality of a given course.

Readmission after Withdrawal from Point

For Point's "General Readmission Policy" and policy for "Readmission of Veterans," visit the admission website.

Retaking Courses

Retaking Courses. Students may repeat courses for personal enrichment or in an attempt to earn a higher grade. Students who fail a required course are encouraged to retake that course the next time it is offered.

Repeated courses and the new grades appear on student transcripts marked with an "R" for "Repeat." The grade earned the last time the student completed a given course will be used for grade point average (GPA) computations—even if it is a lower grade—because it represents the most recent measure of student competency.

Certain types of courses are not processed as repeats and cannot be used to better a grade. They include courses transferred from other colleges or universities, as well as courses applied toward a degree already conferred. Certain courses may be repeated for credit without being identified as "Repeats," including internships, applied music instruction, applied music ensembles, and 490-level "topical" courses with different content.

If a student completes a required course at Point earning a low or failing grade, and then completes an equivalent course at another institution earning a higher grade, and then transfers that course to Point to fulfil the degree requirement, the lower grade and credit hours remain on the Point transcript but are not calculated in the Point GPA. Note, however, that *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

Financial Aid Implications. According to federal regulation 34 CFR 668.2(b), financial aid eligibility depends on the grade earned for a given course. All courses for which students received a grade of "F" (Failure) may be repeated and count toward total enrollment for financial aid eligibility. In addition, all courses completed with a satisfactory grade may be repeated *once* and count toward total enrollment for financial aid eligibility if a higher grade is received the second time. If the student fails the course after earning a satisfactory grade on the previous attempt, that course may not be included in total enrollment during future attempts for financial aid eligibility.

Again, *all* courses taken at Point University apply in calculating student GPAs for purposes of the Georgia HOPE Scholarship.

All students are subject to policies regarding "Satisfactory Academic Progress for Financial Aid Eligibility" (found in the section of this *Catalog* devoted to "Student Finances"), which requires undergraduate students to complete successfully 67% (rounded from 2/3) of all courses attempted and maintain a cumulative grade point average of 2.0 for their degree programs. Graduate students must complete successfully 75% of all courses attempted and maintain a cumulative grade point average of 3.0 for their degree programs.

Veterans should consult with a financial aid advisor or their Veterans Administration (VA) representative regarding the latest regulations for retaking courses. As a general rule, financial aid does not pay for a course previously completed with a passing grade ("D" or above) unless a higher grade for that course is a requirement for graduation.

Withdrawing from Point University

Voluntary Withdrawal. It is the responsibility of students who have registered for courses to participate in them or, if that is impossible, to withdraw from the University and complete the official withdrawal form with signatures. All official withdrawals from the University are initiated through the Academic Advising Center and include an exit interview. *Failure to complete the entire withdrawal process—including the exit inter-view with a member of the academic advising team or other staff member—may cause the student to forfeit any potential refunds.*

Students who officially withdraw from the University receive a grade of "W" (Withdrawal) for all courses if they complete the process prior to the deadline for withdrawing from courses (see the academic calendar for specific dates). If the deadline has passed, they receive a grade of "F" (Failure) for all courses.

Failure to complete withdrawal procedures could result in a grade of "W" or "F" depending on the time of the withdrawal for each course.

Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decisions. Withdrawal may, for example, cause Point to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Administrative Withdrawal. The Registrar Office may administratively withdraw a student from Point University in cases of:

- Academic suspension (described below under "Academic Standing"),
- Disciplinary suspension, or
- Failure to enroll or participate in courses for a period of more than one term without written notification of return to the Registrar Office and verification that they have not attended another institution as anything other than a transient student.

Attendance Policy

Attendance Philosophy. Point's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade but is nevertheless real.

Attendance Policy and Maximum Allowed Absences. Students are expected to attend regularly and participate actively in each course in which they are enrolled. "Attendance" takes different forms in on-ground courses versus online courses:

On-Ground Courses. In on-ground, in-seat courses, instructors take attendance in each live class session. To be counted "present," students must attend the entire session in-person and actively engage in the day's learning activities.

If on-ground students miss more than 25% of a course, the registrar will automatically remove them from the course roster and implement an administrative withdrawal (described below under Adding, Dropping, or Withdrawing from Courses).

Online Courses. In fully-online courses, instructors record attendance at the end of each course week. To be counted "present," students must submit at least one assignment due that week. Examples include discussion forums, projects, papers, presentations, case studies, quizzes, exams, and other assigned learning activities.

If online students miss more than 25% of a course, the registrar will automatically remove them from the course roster and implement an administrative withdrawal (described below under Adding, Dropping, or Withdrawing from Courses).

Students representing the University, such as athletes and members of the concert choir, remain responsible for submitting work within the week it is due. They are also responsible for ensuring that they do not exceed the maximum allowed absences. No student will be disadvantaged while representing the University. However, students bear responsibility for notifying faculty no later than one week before missing class for any reason. This advance notice allows time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be withdrawn if they exceed the allowed number of absences.

WARNING: If students are "absent" for two consecutive weeks (14 consecutive days), it may trigger loss of financial aid even if they remain in the course. Contact the Financial Aid Office for more information (email Financial.Aid@Point.edu; telephone **706***-385-1018).*

"No Show" Policy. If a student does not attend or participate at all during the first two weeks of a course, the registrar will assume that the student is a "no show" who does not intend to complete the course—unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer. The registrar will therefore remove them from the course roster, implement an administrative withdrawal, and cancel charges. For the full policy, see below under Adding, Dropping, or Withdrawing from Courses.

Absence Appeals. Occasionally, students must exceed the total number of allowed absences due to *extreme circumstances beyond their control*, such as a tornado, or a serious illness or injury that puts them in the hospital for several weeks. In such cases, students may submit a written *Absence Appeal* to the Registrar (Point.Registrar@Point. edu). Such petitions must include an explanation and appropriate documentation (e.g. a note from a physician) of the absences for which the students seek relief. If the Registrar (in consultation with the instructor, department chair, and Chief Academic Officer) grants the appeal, students incur no grade penalties for the absences.

Attendance after a Concussion or Surgery. Students may be temporarily disabled by, for example, a scheduled surgery or a concussion suffered at an athletic event. Policies and procedures governing those special circumstances appear under "Disability Services" in the section of this catalog describing "Support Services Available to All Students."

Severe Weather Policy. If severe weather causes Point to cancel classes or close offices, administrators will post official notices on the University website and designated social media outlets. Students may also register online to receive text message alerts through Point's e2Campus© messaging system (https://point.edu/campus-alert). Weather conditions at one's home or workplace may differ from those at the education site. Accordingly, Point encourages commuters to use good judgment in deciding whether or not to travel to campus in severe weather conditions. Students should communicate with instructors in such circumstances.

Behavioral Standards and Disciplinary Procedures

Student Conduct. All Point University students, regardless of modality, must abide by Point University's academic policies and procedures.

Academic Integrity. Because Point seeks to develop mature Christian leaders and scholars, the University strictly upholds the principles of truth, honesty, diligence, and academic integrity. The primary rule of academic integrity is that all members of the University community must do their own work, executed to the best of their ability, exclusively for the assignment for which it is presented, in order to achieve the full development of each student's potential. Examples of academic misconduct include but are not limited to:

- *Plagiarism.* Students commit plagiarism when they deliberately submit the work of someone else as their own. This offense may involve either submission of work created by someone else or directly copying work from someone else without proper attribution. Plagiarism can also occur when paraphrasing the work of another without properly attributing and documenting the source. Reusing one's own work from other courses without explicit permission from the instructor is "self-plagiarism." For demonstrable plagiarism in an assignment, students receive a minimum penalty of a grade of "F" for that assignment. The penalty may also include failing the course. The matter will be reported to the Chief Academic Officer (CAO). Disciplinary action may lead to suspension or dismissal from Point University.
- *Unauthorized Collaboration.* In the preparation of any assignment, a student shall not receive assistance not authorized by the instructor. A student shall not give unauthorized assistance to another person in such preparation.
- *Other Violations of Academic Integrity.* Examples of other forms of academic dishonesty include, for example, (1) padding a bibliography by adding resources not actually used in the paper; (2) buying, selling, loaning, or sharing a copy of an examination or information about an examination, whether past or current; (3) copying another student's work on an exam; (4) giving answers to another student during an exam; (5) using unauthorized notes during an exam; and (6) working on the same homework with other students when the instructor does not allow it.

Other Forms of Misconduct. Point students should also refrain from other forms of detrimental behavior, such as (1) providing false or inaccurate information to an instructor or other academic personnel, including marking an attendance sheet for an absent student; (2) altering an academic transcript, grade report, or other University document; (3) disrupting a classroom, field trip, advising, or other academic activities on campus, off campus, or online; (4) being rude or disrespectful toward an instructor or fellow student; (5) inattentiveness or sleeping in class; (6) misusing technology in class by, for example, employing a cell phone or laptop computer for non-class-related purposes; (7) engaging in non-class-related work or activities during class; (8) having children in the classroom during class hours or unescorted children in Point University buildings at any time; and (9) other inappropriate, disruptive, or destructive behaviors. *The Point Community Honor Code* (student handbook) provides additional guidelines for residential students on the main campus in West Point. It includes examples of minor offenses, major offenses, double major offenses, and offenses that may result in automatic suspension.

Reporting Misconduct. Point views violations of behavioral standards as a serious problem and an affront to the entire University community. When a faculty member, staff member, or student becomes aware of serious misconduct, that person should report the misbehavior to the course instructor or other appropriate University official.

Disciplinary Action for Academic Misconduct. Academic misconduct in a course is first addressed by the instructor. A professor has the prerogative to take a variety of actions, as appropriate, including but not limited to counting the student absent, requiring work to be redone in whole or part, requiring additional work, giving a lower or failing grade for an assignment or test, requiring the student to leave a class session or event, withdrawing the student from the course, and/or awarding an immediate failing grade for the course.

In all cases of academic misconduct, the instructor reports the misconduct to the Registrar using the *Academic Dishonesty Report Form*. The Registrar Office maintains records and documentation of all instances of academic dishonesty. If a student's academic dishonesty appears egregious or repeated, the CAO has the prerogative to pursue disciplinary action beyond that of the instructor, including adjudication by the Faculty Judiciary Committee and suspension of enrollment. For the first offense of academic dishonesty, the student is subject to disciplinary action by the instructor. For a second offense, the student typically receives a failing grade for the course in which the academic dishonesty occurred. In most cases of a third offense, the CAO suspends the student from Point University.

Appeals for Academic Misconduct. A student who believes an error has been made by an instructor in a case of misconduct (e.g., a student who denies the misconduct, disputes the facts of the case, or believes the sanction inappropriate) may appeal the decision and corrective action of an instructor using the academic appeal form found on the Point website under "Registrar" (https://point.edu/academics/registrar). The appeal will proceed using the normal academic appeals process. The student may continue attending class while an official appeal is pending.

Disciplinary Action and Appeals Process for Other Forms of Misconduct. Members of the Point staff, such as the CAO, Dean of Students, Athletic Director, and Faculty Judiciary Committee, are empowered to enforce policies and procedures found in this catalog. *The Point Community Honor Code* (student handbook) provides additional guidelines for residential students on the main campus in West Point. It includes examples of minor offenses, major offenses, double major offenses, and offenses that may result in automatic disciplinary suspension from the University. It also outlines discipline procedures and the appeals process.

Late Assignment Policy

Students should submit all course assignments by the due dates to receive full credit and avoid falling behind. Later assignments often build on earlier assignments.

For online courses, all weekly assignments are due by 11:59 p.m. on Sunday unless stated otherwise in the course syllabus. Deadlines for all assignments are given in Eastern Standard Time (EST).

Individual professors may impose penalties for late assignments. Such penalties will be assessed according to the terms of the course syllabus. Late assignments may impact the student's final grade.

Student Communications

All electronic communications from the University are sent to students' official Point University email addresses. Students are responsible for checking their University email daily.

Student Grievance and Appeal Policies

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

Grade Appeals and Other Academic Appeals

- For policies and procedures, see the *Academic Appeals Process* section of the Grading System page in this catalog.
- Submit the online Academic Appeal Form found on the Point website under "Registrar" (https://point.edu/academics/registrar).

Disability Services Grievances and Appeals

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. For more information, see the Point website under "Disability Support Services" (https://point.edu/academics/academic-support/disability). The site includes poli-cies, procedures, frequently asked questions (FAQs), application forms, and the "Disability Services Grievance Policy and Procedure."

Sexual Harassment Grievances

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

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

State Authorization Regulations and Student Complaint Process

Georgia Residents/On-Campus Students:

- **Student Complaints to the State of Georgia:** Federal regulations require that each state designate a department or agency to be responsible for receiving and responding to complaints made by students against a postsecondary institution operating within that state. In the state of Georgia, the designated agency is the Georgia Nonpublic Postsecondary Education Commission (GNPEC). Students and other constituents who wish to make a complaint against Point University or any other private postsecondary institutions operating in Georgia may do so by following the complaint procedures on GNPEC's website.
- **Contact information is as follows:**
  State of Georgia
  Nonpublic Postsecondary Education Commission
  2082 East Exchange Place, Suite 220
  Tucker, Georgia 30084-5305
  Phone: 770-414-3300
  Fax: 770-414-3309

Distance & Online Education:

- The U.S. Department of Education requires compliance with state regulations of any state in which Point University provides distance/online education for students. To facilitate this compliance with state regulations, this institution is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA).
- NC-SARA allows Point University to offer distance education in 49 states plus the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Prospective students should contact the department corresponding to his or her program of interest for additional information about reciprocity.
- Students and other constituents who wish to make a complaint against Point University or any other private postsecondary institutions operating in Georgia may do so by following the complaint procedures on GNPEC's website.
- Complaint process: *Non-Georgia Residents*

General Grievances

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

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

Grievance Form Process. When students submit a *Point University Grievances* form, it goes to the academic office (the Registrar in the case of academic appeals), who will send it to the appropriate supervisor or administrator based on the nature of the grievance. Students should email any supporting evidence or materials related to the grievance to grievance@point.edu. *A formal grievance MUST be received within 10 business days from the date the grievance occurred regardless of whether the student attempted an informal resolution or not.* The process proceeds as follows:

1. Upon receipt of the grievance, the supervisor/administrator may speak to the employee, the student, or both in an effort to resolve the issue. After investigating the appeal, the supervisor/administrator will make a written response to the student (either by letter or email) within seven days of receipt of the written grievance form and supporting evidence.
2. If the supervisor/administrator is not able to resolve the complaint, or the student is still not satisfied that the complaint has been resolved, the student may request that the written appeal be forwarded to the Chief Academic Officer (CAO), Dr. Jon Ernstberger (Jon.Ernstberger@point.edu).
3. The CAO will forward the appeal to the Grievance Appeals Committee for consideration. The Committee may convene a hearing in which the student may present his/her case for the appeal. Students are allowed to bring any documentation, witnesses, or other materials that support their case. The Committee may also speak to the employee with whom the grievance is held.
4. After hearing and considering all the information presented, the Grievance Appeals Committee will render a decision and inform the student in writing within 10 days of the hearing date. The decision of the Grievance Appeals Committee is final.

Satisfactory Academic Progress

Satisfactory Academic Progress for Financial Aid Eligibility. All students are subject to policies regarding Satisfactory Academic Progress for Financial Aid Eligibility (SAP), which requires undergraduate students to complete successfully 66.67% of all courses attempted and maintain a cumulative grade point average of 2.0 for their degree programs. Graduate students must complete successfully 66.67% of all courses attempted and maintain a cumulative grade point average of 3.0 for their degree programs. More information on SAP may be found in the Financial Aid Policies and Procedures found on the Point University website (https://point.edu/admissions/tuition-aid/financial-aid/).

Academic Support Overview

Academic Support teams aid students in reaching their educational goals.

Academic Catalog. The *Academic Catalog* provides detailed information on nearly every aspect of Point University including, for example, history and mission, accreditation, faculty and staff, academic organization, education sites and modalities, application and admission, student costs and financial aid, University policies and procedures, degree programs, course descriptions, and student support services. A digital version of the catalog is available online at http://point.edu/catalogs.

Student Services Office. The Student Services Office is located on the West Point campus in Suite 155 of the Lanier Academic Center. It serves as a "one-stop-shop" for students who have questions or need help with registration, academic advising, financial aid, student billing and payment, transcripts, and other matters. Staff address students' needs and connect them with the appropriate department. Students may meet with a Student Services representative by coming to the office or by telephoning 706-784-8766.

Registrar Services. The Registrar Office assists students with a variety of academic functions, such as course registration, course schedules and classroom assignments, enrollment verification, course and schedule changes ("drop-add" and withdrawal), transcript evaluations and transcript requests, credit transfer, assessing and enforcing academic statuses (e.g. probation and suspension), grade appeals, graduation audits, commencement, and academic records. Students may contact a registrar team member by telephone (706-385-1018), email (Point.Registrar@Point.edu), or by visiting the Student Services Office (see above). For more information, see the university website (https://point.edu/academics/registrar).

Academic Advising. Point University students receive academic advising from the Academic Advising Center (AAC) and their faculty advisor (usually an instructor with expertise in their major area of study). The AAC is located on the West Point campus in Rooms 122 and 123 of the Lanier Academic Center. Students may interact with an Academic Advisor by telephone, email, videoconference, or face-to-face at the Academic Advising Center:

Academic Advising Center
Lanier Academic Center, West Point Campus
Telephone: (706) 385-1018
Email: Advising.Center@Point.edu

Learn more about the advising center here.

Standardized Testing: Point Admission Assessment (PAA). Point University provides the web-based *Point Admission Assessment* (PAA) for the purpose of determining applicants' readiness for university-level studies. If requested to take this assessment by the Admission Committee, the applicant:

- Pays a $20 test fee to Point's Student Services Office;
- Receives an access code and instructions from the Enrollment Office; and
- Uses the access code to complete the web-based assessment, the results of which are automatically transmitted to Point. Students may complete the PAA on a personal computer without the presence of a proctor.

Point University Campus Store and Textbook Services. Textbook services are offered through the Point University Store, powered by eCampus and located at 817 3rd Avenue in West Point (telephone 706-784-8772. Students may order texts and other course materials online through the Store's website (https://point.edu/bookstore) or from other vendors. New, used, or eBooks are available based on supplies. Books will be shipped directly to the student's home, office, or other designated site. The Store also stocks Point apparel, schools supplies, computer accessories, and a variety of other products.

For questions concerning texts required for a given course, contact the Point University Store.

Library Services. In support of its academic programs, Point University makes a vast collection of library resources available to students and faculty working both online and onsite. The library website provides a helpful overview of resources and services, including links to the library catalog and extensive online resources (https://elibrary.point.edu). Adam Solomon, MLIS, serves as Director of Library Resources (Adam.Solomon@Point.edu; 706-784-8583). He supervises a trained staff dedicated to meeting student and faculty needs. Primary services include:

Library Resources. In light of the fact that Point operates on multiple campuses and online, the University has adopted a philosophy that prefers electronic information resources over physical resources. Accordingly, electronic resources are now considered the University's primary collections, and the physical collection now includes approximately 13,500 volumes housed mainly in the first-floor Learning Commons at the West Point campus. Additional materials are located in the Scott Fine Arts Center (413 W. 10th Street, West Point) for fine arts and in the Teacher Media Center (Room 222 of the Lanier Academic Center in West Point) for education.

The librarian reviews the library's collection of electronic databases annually in support of Point's academic programs. Students and faculty enjoy online access to (1) GALILEO, a collection of over 250 multidisciplinary databases, including many thousands of books, journals, reference works, and newspapers; (2) eBooks throughout the databases such as EBSCO and ProQuest, provide access to more than 750,000 electronic books across multiple disciplines; (3) the JSTOR scholarly journal archive devoted to history, literature, music, business, and science; (4) Films on Demand, which includes streaming video of over 30,000 titles; and (5) many other resources, tools, research guides, and tutorials.

Students and faculty may access the electronic learning resources on campus or remotely from any off-campus location with an Internet connection. They may access electronic materials directly using the GALILEO search interface on the library website (https://elibrary.point.edu) or they may click on the Quicklinks tab or GALILEO link found in any Point University online course in the Canvas learning management system. Additional resources appear in the Point Knowledgebase under "Library."

Library Orientations. Rather than maintain a system of library instruction that depends on the direct provision of services only by library staff, Point has adopted a more decentralized approach. The Director of Library Resources trains the faculty, Educational Resource Center staff, and others to provide instruction and assistance to students in all locations and modalities. Faculty and library staff include formal library orientations and research training for all students in certain introductory courses (e.g. EFT 101 Effective Thinking, ESCA 101 Essential Skills for College and Career Achievement, and BUSI 500 Graduate Business Orientation), intermediate courses in the undergraduate General Education Core (e.g. ENGL 101 Critical Reading & Writing I), and advanced professional courses in both undergraduate and graduate programs (e.g. HREL 304 Introduction to Research and BUSI 515 Business Intelligence). Faculty, staff, and coaches may also schedule group orientation for students.

Library Assistance. For library assistance, contact the staff by telephone (706-784-8583), email (library@point.edu), in-person at the main desk in the Learning Commons, or through a videoconference by appointment. Staff stand ready to help with checking out print materials, electronic database searches, reference questions, interlibrary loan, and other services. Students may also schedule tutoring sessions (described below).

Research Assistance. For assistance with advanced research and reference questions, contact the Director of Library Resources Adam Solomon (Adam.Solomon@Point. edu; 706-784-8583).

InterLibrary Loan. f patrons need books or articles not in the library collection, they may request these materials through the InterLibrary Loan service. Articles take about a week to arrive, and books shipped from other libraries take about 10 days. The Point University Library can get almost any book through InterLibrary Loan. However, many libraries do not loan certain kinds of materials, such as textbooks, CDs, DVDs, dissertations, and theses. To request an interlibrary loan, contact the library staff by telephone (706-784-8583), email (library@point.edu), or in-person at the main desk and provide the citation of the material you need.

Tutoring Services. Point provides free undergraduate tutoring services for writing through the Writing Center and the University also employs specialty tutors in Accounting, Anatomy/Physiology, Biblical Studies, Biology, Business, Humanities, Mathematics, Psychology, and other disciplines through the Educational Resource Center. Students may schedule a tutoring session by contacting the tutoring staff by telephone (706-784-8583), email (tutoring@point.edu), or in person at the Educational Resource Center in the Learning Commons. Group study appointments are available. Walk-in assistance is also available during certain hours.

At the graduate level, Point University does not provide tutoring services as it does for undergraduates. Instead, learning assistance comes primarily from course instructors as part of Point's "high tech, high touch" educational model. However, the Writing Center is open to master's degree students (see below).

The Director of Library Resources, Adam Solomon, oversees tutoring services (Adam.Solomon@Point.edu; 706-784-8583). For more information, see the "Educational Resource Center" page on the Point website (https://point.edu/academics/academic-support/educational-resource-center).

Writing Center. The Writing Center is located in Room 119 in the first-floor Learning Commons of the Lanier Academic Center in West Point. The Center provides free, one-on-one support to undergraduate and graduate students at any stage of the writing process, including proper usage of style guides. Those enrolled in Writing Emphasis (WE) courses and first-year writing courses are especially encouraged to submit their work. The Center assists with many aspects of writing, such as interpreting assignments, brainstorming, organization, grammar and mechanics, argumentation, rhetorical styles, evaluating and integrating sources from research, citation and documentation, and avoiding plagiarism. Students may make appointments online (www.pointwritingcenter.as.me).

Dr. Grant Vickery, Assistant Professor of English, oversees the Writing Center (William.Vickery@Point.edu; 706-784-8583). For more information, see the "Writing Center" page of the Point website (https://point.edu/academics/academic-support/ educational-resource-center/writing-center).

Educational Resource Center (ERC). Point University's mission and focus is helping students achieve academic success. Toward this end, the University has established an onsite Educational Resource Center (ERC) in the first-floor Learning Commons of the Lanier Academic Center in West Point. Here, students will find library services, tutoring services, a computer lab, and the Helpdesk for tech support together in one convenient location. For more information, see the "Educational Resource Center" page of the Point website (https://point.edu/academics/academic-support/educational-resource-center).

Teacher Media Center. Students enrolled in teacher education programs have exclusive use of the Teacher Media Center located on the West Point campus in Room 222 of the Lanier Academic Center. This large, well-stocked resource includes (1) curricula, including publications related to Elementary, Middle Grades, Secondary, and Special Education; (2) textbooks and teacher support publications; (3) a collection of children's books; (4) equipment such as computer terminals with educational soft-ware, a color printer, paper cutters, a binding machine, a laminator, and a die cut machine; and (5) office and craft supplies. Ms. Sara ("Sally") Clark serves as the Teacher Media Center Coordinator (Sara.Clark@Point.edu).

Study Abroad. Point University students can participate in study abroad opportunities around the world. Time in a foreign country provides valuable insight into other cultures as students prepare for their career or ministry. Whether it's a short-term trip or a semester-long experience, education abroad can be very rewarding. For more information, contact Associate Professor of Communication Sarah Huxford (706-784-8630; Sarah.Huxford@Point.edu).

Academic Advising

Declaring Programs, Majors, and Minors. Each degree-seeking student chooses a program of study, major, and/or minor when admitted or as soon as possible thereafter.

For purposes of academic planning and financial aid, Point recommends that students seeking a bachelor's degree declare their desired major and/or minor(s) as soon as possible. However, if they have not yet done so, on-ground students are placed in a "University Studies" track and online students are placed in a "General Studies" track until they declare their program. For more information, see the "Policy for Degree-Seeking Students with Undecided Major" discussed in the portion of this catalog focusing on the Humanities Department within the College of Arts & Sciences.

Students may change programs, majors, and minors by completing the *Degree Change Form* and submitting it to the Registrar Office. The form appears on the "Registrar" page of the Point website (https://point.edu/academics/registrar). Point recommends that students first discuss the proposed change with an academic advisor by contacting the Academic Advising Center by telephone (706-**385-1018**) or email (Advising.Center@ Point.edu).

Academic Advising. Point University students receive academic advising from the Advising Center and their faculty advisor (usually an instructor with expertise in their major area of study). The Advising Center is located on the West Point campus in the student services area of the Lanier Academic Center. Students may interact with an academic advisor by telephone, email, videoconference, or face-to-face at the Academic Advising Center:

Academic Advising Center
Lanier Academic Center, West Point Campus
Telephone: (706) 385-1018
Email: Advising.Center@Point.edu

Academic Advisors—in conversation with faculty—assist students in developing their *initial* course schedule or "plan of study." Once students are enrolled, the Advising Center and faculty advisors provide academic advising each term on request. Advising staff members guide students through their educational programs by providing on-ground and online student orientations, explaining requirements and procedures, suggesting coursework appropriate to students' career as guided by the faculty, aiding with course registration, and recommending ways to improve academic performance. They also link students with other support services, such as financial counseling, learning assistance, disability services, and career services.

Alongside the Advising Center, faculty advisors provide guidance regarding academic matters such as course selection, progress in the student's chosen degree pro-gram, professional development, and career preparation. Skyhawk Career Services also assists with career counseling—preferably by appointment.

Both Academic Advisors and faculty advisors are available to students via appointment. Academic Advisors maintain an especially high level of involvement during students' time in the lower division (freshmen and sophomores). Faculty advisors maintain involvement during students' time in the upper division (juniors and seniors) and graduate school.

For more information, see the "Student Success & Academic Support" page of the Point website under "Academic Advising." See also the Point Knowledge Base under "Advising Center."

The assistance of Academic Advisors does not relieve the student of responsibility for completing required work and following program and University procedures. In situations where student grades and evaluations indicate a student is unsuited for a given program, faculty advisors and the Academic Advising Center facilitate the student's move to a more appropriate field.

Student Responsibilities. Prior to registration for each term, students communicate with the Academic Advising Center and/or their faculty advisors concerning their status and upcoming courses. However, *students are ultimately responsible for their own aca-demic progress.* The following list outlines students' responsibilities in the advising process:

- Read the *Academic Catalog* and other academic information provided by Point University.
- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.
- Review the course schedule and discuss course options with faculty advisors and/or a member of the Academic Advising Center staff.
- Contact the Academic Advising Center in a timely fashion for creating a plan of study for registration, advising, and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines set by the Registrar.
- Contact the Academic Advising Center immediately with concerns about academic progress in particular courses or progress toward a degree.

Course Registration

On-Ground Student Course Registration. New on-ground students at West Point participate in Starting Point events on campus before registering for their first term. Returning students register online for the next term during the registration period. The Registrar Office staff notifies students of registration dates and processes through their Point email accounts. Registration dates also appear on the academic calendars in this *Catalog* or on the University website . Students may contact the Registrar's Office or Academic Advising Center for questions or directions on registration.

Students who have not registered previously may do so during the drop/add period. See the academic calendar for dates.

Depending on the student's program, registration may also include other preparations, such as participating in orientation sessions and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

During the first year, most undergraduate students schedule their courses in keeping with the General Education Core courses. In later years, they select courses appropriate for their major program of study. Students may consult with the Academic Advising Center and faculty advisors, but students themselves bear responsibility for enrolling in required courses at the appropriate times in order to reach graduation.

Through Colleague (the online enrollment management system used by Point University), students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. If students have questions, they should contact the Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu).

Online Student Course Registration. Registration for the next term typically begins shortly after the midpoint of the current term. The Advising Center and/or Registrar's Office register online students for courses prior to the beginning of each term or session. The Academic Advising Center can also answer questions about registration (706-385-1018; email Advising.Center@ Point.edu or Point. Registrar@Point.edu).

Students who have not registered previously may do so during the drop/add period. See the academic calendar for dates.

Depending on the student's program, registration may also include other preparations, such as participating in online orientation sessions and making financial arrangements. Students who do not complete necessary arrangements will be withdrawn from the University by the add/drop date.

At the time of their initial enrollment, Academic Advisors assist online students in developing a course schedule, or plan of study. Such advance planning is necessary to achieve optimum scheduling and course sequencing for a given student. Academic advisors check with students prior to each session before registering them for the next courses in their plan. Students typically complete foundational General Education Core courses first before progressing into more advanced professional courses and general electives.

Through Colleague (the online enrollment management system used by Point University), students may track their degree progress, view courses scheduled for upcoming terms, and plan their course of study. If students have questions, they should contact the Academic Advising Center by telephone (706-385-1018) or email (Advising.Center@Point.edu).

Course Loads and Student Time Commitments. When registering for courses, students should weigh multiple factors, such as the time required each week to complete those studies, the length of time to graduation under a lighter or heavier course load, and the number of credits required for full time status and financial aid. Helpful information appears under Credit Hour Definition and Time Commitments and Course Loads, Overloads, and Full-Time Student Status. Academic Advisors stand ready to assist students with their academic planning.

Changes in the Student's Plan of Study. Students may change their course schedule, or plan of study, during the registration period and at the beginning of the new session or term. To do so, they should contact the Academic Advising Center by telephone (706-385-1018) or email **(**Advising.Center@Point.edu).

Disability Support Services

Disability Services. Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services, who is based at Point's main campus in West Point, determines reasonable accommodations for students with documented disabilities. The director then communicates the approved accommodations to the student and the student's instructors. For more information, see the Point website under "Disability Support Services" (https://point.edu/ academics/ academic-support/disability). The site includes policies, procedures, frequently asked questions (FAQs), application forms, and the "Disability Services Grievance Policy and Procedure." Students may also contact Disability Services and college ADA/Section 504 services by email at Disability.Services@Point.edu. The Disability Services Office is located in the first-floor Learning Commons in the Lanier Academic Center on the West Point campus.

Students may be temporarily disabled by, for example, a concussion suffered at an athletic event or by a scheduled surgery. Policies governing those special circum-stances appear below.

Post-Concussion Policy and Procedures

Point University is committed to reasonably accommodating qualified students with disabilities. The University, via the Office of Disability Services, may provide reasonable accommodation to provide students with post-concussive support. Accommodations will only be made by Disability Services once a student has met with an appropriate professional and has documentation to demonstrate that they have been appropriately diagnosed and are undergoing treatment. Medical consultation with and diagnosis by a professional with appropriate training is an essential component of care for immediate concussions as well as treatment of post-concussive symptoms.

A concussion is a brain injury best defined as a complex pathophysiological process affecting the brain, induced by biomechanical forces. Students with concussions are presumed to be in a state of brain energy crisis, where an increased need for brain glucose to facilitate healing is accompanied by a reduction in cerebral blood flow. The combination of increased brain energy need and decreased brain blood flow is referred to as a "mismatch" and results in a brain energy crisis. The foundation of a concussive injury is neurometabolic, where additional physical and cognitive activities during a period of attempted recovery may cause symptoms to reemerge. Concentration difficulties can often accompany concussion symptoms, in addition to, headaches, nausea, dizziness, emotional irritability, and sensitivity to light/sound.

In order to request and receive post-concussion assistance, students must provide the Office of Disability Services with documentation regarding their disability and need for accommodations. In consultation with the student, the Director of DSS will review the documentation to determine the appropriateness of the accommodation. Students requesting accommodations should contact DSS immediately at Disability.Services@ Point.edu.

Procedure. Immediately following the injury:

New students must complete and submit a Request for Accommodations form via Disability Services.

Students must submit documentation from a qualified health care professional. Documentation should indicate need for accommodations due to a concussion and should include the following:

- Date of injury and initial diagnosis
- Date(s) of current and prior evaluation(s)
- Reason for evaluation

- Information regarding the presenting issues that significantly restrict functioning in an educational setting
- Discussion of evaluation instruments used
- Summary of evaluation findings including standard scores and percentiles such as tests of information processing/cognitive abilities, executive functioning, and academic achievement
- Statement of current medical diagnosis or impairment
- Explanation of the functional limitations to major life activities posed by the disability
- Specific recommendations regarding accommodations with evidence from evaluation results
- Identification of Evaluator (name, title, and signature)

Students should schedule a time to meet with the Director of Disability Services by email at Disability.Services@Point.edu. Once the appropriate information is received, DSS will review the request and the student will be contacted with next steps. Together, the student, DSS staff, and athletic trainer or medical professional will determine a "return to learn" plan, which includes accommodations and supports both inside and outside the classroom.

A temporary accommodation may be provided for cognitive rest. This includes excused absences on a case-by-case basis. The student is responsible for work missed and should work with the instructor and the Educational Resource Center on developing a plan for missed work. During this process, students are encouraged to have open communication with their instructors regarding coursework deadlines.

Weeks one and two following the injury:

- If symptoms remain, and with concurrent medical supervision, it may be helpful to explore further accommodations including extended time on examinations and written assignments. Staff in Disability Services and the Educational Resource Center will contact the student and, when appropriate, the initial evaluator of the student, to determine next steps.

Weeks three and beyond:

- If post-concussive symptoms persist beyond a third week, the student should consider the potential for a course incomplete, withdrawing from one or more courses, or taking a medical leave. A medical leave of absence would be a reasonable consideration if the student continues to experience post-concussive symptoms for greater than three weeks and if coursework missed becomes too onerous to make up.

Any questions regarding this post-concussive return to learn procedure should be directed to Disability Services, at Disability.Services@Point.edu.

Scheduled Surgery Policy and Procedure

Student engagement and academic success are closely correlated with regular attendance, classroom participation, and collaborative learning between faculty and students. Occasionally, students will need to undergo scheduled surgeries. In these circumstances, the Office of Disability Support Services works with the student to provide a reasonable assessment of how long they will be out of class and when they can resume their usual academic activities. Additionally, DSS may connect students to other campus resources such as Counseling Services, Sports Medicine, Student Life, and Housing when their unique health issue would benefit from their involvement.

Procedure. In order to qualify for accommodations while recovering from a scheduled surgery, requests should be made in advance. At the beginning of the term (or no later than two weeks prior to the date of surgery):

Students must submit documentation from a qualified health care professional. They may do so using this link. Documentation should indicate need for a modification of the attendance policy due to surgery and should include the following:

- Date of injury (if applicable)
- Date(s) of current and prior evaluation(s)
- Date(s) of upcoming surgical procedure
- Student's anticipated return to campus date
- Information regarding the obstacles that significantly restrict functioning in an educational setting
- Identification of medical professional (name, title, and signature)

Students should schedule a time to meet with the Director of Disability Services by emailing disability.services@point.edu. Once the appropriate information is received, DSS will review the request and the student will be contacted with next steps.

A temporary accommodation plan will be provided. This may include a potential exception to the regular attendance policy, determined on a case-by-case basis. The student is responsible for missed work. During this process, students are encouraged to have open communication with their instructors and DSS regarding coursework deadlines.

Students should make every effort to attend class virtually and submit all coursework while recovering from surgery. Depending on the logistics surrounding post-operative care, DSS will work with both the student and his or her instructors on requesting incompletes for the term according to the University incomplete policy.

Note: students undergoing emergency surgery or other unexpected medical procedures should notify DSS as soon as they are able so that they may receive appropriate and timely assistance.

Online Learning

***Canvas* Online Learning Management System (LMS).** All Point courses have a *Canvas* shell. Canvas is an online Learning Management System (LMS).

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

Students enter courses by logging into the Single Sign-On portal (http://my.point.edu), entering their Point username and password, clicking on the Canvas icon, and then clicking on the desired course.

Online Instructional Design. Point University has developed an online course design model based on "best practices." Contemporary, tech-enhanced education has shifted away from a teacher-centered model focused on content delivery to a student-centered model focused on student learning. Point department chairs and professional instructional designers work closely with faculty subject matter experts (SMEs) to ensure every course meets Point standards and accomplishes program goals.

Online Course Andragogy. To deliver full "online courses," Point has adopted a "flipped classroom" or "high tech, high touch" model. In this model, faculty members move away from the traditional role of the "the sage on the stage," who spends class time delivering information through lectures ("chalk and talk"). Instead, most course-related information appears on the course website, where students can access it at will in the form of readings or audio-visual presentations ("high tech"). This frees online faculty to spend their time acting as educational "guides" and "facilitators" and "mentors" by engaging with students, discussing concepts, answering questions, offering timely feedback on assignments, and otherwise facilitating student learning ("high touch"). The goal is for instructors to offer (1) substantive interaction and feedback (2) to each and every student (3) each and every week. Thus, *the Point model emphasizes "faculty presence," which studies show is a key to educational effectiveness, student satisfaction, and student retention.*

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

Course Weeks. All online courses are offered in either *Point Online* (fully-online) or *Hybrid* format (weekly live session supplemented by online learning activities). Most courses are 8 weeks in length, consisting of "Getting Started" Week plus Weeks 1-7 of additional learning activities. 5-week courses include 5 weeks of learning activities, with the "Getting Started" activities combined with week 1. Please note:

- *"Getting Started" Week*—For 8-week courses, the first week of a session always begins with new student orientations on Monday and Tuesday followed by a half week of learning activities extending from Wednesday through Sunday. During this half week students must log onto their online course websites, introduce themselves to their instructor and fellow learners, review course syllabi, participate in course orientations, complete any initial assignments, and work ahead if they wish. Most instructors do not make *major* assignments due during this half-week to give students time to get oriented and plan their educational strategy. 5-week courses include 5 weeks of learning activities, with the "Getting Started" activities combined with week 1.
- Online course sites open to students no later than Monday of "Getting Started" week when the half week of studies begins, or a few days ahead of 5-week courses.
- *Weeks 1-7 of the Session*—The remaining seven course "weeks" always begin on Monday and end on Sunday. They include a variety of focused learning activities.
- The first day of a course or session does not necessarily coincide with the first live videoconference of a *Hybrid* course. To illustrate: The first live class session may not take place until Thursday evening, but the course still starts on Wednesday. Accordingly, students should log into the course website and begin working early in the week because some course assignments may be due prior to Thursday.
- Unless stated otherwise in the course syllabus, all weekly assignments are due by 11:59 p.m. on Sunday, Eastern Standard Time (EST).
- *Point highly recommends that online students begin logging into the course website and working on assignments early in the week, doing a little each day. Waiting until the end of the week to complete assignments can be overwhelming.*
- Online course sites close 45 days after the course ends, allowing time for students to review course materials and final grades as desired. If students want to keep any of their research papers or other learning products, they should retrieve them from the course site during this 45-day period because they will no longer be accessible afterwards.

On-Site and Virtual Student Support

On-Site and "Virtual" Student Support Services. Since Point serves both on-ground and online students, the University makes most of its support services available both on-site and "virtually" via the Internet. The primary support services available to *all students* are outlined below. The next section of the catalog describes additional services available to on-ground residential and commuter students at the West Point campus. These on-ground students pay a higher tuition rate because they require physical classrooms, housing, food service, athletic facilities, parking, campus activities, and other services not used by online students. Further information about online academic support services also appears on the University website (https://point.edu/ academics/academic-support/support-services).

Textbooks and Materials

Textbook Service. Textbook services are offered through the Point University Store, powered by eCampus and located at 817 3rd Avenue in West Point (telephone 706-784-8772. Students may order texts and other course materials online through the Store's website (https://point.edu/bookstore) or from other vendors. New, used, or eBooks are available based on supplies. Books will be shipped directly to the student's home, office, or other designated site. The Store also stocks Point apparel, schools supplies, computer accessories, and a variety of other products.

For questions concerning texts required for a given course, contact the Point University Store.

Residential Support Services

Alongside the support services offered to all students (see above), Point provides additional services to meet the needs of on-ground residential and commuter students at the West Point campus. The tuition rated for on-ground programs helps cover costs for these additional services generally not used by online students.

Campus Services. Point cares for residential and commuter students through housing, meal plans, shuttle service, and other services distinct to the West Point campus. Jaunelle White oversees many of these areas as Chief Student Development Officer (Jaunelle.White@point.edu).

Housing. Living on the Point University campus allows students to be part of an authentic Christian community that supports each other academically, spiritually, and socially. Point provides campus housing for full-time students under the age of 26 enrolled in on-ground programs at the West Point campus. The University *requires* full-time freshmen and sophomores to live on campus unless they are married, have children, or are living with parents or legal guardians within 50 miles of the campus. To request an exception, please submit an appeal form found in the eRezLife portal. All appeals must be approved by the Residence Life and Housing Committee before housing/meal plan

charges will be removed. If students fall under the stipulations of the housing policy, yet live off campus without an approved appeal or falsify information submitted in their appeal, they will be subject to a $1,000 fine which will be assessed to their student account. To avoid these charges, and possibly other disciplinary sanctions, students should refrain from making alternative housing arrangements until they have received the results of their appeal.

University housing facilities include (1) the Living and Learning Community with two-person bedrooms, a shared bathroom, and a shared kitchen and living area; (2) the Lofts, a suite-style dorm featuring a two-person bedroom and shared bathroom with a common kitchen and living area; (3) Hawk Refuge, a suite-style dorm featuring 2-3 person bedrooms and shared bathroom with a common kitchen and living areas; (4) the Nest, a traditional dormitory-style residence hall with four-person bedrooms and a common bathroom; (5) the Summit, a dormitory featuring 3-4 person bedrooms and shared living area, kitchen, and restrooms; and (6) a new suite-style dorm, not yet named, featuring 2-3 person bedrooms and shared bathroom with common areas. In each facility, certain students serve as Campus Life Ministers (CLMs) who mentor residents, watch out for their safety and well-being, and host activities.

For more information on campus housing, see the Residence Life page of the Point website (https://point.edu/student-experience/residence-life); contact Ms. Myka Pinchom, Executive Officer Manager for Student Life and Athletics (MPinchom@point.edu@point.edu) or visit the Student Life Office in Suite 115 of the Lanier Academic Center in West Point.

Parking and Shuttle Service. Point requires all West Point based students, faculty, and staff to register their vehicles with the campus Safety and Security Office located in Room 260 of the Lanier Academic Center. All must park in their assigned lot—usually the lot nearest to their housing facility.

The University also operates a shuttle bus service that makes regular stops at the Lanier Academic Center, Skyhawks Hall, the field house, and the gymnasium.

For more information on parking and the shuttle schedule, contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-784-8543), or in person (Suite 115 of the Lanier Academic Center in West Point).

Food Services. Point partners with SAGE Dining Services®, the leading food service provider for independent schools and colleges throughout North America (www.sagedining.com). SAGE's unparalleled expertise in nutrition, sustainability, and culinary trends produces exceptional dining experiences that delight the senses, inspire minds, and foster community. The West Point campus features three dining facilities:

- *The Dining Hall* is located at 817 3rd Avenue in West Point, in the same building that houses the Point University Campus Store. It provides full meals and meal plans. All freshmen living on campus are required to have a 15 or 19 meal plan.
- *McKinney's Coffeehouse* is also located at 817 3rd Avenue, adjacent to the Dining Hall and Campus Store. The menu includes Starbucks® products such as coffee, lattes, hot chocolate, smoothies, Tazo teas, and Frappuccinos. McKinney's also offers a range of Coca Cola products and snack items.

For more information on food services and meal plans, along with online menus, see the Dining page on the Point website (https://point.edu/student-experience/residence-life/dining). Point's Food Services Director for SAGE Dining Services, welcomes student questions (706-784-8507). Students may also contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-784-8543), or in person (Suite 115 of the Lanier Academic Center in West Point).

Health Services. To serve students at the West Point main campus, Point University has established a partnership with Lanier Health Services in nearby Valley, Alabama (https://www.eamc.org). Lanier includes an urgent care facility, general medical offices (including family care, a primary care physician, multiple specialists, and more), and 24-hour emergency care services, including a level three trauma center.

Point requires full-time students and student athletes to have health insurance prior to enrollment. For information concerning affordable plans, students may contact the Student Life Office by email (StudentLife@Point.edu), telephone (706-784-8543), or in person (Suite 115 of the Lanier Academic Center in West Point). Information concerning student health insurance and immunization policies also appears in the "Consumer Information" section of the Point website under Campus Health, Safety, and Security (https://point.edu/consumerinformation).

Campus Safety and Security. Point's campus safety and Security Office is located in Room 260 of the Lanier Academic Center in West Point. Security personnel regularly patrol campus facilities and the surrounding area. Students may contact security at any time by email (Campus.Security@Students.Point.edu) or by telephone:

- 706-784-8771: Daytime on-duty officer
- 404-232-5420: 24-hour service

Point uses the Rave Alert text-messaging system to alert students, faculty and staff of emergency situations on campus. To register for this service, users must follow the instructions on the Point website (https://point.edu/campus-alert).

The Consumer Information section of the Point website contains further information on Campus Health, Safety, and Security (https://point.edu/consumer information). The site includes policies on campus crime prevention, campus crime reporting, missing persons, fire safety, and campus emergency procedures. Point's *Annual Security & Fire Safety Report* (https://point.edu/wp-content/uploads/2019/ 09/2019-ASR-AFSR-Final.pdf) and *Emergency Response Plan* (https://point.edu/ wp-content/uploads/2018 /03/ ERP3.19.2018.pdf) are also published on this site.

Mail Service. The University's Mail Room is located at the Point University Store, powered by Slingshot and located at 817 3rd Avenue in West Point (telephone 706-784-8772; email **point@slingshotedu.com**). There students may pick up mail and be assigned a post office box on request. Students may contact the Mail Room by telephone (706-784-8547) or email (Mail.Room@Point.edu).

Lost and Found. The West Point campus provides a lost and found service. If students lose an item, they should visit the Security Office located in Room 260 of the Lanier Academic Center in West Point.

Campus Life. Point understands students as holistic beings. Accordingly, the Student Life Department supports students spiritually, emotionally, socially, and physically. University students make lifelong friends while studying, working, and living in the close-knit campus setting. Point urges students to take full advantage of the educational, social, and community service opportunities available on the West Point campus. Jaunelle White oversees many aspects of campus life as Chief Student Development Officer (Jaunelle.White@point.edu).

Authentic Christian Community. Point University takes seriously its mission to "educate students for *Christ-centered* service and leadership throughout the world." Accordingly, the University is very intentional about spiritual formation. It creates a supportive and enjoyable campus culture that encourage students to grow spiritually as they develop intellectually, socially, and professionally.

Members of the Point community strive to live and interact with others in ways that honor Christ. The *Point University Honor Code* (student handbook) outlines standards and policies that support a healthy campus community and move students and staff toward greater spiritual maturity.

Examples of opportunities for spiritual growth at Point University include chapel, Adventure Groups, Holy Communion, community ministry, special events, emphasis weeks, devotions, personal guidance and counseling, mentoring, and discipleship. The nearby Spring Road Christian Church also sponsors an excellent campus ministry called "Feast." The Feast House, which sits adjacent to the campus, has become a favorite student hangout. Other area churches also reach out to Point students, providing opportunities for nurture and service. For more information, see the "Spiritual Formation" section of the University website (https://point.edu/student-experience/spiritual-formation).

Skyhawks Athletics. Point University is a member of the National Association of Intercollegiate Athletics (NAIA, https://www.naia.org) and fields 13 NAIA teams—namely, baseball, men and women's basketball, cheerleading, women's flag football, football, men and women's golf, men's lacrosse, men and women's soccer, softball, and volleyball. Skyhawk spirit is an integral part of the Point community. Students can often be found cheering on their classmates, roommates, and friends at sporting events in the evenings and weekends. The University also sponsors many intramural sports.

For detailed information about athletic programs, coaches, staff, facilities, and events, see the Point Skyhawks website (http://www.pointskyhawks.com) and the Athletics & School Spirit page of the University website (https://point.edu/student-experience/athletics-school-spirit). Students may also contact the Vice President of Intercollegiate Athletics, Jaunelle White (Jaunelle.White@Point.edu).

Musical Performance Opportunities. The Point University Fine Arts Department offers musical performance opportunities to all students with high school experience, regardless of major. Concert and Chamber ensembles are also open to Point University faculty and staff. Opportunities include:

Marching Skyhawks (Fall only). The Marching Skyhawks were founded in 2015 and have quickly established a tradition of excellence and achievement in the Southeast. Each year the band performs for thousands of fans at home and away football games and in exhibition performances for high school band competitions.

All members of the Marching Skyhawks receive a performance scholarship for their participation. No audition is required, so students with high school experience in marching, brass, woodwinds, percussion, majorettes, and color guard are encouraged to join. For more information, visit the Marching Skyhawks website (https://point.edu/band) or email band@point.edu.

Concert Band (Spring only). The Point University Concert Band is a large instrumental ensemble open to all students with high school band experience. The goals of this ensemble are to explore the various styles and genres of concert band literature and to give participants an opportunity to develop their ability to listen critically to themselves as individuals and as members of an ensemble.

For more information about band scholarships, please visit point.edu/band or email band @point.edu.

Concert Choir (Fall and Spring). The Point University Concert Choir is a mixed vocal ensemble open to any student with vocal experience. The choir explores a wide variety of literature, including sacred and secular styles that range from medieval to contemporary works. An emphasis on expression and learning to respond to different musical styles provides members the opportunity to develop individually as vocalists, as well as participants in a performing ensemble.

Choir scholarships are available for full-time Point students with high school or church experience in choir, regardless of major. Email finearts@point.edu for more information.

Signature Voices (Fall and Spring). Signature Voices is a small, auditioned vocal ensemble that performs contemporary *a capella* music from both sacred and secular genres. This advanced group enjoys a busy tour season during fall and spring terms, performing for churches and schools across the Southeast.

Members selected for this group receive a stipend for their participation. For more information, email Andrew Harry at Andrew.Harry@point.edu.

String Ensemble (Fall and Spring). The Point University String Ensemble is open to all students with high school experience on violin, viola, cello, double bass, or electric bass. This small chamber ensemble performs both traditional string works and transcriptions of modern pop tunes for University concerts and recitals and for local community events. For more information, email Ms. Cindy Wilson at cynthia.wilson@point.edu.

Percussion Ensemble (Fall and Spring). The Point University Percussion Ensemble is open to all students with high school experience in marching or concert percussion. This chamber ensemble presents works that span music history, including contemporary premiers and classical transcriptions. For more information about this ensemble and possible band scholarships, email Andrew Harry at Andrew.Harry@point.edu.

For more information about ensembles or music scholarships, email finearts@point. edu or visit point.edu/finearts. Students may also contact Andrew Harry, Fine Arts Department Chair, at Andrew.Harry@point.edu.

Campus Organizations and Activities. Student Life and other departments sponsor many campus organizations, activities, and service opportunities that let students try new things, meet new people, develop their leadership skills, and enjoy an active, well-rounded, enjoyable university experience. There are many ways to get plugged in at Point, including:

- Leadership development opportunities, such as Connect Leader mentoring, student government association (SGA), Campus Activities Board (CAB), Campus Life Ministers (CLMs), Chapel Planning Committee, clubs, internships, campus employment, and service learning
- Chapel, student ministry, and other spiritual formation events and opportunities (described above)
- NAIA athletic teams (described above) and intramural sports
- Impact Days and other community service events
- Homecoming, Spring Formal, Dorm Wars, Finals Frenzy, emphasis weeks, residence hall activities, and other special events
- The Hub student lounge (409 W. 10th Street) and the Game Room (Lanier Academic Center, Room 145), both of which contain snack and drink machines
- Much more

For more information, see the sections of the Point website devoted to Groups & Organizations (https://point.edu/student-experience/groups-organizations) and Campus Activities (https://point.edu/student-experience/groups-organizations/ campus-activities). Students may also contact the Chief Student Development Officer, Jaunelle White (706-784-8541, Jaunelle.White@point.edu).

Admission Services

Point provides enrollment information and services to new students entering the University. Admission counselors and academic advisors help students assess institutional fit and assist them through admission processes. Students may communicate with Admissions staff through email (admission@point.edu), the Point University Admissions website , or by calling 706-784-8609 and asking for an admission counselor.

Alex Millican serves as Assistant Director of Enrollment and Outreach (alexandra.millican@point.edu); Josh McClain serves as Director of Enrollment (josh.mcclain@point.edu) and Dr. Joshua Boyd serves as Chief Enrollment Officer (joshua.boyd@point.edu).

Counseling and Telemental Health Services

Point offers all on-ground and online students personal counseling by trained professionals through a contract with The Virtual Care Group (VCG). Students gain full access to VCG's telehealth videoconferencing platform, so they can get the care they need anytime from anywhere. Services include 50-minute behavioral visits, life coaching, and on-demand crisis counseling. These services are free of charge and totally confidential.

As part of orientation, the Student Life Office provides students with "Mobile App Instructions" showing how to log in and make appointments on the VCG service platform (https://thevirtualcaregroup.com/point-online).

Residential students in West Point also have access to some limited in-person counseling on campus, along with unlimited medical visits with local board-certified physicians. Students seeing the Point residential counseling staff may be limited to six sessions. If further care is needed, the staff will refer them to VCG or external agencies.

Telemental Health Services (also called Telehealth, Online Counseling, Tele-behavioral Health, or Telepsychiatry) is the use of telecommunications technology to provide behavioral health services. Telemental Health is an integral part of the Telemedicine movement, which uses computer programs, video conferencing, Internet programs, teleconferencing, and smartphone applications for the remote delivery of mental health services, including assessment, diagnosis, system tracking, and treatment.

Providers follow all state and federal laws regarding licensure, confidentiality, and interjurisdictional requirements. Additionally, the technology utilized in providing Telemental Health Services meets and/or exceeds standards outlined by the American Telemedicine Association (www.americantelemed.org), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and other professional associations. Students with questions or concerns may contact the Chief Student Development Officer, Ms. Jaunelle White (Jaunelle.White@point.edu).

Financial Services

Financial Services. Point provides financial aid and student account services that assist learners with the monetary side of university life:

Student Billing and Payments. The Student Billing and Payment Center provides students with individualized counseling and services related to billing for tuition, fees, housing, textbooks, and other school-related charges; payment options; stipends and refunds; Form 1098-T tax benefits; and other issues related to student accounts. Students may speak with an accounts representative by telephone (706-784-8620), email (Student.Billing@Point.edu), or by visiting the Student Services Office (Suite 155 of the Lanier Academic Center in West Point). For more information, see the "Student Billing and Payments" page on the Point website (https://point.edu/ admissions/tuition-aid/student-billing-and-payments). Ms. Amanda Schmidt over-sees the department as Director of Student Accounts (706-784-8545; Amanda. Schmidt@Point.edu).

Financial Aid. Staff members from the Financial Aid Office provide individualized counseling and services related to student scholarships, grants, loans, completing the FAFSA® (Free Application for Federal Student Aid), financial aid packaging and verification, and related issues. Students may speak with a financial aid counselor by telephone (706-385-1018), email (Financial.Aid@Point.edu), or by visiting the Student Services Office (Suite 155 of the Lanier Academic Center in West Point). For more information, see the "Financial Aid" page on the Point website (https://point.edu/ admissions/tuition-aid/financial-aid). Ms. Holly Hardnett oversees the department as Director of Financial Aid (706-784-8532; Holly.Hardnett@Point.edu).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Skyhawk Career Services

Skyhawk Career Services. Point University's Skyhawk Career Services is located in Room 147 of the Lanier Academic Center at the West Point campus. The Center helps students identify and boldly pursue their callings, equips them to communicate their gifts to potential employers and organizations, and serves as a relational link between employers seeking students for internships and job opportunities.

To meet the needs of today's students, the staff uses the Point website to schedule advising appointments, review résumés, post jobs, provide direct connections with employers, and more. Students may see available jobs by going to the "Community Job Postings" tab on the Skyhawk Career Services webpage (https://point.edu/ academics/academic-support/center-for-calling-career), or they may contact the Center directly by email Career.Center@Point.edu or telephone (706-784-8764). For additional resources, students may also visit the "Virtual Career Bulletin"
page on the Point website (https://point.edu/academics/academic-support/center-for-calling-career/virtual-career-bulletin). Dr. Joe Capebianco (Joe.Capebianco@point.edu), Director of Accreditation and Institutional Research, oversees Skyhawk Career Services.

Technical Services

Technical Services. Point University's Information Technology (IT) Department facilitates the services described below. Mr. Bill Dorminy supervises the IT team as Director of Technology (Bill.Dorminy@Point.edu). The IT Office is located on the West Point campus in Room 261 of the Lanier Academic Center.

Computer Hardware and Software. *Point University requires all students enrolled in online programs to provide their own computer devices for online learning.* The University recommends that on-ground students also purchase their own laptops or personal devices. *Technology Guidelines* and *Minimum System Requirements* appear below. However, computer labs (see below) are available for all students during facility business hours as a supplement. Through the Student Portal (described below), students gain free access to the Microsoft Office 365 software package.

Campus Wi-Fi Connectivity. Point provides free Internet access through the wireless network found in all University education sites and residence halls. During orientation, students receive instructions for logging into the University network using their Point passwords. For access instructions, guidelines, and the *Acceptable Use Policy*, see the Point Knowledge Base under "IT Support" or contact the helpdesk (ITSupport@Point.edu).

Computer Labs. Point University provides modern, well-equipped computer lab facilities for students at its education sites in West Point, Peachtree City, and Savannah. At the main campus in West Point, computers are available in the Learning Commons, the Computer Lab, and the Computer Classroom. Additional computer kiosks are available at various locations around campus. In the Scott Fine Arts Center (413 W. 10th Street), students have access to a Mac lab. All campus computers are connected to the Internet through the University's network, with access to Microsoft Office 365 software for word processing, spreadsheets, databases, presentations, web browsing and interactive course materials.

Tech Support and Helpdesk. The Office of Information Technology (OIT) staff provide technical support via email, telephone, and an on-site helpdesk in Room 126 of the Learning Commons at West Point. They provide assistance with Point email, university software and databases, online courses offered through the Canvas learning management system, and other technology services.

- For help and technical support, send an email to ITSupport@Point.edu. Include as many details as possible in your message.
- Users may also telephone the helpdesk at any time (706-784-8683) to speak with a live representative who can assist with issues such as password resets and login assistance for my.point.edu and other computer applications between the hours of 8am and 5pm Monday through Friday. Emails sent to itsupport@point.edu after hours will be answered as soon as possible the following business day.

For email and telephone support, students should have their Student ID number available to verify their identity. If you don't have your student ID available, we may ask you to call the help desk so we can verify your identity through other methods.

University Website. Point's main website (www.point.edu) gives students access to general information about the University, along with news and updates, academic catalogs, digital library resources, financial aid information, institutional policies, and a variety of other resources and services.

The Consumer Information section of the website (http://point.edu/disclosures) offers public disclosures required by the Higher Education Opportunity Act of 2008. It includes information on many aspects of University operations, such as accreditation, student achievement, campus security, emergency procedures, student privacy, and Title IX sex discrimination protections (https://point.edu/title-ix).

Student and Faculty Portal. The Point University Student & Faculty Portal provides convenient access to many services, such as (1) Colleague, through which students may view their final grades, degree audits, transcripts, financial aid status, account balance, and more; (2) "Office 365," where students may check their Point email and use a variety of office software; (3) *Canvas*, through which students enter online course sites; and (4) Zendesk, through which students may submit IT technology service requests. The portal also includes direct links to many of the student services described below. Users enter the portal by logging into the *MyPoint* Single Sign-On portal (http://my.point.edu) and entering their Point username and password.

Point Knowledge Base. The Point Knowledge Base offers direct links to (1) stu-dent resources, such as the academic catalog and consumer information; (2) a wide variety of student services, such as food services, health services, counseling, and other services described below; and (3) various forms and applications, such as the degree change form, academic appeal form, and transcript request form. Students may access this resource by logging onto their single sign-on account and clicking on the Point Knowledge Base icon.

Point University Email. Point email accounts facilitate communication between students, faculty, and support staff. *All student correspondence with instructors, participation in* Point Online *and* Point Connect *courses, and submission of course assignments must occur via the student's assigned Point University email account or through Point's online course platforms.* Students should check their Point email accounts daily for messages from the University. Users may access their email by logging into the Single Sign-On portal (http://my.point.edu), entering their Point username and password, and then clicking on the "Office 365" icon.

Online Course Websites. For online students, the University offers *Point Online* and *Hybrid* courses through the *Canvas* Learning Management System (LMS). Online course sites, which utilize the *Canvas* LMS, facilitate online presentations, the sharing of educational resources, communications with the instructor and other students, assignments, and assessments of student learning.

Students access *Point Online* and *Hybrid* courses by logging into the Single Sign-On portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course.

Training for students enrolled in *Point Online* and *Point Connect* courses is provided by the Academic Operations Department and through an online Student Video Library featuring tutorials on *Canvas*, Zoom videoconferencing, writing style guides, library services, and other topics.

Online Course Companions. For on-ground courses, some instructors use online "Course Companions" developed in the *Canvas* Learning Management System. These "Course Companions" do not carry all the features of full online courses. However, they include supplementary materials and an electronic gradebook for the on-ground course.

Students access "Course Companions" by logging into the Single Sign-On portal (http://my.point.edu), entering their Point username and password, clicking on the "Point Online" icon, and then clicking on the desired course.

Technology Guidelines and Minimum System Requirements. Point University is dedicated to providing a high quality education and learner-centered experience while managing diverse instructional delivery modes and various academic technologies. The University strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities.

Point University requires all students enrolled in online programs to provide their own computer devices for online learning. The University recommends that on-ground students also purchase their own laptops or personal devices, but computer labs are available on campus for those who need access to computer technology. Point asks students, faculty, and staff to adhere to the following technology policies and guidelines to ensure optimum user experience.

Acceptable Use of Technology. Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities.

Point reserves the right to define and apply what is considered to be acceptable use of technology and its resources under these policies and guidelines.

Minimum System Requirements. Canvas is the current Learning Management Sys-tem (LMS) used for Point's online courses and for on-ground "course companions."

For best user results, Point recommends that students and faculty evaluate their computer or device with the following checklist prior to logging into courses:

- Windows PC or Mac with the most recent version of these browsers: (1) Google Chrome (www.google.com/intl/en/chrome) and (2) Mozilla Firefox (www.mozilla.org/en-US/firefox/new).
- Windows PC or Mac with audio (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- Windows PC or Mac with video capabilities (webcam and microphone within device or stand-alone)
- High speed Internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader)
- Access to a printer or scanner (depending on course activities)

It is the users' responsibility to maintain their personal Internet connection, computer, or device with the necessary hardware, software, and browser updates.

Alternate Technology Plans. There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as Internet outages at home. In preparation for such circumstances, students should identify an alternate location with free Wi-Fi, a computer lab, and/or other needed accommodations. Examples include a Point University education site during facility hours, public library, or restaurant.

Title IX

The Point website includes a section on "Title IX" (https://point.edu/title-ix), which articulates the University's commitment to be "a learning community that is free from discrimination regarding sex, age, disability, nationality, race, ethnicity, and other protected classifications." This includes a commitment to reporting and preventing campus sexual violence and other crimes in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. For more information concerning any Point University Title IX issues, contact the lead Title IX officer (Autumn.Glenn@point.edu), and/or those assisting in the areas of Students (Jaunelle.White@point.edu), Staff (human.resources@Point.edu), or Athletics (Jaunelle.White@point.edu).

Consumer information is available here.

All Programs

COLCON - College Consortium

General

DCE - Dual Credit Enrollment

General

NDS - Non-Degree Seeking

General

ODP.AAAC - AA Accounting (online)

General

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

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

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

The A.A. in Accounting builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation Component) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates prepare and interpret basic financial statements.

Objective 3: Graduates apply sound accounting principles.

Objective 4: Graduates apply sound principles in preparing individual income tax returns.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Requirements

Requirements
In addition to the Core Curriculum (31 credits) and Character Core components (6 credits), the A.A. in Accounting consists of the following courses:

COURSE NUMBER	COURSE TITLE	CREDIT HOURS
ACCT 211	Financial Accounting	3
ACCT 212	Managerial Accounting	3
MGMT 214	Managing Information Systems	3
ACCT 332	Accounting Information Systems	3
ACCT 364	Incoming Tax Accounting	3
Total		15

Students must earn an addition five (5) credit hours of electives to complete the requirements for the AA.

In total, students who complete the A.A. in accounting have (minimally) completed 60 credit hours of coursework.

ODP.AABA - AA Business Administration (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Business Administration builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibil-ty with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to promote high levels of organizational performance.

Objective 4: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AACD - AA Child Development (online)

General

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

Modality. Point University offers the A.A. in Child Development in Point Connect format, which features a live 2-hour videoconference each week. Apart from the video-conference, online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates throughout the week.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Child Development builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Graduates articulate a basic knowledge of the proper growth and develop-ment principles as they apply to young children from birth through age 8.

Objective 2: Graduates demonstrate key understandings in the basic care and nurturing of infants, toddlers, preschoolers, and young children.

Objective 3: Graduates respond appropriately to the needs expressed by families with young children who have diverse ethnic and socio-economic backgrounds.

Objective 4: Graduates serve young children with developmentally-appropriate choices in nutrition, proper rest, movement, and other physical needs.

Objective 5: Graduates provide developmentally-appropriate contexts for young chil-dren's healthy social and emotional development.

Objective 6: Graduates plan developmentally-appropriate activities and environments to promote young children's cognitive development.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AACJ - AA Criminal Justice (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Criminal Justice builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 2: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 3: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

Objective 4: Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

Objective 5: Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

· For students pursuing the A.A. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).

· For students pursuing the B.S. in Criminal Justice or B.S. in Criminal Justice with Pre-Law Emphasis, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).

· For students enrolled in other degree programs, academy training fulfils the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

ODP.AACM - AA Christian Ministries (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Objective 1: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 2: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

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

Objective 4: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AAGS - AA General Studies (online)

General

Program Description
The Associate of Arts in General Studies equips students with a broad grounding in the Liberal Arts and the Christian Scriptures as a foundation for life and learning. Modality. Point University offers the A.A. in General Studies in Point Online format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Lifelong Learning

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

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

Objective 3: Graduates locate and use information resources

Objective 4: Graduates demonstrate basic computer literacy.

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

Objective 6: Graduates communicate effectively orally and in writing.

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

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

Content, principles, and methodologies of primary areas of knowledge

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

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

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

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

Biblical theology and worldview issues

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

Objective 14: Graduates demonstrate a basic understanding of a Christian worldview and the role of believers in the Body of Christ.

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

ODP.AAHR - AA Human Relations (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Human Relations builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4: Students analyze and utilize scholarly research to explore contemporary is-sues in psychology, sociology, and related fields.

Objective 5: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AAML - AA Management and Leadership (online)

General

Program Description
The Associate of Arts in Management & Leadership equips students with a broad grounding in the Liberal Arts, along with first-level preparation for business leadership and management. Graduates may also continue their studies to earn the Bachelor of Science degree in Management & Leadership, Business Administration, Management, or Marketing.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Management & Leadership builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to pro-mote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

ODP.AAOL - AA Organizational Leadership (online)

General

Program Description
The Associate of Arts in Organizational Leadership equips students with a broad grounding in the Liberal Arts, along with first-level preparation for business leadership and management. Graduates may also continue their studies to earn the Bachelor of Science degree in Organizational Leadership, Business Administration, Management, Marketing, or Social Media Marketing.

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

Information and Additional Notes
Effective fall 2023, this program is no longer accepting new enrollments.

Students enrolled at the time of closure are able to finish their program, no new enrollments are being approved. Students will be enrolled in the newer degree, AA Management and Leadership or may choose a different program of interest.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Organizational Leadership builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 2: Graduates apply sound accounting principles.

Objective 3: Graduates employ effective communication and organizational skills to pro-mote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Objective 5: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 6: Graduates understand principles of mathematics and can apply them to aid in making business decisions.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AAPS - AA Psychology (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Psychology builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 3: Students analyze and utilize scholarly research to explore contemporary is-sues in psychology, sociology, and related fields.

Objective 4: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.AAYM - AA Youth Ministry (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The A.A. in Youth Ministry builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Students demonstrate understanding of biblical concepts of ministry and servant leadership, along with the ability to apply those principles in ministry environments.

Objective 2: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 3: Students assess contemporary approaches to youth ministry in a variety of contexts from theological, philosophical, and practical viewpoints.

Objective 4: Students apply a basic working knowledge of human development to the task of helping young people grow to maturity in Christ.

Objective 5: Students demonstrate practical skills for ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 6: Students apply interpersonal skills important for ministry, such as volunteer mobilization and classroom management.

Objective 7: Students utilize tools and resources appropriate for their ministry goals.

Objective 8: Students articulate principles for effective leadership and service in multi-cultural ministry environments.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.ASCYB - AS Cybersecurity (online)

General

Program Description
The Associate of Science degree in Cybersecurity provides students with foundational knowledge and practical experience in the evolving field of cybersecurity. This degree program equips students with the essential skills needed to understand cybersecurity threats, implement security measures, and protect digital assets against cyber threats. Through hands-on learning with industry-relevant tools, students will develop expertise in network and system security, ethical hacking, governance, and security operations. Students who successfully complete the program will be prepared for entry-level cybersecurity roles and will also bewell-positioned to obtain a number of certifications to increase employability, includingCompTIASecurity+ andCertified Ethical Hacker (CEH).

Modality. Point University offers the B.S. in Cybersecurity in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

Learning Outcomes
1. Develop and implement security plans to safeguard data against attacks by applying industry standard frameworks for threat detection.

2. Construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.

3. Develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.

4. Conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.

5. Develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.

6. Develop and deploy monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, with a focus on mobile and cloud security strategies.

7. Analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

ODP.ASIT - AS Information Technology (online)

General

Program Description
The Associate of Science in Information Technology (IT) equips students with a strong foundation in core IT concepts and practical skills. This program covers essential areas including IT fundamentals, hardware and software applications, operating systems, and technical communication. Graduates are well-prepared for entry-level IT positions and various support roles in the field. Furthermore, the curriculum prepares students to earn industry-recognized certifications such as CompTIA (ITF+/Tech+ and A+), enhancing their employability and career prospects in the rapidly evolving IT sector. Graduates may continue their studies to earn the Bachelor of Science degree in Information Technology with a concentration in Network Administration or Information Systems Security.

Modality. Point University offers the Associate of Science in Information Technology (IT) in a fully online format. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Associate of Science in Information Technology (IT) aims to develop skilled and adaptable IT professionals with strong problem-solving abilities who are ready for entry-level and support role positions. It fosters the knowledge base for industry certifications, further academic advancement, and the capacity to evolve with changing technologies. The program seeks to meet the growing demand for qualified IT personnel who can effectively communicate and apply their skills ethically in businesses, schools, government agencies, non-profits, churches, or parachurch organizations globally.

The Associate of Science in Information Technology (IT) builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1. Demonstrate knowledge and practical application of information technology best practices, safety protocols, security measures, preventive strategies, and operating systems.

Objective 2. Apply information technology principles and best practices to identify and solve real-world problems.

Objective 3. Evaluate current and emerging technologies.

Objective 4. Identify the impact of technology, including biblical, ethical, legal, and policy issues.

Objective 5. Apply critical thinking skills and communication skills required in a technical environment.

Recommended Course Sequence
Choosing a Character Core Track. *Online* students who continue past the associate degree to earn a baccalaureate degree must complete the 15-credit Character Core. The Character Formation courses listed above can fulfil Core requirements. Students must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations

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

Professional Certifications	**Supporting Courses**		**Academic cost per exam (as of 6/2025)**
CompTIA ITF+ (exam FC0-U61) or CompTIA Tech+ (exam FC0-U71)	CISM 100	Introduction to Information Technology	$81.00
CompTIA A+ (exams 220-1101 and 220-1102)	CISM 210	Information Technology Applications I	$155.00
	CISM 215	Information Technology Applications II	

ODP.BBALM - BBA Business Administration - Logistics Management (online)

General

Program Description

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

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

Learning Outcomes

Program Purpose and Student Learning Objectives

Purpose. The Business Administration Major with a Concentration in Logistics Management prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions, with special emphasis on business logistics and supply chain management.

Business Administration Major with a Concentration in Logistics Management builds on Point University's mission, values, and Core Curriculum (General Studies and Character Core) to accomplish the following student learning objectives:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Accounting, finance, and strategic management principles and applications

Objective 8: Graduates apply sound accounting and financial principles.

Objective 9: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 10: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 11: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 12: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 13: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 14: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Operations and supply chain management

Objective 15: Graduates apply sound operational management principles.

Objective 16: Graduates demonstrate the capacity to formulate a supply chain network system.

Logistics management principles and applications

Objective 17: Graduates evaluate the physical flow of products and information throughout the entire supply chain.

Objective 18: Graduates apply principles and strategies used in transportation activities to support the logistics function of economic utilities of place and time.

Objective 19: Graduates critically examine the activities of exporting and importing goods, as well as involvement in international trade operations.

Objective 20: Graduates apply project management concepts and methods to investigate and solve real-world business issues.

Objective 21: Graduates determine methods of becoming an effective quality manager and decision maker focused on improving the quality of people, processes, products, and the work environment.

Objective 22: Graduates identify acquisition processes used both directly and indirectly to secure goods, services, and work from external sources in procurement.

Objective 23: Graduates develop a marketing channel structure that integrates activities, strategies, and research focused on sustainable competitive advantage.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BBS.CERT - Biblical Studies Certificate

General

ODP.BSAC - BS Accounting (online)

General

Program Description
The B.S. degree program in Accounting prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.S. in Accounting also provides a solid foundation for considering the certified public accountants exam (CPA).

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Develop analytical skills and problem-solving capabilities.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

ODP.BSAFF - BS Accounting - Forensics and Fraud (online)

General

Program Description
The B.S. in Accounting with a Concentration in Forensics & Fraud provides a foundation by which forensic accounting principles may be applied in diverse financial transactions, such as mergers and acquisitions, bankruptcies, and contract disputes. It prepares students to enrich the accounting profession through examining, scrutinizing, inspecting, and investigating fraud. Applied learning is crucial, and course projects frequently involve identifying how forensic accounting findings are currently used in court cases to detect business scandals and prosecute white-collar criminals. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A. or Master of Accountancy.

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

Information and Additional Notes
Professional Memberships. Accounting majors are assessed a $25 annual fee for student membership in the Institute of Management Accountants (IMA), a leading professional organization in the field (www.imanet.org). IMA offers the Certified Management Accountant (CMA) certification, the global benchmark for management accountants and financial professionals.

The faculty also urges Accounting majors to join the American Institute of Certified Public Accountants (AICPA), the professional organization that sets ethical standards, auditing standards, and develops the CPA exam (www.aicpa.org). Membership is free for full- and part-time students enrolled in a domestic or Non-U.S. college or university.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Accounting Major with a Concentration in Forensics & Fraud prepares students to glorify God through Christ-centered ethical leadership and vocational excellence in the accounting profession, with an emphasis on forensics and fraud aimed at improving and optimizing organizational performance across business functions.

The Accounting Major with a Concentration in Forensics & Fraud builds on Point University's mission, values, and Core Curriculum (General Studies and Character Core) to accomplish the following student learning objectives:

Theoretical foundations, principles, and practical skills for accounting

Objective 1: Graduates demonstrate broad understanding of the accounting field and career opportunities it holds, including the role played by each accounting specialty.

Objective 2: Graduates articulate, interpret, and apply sound financial management and accounting concepts and principles, including the Generally Accepted Accounting Principles (GAAP).

Objective 3: Graduates effectively perform essential accounting functions, such as processing transactions, reconciling accounts, computing assets and liabilities, analyzing cash flow, producing and interpreting financial statements, assessing organizational performance, and creating reports that inform managerial decision making.

Objective 4: Graduates develop and implement processes, procedures, and models useful for forecasting, planning and control, cost analysis, performance evaluation, and other managerial functions.

Objective 5: Graduates demonstrate the capacity to develop, communicate, and execute an integrated financial plan for an organization based on sound accounting principles.

Objective 6: Graduates apply sound auditing standards and financial controls.

Objective 7: Graduates distinguish between government, for-profit, and nonprofit accounting, including procedures associated with internal and external reviews and reporting.

Objective 8: Graduates apply sound principles for preparing individual income tax returns.

Objective 9: Graduates apply quantitative, technological, analytical, and critical thinking skills to problem solving and decision making in the accounting field.

Forensic accounting

Objective 10: Graduates articulate theoretical foundations for forensic accounting, including crime causation theories.

Objective 11: Graduates apply strategies and tools to detect and deter fraud, such as the fraud triangle, internal controls, and various investigative techniques.

Communication and collaboration

Objective 12: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Objective 13: Graduates engage constructively and collaboratively with others.

Technological skills

Objective 14: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 15: Graduates demonstrate proficiency with hardware and software utilized in current accounting practice, including the Financial Accounting Standards Board (FASB) Codification Database.

Objective 16: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Objective 17: Graduates apply theoretical concepts of information systems.

Ethical, legal, regulatory, and professional considerations

Objective 18: Graduates comply with legal and regulatory requirements governing the accounting field.

Objective 19: Graduates integrate God-honoring ethical and professional standards, informed by Christian perspectives, into their accounting practice.

Objective 20: Graduates effectively utilize professional literature, tools, and resources, including those available through the Financial Accounting Standards Board (FASB) and the Association of Certified Fraud Examiners (ACFE).

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSAM - BS Applied Ministry (CLC)

General

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

Modality. Point University offers the B.S. in Applied Ministry in fully-online format, excluding the on-ground ministry practicum. Various church partners host the practicum components. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

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

Columbus (GA) Ministry Practicum—North Highland Church

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

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

MINI 305A Columbus Ministry Practicum 3A (1.5)

MINI 305B Columbus Ministry Practicum 3B (1.5)

MINI 305C Columbus Ministry Practicum 3C (1.5)

MINI 305D Columbus Ministry Practicum 3D (1.5)

MINI 405A Columbus Ministry Practicum 4A (1.5)

MINI 405B Columbus Ministry Practicum 4B (1.5)

MINI 405C Columbus Ministry Practicum 4C (1.5)

MINI 405D Columbus Ministry Practicum 4D (1.5)

TOTAL CREDITS IN PRACTICUM: *12*

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Use of scripture in ministry

Objective 1: Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Foundational competencies for Christian ministry

Objective 3: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 4: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 5: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 6: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 7: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 8: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 9: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Objective 10: Students demonstrate foundational competencies for Christian ministry through a mentored ministry practicum.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSBA - BS Business Administration (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 9: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Accounting, finance, and marketing principles and applications

Objective 10: Graduates apply sound accounting and financial principles.

Objective 11: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 12: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 15: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 16: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 17: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 18: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSBAHL - BS Business Administration Hospitality Concentration (online)

General

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

Information and Additional Notes
This program of study has been closed effective fall 2024. Students enrolled at the time of closure are able to finish their program, no new enrollments are being approved.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Business Administration Major with a Concentration in Hospitality Leader-ship prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions with special focus on the hospitality industry.

The Business Administration Major with a Concentration in Hospitality Leadership builds on Point University's mission, values, and Core Curriculum (General Studies and Character Core) to accomplish the following student learning objectives:

Business communication

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Objective 9: Graduates demonstrate understanding of fundamental microeconomic and macroeconomic principles and how they relate to business performance and societal well-being.

Accounting, management, and marketing

Objective 10: Graduates apply sound accounting and financial principles.

Objective 11: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 12: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 13: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 14: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 15: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical, economic, and statistical concepts

Objective 16: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 17: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 18: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Hospitality Leadership

Objective 19: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 20: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 21: Graduates apply Lean principles and relevant tools for eliminating waste and improving organizational efficiency.

Objective 22: Graduates apply Six Sigma principles and relevant tools for eliminating process deficiencies and solving real-world problems.

Objective 23: Graduates articulate and apply Christ-centered principles of servant leadership and stewardship.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Eligible Students and Hospitality Practicum Elements. The primarily online B.S. program includes on-ground practicum experiences completed in a hospitality business setting under a Point instructor and Point University-approved field supervisor—usually the owner or manager of the business. Practica often integrate corporate training programs of the host organization. For this reason, applicants for the B.S. degree program must be employed by and recommended by hospitality managers approved by Point University.

Point faculty designed the program in conversation with representatives of Chick-fil-A. However, other hospitality businesses may also meet the criteria for participation. For more information contact Dr. Todd Weaver, Dean of the College of Business & Leadership (Todd.Weaver@Point.edu).

Modality. Point University offers the B.S. in Business Administration with a Concentration in Hospitality Leadership in fully-online format, excluding the on-ground hospitality practica (described above). *Point Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

ODP.BSCD - BS Child Development (online)

General

Program Description
The Child Development Major equips students to work with very young chil-dren (birth through age 8) in a variety of settings, preparing activities and environments that foster children's development physically, socially, emotionally, spiritually, and cognitively. Coursework is designed to lead students toward becoming Christ-centered, service-focused mentors to young children and their families. Constructivist philosophy is emphasized, which focuses on learners as individuals with unique skills, needs, and learning styles. Graduates of the program are equipped to work in preschools, camps, daycare centers, private Christian schools, churches, non-profit programs, community organizations, and other settings that serve children and their families.

Teacher Certification and Non-Certification. Please note the following important information. Direct questions to the B.S. in Child Development Program Coordinator, Layna Kemp (Layna.Kemp@point.edu). The online B.S. in Child Development does not meet requirements for Georgia state teacher certification at the elementary level (PreK-5th grade). Students who desire such certification should enroll in Point's on-ground B.A. or B.S. program in Elementary Education. For more information about the Elementary Education program, contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu). . The online B.S. in Child Development does meet the minimum education require-ment to be a Lead Teacher in a Georgia PreK classroom. For more information, contact the Georgia Department of Early Care and Learning (www.decal.ga.gov). . The online B.S. in Child Development does satisfy course requirements for an Early Education (birth through PreK) teacher certificate from the Association of Chris-tian Schools International (www.acsi.org)http://www.acsi.org)/. Upon graduation, students may choose to apply for this certificate from ACSI.

Modality. Point University offers the B.S. in Child Development in Point Connect format, which features a live 2-hour videoconference each week. Apart from the videoconference, online students engage in asynchronous learning through a course web-site that facilitates interaction with their instructor and classmates throughout the week.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Objective 1: Develop professionals who can evaluate and respond to young children's behavior, communication, and characteristics in the context of develop-mentally-appropriate expectations.

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

Objective 3: Develop professionals who are familiar with and able to apply knowledge about the key elements of history, philosophical models, laws, trends, and issues related to young children's development and education.

Objective 4: Develop professionals who act as mentors and role models as they minister to children and their families, demonstrating a Christ-centered, service-focused attitude of collegiality, professionalism, reflection, and ethical behavior.

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

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Practicum. The Child Development program culminates with a combination of two practicum experiences. Students may complete the two experiences in one setting, or they may opt to complete each experience in a different setting. Child Development Practicum I (6 credits) consists of about 16 hours per week at the site and 16 hours per week of online learning activities. Child Development Practicum II (6 credits) consists of about 25 hours per week at the site and 7 hours per week of online learning activities. For both practica, students have the option of replacing some of the online activities with more time at the site. Students will be supervised, observed, and evaluated by a Point University professor and an on-site supervisor. Proof of tort liability and a background check will be required one term before the practicum begins.

Students must apply in advance to give the supervising professor time to make arrangements for the practicum experience, which begins in January. The deadline for applying is December 1.

ODP.BSCJ - BS Criminal Justice (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Theoretical foundations for human relations and criminal justice

Objective 1: Graduates articulate principles for effective interpersonal interactions, including relationship building, problem solving, and dealing with difficult people.

Objective 2: Graduates evaluate the nature, extent, causation, and prevention of crime and other social problems, including the ability to apply and critique the major theories relevant to those causes.

U.S. criminal justice system and professional skills in this field

Objective 3: Graduates articulate the powers and civil rights granted by the United States Constitution and Bill of Rights.

Objective 4: Graduates explain basic concepts of criminal justice and the structure of the American criminal justice system, including the roles of the courts and police.

Objective 5: Graduates apply the philosophy, theories, and principles of substantive, procedural, and evidentiary criminal law that regulate and guide the criminal justice system and its primary participants

Objective 6: Graduates explain the tools and procedures used by various agencies within the criminal justice system.

Objective 7: Graduates identify and discuss the impact that societal, psychological, and environmental factors have on criminal behavior and how these may be addressed in the criminal justice system.

Objective 8: Graduates identify and discuss the differential effects and treatment of people by and/or within the criminal justice system based on racial, ethnic, gender, and age characteristics.

Objective 9: Graduates articulate and apply biblically-based ethical principles pertinent to social problems and the criminal justice system.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

· For students pursuing the A.A. in Criminal Justice, academy training fulfils the follow-ing degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits) and General Electives (6 credits).

· For students pursuing the B.S. in Criminal Justice, academy training fulfils the follow-ing degree requirements: CJUS 200 or CJU 300 Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Proce-dure (3 credits).

· For students enrolled in other degree programs, academy training fulfils the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

ODP.BSCM - BS Christian Ministries (online)

General

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

Modality. Point University offers the B.S. in Christian Ministries in Point Online format. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Objective 1: Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 2: Students apply appropriate methods of interpretation to the study, teaching, and preaching of the Old and New Testaments.

Objective 3: Students demonstrate an understanding of New Testament concepts of ministry and the application of those principles in ministry environments.

Objective 4: Students demonstrate an understanding of the requirements of leading or serving in a ministry environment.

Objective 5: Students assess and utilize people's individual strengths to form teams to accomplish the goals of a particular ministry.

Objective 6: Students apply the central theological themes of the Old and New Testaments to current issues for teaching and preaching.

Objective 7: Students apply biblical principles of worship in planning meaningful worship experiences.

Objective 8: Students demonstrate an understanding of counseling principles and techniques appropriate for ministry settings, including referral.

Objective 9: Students demonstrate an understanding of accounting and financial principles pertinent to church ministry.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSHR - BS Human Relations (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Theoretical foundations for human relations and related fields

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students demonstrate an understanding of the fundamentals of individual and social dynamics and ways to address human and social needs.

Objective 3: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 4: Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Human Relations Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*

Objective 5: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Skills and professional attitudes pertinent to helping professions

Objective 6: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 7: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 8: Students assess client needs and recommend services designed to meet those needs.

Objective 9: Students analyze and utilize scholarly research to explore contemporary issues in Human Relations and related fields.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combi-nation of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

ODP.BSITIS - BS Information Technology - Information Systems Security (online)

General

Program Description
The Bachelor of Science in Information Technology (IT) with a concentration in Information Systems Security offers a comprehensive education in networks, database management, risk management, disaster recovery, server administration, and security assessment. Through a blend of theoretical instruction and hands-on practical experience using virtual simulations, students develop the skills to address real-world cybersecurity challenges. Graduates are well-prepared for roles in system administration, information systems security, security operations, and cybersecurity. The curriculum aligns with industry standards and prepares students for certifications such as CompTIA (ITF+/Tech+, A+, Network+, and Security+) and ISACA (IT Risk Fundamentals), enhancing their employability and career prospects. This program equips students with the adaptability and critical thinking skills necessary to thrive in the rapidly evolving IT sector, positioning them as valuable assets in safeguarding digital infrastructures across various industries.

Modality. Point University offers the Bachelor of Science in Information Technology (IT) with a concentration in Information Systems Security in a fully online format. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science in Information Technology (IT) with a concentration in Information Systems Security aims to develop skilled and adaptable IT professionals with expertise in cybersecurity. This program builds a strong knowledge base for industry certifications, further academic advancement, and the ability to adapt to evolving technologies. It seeks to meet the growing demand for qualified IT personnel who can effectively communicate and ethically apply their skills in various sectors, including businesses, schools, government agencies, non-profits, churches, and parachurch organizations globally.

The Bachelor of Science in Information Technology (IT) with a concentration in Information Systems Security builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1. Demonstrate knowledge and practical application of information technology best practices, safety protocols, security measures, preventive strategies, and operating systems.

Objective 2. Apply information technology principles and best practices to identify and solve real-world problems.

Objective 3. Evaluate current and emerging technologies.

Objective 4. Identify the impact of technology, including biblical, ethical, legal, and policy issues.

Objective 5. Apply critical thinking skills and communication skills required in a technical environment.

Objective 6. Employ IT methodologies in selecting, developing, applying, integrating, and administrating secure computing technologies.

Objective 7. Apply security policies and procedures for troubleshooting, maintaining, and preventing issues in networks and systems.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence.* In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Professional Certifications. Courses within the Bachelor of Science in Information Technology (IT) with a concentration in Information Systems Security are specifically designed to prepare students to earn five highly respected professional certifications from CompTIA and ISACA. Point strongly urges students to complete the certification exams as they progress through the academic program because these high-demand industry certifications will give them a significant advantage in the job market. The certifications, supporting coursework, and the current exam costs appear below. Point does not guarantee that students will pass every exam. However, if they master the knowledge and skills taught in the courses, students should be well-prepared to complete the exams successfully.

Professional Certifications	Supporting Courses		Academic cost per exam (as of 6/2025)
CompTIA ITF+ (exam FC0-U61) or CompTIA Tech+ (exam FCU-071)	CISM 100	Introduction to Information Technology	$81.00
CompTIA A+ (exams 220-1101 and 220-1102)	CISM 210	Information Technology Applications I	$155.00
	CISM 215	Information Technology Applications II	
CompTIA Network+ (exam N10-008 or N10-009)	CISM 300	Networking Fundamentals	$254.00
CompTIA Security+ (exam SY0-601 or SY0-701)	CISM 320	Introduction to Network Security	$276.00
	CISM 325	Network Security Applications	
ISACA IT Risk Fundamentals	CISM 315	Fundamentals of IT Risk Management	$255.00

ODP.BSITNA - BS Information Technology - Network Administration (online)

General

Program Description
The Bachelor of Science in Information Technology (IT) with a concentration in Network Administration offers a comprehensive education in networking, database management, project management, web design, server administration, and network security. Through a blend of theoretical instruction and hands-on practical experience using virtual simulations, students develop the skills to address real-world network infrastructure challenges. Graduates are well-prepared for roles in network administration, network engineering, network operations, and project management. The curriculum aligns with industry standards and prepares students for certifications such as CompTIA (ITF+/Tech+, A+, Network+, Project+, and Security+), enhancing their employability and career prospects. This program equips students with the adaptability and critical thinking skills necessary to excel in network administration, making them invaluable assets in maintaining and securing digital infrastructures across various industries.

Modality. Point University offers the Bachelor of Science in Information Technology (IT) with a concentration in Network Administration in a fully online format. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science in Information Technology (IT) with a concentration in Network Administration aims to develop skilled and adaptable IT professionals with expertise in network administration and network security. This program builds a strong knowledge base for industry certifications, further academic advancement, and the ability to adapt to evolving technologies. It seeks to meet the growing demand for qualified IT personnel who can effectively communicate and ethically apply their skills in various sectors, including businesses, schools, government agencies, non-profits, churches, and parachurch organizations globally.

The Bachelor of Science in Information Technology (IT) with a concentration in Network Administration builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1. Demonstrate knowledge and practical application of information technology best practices, safety protocols, security measures, preventive strategies, and operating systems.

Objective 2. Apply information technology principles and best practices to identify and solve real-world problems.

Objective 3. Evaluate current and emerging technologies.

Objective 4. Identify the impact of technology, including biblical, ethical, legal, and policy issues.

Objective 5. Apply critical thinking skills and communication skills required in a technical environment.

Objective 6. Apply IT methodologies, incorporating networking techniques and principles, in designing, implementing, and administrating network infrastructures.

Objective 7. Apply security policies and procedures to troubleshoot, maintain, and prevent issues in networks.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

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

Professional Certifications	Supporting Courses		Academic cost per exam (as of 6/2025)
CompTIA ITF+ (exam FC0-U61) or CompTIA Tech+ (exam FCU-071)	CISM 100	Introduction to Information Technology	$81.00
CompTIA A+ (exams 220-1101 and 220-1102)	CISM 210	Information Technology Applications I	$155.00
	CISM 215	Information Technology Applications II	
CompTIA Network+ (exam N10-008 or N10-009)	CISM 300	Networking Fundamentals	$254.00
CompTIA Project+ (exam PK0-005)	CISM 430	Technical Project Management	$254.00
CompTIA Security+ (exam SY0-601 or SY0-701)	CISM 320	Introduction to Network Security	$276.00
	CISM 325	Network Security Applications	

ODP.BSMG - BS Management (online)

General

Program Description
The Bachelor of Science program in Management provides a broad founda-tion in the major facets of business, including organizational leadership, business administration, planning, communication, marketing, finance, law, ethics, supply chain management, operations management, and business policy. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A., Master of Management, M.S. in Human Resource Management, or M.P.A. in Public Administration.

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

Information and Additional Notes
This program of study has been closed effective fall 2023. Students enrolled at the time of closure are able to finish their program, no new enrollments are being approved.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.S. in Management program prepares students to glorify God through Christ-centered leadership and vocational excellence in business management.

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

Business communication and relational skills

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 5: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 6: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 7: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Objective 8: Graduates manage people, time, and resources by effectively communicating and utilizing judicious employment practices, encouraging team building, and mentoring junior members of the staff.

Accounting, finance, and marketing principles and applications

Objective 9: Graduates apply sound accounting and financial principles.

Objective 10: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 11: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 12: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 13: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 14: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology and mathematical and economic concepts

Objective 15: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 16: Graduates understand principles of probability and can apply them to make business decisions.

Objective 17: Graduates demonstrate knowledge of the sources and ethical uses of busi-ness data across business functions.

Operations management, supply chain management, and business policy

Objective 18: Graduates apply sound operational management principles.

Objective 19: Graduates demonstrate the capacity to formulate a supply chain network system.

Objective 20: Graduates understand the nature, functions and realities of business policies.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSMK - BS Marketing (online)

General

Program Description
The B.S. in Marketing program provides a broad foundation in business disciplines, including management, communication, accounting, law, and ethics, while also providing in-depth training in various aspects of marketing, such as retailing, services marketing, digital marketing, global marketing, and marketing analytics. It develops in students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of marketing positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A., Master of Management, or Master of Science in Marketing.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Marketing Major prepares students to glorify God through Christ-centered leadership and vocational excellence in marketing and business.

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

Communication and collaboration

Objective 1: Graduates practice self-reflection, contemplation, prayer, and discernment to facilitate self-awareness and become more authentic leaders.

Objective 2: Graduates recognize, appreciate, and cultivate God-honoring diversity in their cultural contexts.

Objective 3: Graduates engage constructively and collaboratively with others.

Objective 4: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Managerial and financial principles and best practices

Objective 5: Graduates apply sound management principles.

Objective 6: Graduates apply sound accounting principles in managing organizational resources.

Objective 7: Graduates understand the interplay and integration of business functions, including marketing.

Objective 8: Graduates employ critical thinking, analysis, and decision making to assess and improve organizational performance.

Math and technology skills

Objective 9: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 10: Graduates understand principles of statistics and probability, and can apply them to make business decisions.

Objective 11: Graduates demonstrate knowledge of the sources and ethical uses of business data across business functions.

Marketing theories, principles, and tactics

Objective 12: Graduates explain essential theories, principles, and concepts of consumer behavior developed in psychology, economics, sociology, and anthropology.

Objective 13: Graduates describe the key drivers, accountability, roles, and interests in the retail business environment.

Objective 14: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 15: Graduates develop, implement, and follow effective marketing strategies for both products and services.

Objective 16: Graduates demonstrate understanding of the unique demands and requirements for global marketing, including cross-cultural differences in consumer behavior and business practices.

Objective 17: Graduates utilize current digital marketing technologies to understand and interact with business and consumer buyers.

Objective 18: Graduates employ critical thinking, research techniques, analytics, and decision making to evaluate qualitative and quantitative marketing data to assess marketing performance.

Ethical, legal, regulatory, and professional considerations

Objective 19: Graduates integrate biblical ethical principles into the conduct of their business and marketing activities.

Objective 20: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 21: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
American Marketing Association (AMA) Membership. Students pursuing the B.S. in Marketing are assessed an annual fee of $50.00 for membership in the National Chapter of the American Marketing Association (AMA, www.ama.org). The AMA is one of the largest marketing associations in the world, with over 30,000 members who work, teach, and study in the field. By becoming a member, students gain access to a vast body of marketing knowledge, high-quality training programs, the latest tools and tactics, exposure to leading-edge thinking, and opportunities to interact with marketing peers around the world.

ODP.BSML - BS Management and Leadership (online)

General

Program Description
The Bachelor of Science program in Management & Leadership provides a broad foundation in the major facets of business, including organizational leadership, business administration, planning, communication, marketing, finance, law, ethics, supply chain management, operations management, and business policy. It is designed to give students the business acumen and personal capabilities necessary to succeed both personally and professionally. Applied learning is crucial, and class projects frequently involve solving real-world problems for local companies. Graduates are prepared to assume a variety of positions in corporate, private, government, and nonprofit organizations. They are also prepared to pursue graduate degrees in business, such as the M.B.A., Master of Management, M.S. in Human Resource Management, or M.P.A. in Public Administration.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.S. in Management & Leadership program prepares students to glorify God through Christ-centered leadership and vocational excellence in business management.

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

Business communication and relational skills

Objective 1: Graduates engage constructively and collaboratively with others.

Objective 2: Graduates communicate effectively across modes and platforms, including letters, reports, emails, speeches, and presentations.

Management of human, financial, and physical resources

Objective 3: Graduates demonstrate a biblical approach to stewardship and responsibility with regard to organizational practices.

Objective 4: Graduates employ critical thinking, analysis, and decision making to evaluate qualitative and quantitative information to assess organizational performance.

Objective 5: Graduates develop, implement, and follow policies and procedures that inform and guide operations to manage cost and organizational risk while promoting ethical practices.

Accounting, finance, and marketing principles and applications

Objective 6: Graduates apply sound accounting and financial principles.

Objective 7: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Ethical, legal, and regulatory considerations

Objective 8: Graduates integrate biblical ethical principles into the conduct of their business activities.

Objective 9: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

ODP.BSOL - BS Organizational Leadership (online)

General

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

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

Information and Additional Notes
Effective fall 2023, this program is no longer accepting new enrollments.

Students enrolled at the time of closure are able to finish their program, no new enrollments are being approved. Students will be enrolled in the newer degree, BS Management and Leadership or may choose a different program of interest.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Management of human, financial, and physical resources

Objective 1: Graduates apply sound principles of planning, decision making, entrepre-neurship, and change navigation.

Objective 2: Graduates demonstrate a biblical approach to stewardship and responsibil-ity with regard to organizational practices.

Objective 3: Graduates employ effective communication and organizational skills to pro-mote high levels of organizational performance.

Objective 4: Graduates effectively manage people, time, and resources.

Accounting, finance, and marketing principles and applications

Objective 5: Graduates apply sound accounting and financial principles.

Objective 6: Graduates demonstrate the capacity to develop, communicate, and execute an integrated marketing plan for an organization.

Objective 7: Graduates understand the interplay and integration of business functions, including management.

Ethical, legal, and regulatory considerations

Objective 8: Graduates integrate biblical ethical principles and missional concerns into the conduct of their business activities.

Objective 9: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

Objective 10: Graduates demonstrate knowledge of business law and key regulations that impact the conduct of business.

Computer technology

Objective 11: Graduates demonstrate proficiency with hardware and software utilized in current business practice.

Objective 12: Graduates utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision making in business enterprises.

Objective 13: Graduates demonstrate knowledge of the sources and ethical uses of busi-ness data across business functions.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.BSPS - BS Psychology (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

Theoretical foundation for psychology and related fields

Objective 1: Students explain major elements of the psychological, physiological, developmental, and spiritual make-up of human beings.

Objective 2: Students compare and contrast the varieties of theories and techniques employed in psychology, sociology, and counseling.

Objective 3: Students integrate psychological and sociological theory with biblical and theological insights. *(Alongside the Psychology Major, the following interdisciplinary course from the General Education Core also supports this learning objective: THEO 405 Christ, Culture & Career.)*

Objective 4: Students distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Skills and professional attitudes pertinent to psychology and helping professions

Objective 5: Students demonstrate an integration of personal strengths and the application of professional standards and principles for helpers.

Objective 6: Students demonstrate effective listening and other basic counseling skills utilized in helping relationships.

Objective 7: Students analyze and utilize scholarly research to explore contemporary issues in psychology, sociology, and related fields.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

ODP.BSWSW - Bachelor of Social Work (online)

General

Program Description

The Bachelor of Social Work (B.S.W.) program prepares students through the Generalist Social Work model to effect positive change within individuals, groups, organizations, and communities by engaging those systems to promote the well-being of individuals and society as a whole. In accordance with Point's mission to "educate students for Christ-centered service and leadership," the program encourages students to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God's redemptive purposes in the world.

Building on the liberal arts foundation provided by the General Education Core, the Social Work Major employs the person-in-environment framework to prepare students to recognize, support, and build resiliency in all human beings. Graduating students are prepared to engage in research-informed generalist social work practice and to advocate for human rights and social and economic justice. They may work with diverse populations in a variety of helping professions as advocates, mediators, negotiators, community liaisons, human service workers, group workers, program coordinators, community organizers, and mental health workers. The B.S.W. program also prepares students for state licensure (see below), for developing a specialization, and for graduate studies in Social Work and related fields (for which B.S.W. graduates often receive advanced standing).

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

Social Work Licensure. Many states require licensure or certification to operate as a social worker. Requirements vary depending on state regulations, the social worker's chosen scope of practice and specialization, and other factors. Before beginning a social work program, students should familiarize themselves with requirements for their desired area of practice. The website www.SocialWorkLicensure.org provides a state-by-state licensure guide, including state licensure and certification requirements, education requirements, exam requirements, reciprocity licensure information, and professional organization contacts. The student's chapter of NASW, the National Association of Social Workers (https://www.socialworkers.org), may also be a helpful resource. The NASW offers several specialty certifications for social workers, including four at the bachelor's level (https://www.socialworkers.org/Careers/Credentials Certifications).

Many states require social workers to hold a degree from a social work program professionally accredited by the Council on Social Work Education or CSWE (https://cswe.org). Point has aligned its B.S.W. program with CSWE standards (see above under "Accreditation") and licensure requirements set by the Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists (http://sos.ga.gov/index.php/licensing/plb/43). One of the first courses in the Social Work Major (SOWK 301 Introduction to Social Work) includes an overview of licensure requirements. Students may also seek information from Point's B.S.W. Program Director (Aisha. Williams@Point.edu).

Modalities. Point University offers the Bachelor of Social Work program in fully-online asynchronous format, with the exception of the on-ground internship

at the end of the program. Point Online students engage in asynchronous learning through a website that facilitates interaction with their instructor and classmates throughout the week. Students may complete the seminar and internship at a Point-approved site near their home under a Point-approved field supervisor.

Information and Additional Notes
I would like this change to be effective as of Spring 2026.

Learning Outcomes
Program Mission and Purpose, Goals, and Student Learning Objectives

Mission. The mission of Point University's Bachelor of Social Work (B.S.W.) program is to prepare students through the Generalist Social Work model to effect positive change and improved physical, psychological, material, relational, and spiritual well-being within diverse individuals, families, groups, organizations, and communities. Building on the liberal arts foundation provided by the General Education Core and spiritual formation supported by the Character Core, the Social Work Major employs the person-in-environment framework to prepare students to recognize, support, and build resiliency in all human beings. Graduating students apply research-informed, legally and ethically sound, highly contextualized prevention and intervention strategies that promote human rights and human dignity, respect for human differences, and social and economic justice. In accordance with Point's mission to "educate students for *Christ-centered* service and leadership," the program encourages students to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God's redemptive purposes in the world.

The Social Work Major, the professional component of the B.S.W. degree, builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following program goals and student learning objectives:

Goal 1: The program will equip students with theoretical and philosophical foundations for generalist social work practice, including a legal, ethical, and theological framework for service.

Objective 1.1: Students explain major elements of the physiological, psychological, sociological, and spiritual development of human beings.

Objective 1.2: Drawing upon major theories and research into human behavior in their social environment, students distinguish between healthy and unhealthy patterns of life that contribute to social problems and community success.

Objective 1.3: Students demonstrate a foundational working knowledge of major theories undergirding the social work profession, including person-in-environment and other multidisciplinary frameworks, theories of human need and human rights, and concepts of social and economic justice.

Objective 1.4: Students demonstrate a foundational working knowledge of the legal and regulatory environment for social work, including scope of practice and licensure issues, relationship to other disciplines, and social welfare structures and policies at the federal, state, and local levels.

Objective 1.5: Students demonstrate a foundational working knowledge of models for ethical decision making in social work, including the NASW (National Association of Social Workers) Code of Ethics.

Objective 1.6: Students develop their personal philosophy of generalist social work practice, integrating faith and vocation. *(Alongside the Social Work Major, the Character Core also supports this learning objective—particularly THEO 405 Christ, Culture & Career.)*

Goal 2: The program will develop professional skills, attitudes, and behaviors essential for effective generalist social work practice.

Objective 2.1: Students practice reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Objective 2.2: Students demonstrate effective engagement skills—such as listening, reflection, interviewing, counseling, group facilitation, and relationship-building—in serving diverse individuals, families, groups, organizations and communities.

Objective 2.3: Students demonstrate effective assessment and case management skills by designing appropriate packages of services to meet the needs of diverse individuals, families, groups, organizations and communities.

Objective 2.4: Students implement effective evidence-informed intervention strategies for positive change in diverse individuals, families, groups, organizations and communities.

Objective 2.5: Students evaluate processes and outcomes to advance practice, policy, and service delivery to diverse individuals, families, groups, organizations and communities.

Objective 2.6: Students critically evaluate and apply quantitative and qualitative research methods and findings, including statistical analyses, to inform and improve generalist theory, practice, policy and service.

Objective 2.7: Students use supervision and consultation to guide their professional judgment and behavior, and they actively engage in appropriate inter-professional collaboration to address human needs and achieve the most beneficial outcomes.

Objective 2.8: Students advocate for the vulnerable and actively engage in practical strategies for promoting human rights and social and economic justice.

Objective 2.9: Students consistently conduct themselves in a legal and ethical manner in accordance with Christian values, the NASW (National Association of Social Workers) Code of Ethics, and other standards appropriate for the context.

Goal 3: The program offers students educational and professional support through (1) ongoing faculty mentoring, (2) career counseling and placement assistance in cooperation with Point's Skyhawk Career Services, (3) encouraging membership in professional organizations consistent with students' career goals, and (4) professional development workshops and other opportunities for continuing education.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

Special Considerations
Satisfactory Academic Progress. Students must earn a minimum cumulative grade point average of "C" (2.00) for all courses in the degree and "B" (3.00) for all courses in the *Social Work Major* in order to graduate with the Bachelor of Social Work (B.S.W.) degree.

Credit for Prior Learning. In accordance with the policy of the Council on Social Work Education (CSWE), Point University does not grant course credit for life experience or previous work experience for any professional courses in the Social Work Major. Likewise, the BSW program does not accept transfer credits in place of the following practice courses because faculty must personally assess students' knowledge base and skill level before approving them for field education among the public: SOWK 440 Social Work Practice I: Individuals & Families, SOWK 450 Social Work Practice II: Groups & Organizations, SOWK 460 Social Work Practice III: Communities, SOWK 497 Social Work Field Seminar, SOWK 498A Social Work Internship I: Fieldwork and SOWK 498B Social Work Internship II: Fieldwork. Other forms of credit for prior learning may apply, including transfer credits from other universities for other types of courses. (See "Credit for Prior Learning" in the section of this catalog focusing on "Academic Policies & Procedures.")

Social Work Field Seminar and Internship. The B.S.W. program concludes with a Social Work Field Seminar, in which students are provided educational direction and support in preparation for the field experience, followed by a Social Work Internship in which students practice generalist social work competencies and demonstrate their ability to integrate theory into practice. Students complete these experiences under the mentorship of a Point instructor and a licensed social worker serving as field supervisor. Students are responsible for identifying potential sites (preferably near their home) and inquiring about potential field seminar and internship opportunities. The supervisor must be a licensed social worker who holds a bachelor's or master's degree in social work from a CSWE-accredited program, has a minimum of two years of post-social work degree practice, and currently works full-time in the profession. Both the site and the supervisor must be vetted and approved by the Social Work Program Director two sessions (16 weeks) prior to the start of the seminar. Point faculty assist with arrangements once the supervisor and site are confirmed. During the Internship, students complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which the student understands and can apply the knowledge, skills, and values of generalist social work practice. For more information, see the *BSW Field Education Manual*, available from the Social Work Program Director (Aisha.Williams@Point.edu).

Social Work Professional Organizations. The faculty strongly encourages all students enrolled in social work programs to join (as student members) the professional organizations that most closely align with their career goals and interests. Examples include:

- National Association of Social Workers (www.socialworkers.org)
- North American Association of Christian Social Workers (www.nacsw.org)
- National Association of Black Social Workers (http://nabsw.org)
- Latino Social Work Organization (http://lswo.org)
- National Association of Puerto Rican and Hispanic Social Workers (http://www.naprhsw.com)
- Association for the Advancement of Social Work with Groups (http://www.iaswg.org)
- American Case Management Association (https://www.acmaweb.org)
- Social Welfare Action Alliance (http://www.socialwelfareactionalliance.org)

ODP.BSYFM - BS Youth and Family Ministries (online)

General

Program Description
The Bachelor of Science program in Youth & Family Ministries provides a broad preparation for Christ-centered leadership and service in churches and ministry organizations, with primary emphasis on promoting healthy spiritual, emotional, and social development of parents and their children. The program also equips students for graduate studies in related disciplines.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

The Youth & Family Ministries Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Core) to accomplish the following student learning objectives:

Scripture in Ministry

Objective 1: Students demonstrate awareness of the basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 2: Students apply appropriate methods of interpretation to the study, application, teaching, and preaching of the Old and New Testaments.

Objective 3: Students apply central theological themes of the Old and New Testaments, including a biblical theology of the family, in ministering to families and youth.

Parents and Children

Objective 4: Students explain major elements of the spiritual, psychological, physio-logical, and social development of human beings, including how parents influence, teach, guide, and disciple children and adolescents.

Objective 5: Students demonstrate a working knowledge of family dynamics, including biblical and scholarly insights into human nature, as well as cultural and societal influences, such as mass media and contemporary courtship and marriage trends.

Objective 6: Students distinguish between healthy and unhealthy approaches to parenting throughout the lifespan, explaining common spiritual, psychological, social, and behavioral outcomes of different parenting styles and family structures.

Youth and Family Ministry

Objective 7: Students demonstrate understanding of biblical concepts of holistic ministry and servant leadership, along with the ability to apply those principles in multicultural ministry environments.

Objective 8: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 9: Students offer sound principles, resources, and practical support to parents as they implement strategies to promote healthy physical, emotional, social, and spiritual growth in their families.

Objective 10: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 11: Students apply interpersonal skills important for ministry, such as volunteer mobilization, team assessment and formation, classroom management, and pastoral care for youth and families.

Objective 12: Students utilize tools and resources appropriate for their ministry goals.

Objective 13: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 14: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Recommended Course Sequence
Choosing a Character Core Track. Students who complete *all* courses in the Theological Track graduate with a Biblical Studies Minor. If students want to combine elements of both tracks while meeting the program learning objectives, they must complete *one course in each numbered category in sequence*. In other words, they must complete one course labeled [1], *and then* one course labeled [2], *and then* one course labeled [3], *and then* one course labeled [4], *and then* one course labeled [5]. For details, see the "Character Core" described under the "Biblical Studies Department."

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

ODP.CM.CERT - Certificate in Campus Ministry

General

Program Description
The Certificate in Campus Ministry is designed for those who desire to work in campus ministries, both in the United States and abroad. The program equips students with foundational knowledge about primary biblical concepts, equips them for better use of Scripture in ministry settings, acquaints them with basic ministry skills as they relate to campus ministry, and prepares them for deeper understanding of the various cultural contexts in which they will do ministry.

ODP.MBA - Master of Business Administration (online)

General

Program Description
The M.B.A. degree prepares business professionals to manage and lead profit and non-profit organizations in ways consistent with Judeo-Christian ethics and principles of wise stewardship of the resources entrusted to them. Graduates are prepared to assume leadership roles across functional areas in a wide range of for-profit and non-profit organizations. Examples include service as a business consultant, management analyst, operations research analyst, market research analyst, actuary, logistician, administrative service manager, industrial production manager, director of operational excellence, business continuity planner, senior project manager, operating system specialist, warehouse operations manager, manufacturing engineer, and entrepreneur.

Modality. Point University offers the M.B.A. in fully-online format. Point Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. Students typically complete the program by taking one course per session over a two-year period.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The M.B.A. prepares students to glorify God in business vocations by enabling them to lead and manage organizational performance across business functions effectively and ethically.

The master's program builds on undergraduate foundations to accomplish the following student learning objectives:

Objective 1: Graduates effectively design and execute quantitative and qualitative research to answer business questions.

Objective 2: Graduates use appropriate statistical tests to analyze business data.

Objective 3: Graduates interpret research results to make sound business decisions.

Objective 4: Graduates apply appropriate techniques to create productive work culture and to facilitate employee engagement.

Objective 5: Graduates use effective persuasion and negotiation techniques to achieve business objectives.

Objective 6: Graduates demonstrate knowledge of current marketing strategy and practice, including mobile and social media marketing.

Objective 7: Graduates use marketing research to uncover unmet consumer needs and to evaluate marketing programs intended to satisfy them.

Objective 8: Graduates execute new product/service development processes to satisfy unmet consumer needs.

Objective 9: Graduates apply sound analytical techniques to understand and interpret financial data.

Objective 10: Graduates use data analytics to make financial decisions that increase eco-nomic value and improve financial results.

Objective 11: Graduates integrate Judeo-Christian ethical principles into their organizational leadership.

Objective 12: Graduates critically examine the values, assumptions, biases, cultural norms, and worldviews of themselves and others in order to work and lead effectively in multicultural environments.

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

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

MBA students are only permitted to take one course per 8-week session during their first two 8-week sessions in the program. To enroll in more than one course per 8-week session, a student must have a cumulative GPA of 3.0 after the most recent GPA evaluation (evaluated at the end of the 16-week fall, spring, and summer terms). The student may request an additional course for the upcoming session provided the GPA requirement is met and the additional course is already on the academic schedule with a seat available. Students are not permitted to add additional courses during the 5-week Summer 1 session due to the condensed curriculum.

Due to course requirements, MKTG 515 Business Intelligence, ACCT 555 Cost Management & Decision-Making and ACCT 535 Financial Statement Analysis & Valuation may not be paired with an additional course in an 8-week session without approval from the MBA Program Coordinator.

Special Considerations
Requirement for course credit. In addition to the requirements for academic standing for graduate listed here, students must pass graduate classes with a grade of "C" or above. If a student earns a "D" in a class, the student must repeat the class.

ODP.MTM - Master of Transformative Ministry (online)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The Master of Transformative Ministry program equips students for dynamic leadership roles in churches and parachurch organizations that embrace the emerging Kingship of God. The master's program builds on undergraduate foundations to accomplish the following student learning objectives:

Theology of Transformation

Objective 1: Students summarize the biblical metanarrative and Christians' role in it.

Objective 2: Students perceive the redemptive movement of God's Spirit in large and small manifestations of God's Kingship.

Objective 3: Students describe biblical and historical examples of holistic ministry and social action that embody God's Kingship.

Objective 4: Students articulate a personal philosophy of ministry rooted in the Chris-tian Scriptures and the *Missio Dei*.

Objective 5: Students employ sound exegetical and hermeneutical principles in interpreting and applying the Christian Scriptures.

Objective 6: Students promote the Kingship of God through biblically-grounded teaching and preaching.

Personal Transformation

Objective 7: Students engage with classic spiritual disciplines and writings that promote spiritual formation (i.e. being with Christ, becoming like Christ, and engaging in the work of Christ).

Objective 8: Students articulate and apply principles of servant leadership after the model of Christ.

Objective 9: Students articulate and apply strategies for developing spiritually mature Christian leaders.

Objective 10: Students demonstrate a working knowledge of legal and ethical standards for ministry professionals.

Community Transformation

Objective 11: Students demonstrate understanding of human development across the lifespan and the characteristics of "healthy" relationships.

Objective 12: Students apply basic family systems theory to analyze interpersonal dynamics and nurture healthy relationships in common ministry situations.

Objective 13: Students demonstrate "cultural agility" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context.

Objective 14: Students analyze and explain contemporary models of holistic ministry employed by "missional" churches and parachurch organizations.

Objective 15: Students demonstrate basic counseling and referral skills needed to help others interface with social services, such as relief agencies and counseling services.

Organizational Transformation

Objective 16: Students reflect on trends that may shape the future of the Church and the world.

Objective 17: Students practice essential leadership functions that prepare organizations for the future, including analyzing organizational culture, vision casting, renewing the organizational life cycle, strategic planning, project manage-ment, and change management.

Objective 18: Students employ best practices in management in areas such as organizational development, employee and volunteer recruitment and engagement, and budget development and monitoring.

Objective 19a: Students reflect on models and best practices for church reproduction.

OR

Objective 19b: Students employ key principles for developing and supporting nonprofit organizations in areas such as marketing, fundraising, and public relations.

Lifelong Learning

Objective 20: Students critically engage thought leaders in key areas of ministry.

Objective 21: Students research issues and formulate practical, contextualized approach-es to ministry challenges.

Objective 22: Students sharpen their skills and strengthen their character through men-tored ministry experiences.

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

RDP.AABU - AA Business (residential)

General

Program Description
The Associate of Arts degree program in Business provides a first level of preparation for students to function with effectiveness in a business environment. Graduates with A.A. degrees in Business are engaged in entry-level management positions, office positions, and baccalaureate level study.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the A.A. in Business degree program is to provide a first level of preparation for students to function with effectiveness in a business environment.

The A.A. in Business builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment.

Objective 2: Utilize information systems using current software for word processing, data management, and business presentations.

Objective 3: Demonstrate knowledge of accounting, management, and marketing principles.

Objective 4: Demonstrate effective interpersonal skills in relationships in one-on-one and group situations.

Recommended Course Sequence

Recommended Course Sequence for A.A. in Business

FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*

RDP.ASCYB - AS Cybersecurity (residential)

General

Program Description
TheAssociate of Science degree in Cybersecurity provides students with foundational knowledge and practical experience in the evolving field of cybersecurity. This degree program equips students with the essential skills needed to understand cybersecurity threats, implement security measures, and protect digital assets against cyber threats. Through hands-on learning with industry-relevant tools, students will develop expertise in network and system security, ethical hacking, governance, and security operations. Students who successfully complete the program will be prepared for entry-level cybersecurity roles and will also bewell-positioned to obtain a number of certifications to increase employability, includingCompTIASecurity+ andCertified Ethical Hacker (CEH).

Modality. Point University offers the B.S. in Cybersecurity in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

Learning Outcomes

1. Develop and implement security plans to safeguard data against attacks by applying industry standard frameworks for threat detection.
2. Construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.
3. Develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.
4. Conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.
5. Develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.
6. Develop and deploy monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, with a focus on mobile and cloud security strategies.
7. Analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

RDP.BABS - BA Biblical Studies (residential)

General

Program Description
In accordance with Point University's Christian mission and values, all on-ground bachelor's degree programs include the Character Core. For on-ground students, the Core takes the form of a Biblical Studies Major or Minor. The full Biblical Studies Major is currently available only in certain on-ground programs offered at the University's main campus in West Point, Georgia. The Biblical Studies Department has partnered with other University departments to embed the Biblical Studies Major.

Students may choose the BA in Biblical Studies with a specialization in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth & Family Ministries

Information and Additional Notes
Overview. In this Bachelor of Arts (B.A.) program, students complete a Biblical Studies Major, a Ministry Core, and a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Ministry Core develops foundational competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Specialization develops additional competencies in the student's chosen area of interest. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.A. in Biblical Studies with a specialization typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.A. in Biblical Studies with a Specialization in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some ministry courses are also available in fully-online format.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.A. program in Biblical Studies with a Specialization prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on the student's chosen area of specialization.

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

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Objective 6: Utilize biblical Greek or a combination of biblical Greek and Hebrew.

Ministry Core

Objective 7: Apply an exegetical understanding of a scriptural text in writing biblical sermons and lessons.

Objective 8: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 9: Plan, prepare, and deliver biblically and theologically sound sermons.

Objective 10: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 11: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Specialization

For the student learning objectives for a given specialization, see departmental guidance on "Specializations."

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

Recommended Course Sequence for B.A. in Biblical Studies with Ministry Specialization	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) COM 205 Public Speaking (3) General Elective (6) MIN 313 Practice of Christian Ministry (3) [WE] NTS 203 The Acts of the Apostles (3) OTS ___ Old Testament elective (3) PRM 201 Introduction to Preaching (3) THE 301 Theological Foundations for Chr. Life (3) TOTAL CREDITS: 30
THIRD YEAR *GRK 301 Greek I (3)+* *GRK 302 Greek II (3)+* *HFA core selection (3)* *General Electives (6)* *MIN 340 Christian Spiritual Formation (3)* *NTS ___ New Testament elective (3)* Specialization courses (6) THE Theology elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** HIS ___ Church History elective (3) Greek or Hebrew selection 1 (3)+ Greek or Hebrew selection 2 (3)+ MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Leading Healthy Congregations (3) General Electives (7) Specialization courses (3) THE 405 Christ, Culture & Career (3) [WE] TOTAL CREDITS: 28

RDP.BABSP - BA Biblical Studies and Preaching Ministry (residential)

General

Program Description
In this Bachelor of Arts (B.A.) program, students complete both a Biblical Studies Major and a Preaching Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Preaching Ministry Major develops competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.A. in Biblical Studies and Preaching Ministry typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.A. program in Biblical Studies and Preaching Ministry prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on preaching ministry.

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

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Objective 6: Utilize biblical Greek or a combination of biblical Greek and biblical Hebrew.

Preaching Ministry Major

Objective 7: Apply an exegetical understanding of a scriptural text in writing biblical sermons.

Objective 8: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 9: Plan, prepare, and deliver biblically and theologically sound sermons of a variety of forms.

Objective 10: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 11: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

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

Recommended Course Sequence for B.A. in Biblical Studies and Preaching Ministry	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) COM 205 Public Speaking (3) General Elective (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) OTS ___ Old Testament elective (3) *PRM 201 Introduction to Preaching (3)+* *PRM 320 Advanced Preaching (3)+* THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 30*
THIRD YEAR *GRK 301 Greek I (3)+* *GRK 302 Greek II (3)+* HFA core selection (3) General Electives (6) MIN 340 Christian Spiritual Formation (3) NTS ___ New Testament elective (3) PRM 403 Expository Preaching (3) THE Theology selection (3) *TOTAL CREDITS: 27* *+Take these courses in consecutive terms*	**FOURTH YEAR** HIS ___ Church History elective (3) *Greek or Hebrew selection 1 (3)+* *Greek or Hebrew selection 2 (3)+* MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Leading Healthy Congregations (3) PRM 490 Studies in Preaching (3) General Electives (7) PRM 497 Preaching Ministry Internship (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 31*

RDP.BACHS - BA Counseling and Human Services (residential)

General

Program Description
The B.A. in Counseling & Human Services program develops necessary skills for careers in the helping professions and prepares students for graduate studies in associated disciplines. It focuses on undergraduate preparation for the field of profes-sional counseling and for other human services requiring courses in psychology, counseling, and related disciplines. An internship provides an opportunity for the integration of theory and practice. Because a graduate degree is expected in the field of counseling, the program has the preparation of students for graduate school as a primary goal. The Bachelor of Arts (B.A.) version of the Counseling & Human Services program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with degrees in Counseling and Human Services are engaged in graduate study and entry-level counseling positions. For information on additional procedures and guidelines for this major, contact the program coordinator or a faculty advisor in the department.

Modality. Point University offers the B.A. in Counseling & Human Services program in on-ground format at its main campus in West Point, Georgia. An online "course company-ion" includes a gradebook and supplementary materials.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Counseling & Human Services program is to provide skills necessary for careers in the helping professions and to prepare students for graduate studies in associated disciplines.

The Counseling & Human Services Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.

Objective 2: Explain the intricacies of the psychological, physiological, developmental and spiritual makeup of human beings.

Objective 3: Distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Objective 4: Integrate psychological theory and theology.

Objective 5: Demonstrate an integration of personal strengths, the analysis and utilization of current research, and the application of good helper principles.

Objective 6: Pursue advanced studies in graduate school.

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

Recommended Course Sequence for B.A. in Counseling & Human Services	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection 1 (3) HIS ___ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** **Fall Term** BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) *Foreign Language course 1 (4)+* *Foreign Language course 2 (4)+* HFA core selection 2 (3) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) *TOTAL CREDITS: 29*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) CHS 312 Counseling Diverse Populations (2) CHS 396 Counseling Theory & Procedures (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General electives (8) *TOTAL CREDITS: 33*	**FOURTH YEAR** CHS 392 Careers in Helping Professions (2) CHS 410 Family Counseling (3) CHS 417 or 420 Counseling selection (3) CHS 497 Counseling & HS Internship (3) General elective (5) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 28* *+Take these courses in consecutive terms*

Special Considerations

Counseling & Human Services Internship. The major in Counseling & Human Services requires students to complete at least 3 credits of CHS 497 Counseling & Human Services Internship, which provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prior to enrolling in CHS 497, students must:

· Be a junior or senior;

· Have successfully completed CHS 211 Introduction to Counseling, CHS 396 Counsel-ing Theories & Procedures, and PSY 103 Introduction to Psychology; and

· Have successfully completed at least nine additional credits in the Counseling & Human Services Major, including at least one of the following four courses: CHS 202 The Family, CHS 312 Counseling Diverse Populations, CHS 415/MIN 317 Pastoral Counseling, and/or CHS 396 Counseling Theory & Procedures.

Students may not do internships during their final term at Point University.

Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combination of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

RDP.BAENG - BA English (residential)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

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

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

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

Recommended Course Sequence

Recommended Course Sequence for B.A. in English	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HFA core selection (3) HIS ___ History core elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC Sociology core selection (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) ENG 202 American Literature to 1860 (3) ENG 203 American Literature since 1860 (3) ENG 240 Linguistic Theory (3) ENG Literature selection 1 (3) *Foreign Language course 1 (3)+* *Foreign Language course 2 (3)+* General electives (5) *TOTAL CREDITS: 31*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) ENG 204 British Literature to 1800 (3) ENG 205 British Literature since 1800 (3) ENG 375 Literary Theory (3) *Foreign Language course 3 (3)+* *Foreign Language course 4 (3)+* ENG Literature selection 2 (3) ENG Writing selection 1 (3) General elective (6) *TOTAL CREDITS: 30*	**FOURTH YEAR** BBS ___ Biblical Studies elective (3) ENG English elective (300/400 level) (3) ENG Literature selection 3 (3) ENG Writing selection 2 (3) ENG Writing selection 3 (3) ENG, related electives or Internship (6) ENG 495 Senior Thesis: English (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* General Elective (5) *TOTAL CREDITS: 32* *+Take these courses in consecutive terms*

RDP.BAHIS - BA History (residential)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

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

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

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

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

Recommended Course Sequence for B.A. in History	

FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 104 World History I (3) HIS 105 World History II (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) *Foreign Language course 1 (3)+* *Foreign Language course 2 (3)+* HFA core selection (3) HIS 250 United States History I (3) HIS 251 United States History II (3) HIS 295 Introduction to Historical Methods (3) General electives (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) HIS 103 U.S. Government (3) HIS or HUM History electives (6) HIS/HUM 214 Geography (3) General electives (12) *TOTAL CREDITS: 30* +Take these courses in consecutive terms	**FOURTH YEAR** HIS 430 Historiography with Georgia History (3) HIS 495 Senior Thesis: History (3) [WE] HIS 497 History Internship or Study Abroad (6) HIS or HUM History Electives (3) THE 405 Christ, Culture & Career (3) [WE] General electives (10) *TOTAL CREDITS: 28*

RDP.BAMU - BA Music (residential)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

Music Performance & Pedagogy Specialization only

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

Music Production Specialization only

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

Worship & Ministry Specialization only

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

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

Recommended Course Sequence for B.A. in Music

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS ___ History core selection (3)

MAP 113 Beginning Piano Class I (1)

MAP 123 Beginning Piano Class II (1)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MTH 115 Quantitative Reasoning [or higher] (3)

MUS 103 Music Theory I (3)

MUS 103L Functional Theory Skills I (1)

MUS 104 Music Theory II (3)

MUS 104L Functional Theory Skills II (1)

MUS 112 Survey of Music (3)

TOTAL CREDITS: 33

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

COM 205 Public Speaking (3)

MAP 233 Intermediate Piano Class (1)

MAP 253 Advanced Piano Class (1)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MUS 205 Music Theory III (3)

MUS 205L Functional Theory Skills III (1)

MUS 206 Music Theory IV (3)

MUS 206L Functional Theory Skills IV (1)

NSC _/_L Natural Science course w/Lab (4)

PSY 103 Introduction to Psychology (3)

SOC Sociology core selection (3)

TOTAL CREDITS: 30

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

Fine Arts Specialization courses (3)

Foreign Language course 1 (4)+

Foreign Language course 2 (4)+

MAP ___ Applied Instruction (2)

MAP 112 Beginning Voice Class (1)

MAP 232 Intermediate Voice Class (1)

MEN ___ Performance Ensemble (2)

MUS 301 Music History I (3)

MUS 302 Music History II (3)

MUS 315 Music Technology I (3)

TOTAL CREDITS: 32

+Take these courses in consecutive terms

FOURTH YEAR

Fine Arts Specialization courses (14)

Foreign Language course 3 (3)+

Foreign Language course 4 (3)+

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MUS 412 Philosophy of Music (3) *[WE]*

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

TOTAL CREDITS: 30

RDP.BAPS - BA Psychology (residential)

General

Program Description
The B.A. in Psychology program provides an undergraduate knowledge base for careers in academia and research. It prepares students for graduate studies in associ-ated fields that require studies in Psychology and related disciplines. The Bachelor of Arts (B.A.) version of the Psychology program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Modality. Point University offers the B.A. in Psychology in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials. Point also offers a fully-online version of the B.S. in Psychology program.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.A. in Psychology program is to provide a knowledge base for careers in academia and research and to prepare students for graduate studies in associated fields.

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

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology.

Objective 2: Explain the intricacies of the psychological, physiological, developmental, and spiritual makeup of human beings.

Objective 3: Communicate knowledge and comprehension of psychology in written and verbal media.

Objective 4: Integrate psychological theory and theology.

Objective 5: Pursue advanced studies in graduate school.

Recommended Course Sequence
Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combina-tion of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specializa-tion programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements, and procedures of the Honors Program.

RDP.BAUS - BA Interdisciplinary Studies (residential)

General

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

A specific program of study is developed by the student in consultation with the program coordinator and one or more academic advisors who are academically qualified to oversee the student's program of study with the program coordinator.

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

Information and Additional Notes
The student's program of study proposal must be approved by the Chief Academic Officer and must include:

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

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

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

Recommended Course Sequence

RDP.BBAAC - BBA Accounting (residential)

General

Program Description
The B.B.A. degree program in Accounting prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce. The B.B.A. in Accounting also provides a solid foundation for considering the certified public accountants exam (CPA).

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Accounting is to prepare students to glorify God through Christ-centered leadership and vocational excellence in account-ing professions.

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accept-ed Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

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

Recommended Course Sequence for B.B.A. in Accounting	
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) *ACT 311 Intermediate Accounting I (3)++* *ACT 312 Intermediate Accounting II (3)++* MGM 322 Principles of Economics (3) ACT 332 Accounting Information Systems (3) ACT 336 Principles of Finance (3) MGM___ Business elective [300/400 level] (3) General Elective (7) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** *BUS 313 Intermediate Accounting III (3)++* ACT 364 Income Tax Accounting (3) ACT 405 Cost Accounting (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) *[WE]* ACT 446 Auditing (3) MGM 465 Strategic Management & Planning (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 27*

RDP.BBAAIS - BBA Accounting and Information Systems (residential)

General

Program Description
The B.B.A. degree program in Accounting and Information Systems prepares students to glorify God through Christ-centered leadership and vocational excellence in accounting and information systems professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of accounting and information systems practices and concepts. Students prepare for a variety of roles in high-demand fields that span every area of commerce. The B.B.A. in Accounting & Information Systems also provides a solid foundation for considering the certified public accountant exam (CPA).

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Accounting & Information Systems is to prepare students to glorify God through Christ-centered leadership and vocational excellence in accounting and information systems professions.

The Accounting & Information Systems Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accept-ed Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

Objective 7: Demonstrate an understanding of general systems theory and the design and management of information systems.

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

Recommended Course Sequence for B.B.A. in Accounting & Information Systems	
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selection 1 (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS ___ Biblical Studies elective (3) *ACT 311 Intermediate Accounting I (3)++* *ACT 312 Intermediate Accounting II (3)++* MGM 322 Principles of Economics (3) ACT 332 Accounting Information Systems (3) ACT 336 Principles of Finance (3) MGM 351 Computer Programming (3) MGM 354 Database Management (3) General Elective (4) HFA core selection 2 (3) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** ACT 364 Income Tax Accounting (3) ACT 405 Cost Accounting (3) MGM 417 Systems Analysis & Design (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) *[WE]* ACT 446 Auditing (3) MGM 465 Strategic Management & Planning (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 27*

RDP.BBAFM - BBA Financial Management (residential)

General

Program Description
The B.B.A. degree program in Financial Management prepares students to glorify God through Christ-centered leadership and vocational excellence in financial management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of financial management practices and concepts. Students prepare for a variety of roles in high-demand fields that spans every area of commerce.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Financial Management is to prepare students to glorify God through Christ-centered leadership and vocational excellence in financial management professions.

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Prepare and analyze financial statements and managerial reports using various accounting standards, theories and techniques.

Objective 4: Evaluate and perform all steps in the financial accounting cycle for profit-oriented businesses using the guidelines as prescribed by Generally Accepted Accounting Principles (GAAP).

Objective 5: Use technology to solve accounting problems and improve decision making skills.

Objective 6: Identify the ethical and social responsibilities of accounting professionals and apply professional judgment to present financial statements fairly.

Objective 7: Demonstrate an understanding of corporate financial management including an emphasis on financial markets, financial institutions, and investing.

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

Recommended Course Sequence for B.B.A. in Financial Management	
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) ACT 336 Principles of Finance (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) MGM 203 Business Analytics (3) *ACT 311 Intermediate Accounting I (3)++* *ACT 312 Intermediate Accounting II (3)++* MGM 322 Principles of Economics (3) ACT 332 Accounting Information Systems (3) ACT 339 Investment Analysis (3) General Elective (4) ACT 342 Real Estate Finance (3) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** ACT 364 Income Tax Accounting (3) ACT 405 Cost Accounting (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) *[WE]* ACT 446 Auditing (3) ACT 448 Financial Markets (3) MGM 465 Strategic Management & Planning (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*

RDP.BBAMG - BBA Management (residential)

General

Program Description
The B.B.A. program in Management prepares students to glorify God through Christ-centered leadership and vocational excellence in management professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of management practices and concepts. The B.B.A. in Management provides students with the planning, problem-solving, critical thinking, and interpersonal skills necessary for successful Christian managers and leaders in the business world.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. in Management program is to prepare students to glorify God through Christ-centered leadership and vocational excellence in management professions.

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Formulate managerial and strategic business decisions for a rapidly globalizing business environment.

Objective 4: Demonstrate development of personal and team-level decision making.

Objective 5: Develop proficiency in the use of computers and software to manage information with statistical analysis, spreadsheet, data base, and other appropriate applications.

Objective 6: Demonstrate an understanding of the legal environment and ethical standards of business and an awareness of the implications of their behavior and actions as a business professional.

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

Recommended Course Sequence for B.B.A. in Management		
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) *TOTAL CREDITS: 30*	
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) MGM 310 Process Improvement & Org. Change (3) MGM 322 Principles of Economics (3) ACT 336 Principles of Finance (3) MGM 358 Production & Operations Mgmt. (3) ACT/MGM/MKT ___ Business electives [300/400 level] (6) General Elective (4) *TOTAL CREDITS: 28* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** MGM 327 Project Management (3) MGM 329 Managerial Economics (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) *[WE]* MGM 450 Human Resource Management (3) MGM 465 Strategic Management & Planning (3) MGM 475 Organizational Leadership (3) General Elective (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 30*	

RDP.BBAMK - BBA Marketing (residential)

General

Program Description
The B.B.A. degree program in Marketing prepares students to glorify God through Christ-centered leadership and vocational excellence in marketing professions. It is designed to provide a solid background in business fundamentals, followed by an in-depth study and application of marketing practices and concepts. Studies include brand equity, customer relations, sales teams, distribution systems and pricing structures.

Modality. Point University offers the B.B.A. in Marketing in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some marketing courses are also available in fully-online format.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.B.A. degree program in Marketing is to prepare students to glorify God through Christ-centered leadership and vocational excellence in marketing professions.

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Demonstrate competence in the business core including management, marketing, business law, and ethics.

Objective 3: Understand the marketing research process; namely, to collect, analyze, and evaluate information from and about customers.

Objective 4: Understand marketing strategy, including segmentation, targeting, and positioning.

Objective 5: Analyze the marketing environment and buyer behavior relative to a specific marketing opportunity and formulate the market offering that produces enhanced marketplace success.

Objective 6: Demonstrate an understanding of the ethical obligations of Christians in the workforce

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

Recommended Course Sequence for B.B.A. in Marketing	
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selections (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) MGM 322 Principles of Economics (3) ACT 336 Principles of Finance (3) Marketing Elective (3) Marketing Elective (3) Marketing Elective (3) ACT/MGM/MKT ___ Business electives [300/400 level] (6) General Elective (7) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** BBS ___ Biblical Studies elective (3) Marketing Elective (3) Marketing Elective (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) *[WE]* MGM 465 Strategic Management & Planning (3) MGM 475 Organizational Leadership (3) THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 27*

RDP.BSBA - BS Business Administration (residential)

General

Program Description
The B.S. in Business Administration program prepares students to glorify God through Christ-centered leadership and vocational excellence in business professions. It is designed to provide a broad preparation for the Christian to lead and serve effectively in business and society. The degree requires professional studies courses focusing on the business environment, information systems, accounting, economics, management, finance and marketing.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Business Administration program is to prepare students to glorify God through Christ-centered leadership and vocational excellence in business professions.

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

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Manage human, financial, and physical resources to achieve stated objectives.

Objective 3: Demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 4: Utilize computer technology and analytical skills to apply mathematical, economic, and statistical concepts for problem solving and decision making in business enterprises.

Objective 5: Identify and apply ethical considerations, laws and regulations governing business operations.

Objective 6: Serve in positions of responsibility in private, public, government, and non-profit organizations, exemplifying Christian character and influence.

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

Recommended Course Sequence for B.S. in Supply Chain Management	
FIRST YEAR BBS 102 The Drama of Scripture (3) MGM 209 Computer Information Systems (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) MTH 120 College Algebra [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (1) *TOTAL CREDITS: 30*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 203 Business Analytics (3) *ACT 211 Financial Accounting (3)++* *ACT 212 Managerial Accounting (3)++* MGM 225 Principles of Management (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) COM 205 Public Speaking (3) HFA core selection 1 (3) General Elective (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) MGM 322 Principles of Economics (3) ACT 336 Principles of Finance (3) HFA core selection 2 (3) ACT/MGM/MKT ___ Bus. elective (3) General Electives (9) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms* *++Consecutive terms recommended*	**FOURTH YEAR** MGM 358 Production & Operations Mgmt. (3) MGM 426 International Business (3) MGM 434 Business Law (3) MGM 436 Professional Ethics (3) MGM 465 Strategic Management & Planning (3) MGM 475 Organizational Leadership (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (6) *TOTAL CREDITS: 30*

RDP.BSBI - BS Biology (Pre-professional) (residential)

General

Program Description
The B.S. in Biology program with the Pre-Professional Option provides a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian worldview, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences. The program introduces majors to the concepts and role of biology as an integrative science, helping them to discover and interpret the characteristics of nature as part of God's creation. Students who take courses in the Biology curriculum are expected to understand the concepts and processes of biology as a scientific discipline. Students are provided a depth of classroom instruction and laboratory and field work in a breadth of science courses.

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

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

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

Information and Additional Notes
Effective Fall 2023: The **BS Biology (Pre-professional)** degree program has been discontinued and is no longer a separate degree program from the BS Biology degree program. Please note that students already enrolled in the BS Biology (Pre-professional) program at the time of discontinuation will still be able to take the same courses as outlined in the degree map. Going forward, all students declaring the biology major will be enrolled in the BS Biology degree program and will have the option of following a pre-professional track.

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

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

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

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

Recommended Course Sequence

Recommended Course Sequence for B.S. in Biology with Pre-Professional Option	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* MTH 210 Calculus I [or higher] (4) *NSC 103-103L Biology I with Lab (4)+* *NSC 104-104L Biology II with Lab (4)+* *NSC 228-228L Gen. Chemistry I w/ Lab (4)+* *NSC 229-229L Gen Chemistry II w/ Lab (4)+* PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 33*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selection 1 (3) NSC 210 Medical Terminology (1) *NSC 215-215L Human Anat/Phys I w/ Lab (4)+* *NSC 216-216L Human Anat/Phys II w/ Lab (4)+* *NSC 320-320L Physics I with Lab (4)+* *NSC 321-321L Physics II with Lab (4)+* PHE 201 First Aid & CPR (1) SOC Sociology core selection (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) HFA core selection 2 (3) HIS ___ History core elective (3) NSC 307-307L Microbiology with Lab (4) *[WE]* *NSC 330-330L Organic Chemistry I w/ Lab (4)+* *NSC 331-331L Organic Chemistry II w/ Lab (4)+* General electives (6) Entrance Exam Prep (0) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** MTH 117 Introductory Statistics (3) NSC 303 Methods in Research (3) *[WE]* NSC 401 Ethics in Science (3) NSC 421-421L Genetics with Lab (4) NSC 440 Biochemistry (3) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (8) *TOTAL CREDITS: 27*

RDP.BSBIO - BS Biology (residential)

General

Program Description
The B.S. in Biology program provides a comprehensive foundation of the concepts and methodologies of biology (and related sciences) within a Christian world-view, preparing graduates to pursue careers in biology-related vocations and/or graduate degrees in science-related disciplines, medicine, and other health sciences. The program introduces majors to the concepts and role of biology as an integrative science, helping them to discover and interpret the characteristics of nature as part of God's creation. Students who take courses in the Biology curriculum are expected to under-stand the concepts and processes of biology as a scientific discipline. Students are provided a depth of classroom instruction and laboratory and field work in a breadth of science courses.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

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

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

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

Recommended Course Sequence

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

RDP.BSBS - BS Biblical Studies (residential)

General

Program Description
In accordance with Point University's Christian mission and values, all on-ground bachelor's degree programs include the Character Core. For on-ground students, the Core takes the form of a Biblical Studies Major or Minor. The full Biblical Studies Major is currently available only in certain on-ground programs offered at the Univer-sity's main campus in West Point, Georgia. The Biblical Studies Department has partnered with other University departments to embed the Biblical Studies Major.

Students may choose the BS in Biblical Studies with a specialization in Children's Ministry, Christian Ministry, Intercultural Missions, Preaching Ministry, Seminary Preparation, or Youth & Family Ministries.

Information and Additional Notes
Overview. In this Bachelor of Science (B.S.) program, students complete a Biblical Studies Major, a Ministry Core, and a specialization in one of the following areas: Children's Ministry, Christian Ministry, Church Administration, Intercultural Missions, Music and Worship Ministry, Preaching Ministry, Seminary Preparation, or another area proposed by the student. The Biblical Studies Major includes textual studies in New Testament and Old Testament, along with historical-theological studies. The Ministry Core develops foundational competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Specialization develops additional competencies in the student's chosen area of interest. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies with a specialization typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison ministers, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

Modality. Point University offers the B.S. in Biblical Studies with a Specialization in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a gradebook and supplementary materials. Some ministry courses are also available in fully-online format.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Biblical Studies with a Specialization prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on the student's chosen area of specialization.

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

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Ministry Core

Objective 6: Apply an exegetical understanding of a scriptural text in writing biblical sermons and lessons.

Objective 7: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 8: Plan, prepare, and deliver biblically and theologically sound sermons.

Objective 9: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 10: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Specialization

For the learning objectives for a given specialization, see departmental guidance on "Specializations."

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

Recommended Course Sequence for B.S. in Biblical Studies with Ministry Specialization	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) COM 205 Public Speaking (3) HFA core selection (3) General Elective (6) MIN 313 Practice of Christian Ministry(3) [WE] NTS 203 The Acts of the Apostles (3) OTS ___ Old Testament elective (3) PRM 201 Introduction to Preaching (3) THE 301 Theological Foundations for Chr. Life (3) TOTAL CREDITS: 33

THIRD YEAR	FOURTH YEAR
BBS, NTS, OTS or THE elective (3)	BBS, NTS, OTS or THE electives (3)
MIN 340 Christian Spiritual Formation (3)	HIS ___ Church History elective (3)
NTS ___ New Testament elective (3)	MIN 317/CHS 415 Pastoral Counseling (3)
THE ___ Theology selection (3)	MIN 400 Leading Healthy Congregations (3)
Specialization courses (6)	THE 405 Christ, Culture & Career (3) [WE]
General electives (9)	General electives (10)
TOTAL CREDITS: 27	Specialization courses (3)
+Take these courses in consecutive terms	TOTAL CREDITS: 28

RDP.BSBSP - BS Biblical Studies and Preaching Ministry (residential)

General

Program Description
In this Bachelor of Science (B.S.) program, students complete both a Biblical Studies Major and a Preaching Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Preaching Minis-try Major develops competencies essential to leadership ministry in church and parachurch settings, including preaching and teaching, pastoral care and counseling, spiritual formation, and church administration. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies and Preaching Ministry typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison minis-ters, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Biblical Studies and Preaching Ministry prepares students for effective leadership ministry in church and parachurch settings, with an emphasis on preaching ministry.

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

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Preaching Ministry Major

Objective 6: Apply an exegetical understanding of a scriptural text in writing biblical sermons.

Objective 7: Apply theological themes of the Old and New Testaments to current life issues through preaching.

Objective 8: Plan, prepare, and deliver biblically and theologically sound sermons of a variety of forms.

Objective 9: Understand and apply biblical concepts of church and ministry in a variety of contexts.

Objective 10: Lead and serve in order to facilitate purposeful, growing, and healthy congregational life.

Recommended Course Sequence

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

Recommended Course Sequence for B.S. in Biblical Studies and Preaching Ministry	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History core elective (3) HUM 101 Introduction to Humanities (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) OTS 210 The Story of Israel (3) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 201 Biblical Interpretation (3) BBS 304 Scripture: Reading & Interpretation (3) COM 205 Public Speaking (3) General Elective (6) HFA core selection (3) MIN 313 Practice of Christian Ministry(3) *[WE]* NTS 203 The Acts of the Apostles (3) *PRM 201 Introduction to Preaching (3)+* *PRM 320 Advanced Preaching (3)+* THE 301 Theological Foundations for Chr. Life (3) *TOTAL CREDITS: 33*
THIRD YEAR HFA core selection (3) General Electives (9) MIN 340 Christian Spiritual Formation (3) NTS ___ New Testament elective (3) PRM 403 Expository Preaching (3) BBS/NTS/OTS/ THE Elective 1 (3) THE Theology elective (3) TOTAL CREDITS: 27	**FOURTH YEAR** HIS ___ Church History elective (3) MIN 317/CHS 415 Pastoral Counseling (3) MIN 400 Leading Healthy Congregations (3) PRM 490 Studies in Preaching (3) General Electives (7) BBS/NTS/OTS/ THE Elective 1 (3) PRM 497 Preaching Ministry Internship (3) THE 405 Christ, Culture & Career (3) [WE] TOTAL CREDITS: 31

RDP.BSBYFM - BS Biblical Studies and Youth and Family Ministry (residential)

General

Program Description

In this Bachelor of Science (B.S.) program, students complete both a Biblical Studies Major and a Youth & Family Ministries Major. The Biblical Studies Major includes textual studies in New Testament and Old Testament, historical-theological studies, and studies in biblical languages (Greek or a combination of Greek and Hebrew). The Youth & Family Ministries Major provides a broad preparation for Christ-centered leadership and service in churches and ministry organizations, with primary emphasis on promoting healthy spiritual, emotional, and social development of parents and their children. The Bachelor of Arts (B.A.) version of this program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with the B.S. in Biblical Studies and Youth & Family Ministries typically enter church-related professions and many go on to pursue graduate studies. Alumni of Point University are engaged in ministries throughout the country and the world as preaching ministers, missionaries in foreign countries, student ministers, evangelists, prison minis-ters, chaplains, Christian university professors and administrators, campus ministers, Christian camp directors, church administrators, parachurch leaders, church planting ministers, inner-city ministers, and educational ministers who work with children, youth, singles, adults, and families.

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

Information and Additional Notes

This program of study has been closed effective fall 2023. Students enrolled at the time of closure are able to finish their program, no new enrollments are being approved.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes

Program Purpose and Student Learning Objectives

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

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

Biblical Studies Major

Objective 1: Exegete specific texts in the Old and New Testaments.

Objective 2: Demonstrate an awareness of basic matters of critical introduction and historical background necessary to a proper understanding of the Old and New Testaments.

Objective 3: Participate in critical engagement with the various interpretations that have been assigned to the Old and New Testaments.

Objective 4: Communicate the theological themes of the Old and New Testaments.

Objective 5: Explain and apply biblical concepts of church and ministry.

Youth & Family Ministries Major

Objective 6: Students explain major elements of the spiritual, psychological, physiological, and social development of human beings, including how parents influence, teach, guide, and disciple children and adolescents.

Objective 7: Students demonstrate a working knowledge of family dynamics, including biblical and scholarly insights into human nature, as well as cultural and societal influences, such as mass media and contemporary courtship and marriage trends.

Objective 8: Students distinguish between healthy and unhealthy approaches to parent-ing throughout the lifespan, explaining common spiritual, psychological, social, and behavioral outcomes of different parenting styles and family structures.

Objective 9: Students demonstrate understanding of biblical concepts of holistic minis-try and servant leadership, along with the ability to apply those principles in multicultural ministry environments.

Objective 10: Students assess contemporary approaches to youth and family ministry in a variety of contexts from theological, philosophical, and practical perspectives.

Objective 11: Students offer sound principles, resources, and practical support to parents as they implement strategies to promote healthy physical, emotional, social, and spiritual growth in their families.

Objective 12: Students demonstrate practical skills for youth and family ministry, such as assessing needs, planning, organizing, and implementing ministry programming.

Objective 13: Students apply interpersonal skills important for ministry, such as volunteer mobilization, team assessment and formation, classroom management, and pastoral care for youth and families.

Objective 14: Students utilize tools and resources appropriate for their ministry goals.

Objective 15: Students consistently conduct themselves in a legal and ethical manner as Christian ministry professionals.

Objective 16: Students demonstrate mastery of foundational competencies for youth and family ministry through a mentored ministry practicum.

Recommended Course Sequence

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

Recommended Course Sequence for B.S. in Biblical Studies and Youth & Family Ministries

FIRST YEAR	SECOND YEAR
BBS 102 The Drama of Scripture (3)	BBS 201 Biblical Interpretation (3)
EFT 101 Effective Thinking (1)	BBS 202 Jesus: The Focus of Scripture (3)
ENG 101 Critical Reading & Writing I (3)+	COM 205 Public Speaking (3)
ENG 102 Critical Reading & Writing II (3)+	HFA core selection (3)
HIS History core elective (3)	MIN 202 Educational Ministries (3)
HUM 101 Introduction to Humanities (3)	MIN 313 Practice of Christian Ministry(3) *[WE]*
MTH 115 Quantitative Reasoning [or higher] (3)	NTS 203 The Acts of the Apostles (3)
NSC _/_L Natural Science course w/ Lab (4)	*PRM 201 Introduction to Preaching (3)+*
OTS 210 The Story of Israel (3)	*PRM 320 Advanced Preaching (3)+*
PSY 103 Introduction to Psychology (3)	THE 301 Theological Foundations for Chr. Life (3)
SOC 103 Introduction to Sociology (3)	*TOTAL CREDITS: 30*
TOTAL CREDITS: 32	

THIRD YEAR	FOURTH YEAR
BBS, NTS, OTS or THE elective (6)	BBS, NTS, OTS or THE electives (3)
MIN 340 Christian Spiritual Formation (3)	HIS ___ Church History elective (3)
NTS 308 Epistles of Paul (3)	MIN 317/CHS 415 Pastoral Counseling (3)
NTS ___ New Testament elective (3)	MIN 400 Admin. & Leadership in Ministry (3)
OTS ___ Old Testament electives (6)	MIN 464 Healthy Congregations (3)
SOC 202 The Family (3)	THE 405 Christ, Culture & Career (3) *[WE]*
The 451/MUS 335 Worship (3)	YMIN 205 Contemporary Models/ Youth Min (3)
THE ___ Theology selection (3)	YMIN 305 Adolescent Growth & Maturation (3)
TOTAL CREDITS: 30	YMIN 315 Interpersonal Skills for YFM (3)
+Take these courses in consecutive terms	YTH 497 Youth Ministry Internship (3)
	TOTAL CREDITS: 30

RDP.BSCHS - BS Counseling and Human Services (residential)

General

Program Description
The B.S. in Counseling & Human Services program develops necessary skills for careers in the helping professions and prepares students for graduate studies in associated disciplines. It focuses on undergraduate preparation for the field of professsional counseling and for other human services requiring courses in psychology, counseling, and related disciplines. An internship provides an opportunity for the integration of theory and practice. Because a graduate degree is expected in the field of counseling, the program has the preparation of students for graduate school as a primary goal. The Bachelor of Arts (B.A.) version of the Counseling & Human Services program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not.

Graduates with degrees in Counseling and Human Services are engaged in graduate study and entry-level counseling positions. For information on additional procedures and guidelines for this major, contact the program coordinator or a faculty advisor in the department.

Modality. Point University offers the B.S. in Counseling & Human Services program in on-ground format at its main campus in West Point, Georgia. An online "course com-panion" includes a gradebook and supplementary materials.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Counseling & Human Services program is to provide skills necessary for careers in the helping professions and to prepare students for graduate studies in associated disciplines.

The Counseling & Human Services Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology and counseling.

Objective 2: Explain the intricacies of the psychological, physiological, developmental and spiritual makeup of human beings.

Objective 3: Distinguish between healthy and unhealthy patterns in the life, work, and ethics of professional helpers.

Objective 4: Integrate psychological theory and theology.

Objective 5: Demonstrate an integration of personal strengths, the analysis and utiliza-tion of current research, and the application of good helper principles.

Objective 6: Pursue advanced studies in graduate school.

RDP.BSCJ - BS Criminal Justice (residential)

General

Program Description
The degree program in Criminal Justice is designed to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system. It focuses on studies in criminal justice, sociology and related fields, the causes and consequences of criminal behavior, the justice system and how it relates to other institutions within society. Graduates with degrees in Criminal Justice are engaged in work in government agencies, law enforcement, private security and homeland security.

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

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Criminal Justice is to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system.

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

Objective 1: Develop a foundational knowledge of criminal investigation and law enforcement.

Objective 2: Demonstrate knowledge and understanding of criminal law and the legal process.

Objective 3: Illustrate knowledge of corrections and its alternatives.

Objective 4: Work within the dynamics and culture of the legal system.

Objective 5: Explain the rights of individuals and recognize legal limitations.

Objective 6: Exhibit professional behavior and meet high ethical standards.

Objective 7: Identify issues that impact impressions of objectivity, impartiality, fairness, and justice.

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

Recommended Course Sequence for B.S. in Criminal Justice	
FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) ENG 101 Critical Reading & Writing I (3)+ ENG 102 Critical Reading & Writing II (3)+ HIS 103 U. S. Government (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/ Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (6) TOTAL CREDITS: 32	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) CJU 300 Introduction to Criminal Justice (3) CJU 321 Constitutional Law: Govt. Powers (3) CJU 330 Introduction to Corrections (3) COM 205 Public Speaking (3) HFA core selections 1-2 (6) General Electives (9) TOTAL CREDITS: 30
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) CJU 310 Criminology (3) CJU 322 Constitutional Law: Rights & Liberties (3) CJU 350 Introduction to Policing (3) CJU 340 Criminal Investigation (3) CJU 411 Judicial Process (3) General Electives (4) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) [WE] TOTAL CREDITS: 31 *+Take these courses in consecutive terms*	**FOURTH YEAR** CJU 400 Criminal Law (3) CJU 410 Criminal Procedure (3) CJU 430 Professionalism/Ethics in CJ (3) [WE] CJU 497 Criminal Justice Internship (6) THE 405 Christ, Culture & Career (3) [WE] General Electives (9) TOTAL CREDITS: 30

Special Considerations

Police Academy Transfer Credit. Point University awards up to 9 hours of transfer credit to those who successfully complete the entire 9-week police academy training course offered by the State of Georgia (the *Georgia Peace Officer Standards and Training Council 408 Hour Basic Law Enforcement Training Course*) or the State of Alabama (the *Alabama Peace Officers Standards and Training Commission 520 Hour Basic Training Curriculum*).

· For students pursuing the A.A. in Criminal Justice, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Introduction to Criminal Justice (3 credits) and General Electives (6 credits).

· For students pursuing the B.S. in Criminal Justice or B.S. in Criminal Justice with Pre-Law Emphasis, academy training fulfils the following degree requirements: CJUS 200 or CJU 300 Introduction to Criminal Justice (3 credits), CJUS 400 or CJU 400 Criminal Law (3 credits), and CJUS 410 or CJU 410 Criminal Procedure (3 credits).

· For students enrolled in other degree programs, academy training fulfils the following degree requirements: General Electives and/or certain Social & Behavioral Sciences electives (9 credits).

RDP.BSCJU - BS Criminal Justice - Pre-Law (residential)

General

Program Description
The degree program in Criminal Justice with Pre-Law Emphasis is designed to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system, emphasizing the judicial processes. It focuses on studies in criminal justice, sociology and related fields, the justice system and how it relates to other institutions within society. Graduates with the degree in Criminal Justice with Pre-Law Emphasis are prepared to engage in work in government agencies, law enforcement, private security homeland security, and emergency management. They are also prepared for admission to graduate school in the field.

Students interested in pursuing careers in legal professions need to meet the course prerequisites and admission requirements for graduate schools of law and their professional graduate programs. The B.S. in Criminal Justice with Pre-Law Emphasis takes those considerations into account and has been designed to assist the student in preparing for that graduate study. Admission to law school after the completion of a bachelor's degree is usually a highly competitive process. The successful applicant would need to be competitive, as determined by the graduate school, in overall undergraduate grade point average (GPA); GPA for pertinent professional courses; admission test scores, such as the Law School Admission Test (LSAT); types of experiences and number of hours worked in legal settings; strength of recommendation letters; and writing and/or inter-view quality. See a faculty academic advisor for assistance if interested in that process.

Modality. Point University offers the B.S. in Criminal Justice with Pre-Law Emphasis in on-ground format at its main campus in West Point, Georgia. An online "course company-ion" includes a gradebook and supplementary materials.

Information and Additional Notes
B.S. in Criminal Justice with Emphasis in Pre-Law

The program requires change to reflect the following...

MAJOR COURSEWORK—45 hours

CJU300-Introduction to Criminal Justice 3

CJU321 Constitutional Law: Governmental Powers 3

CJU322 Constitutional Law: Individual Rights 3

CJU330 Introduction to Corrections 3

CJU340 Criminal Investigation 3

CJU350 Introduction to Policing 3

CJU400 Criminal Law 3

CJU410 Criminal Procedure 3

CJU411 Judicial Process 3

CJU430 Professionalism and Ethics in CJ (WE) 3

BUS434 Business Law 3

MTH117 Statistics 3

PSY303 Research Methods 3

CJU497 Field Work 6

GENERAL ELECTIVES- 28 hours

Learning Outcomes **120 hours**
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Criminal Justice with Pre-Law Emphasis is to provide students with a broad education based in the social sciences and the goals and processes of the criminal justice system, emphasizing the judicial processes.

The Criminal Justice Major with Pre-Law Emphasis builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Develop a foundational knowledge of criminal investigation and law enforcement.

Objective 2: Demonstrate knowledge and understanding of constitutional law, criminal law, and the legal process.

Objective 3: Illustrate knowledge of corrections and its alternatives.

Objective 4: Work within the dynamics and culture of the legal system.

Objective 5: Explain the rights of individuals and recognize legal limitations.

Objective 6: Exhibit professional behavior and meet high ethical standards.

Objective 7: Apply critical thinking to skills to identify issues that impact impressions of objectivity, impartiality, fairness, and justice

RDP.BSCOM - BS Communication (residential)

General

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

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

Program Purpose and Student Learning Objectives

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

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

Mass communication

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

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

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

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

Written, oral, and visual communication

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

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

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

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

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

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

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

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

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

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

Recommended Course Sequence for B.S. in Communication	
FIRST YEAR BBS 102 The Drama of Scripture (3) COM 208 Interpersonal Communication (3) EFT 101 Effective Thinking (1) ENG 101 Critical Reading & Writing I (3)+ ENG 102 Critical Reading & Writing II (3)+ HIS ___ History core elective (3) NSC _/_L Natural Science course w/Lab (4) MTH 117 Introductory Statistics [or higher] (3) PSY 103 Introduction to Psychology (3) SOC ___ Sociology core selection (3) General Elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) MGM 238 Business Communication (3) *[WE]* MKT 247 Principles of Marketing (3) MKTG 271 Social Media Marketing Strategy (3) COM 205 Public Speaking (3) COM 305 Media Effects on Children & Adolescents (3) COM 361 Intro to Mass Communication (3) HFA core selections 1-2 (6) General Electives (3) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) MKT/COM Electives (15) General Electives (7) *TOTAL CREDITS: 28* *+Take these courses in consecutive sessions*	**FOURTH YEAR** MKT/COM Electives (12) COM/ENG 365 Media Writing (3) COM 497 Communication Internship (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (6) *TOTAL CREDITS: 30*

Special Considerations
Communication Internship. The Communication Major culminates with an intern-ship which students may complete with the program coordinator's permission during the summer term or other term. Students must complete the internship in a professional setting related to their area of interest in the communication field. Examples include a student interested in journalism completing an internship at a local newspaper, or a student interested in public relations interning with a PR firm.

RDP.BSCYB - BS Cybersecurity (residential)

General

Program Description
The Bachelor of Science degree in Cybersecurity provides an in-depth, foundational understanding of the security landscape and experiencewith modern, low- or no-code cybersecurity tools. The degree program is designed to train students to assess modern cybersecurity challenges that threaten our privacy, security, and safety, and they will gain both the knowledge and hands-on technical skills to protect digital assets from cybercriminals who leverage sophisticated social and cyber tactics to facilitate attacks. Students who successfully complete the program will be prepared for careers as cybersecurity professionals and will also bewell-positioned to obtain a number of certifications to increase employability, includingCompTIASecurity+, Certified Ethical Hacker (CEH), and GIAC Security Essentials Certification (GSEC).

Modality. Point University offers the B.S. in Cybersecurity in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

Learning Outcomes
1. Develop and implement security plans to safeguard data against attacks by applying industry standard frameworks for threat detection.

2. Construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.

3. Develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.

4. Conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.

5. Develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.

6. Develop and deploy monitoring systems to detect and respond to emerging cyber threats and vulnerabilities, with a focus on mobile and cloud security strategies.

7. Identify career opportunities through frameworks that evaluate fulfillment and financial health.

8. Build a plan for securing opportunities, using empathy and professionalism to maximize chances of success.

9. Analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

RDP.BSCYD - BS Child and Youth Development (residential)

General

Program Description
The B.S. in Child & Youth Development program prepares servant leaders of children and youth who demonstrate the knowledge and skills necessary to effectively lead a variety of young learners in a diversity of settings. It is designed to prepare students to enter child and youth care settings, including day care centers, community-based programs such as the YMCA and Boys & Girls Club, youth corrections programs, children's ministry, and nonprofit early childhood programs such as church preschools. Students take foundational coursework in human development, education, and socio-cultural contexts. Students select an area of specialization-Children's Ministry, Early Childhood (non-licensure), Special Education (non-licensure), or Youth Programs Administration-and complete a 12-credit internship in the area of specialization.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Child & Youth Development program is to prepare servant leaders of children and youth who demonstrate the knowledge and skills necessary to effectively lead a variety of young learners in a diversity of settings.

The Child & Youth Development Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Demonstrate an understanding of the theories that underlie the study of child and adolescent growth and development.

Objective 2: Explain the developmental changes which take place from conception through puberty, examined through various developmental perspectives.

Objective 3: Demonstrate an understanding of the linkages between physical, cognitive, emotional, and social development.

Objective 4: Demonstrate an understanding of how the environment (cultural, community, family, physical, etc.) affects and interacts with an individual's growth and development.

Objective 5: Utilize the knowledge, skills, attitudes, Christian behaviors, and positive interpersonal relationships associated with a selected specialization within the field of Child and Youth Development (Children's Ministry, Early Child-hood, Special Education, or Youth Programs Administration).

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

Recommended Course Sequence for B.S. in Child & Youth Development with Children's Ministry Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS ___ History core elective (3)

MTH 115 Quantitative Reasoning [or higher] (3)

NSC _/_L Natural Science course w/ Lab (4)

PSY 103 Introduction to Psychology (3)

SOC 103 Introduction to Sociology (3)

General elective (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

CHS 202 The Family (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

HFA core electives (6)

MIN 201 Educational Ministries (3)

PHE 201 First Aid & CPR (1)

General electives (6)

TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

CHS 211 Introduction to Counseling (3)

COM 305 Media Effects/Children/ Adolescents (3)

EDU 301 Principles & Methods of Teaching (3)

EDU 405 Integration of Technology (3)

ESL 442 Culture & Education (3) *[WE]*

MIN 400 Admin & Leadership in Ministry (3)

PSY 305 Adolescent Psychology (3)

General elective (3)

TOTAL CREDITS: 30

FOURTH YEAR

CHS 420 Counseling Children I (3)

ECI 314 Creative Arts for Children (3)

EDU 407 Classroom Management (3)

EDU 497 Child & Youth Internship (12)

EDU/MIN ___ Education or Ministry elective (3)

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

TOTAL CREDITS: 27

+Take these courses in consecutive terms

Recommended Course Sequence for B.S. in Child & Youth Development with Early Childhood [non-licensure] Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS ___ History core elective (3)

MTH 115 Quantitative Reasoning [or higher] (3)

NSC _/_L Natural Science course w/ Lab (4)

PSY 103 Introduction to Psychology (3)

SOC 103 Introduction to Sociology (3)

General elective (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

CHS 202 The Family (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

HFA core electives (6)

PHE 201 First Aid & CPR (1)

General electives (9)

TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

CHS 211 Introduction to Counseling (3)

COM 305 Media Effects/Children/ Adolescents (3)

ELE 300 Children's Literature (3)

EDU 301 Principles & Methods of Teaching (3)

EDU 405 Integration of Technology (3)

EDU/ELE ___ Ed or Elementary Ed elective 1 (3)

ESL 442 Culture & Education (3) *[WE]*

PSY 305 Adolescent Psychology (3)

TOTAL CREDITS: 30

FOURTH YEAR

ELE 314 Creative Arts for Early Childhood (3)

EDU 401 The Exceptional Child (3)

EDU 407 Classroom Management (3)

EDU 497 Child & Youth Internship (12)

EDU/ELE ___ Ed or Elementary Ed elective 2 (3)

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

TOTAL CREDITS: 27

+Take these courses in consecutive terms

Recommended Course Sequence for B.S. in Child & Youth Development with Special Education [non-licensure] Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS ___ History core elective (3)

MTH 115 Quantitative Reasoning [or higher] (3)

NSC _/_L Natural Science course w/ Lab (4)

PSY 103 Introduction to Psychology (3)

SOC 103 Introduction to Sociology (3)

General elective (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

CHS 202 The Family (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

PHE 201 First Aid & CPR (1)

SPE 210 Contemporary Issues in Special Ed. (3)

SPE 220 Characteristics of Mild Disabilities (3)

SPE 301 Methods Instruction/Mild Disabilities (3)

HFA Core Electives (6)

TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

CHS 211 Introduction to Counseling (3)

COM 305 Media Effects/Children/ Adolescents (3)

EDU 301 Principles & Methods of Teaching (3)

EDU 405 Integration of Technology (3)

PSY 305 Adolescent Psychology (3)

SPE 340 Characteristics & Methods/ Mild Autism (3)

General Electives (6)

TOTAL CREDITS: 30

FOURTH YEAR

EDU 401 The Exceptional Child (3)

EDU 407 Classroom Management (3)

EDU 497 Child & Youth Internship (12)

SPE 350 Inclusion/Mild Disabilities PreK-5 (3)

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

General Elective (3)

TOTAL CREDITS: 27

+Take these courses in consecutive terms

Recommended Course Sequence for B.S. in Child & Youth Development with Youth Programs Administration Specialization

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HFA core elective 1 (6)

HIS ___ History core elective (3)

MTH 115 Quantitative Reasoning [or higher] (3)

NSC _/_L Natural Science course w/ Lab (4)

PSY 103 Introduction to Psychology (3)

SOC 103 Introduction to Sociology (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

BUS 225 Principles of Management (3)

BUS 238 Business Communication (3) *[WE]*

CHS 202 The Family (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

HFA core elective 2 (3)

PHE 201 First Aid & CPR (1)

General electives (6)

TOTAL CREDITS: 31

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

CHS 211 Introduction to Counseling (3)

COM 305 Media Effects/Children/ Adolescents (3)

EDU/SPM ___ Educ or Sports Mgmt elective (3)

PSY 305 Adolescent Psychology (3)

PSY 421 Sports Psychology (3)

YTH 360 Recreational Leadership (3)

General elective (6)

TOTAL CREDITS: 30

FOURTH YEAR

EDU 497 Child & Youth Internship (12)

EDU 301 Principles & Methods of Teaching (3)

EDU/SPM ___ Educ or Sports Mgmt electives (6)

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

General elective (3)

TOTAL CREDITS: 27

+Take these courses in consecutive terms

Special Considerations

Mandatory Background Check. Students majoring in Child & Youth Development will be subject to a background check before entering schools for laboratory experiences.

RDP.BSEE - BS Elementary Education (residential)

General

Program Description
The B.S. in Elementary Education (ELE) program develops and trains early childhood educators equipped to teach pre-kindergarten through 5th grade levels (PreK-5), who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences and one term of student-teaching experience in a local public elementary school. The Bachelor of Arts (B.A.) version of the Elementary Education program includes a foreign language requirement while the Bachelor of Science (B.S.) version does not. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Dr. James Donovan (Jim.Donovan@Point.edu).

Georgia Teacher Certification. The B.S. in Elementary Education (ELE) program includes the courses and field experiences necessary for the successful student to teach children in Georgia PreK-5th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The ELE program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the descript-tion of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Educa-tion Department (Jim.Donovan@Point.edu).

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

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Elementary Education program is to develop and train early childhood educators equipped to teach pre-kindergarten through 5th grade levels (PreK-5) who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

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

Objective 1: Demonstrate knowledge of PreK-5 general content and pedagogy.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate constructivist instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective mentor teacher with all students.

For information on additional procedures and guidelines for this major, contact the Program Coordinator, Dr. James Donovan (Jim.Donovan@Point.edu).

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

Recommended Course Sequence for B.S. in Elementary Education	
FIRST YEAR BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 250 United States History I (3) HUM 101 Introduction to Humanities (3) MTH 113 Intermediate Algebra (3) NSC 103/103L Biology I w/Lab (4) PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* ENG 207 World Literature (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC ___ Approved Science elective (3) SOC/HIS 214 Geography (3) *TOTAL CREDITS: 30*
THIRD YEAR **Fall Term (TEP Block I)** ELE 300 Children's Literature (3) ELE 302 Reading Skills (3) ELE 303 Health & Physical Education for EC (2) ELE 310 Language Arts for Early Childhood (3) ELE 391 Block I Lab Experience (1)** ESL 442 Culture & Education (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 18* **Spring Term (TEP Block II)** EDU 405 Integration of Technology (3) EDU 433 Differentiated Instruction (2) ELE 301 Social Studies for Early Childhood (3) ELE 305 Mathematics for Early Childhood (3) ELE 492 Block 2 Lab Experience (1)** ELE 401 Science for Early Childhood (3) ESL 240 Linguistic Theory (3) *TOTAL CREDITS: 18*	**FOURTH YEAR** **Fall Term (TEP Block III)** EDU 350 Curriculum & Assessment (2) EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) EDU 410 Reading Diagnosis & Remediation (2) ELE 314 Creative Arts for Early Childhood (3) ELE 493 Block 3 Lab Experience (1)** ESL 441 Methods for ESOL (3) *TOTAL CREDITS: 17* **Spring Term (Student Teaching)** ELE 497 Teaching Practicum (12)** *TOTAL CREDITS: 12* *+Take these courses in consecutive terms*

Special Considerations

Mandatory Background Check. Students majoring in Elementary Education will be subject to a background check before entering schools for laboratory experiences.

RDP.BSES - BS Exercise Science (residential)

General

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

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

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

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

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

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

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

Recommended Course Sequence for B.S. in Exercise Science

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

MTH 120 College Algebra [or higher] (3)

NSC 103-103L Biology I with Lab (4)+

NSC 104-104L Biology II with Lab (4)+

PSY 103 Introduction to Psychology (3)

SOC Sociology core selection (3)

General Elective (3)

TOTAL CREDITS: 30

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

COM 205 Public Speaking (3)

ESC 230 Foundations of Health & Wellness (3)

ESC 240 Human Nutrition (3)

HFA core selection 1 (3)

HIS ___ History core elective (3)

NSC 215-215L Human Anat/Phys I w/ Lab (4)+

NSC 216-216L Human Anat/Phys II w/Lab (4)+

NSC 210 Medical Terminology (1)

PHE 201 First Aid & CPR (1)

PHE 220 Exercise & Weight Control (1)

General Elective (3)

TOTAL CREDITS: 32

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

ESC 340 Kinesiology & Biomechanics (3)

ESC 350 Exercise Physiology (3)+

ESC 430 Exercise Phys/Special Pops (3) [WE]+

HFA core selection 2 (3)

MTH 117 Introductory Statistics (3)

NSC 303 Methods in Research (3) *[WE]*

PHE 115 Cardiovascular Conditioning (1)

PHE 130 Weight Training (1)

General Electives (6)

TOTAL CREDITS: 32

+Take these courses in consecutive terms

FOURTH YEAR

ESC 420 Exercise Testing & Prescription (3)

NSC 401 Ethics in Science (3)

NSC, ESC or related elective courses 1-2 (6)

SPM 427 Admin of Fitness & Wellness Progs (3)

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

General Electives (8)

TOTAL CREDITS: 26

RDP.BSFP - BS Financial Planning (residential)

General

Program Description
The B.S. degree program in Financial Planning prepares students to glorify God through Christ-centered leadership and vocational excellence in financial planning professions. It is designed to provide a solid background in accounting and business fundamentals, followed by an in-depth study and application of specific certified financial planning (CFP) courses. Students who complete a bachelor's degree, in addition to the seven CFP courses included in the program, will fulfill the educational requirement to sit for the CFP Exam. While not always required to work in the financial planning industry, passing the exam and receiving certification vastly improves professional opportunities as a Financial Planner or Advisor.

Modality. Point University offers the B.S. in Cybersecurity in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

RDP.BSHA - BS Healthcare Administration (residential)

General

Program Description
The B.S. in Healthcare Administration prepares students to glorify God through Christ-centered leadership and vocational excellence in the healthcare administration field. A Healthcare Administration major is ideal for both recent high school graduates and non-traditional working professionals seeking to advance in the healthcare field.

Modality. Point University offers the B.S. in Healthcare Administration in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

Learning Outcomes
1. Develop policy impact assessments to evaluate how healthcare policies influence organizational operations, patient care, and financial performance.

2. Design and evaluate a professional development strategy to achieve long-term career goals in healthcare administration.

3. Develop ethical and legal strategies in healthcare administration to ensure compliance, accountability, and equitable decision-making.

4. Design initiatives that address healthcare challenges, improve patient care, and optimize organizational performance.

5. Create and manage financial strategies and systems that ensure effective resource stewardship, compliance, and financial sustainability in healthcare organizations.

6. Design improvements to key healthcare processes using healthcare data analytics and IT system insights.

7. Solve complex healthcare operational challenges with leadership, budgeting, policy analysis, and data-driven insights.

RDP.BSME - BS Music Education (residential)

General

Program Description
The Music Education degree equips students to serve in music education settings at the PreK - 12 level (preschool through 12th grade). Students must be admitted to the Teacher Education Program (TEP), as well as gain acceptance as a music major in the Fine Arts Department. The music curriculum component requires a student to choose a major instrument as their emphasis. The Music Education program promotes best practices in music education, along with specialized knowledge, skills, professional dispositions, and Christian attitudes associated with effective musicians and teachers.

The B.S. in Music Education program includes the courses and field experiences necessary for the successful student to serve in music education settings at the PreK-12 level in Georgia classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification.

Modality. Point University offers the B.S. in Music Education in on-ground format at its main campus in West Point, Georgia. Throughout the degree, the student will complete 60 hours in all levels of PreK - 12th grade music classrooms both observing and teaching. Music education students also complete Student Teaching that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Middle Grades Education program is to develop and train educators equipped to teach 4th through 8th grades who demonstrate the know-ledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Middle Grades Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of general content and pedagogy for grades 4-8, as well as selected specializations in Language Arts, Math, Science, or Social Studies.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate classroom instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

Recommended Course Sequence

Recommended Course Sequence for B.S. in Music	
FIRST YEAR Fall (17 hrs) EFT 101 Effective Thinking (1) ENG 101 Critical Reading & Writing I (3) MAP 113 Class Piano I (1) MAP ___ Applied Instruction (2) MEN ___ Performance Ensemble (0) MUS 103 Music Theory I (3) MUS 103L Functional Theory Skills I (1) MUS 112 Survey of Music (3) HIS ___ History core selection (3) Spring (17 hrs) BBS 102 The Drama of Scripture (3) ENG 102 Critical Reading & Writing II (3) MAP ___ Applied Instruction (2) MAP 123 Class Piano II (1) MEN ___ Performance Ensemble (0) MUS 104 Music Theory II (3) MUS 104L Functional Theory Skills II (1) NSC_/_L Natural Science course w/ Lab(4) TOTAL CREDITS: 34	**SECOND YEAR** Fall (17 hrs) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) MAP 233 Class Piano III (1) MAP ___ Applied Instruction (2) MEN ___ Performance Ensemble (0) MUS 205 Music Theory III (3) MUS 205L Functional Theory Skills III (1) MAP ___ Methods Course (1) BBS 202 Jesus: The Focus of Scripture (3) Spring (17 hrs) EDU 300 Educational Psychology (3) MAP 253 Class Piano IV (1) MAP ___ Applied Instruction (2) MEN ___ Performance Ensemble (0) MUS 206 Music Theory IV (3) MUS 206L Functional Theory Skills IV (1) MUS 210 Foundations of Music Education (3) SOC Sociology core selection (3) MAP ___ Methods Course (1) TOTAL CREDITS: 34

THIRD YEAR	
Fall (17 hrs)	**FOURTH YEAR**
BBS ___ Biblical Studies elective (3)	Fall (17 hrs)
ESL 442 Culture & Education (3)	EDU 401 The Exceptional Child (3)
MAP ___ Applied Instruction (2)	MAP ___ Applied Instruction (2)
MEN ___ Performance Ensemble (0)	MEN ___ Performance Ensemble (0)
MUS 301 Music History I (3)	MUS ___/434 Band/Choral Pedagogy & Lit (3)
MUS 311 Conducting (2)	MUS 453 Orchestration (3)
MUS 322 Music Methods for Children (3)	MUS 315 Music Technology (3)
MAP ___ Methods Course (1)	THE 405 Christ, Culture, & Career (3)
Spring (13 hrs)	Spring (12 hrs)
BBS 304 Scripture: Reading & Interpretation (3)	MGI 497 Teaching Practicum (12)
MAP ___ Applied Instruction (2)	
MAP 388 Junior Recital (0)	
MEN ___ Performance Ensemble (0)	
MTH 115 Quantitative Reasoning (3)	
MUS 302 Music History II (3)	
MUS 312/313 Inst or Choral Conducting (2)	
TOTAL CREDITS: 30	*TOTAL CREDITS: 29*

Special Considerations

Mandatory Background Check. Students majoring in Middle Grades Education will be subject to a background check before entering schools for laboratory experiences.

Requirements

Requirements

RDP.BSMGE - BS Middle Grades Education (residential)

General

Program Description

The B.S. in Middle Grades Education (MGE) program develops and trains middle grades educators equipped to teach 4th through 8th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences. Students choose two of the following four areas as a primary concentration and secondary concentration: Language Arts, Math, Science, and Social Studies. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Associate Professor Edward W. Clark (Eddie.Clark@Point.edu).

Georgia Teacher Certification. The B.S. in Middle Grades Education (MGE) pro-gram includes the courses and field experiences necessary for the successful student to teach children in Georgia 4th through 8th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The MGE program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

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

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Learning Outcomes

Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Middle Grades Education program is to develop and train educators equipped to teach 4th through 8th grades who demonstrate the know-ledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

The Middle Grades Education Major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Demonstrate knowledge of general content and pedagogy for grades 4-8, as well as selected specializations in Language Arts, Math, Science, or Social Studies.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate classroom instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

Recommended Course Sequence

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

Recommended Course Sequence for B.S. in Middle Grades Education	
FIRST YEAR BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HUM 101 Introduction to Humanities (3) MTH ___ Mathematics core selection (3) NSC 103/ 103L Biology I w/Lab (4) NSC ___ Approved Natural Science elective (3) PSY 103 Introduction to Psychology (3) Concentration elective (3) *TOTAL CREDITS: 32*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* ENG 207 World Literature (3) HIS 250 United States History I (3) SOC/HIS 214 Geography (3) Concentration electives (9) *TOTAL CREDITS: 30*

THIRD YEAR

Fall Term (TEP Block I)

ESL 442 Culture & Education (3) *[WE]*

MGI 300 Adolescent Literature (3)

MGI 302 Reading Skills (3)

MGI 305 Math for MG or conc. course (3)

MGI 330 Language Arts/MG or conc. course (3)

MGI 391 Block 1 Lab Experience (1)** #

TOTAL CREDITS: 16

Spring Term (TEP Block II)

BBS 304 Scripture: Reading & Interpretation (3)

EDU 405 Integration of Technology (3)

EDU 433 Differentiated Instruction (2)

ESL 240 Linguistic Theory (3)

MGI 321 Social Studies/MG or conc. course (3)

MGI 392 Block 2 Lab Experience (1)** #

FOURTH YEAR

Fall Term (TEP Block III)

BBS ___ Biblical Studies elective (3)

EDU 350 Curriculum & Assessment (2)

EDU 401 The Exceptional Child (3)

EDU 407 Classroom Management (3)

ESL 441 Methods for ESOL (3)

MGI 493 Block 3 Lab Experience (1)**

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

TOTAL CREDITS: 18

Spring Term (Student Teaching)

MGI 497 Teaching Practicum (12)**

TOTAL CREDITS: 12

+Take these courses in consecutive terms

 # For students who pair the Language Arts and Mathematics concentrations or who pair the Science and Social Studies concentrations, the Block 1 and Block II Lab Experiences occur in the same term.

MGI 421 Science for MG or conc. course (3)

TOTAL CREDITS: 18

Special Considerations

Mandatory Background Check. Students majoring in Middle Grades Education will be subject to a background check before entering schools for laboratory experiences.

RDP.BSMU - BS Music (residential)

General

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

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

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

Music Performance & Pedagogy Specialization only

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

Music Production Specialization only

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

Worship & Music Ministry Specialization only

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

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

Recommended Course Sequence for B.S. in Music

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS ___ History core selection (3)

MAP 113 Beginning Piano Class I (1)

MAP 123 Beginning Piano Class II (1)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MTH 115 Quantitative Reasoning [or higher] (3)

MUS 103 Music Theory I (3)

MUS 103L Functional Theory Skills I (1)

MUS 104 Music Theory II (3)

MUS 104L Functional Theory Skills II (1)

MUS 112 Survey of Music (3)

TOTAL CREDITS: 33

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

COM 205 Public Speaking (3)

MAP 233 Intermediate Piano Class (1)

MAP 253 Advanced Piano Class (1)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MUS 205 Music Theory III (3)

MUS 205L Functional Theory Skills III (1)

MUS 206 Music Theory IV (3)

MUS 206L Functional Theory Skills IV (1)

NSC _/_L Natural Science course w/Lab (4)

PSY 103 Introduction to Psychology (3)

SOC Sociology core selection (3)

TOTAL CREDITS: 30

THIRD YEAR

BBS 304 Scripture: Reading & Interpretation (3)

BBS ___ Biblical Studies elective (3)

Fine Arts Specialization Courses (4)

HFA core selection (3)

MAP 112 Beginning Voice Class (1)

MAP 232 Intermediate Voice Class (1)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

MUS 301 Music History I (3)

MUS 302 Music History II (3)

MUS 311 Conducting (2)

MUS 315 Music Technology I (3)

TOTAL CREDITS: 30

+Take these courses in consecutive terms

FOURTH YEAR

Fine Arts Specialization Courses (14)

MAP ___ Applied Instruction (2)

MEN ___ Performance Ensemble (2)

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

General Electives (6)

TOTAL CREDITS: 27

RDP.BSPS - BS Psychology (residential)

General

Program Description
The B.S. in Psychology program provides an undergraduate knowledge base for careers in academia and research. It prepares students for graduate studies in associ-ated fields that require studies in Psychology and related disciplines. The Bachelor of Arts (B.A.) version of the Psychology program includes a foreign language requirement while t

Modality. Point University offers the B.S. in Psychology in on-ground format at its main campus in West Point, Georgia. An online "course companion" includes a grade-book and supplementary materials. Point also offers a fully-online version of the B.S. in Psychology program.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Psychology program is to provide a knowledge base for careers in academia and research and to prepare students for graduate studies in associated fields.

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

Objective 1: Compare and contrast the varieties of theories, issues, and techniques in psychology.

Objective 2: Explain the intricacies of the psychological, physiological, developmental, and spiritual makeup of human beings.

Objective 3: Communicate knowledge and comprehension of psychology in written and verbal media.

Objective 4: Integrate psychological theory and theology.

Objective 5: Pursue advanced studies in graduate school.

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

Recommended Course Sequence for B.S. in Psychology

FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)* *ENG 102 Critical Reading & Writing II (3)* HIS ___ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) CHS 202 The Family (3) CHS 211 Introduction to Counseling (3) COM 205 Public Speaking (3) HFA core selections (6) PSY 200 Social Psychology (3) PSY 204 Developmental Psychology (3) General Electives (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) CHS 312 Counseling Diverse Populations (2) CHS 417 or 420 Counseling selection (3) COM 305 Media Effects on Children & Adolescents (3) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* PSY 315 Group Dynamics (2) General Electives (12) *TOTAL CREDITS: 31* *+Take these courses in consecutive terms*	**FOURTH YEAR** BBS ___ Biblical Studies elective (3) CHS 310 Prenatal Development (2) CHS 392 Careers in Helping Professions (2) PSY 305 Adolescent Psychology (3) PSY 341 Abnormal Psychology (3) PSY 442 Personality Theory (3) PSY 465 Psychology of Religion (3) *[WE]* THE 405 Christ, Culture & Career (3) *[WE]* General Electives (8) *TOTAL CREDITS: 30*

Special Considerations
Honors Program. The Honors Program of the Psychology & Counseling Department challenges students to attain a higher level of preparation, recognizes student productivity and achievement, and provides a vehicle for students to compete for admission to graduate schools. Students choose and complete the Honors Program through a combi-nation of grade point average (GPA), internship(s), senior portfolio, senior interview, comprehensive examination, and final essay. The Honors Program is available in the Counseling & Human Services, Psychology, and Sociology with Social Work Specialization programs. Notation of the Honors Program appears on the graduate's academic transcript. See a faculty advisor for the policies, requirements and procedures of the Honors Program.

RDP.BSSCM - BS Supply Chain Management (residential)

General

Program Description
The B.S. in Supply Chain Management program prepares students to glorify God through Christcentered leadership and vocational excellence in the supply chain and logistics field. It is designed to provide a broad preparation for theChristian to lead and serve effectively in business and society. In addition,the degree requires focused professional studies courses in supply chain and logistics management, preparing students for careers in this essential and growing field.

Modality. Point University offers the B.S. in Cybersecurity in on-ground format at its main campus in West Point, Georgia. There are courses within the professional major that are offered online and in partnership with Rize.

Learning Outcomes
Purpose. The purpose of the B.S. in Supply Chain Management program is to prepare students to glorify God through Christ-centered leadership and vocational excellence in supply chain management.

The Supply Chain Management major builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation)to accomplish the following student learning objectives:

Objective 1: Utilize written and oral communication in a business environment with an emphasis on effective interpersonal skills.

Objective 2: Manage human, financial, and physical resources to achieve stated objectives.

Objective 3: Demonstrate knowledge of accounting, finance, and marketing principles and their applications.

Objective 4: Critically assess the costs and logistical requirements of setting up a physical goods supply chain.

Objective 5: Use popular methodologies (such as six sigma) and common technologies to make and implement practical decisions.

Objective 6: Solve real-world supply chain management problems and clearly articulate end-to-end considerations for any proposed solution.

Objective 7: Identify and apply ethical considerations, laws and regulations governing business operations.

RDP.BSSE - BS Secondary Education (residential)

General

Program Description
The B.S. in Secondary Education (SED) program develops and trains educa-tors equipped to teach 6th through 12th grades who demonstrate the knowledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher. Students progress from General Education courses and Foundational Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences and one term of student teaching experience in a local public middle or high school. Students select one of the following three concentrations toward the goal of teaching that subject at the secondary level: Biology, English, or History. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Susan S. Ryan, Ed.D. (Susan.Ryan@Point. edu).

Georgia Teacher Certification. The B.S. in Secondary Education (SED) program includes the courses and field experiences necessary for the successful student to teach children in Georgia 6th through 12th grade classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. The SED program also includes the courses which lead to the GaPSC endorsement in English to Speakers of Other Languages (ESOL). For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

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

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Secondary Education program is to develop and train early educators equipped to teach 6th through 12th grades who demonstrate the know-ledge, skills, professional dispositions, and Christian attitudes associated with being an effective teacher.

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

Objective 1: Demonstrate knowledge of general content and pedagogy for grades 6-12, as well as specialized knowledge developed through a selected concentration in Biology, English, or History.

Objective 2: Design and implement integrated lesson plans that utilize Georgia standards, a variety of instructional strategies, learning resources, and formal and informal assessments.

Objective 3: Plan and implement an effective classroom management system.

Objective 4: Demonstrate proficiency in the use of technology as a teaching and learning tool.

Objective 5: Use reflection, inquiry and critical analysis to improve teaching practices and professional behaviors.

Objective 6: Demonstrate classroom instructional strategies that reflect InTASC standards.

Objective 7: Use skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with all students.

Recommended Course Sequence

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

Recommended Course Sequence for B.S. in Secondary Education with Biology Concentration	
FIRST YEAR BBS 102 The Drama of Scripture (3) EDU 102 Educational Foundations (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS 250 United States History I (3) HUM 101 Introduction to Humanities (3) MTH 120 College Algebra (3) (or higher) *NSC 103/103L Biology I w/Lab (4)+* *NSC 104-104L Biology II w/Lab (4)+* PSY 103 Introduction to Psychology (3) *TOTAL CREDITS: 33*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) EDU 204 Developmental Psychology (3) EDU 300 Educational Psychology (3) *[WE]* ENG 207 World Literature (3) NSC 106-106L Environmental Science w/Lab (4) NSC 110 Physical Science w/Lab (4) *NSC 228-228L Chemistry I w/Lab (4)+* *NSC 229-229L Chemistry II w/Lab (4)+* SOC/HIS 214 Geography (3) *TOTAL CREDITS: 34*
THIRD YEAR **Fall Term (TEP Block I)** ESL 442 Culture & Education (3) *[WE]* MTH 117 Introductory Statistics (3) NSC 250-250L Botany w/Lab (4) NSC 421-421L Genetics w/Lab (4) SED 331 Secondary Methods (3) SED 391 Block 1 Lab Experience: Secondary School (1)** *TOTAL CREDITS: 18* **Spring Term (TEP Block II)** BBS 304 Scripture: Reading & Interpretation (3) EDU 405 Integration of Technology (3) EDU 433 Differentiated Instruction (2) ESL 240 Linguistic Theory (3) NSC 307-307L Microbiology w/Lab (4) SED 392 Block 2 Lab Experience: Middle School (1)** *TOTAL CREDITS: 16*	**FOURTH YEAR** **Fall Term (TEP Block III)** EDU 350 Curriculum & Assessment (2) EDU 401 The Exceptional Child (3) EDU 407 Classroom Management (3) ESL 441 Methods for ESOL (3) NSC 401 Ethics in Science (3) SED 493 Block 3 Lab Experience: ESOL (1)** THE 405 Christ, Culture & Career (3) *[WE]* *TOTAL CREDITS: 18* **Spring Term (Student Teaching)** SED 497 Teaching Practicum (12)** *TOTAL CREDITS: 12* *+Take these courses in consecutive terms*

Recommended Course Sequence for B.S. in Secondary Education with English Concentration

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

ENG 203 American Literature since 1860 (3)##

HIS 250 United States History I (3)

HUM 101 Introduction to Humanities (3)

MTH 115 Quantitative Reasoning (3) (or higher)

NSC _-_L Natural Science elective w/ Lab (4)

PSY 103 Introduction to Psychology (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

ENG 202 American Literature to 1860 (3)##

ENG 205 British Literature since 1800 (3)##

ENG 207 World Literature (3)

ENG 262 Advanced Writing: Non-Fiction (3) *[WE]*

ENG 330 Adolescent Literature (3)

SOC/HIS 214 Geography (3)

TOTAL CREDITS: 30

THIRD YEAR

Fall Term (TEP Block I)

ENG 204 British Literature to 1860 (3)*#

ENG 350 Christian Literature (3)

ENG 375 Literary Theory (3)

ESL 442 Culture & Education (3) *[WE]*

SED 331 Secondary Methods (3)

SED 391 Block 1 Lab Experience: Secondary School (1)**

TOTAL CREDITS: 16

Spring Term (TEP Block II)

BBS 304 Scripture: Reading & Interpretation (3)

EDU 405 Integration of Technology (3)

EDU 433 Differentiated Instruction (2)

ENG 373 Modern Grammar (3)

ESL 240 Linguistic Theory (3)

SED 392 Block 2 Lab Experience: Middle School (1)**

TOTAL CREDITS: 1

FOURTH YEAR

Fall Term (TEP Block III)

EDU 350 Curriculum & Assessment (2)

EDU 401 The Exceptional Child (3)

EDU407 Classroom Management (3)

ESL 441 Methods for ESOL (3)

SED 493 Block 3 Lab Experience: ESOL (1)

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

TOTAL CREDITS: 15

Spring Term (Student Teaching)

SED 497 Teaching Practicum (12)

TOTAL CREDITS: 12

+Take these courses in consecutive terms

These courses are offered on a 2-year cycle.

Recommended Course Sequence for B.S. in Secondary Education with History Concentration

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS 103 U.S. Government (3)

HIS 250 United States History I (3)

HUM 101 Introduction to Humanities (3)

MTH 115 Quantitative Reasoning (3) (or higher)

NSC _-_L Natural Science elective w/ Lab (4)

PSY 103 Introduction to Psychology (3)

TOTAL CREDITS: 32

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

COM 205 Public Speaking (3)

EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

ENG 207 World Literature (3)

HIS 104 World History I (3)

HIS 105 World History II (3)

HIS/SOC 214 Geography (3)

HIS 251 United States History II (3)

HIS 430 Historiography with Georgia History (3)

TOTAL CREDITS: 30

THIRD YEAR

Fall Term (TEP Block I)

ESL 442 Culture & Education (3) *[WE]*

HIS 201 Church History I *or*

HIS 204 History of Religion in America (3)

HIS ___ History electives (6)

SED 331 Secondary Methods (3)

SED 391 Block 1 Lab Experience: Secondary School (1)**

TOTAL CREDITS: 16

Spring Term (TEP Block II)

BBS 304 Scripture: Reading & Interpretation (3)

BUS 320 Microeconomics (3)

EDU 405 Integration of Technology (3)

EDU 433 Differentiated Instruction (2)

ESL 240 Linguistic Theory (3)

SED 392 Block 2 Lab Experience: Middle School (1)**

TOTAL CREDITS: 15

FOURTH YEAR

Fall Term (TEP Block III)

EDU 350 Curriculum & Assessment (2)

EDU 401 The Exceptional Child (3)

EDU 407 Classroom Management (3)

ESL 441 Methods for ESOL (3)

SED 493 Block 3 Lab Experience: ESOL (1)**

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

TOTAL CREDITS: 15

Spring Term (Student Teaching)

SED 497 Teaching Practicum (12)**

TOTAL CREDITS: 12

+Take these courses in consecutive terms

Special Considerations

Mandatory Background Check. Students majoring in Secondary Education will be subject to a background check before entering schools for laboratory experiences.

RDP.BSSO - BS Sociology (residential)

General

Program Description
The B.S. in Sociology with Social Work Specialization program equips stu-dents with skills for entry-level positions in the helping professions. The program requires studies in Sociology, Social Work, and related fields. Graduates are prepared for post-graduate education in Sociology or related fields. For information on additional proce-dures and guidelines for this major, contact the program coordinator or a faculty advisor in the department.

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

Information and Additional Notes
Pont University is undertaking steps to close this program of study, effective fall 2023. Students enrolled at the time of closure are able to finish their program, but no new enrollments are being approved.

Reach out to your faculty advisor or advising.center@point.edu for guidance in selecting the right program for you.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. The purpose of the B.S. in Sociology with Social Work Specialization program is to equip students with skills for entry-level positions in the helping professions and to prepare students for graduate-level studies.

The Sociology Major with Social Work Specialization builds on Point University's mission, values, and Core Curriculum (General Studies and Character Formation) to accomplish the following student learning objectives:

Objective 1: Understand the history and evolution of the discipline of sociology.

Objective 2: Demonstrate a knowledge of the core concepts and theories in the field of sociology.

Objective 3: Think sociologically, to identify the various social forces or conditions which hinder or help.

Objective 4: Analyze the relationships among the various social institutions.

Objective 5: Demonstrate the actions of a competent professional who respects and appreciates social and cultural diversity.

Objective 6: Communicate effectively in written and oral presentations in academic and business settings.

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

Recommended Course Sequence for B.S. in Sociology with Social Work Specialization

FIRST YEAR BBS 102 The Drama of Scripture (3) EFT 101 Effective Thinking (1) *ENG 101 Critical Reading & Writing I (3)+* *ENG 102 Critical Reading & Writing II (3)+* HIS ___ History elective (3) MTH 115 Quantitative Reasoning [or higher] (3) NSC _/_L Natural Science course w/Lab (4) PSY 103 Introduction to Psychology (3) SOC 103 Introduction to Sociology (3) General Elective (3) *TOTAL CREDITS: 29*	**SECOND YEAR** BBS 202 Jesus: The Focus of Scripture (3) COM 205 Public Speaking (3) HFA core selections (6) PSY 204 Developmental Psychology (3) SOC 200 Social Psychology (3) SOC 202 The Family (3) SOC/HIS 210 Cultural Anthropology (3) General Electives (6) *TOTAL CREDITS: 30*
THIRD YEAR BBS 304 Scripture: Reading & Interpretation (3) BBS ___ Biblical Studies elective (3) CHS 312 Counseling Diverse Populations (2) CHS 343 Communication Skills for Social Services (2) CHS 345 Case Management (2) MTH 117 Introductory Statistics (3) PSY 303 Methods in Research (3) *[WE]* SOC 300 Social Theory (3) SOC 341 Introduction to Social Work (3) SOC Sociology or related elective course 1 (3) General Elective (3) *TOTAL CREDITS: 30* *+Take these courses in consecutive terms*	**FOURTH YEAR** CHS 392 Careers in Helping Professions (2) PSY 461 Forensic Psychology (3) SOC Sociology or related elective course 2 (3) SWK 401 Social Work Policy I (3) *[WE]* SWK 402 Social Work Policy II (3) SWK 410 Social Work Practice (3) SWK 497 Field Work in Social Work (6) THE 405 Christ, Culture & Career (3) *[WE]* General Electives (5) *TOTAL CREDITS: 31*

RDP.BSSPE - BS Special Education (residential)

General

Program Description
The B.S. in Special Education General Curriculum develops professional educators equipped to serve in special education settings at the PreK-12 level (preschool through 12th grade). Students progress from General Education courses and Founda-tional Education courses into the Teacher Education Program (TEP), which includes three terms of teacher education courses with field experiences at different levels plus one term of student teaching experience in a local public school. The Special Education General Curriculum Major includes a Content Concentration in Reading. The program promotes best practices in special education, along with specialized knowledge, skills, professional dispositions, and Christian attitudes associated with effective teachers. For information on additional procedures and guidelines for this program, contact the Program Coordinator, Associate Professor Edward W. Clark (Eddie.Clark@Point.edu).

Georgia Teacher Certification. The B.S. in Special Education General Curriculum (SPE) program includes the courses and field experiences necessary for the successful student to serve in special education settings at the PreK-12 level in Georgia classrooms. If all criteria are met, the Teacher Education Department recommends the graduate to the Georgia Professional Standards Commission (GaPSC, www.gapsc.com) for state certification. For more information on teacher certification, see the description of the "Point University Teacher Education Program (TEP)" that appears earlier in this catalog. Students may also contact Dr. James Donovan, Chair of the Teacher Education Department (Jim.Donovan@Point.edu).

Modality. Point University offers the B.S. in Special Education General Curriculum in on-ground format at its main campus in West Point, Georgia. An online "course compan-ion" includes a gradebook and supplementary materials.

In the later Teacher Education Program (TEP) courses, students typically meet face-to-face with instructors for about ten weeks and then spend the last 6 weeks of the term in public school classrooms practicing teaching. Teacher Education students also complete a Teaching Practicum (student teaching) that combines on-ground experiential learning in a public school setting and live interactions with peers and a Point instructor.

Learning Outcomes
Program Purpose and Student Learning Objectives

Purpose. Point University's B.S. in Special Education General Curriculum program develops effective, Christ-centered PreK-12 special education professionals who demonstrate knowledge, skills, professional dispositions, and Christian attitudes associated with effective certified teachers.

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

Objective 1: Demonstrate knowledge and skills related to the foundations of Special Education.

Objective 2: Demonstrate knowledge and skills related to development and character-istics of learners.

Objective 3: Demonstrate knowledge and skills related to individual learning differences of children with disabilities.

Objective 4: Demonstrate knowledge and skills related to instructional strategies for learners with disabilities.

Objective 5: Demonstrate knowledge and skills related to providing appropriate learning environments and social/emotional interactions for learners with disabili-ties.

Objective 6: Demonstrate knowledge and skills related to understanding and enhancing language skills of learners with disabilities.

Objective 7: Demonstrate knowledge and skills related to instructional planning for learners with disabilities.

Objective 8: Demonstrate knowledge and skills related to assessment of learners with disabilities.

Objective 9: Demonstrate knowledge and skills related to professional and ethical prac-tice of special educators.

Objective 10: Demonstrate knowledge and skills related to collaboration designed to enhance understanding of and services to learners with disabilities.

Objective 11: Demonstrate their knowledge and skills related to effective instruction of learners with disabilities.

Objective 12: Demonstrate appropriate professional dispositions.

Objective 13: Demonstrate the use of skills, attitudes, Christian behaviors and positive interpersonal relationships associated with being an effective teacher with students with disabilities.

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

Recommended Course Sequence for B.S. in Special Education General Curriculum

FIRST YEAR

BBS 102 The Drama of Scripture (3)

EDU 102 Educational Foundations (3)

EFT 101 Effective Thinking (1)

ENG 101 Critical Reading & Writing I (3)+

ENG 102 Critical Reading & Writing II (3)+

HIS 250 United States History I (3)

HFA core selection (3)

MTH 115 Quantitative Reasoning (3)

NSC ___ Natural Science elective with lab (4)

PSY 103 Introduction to Psychology (3)

TOTAL CREDITS: 29

SECOND YEAR

BBS 202 Jesus: The Focus of Scripture (3)

BBS ___ Biblical Studies elective (3)

COM 205 Public Speaking (3)

PSY 204/EDU 204 Developmental Psychology (3)

EDU 300 Educational Psychology (3) *[WE]*

SOC/HIS 214 Geography (3)

SPE 201 Survey of Special Education (3)

SPE 210 Contemp Issues/ Collaboration SPE (3)

SPE 220 Characteristics of Mild Disabilities (3)

TOTAL CREDITS: 27

THIRD YEAR

Fall Term (TEP Block I)

BBS 304 Scripture: Reading & Interpretation (3)

MGI 300 Adolescent Literature (3)

SPE 302 Reading/Writing/Mild Disabilities PreK-12 (3)

SPE 303 Reading Interv & Programs/ Mild Disabilities (3)

SPE 308 Positive Behavior Supports/ Mgmt (2)

SPE 325 Special Ed Policies & Procedures (3)

SPE 391 Block 1 Lab Experience: Elementary (1)**

TOTAL CREDITS: 18

Spring Term (TEP Block II)

EDU 433 Differentiated Instruction (2)

SPE 301 Methods Instruction/Mild Disabilities (3)

SPE 330 Assessment of Individuals/ Disabilities (3) *[WE*]*

SPE 340 Characteristics and Methods/Mild Autism (3)

SPE 350 Inclusion/Mild Disabilities PreK-5 (3)

SPE 405 Integration of Technology/ Mild Disabilities (3)

SPE 392 Block 2 Lab Experience: Middle (1)**

TOTAL CREDITS: 18

FOURTH YEAR

Fall Term (TEP Block III)

EDU 407 Classroom Management (3)

EDU 410 Reading Diagnosis & Remediation (2)

SPE 305 Math Instruction/Mild Disabilities (3)

SPE 409 Student Advocacy & Transition Services (3)

SPE 420 Inclusion/Mild Disabilities Grades 6-12 (3)

SPE 493 Block 3 Lab Experience: Secondary (1)**

THE 405 Christ, Culture & Career (3)

TOTAL CREDITS: 18

Spring Term (Student Teaching)

SPE 497 Teaching Practicum (12)**

TOTAL CREDITS: 12

+Take these courses in consecutive terms

Special Considerations

Mandatory Background Check. Students majoring in Special Education will be subject to a background check before entering schools for laboratory experiences.

RDP.BSUS - BS Interdisciplinary Studies (residential)

General

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

A specific program of study is developed by the student in consultation with the program coordinator and one or more academic advisors who are academically qualified to oversee the student's program of study with the program coordinator.

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

Information and Additional Notes
The student's program of study proposal must be approved by the Chief Academic Officer and must include:

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

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

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

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

Learning Outcomes
Program Purpose and Student Learning Objectives

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

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

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

TRANS - Transient

General

All Courses

ACCT211 - Financial Accounting

General

Description
This course provides an introductory study of accounting with emphasis on accounting cycle, accounting terminology, collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MATH117 - Introductory Statistics
- MATH120 - College Algebra

ACCT212 - Managerial Accounting

General

Description
Building on BUSI 211 Financial Accounting, this course includes an introductory study of accounting concepts that furnish management with the necessary tools to plan and control activities. Special Consideration: Qualified undergraduates may complete MGMT 560 Managerial Accounting & Decision-Making as a 'swing course' in place of BUSI 212.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting

ACCT261 - Legal & Ethical Responsibilities in Professional Accounting

General

Description
Students gain a foundational working knowledge of professional, ethical, and legal responsibilities in the accounting field. Case studies provide practice in analyzing issues accountants face on a daily basis, applying relevant federal and state laws, and making ethical decisions informed by Christian perspectives. Special Consideration: BUSI 261 is a Writing Emphasis course.

Credit Hours

Min:
3

ACCT311 - Intermediate Accounting I

General

Description
This course focuses on the theoretical structure of financial accounting relevant to the presentation of financial information for use in decision making. Students learn the various forms of business, the accounting system, the accounting cycle, standard setting, the Generally Accepted Accounting Principles (GAAP), and the economic consequence on the users of financial statements. Topics include identifying, classifying and measuring assets, liabilities, equity, revenue, and expenses; recording these items; constructing financial statements; and the relationship between the income statement, balance sheet, statement of cash flows and statement of retained earnings. Students practice researching financial accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisite: BUSI 212 Managerial Accounting

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT212 - Managerial Accounting

ACCT312 - Intermediate Accounting II

General

Description
In this continuation of Intermediate Accounting I, students delve more deeply into accounting for the economic resources of a business. Topics include operational assets, intangible assets, current liabilities and contingent obligations, and investments and long-term receivables. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisite: BUSI 311 Intermediate Accounting I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT311 - Intermediate Accounting I

ACCT313 - Intermediate Accounting III

General

Description
Building on Intermediate Accounting I and II, this course focuses on topics such as long-term liabilities, stockholders' equity, earnings per share, accounting for pensions, accounting for leases, share-based compensation, and income taxes. It also covers accounting for special transactions and events, such as accounting changes, correction of errors and accompanying financial statement disclosure requirements, and restatements. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisites: BUSI 311 Intermediate Accounting I, BUSI 312 Intermediate Accounting II.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT311 - Intermediate Accounting I
- ACCT312 - Intermediate Accounting II

ACCT332 - Accounting Information Systems

General

Description
This course introduces accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. Recommended: CISM 105 Introduction to Academic Technologies, CISM 110 Intermediate Academic Technologies.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting
- ACCT212 - Managerial Accounting
- MGMT214 - Managing Information Systems

ACCT334 - Financial Management in Healthcare Administration

General

Description
This course offers a wide-ranging overview of the financial side of healthcare. Topics include economic factors driving the rising costs of medical services, cost reimbursement programs, and healthcare reform through the Patient Protection and Affordable Care Act of 2010. Students learn the basics of healthcare accounting and finance including accounting fundamentals. They also explore the more complex issues of cash management, budgeting and variance analysis, and revenue cycle management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

ACCT336 - Principles of Finance

General

Description
A survey of financial management and decision making, with an emphasis on financial analysis, budgeting, and capital management. Prerequisite: BUS 202, 209, 212. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting
- MGMT214 - Managing Information Systems

ACCT339 - Investment Analysis

General

Description
An in-depth introduction to investment analysis and portfolio management. The major topics include portfolio theory, CAPM, equity valuation, and derivatives. Pre: BUS 202, BUS 209, and BUS 336. (alternate year, Fall)

Credit Hours

Min:
3

ACCT342 - Real Estate Finance

General

Description
This course surveys the concepts, methods, and techniques of financing real estate transactions. The major topics include real estate markets, valuing properties, mortgage analysis, and securitization. Pre: BUS 209 and BUS 336

Credit Hours

Min:
3

ACCT364 - Income Tax Accounting

General

Description
Students learn the principles of federal income taxation with an emphasis on the taxation of individuals, including tax rules, dangers that arise in particular tax situations and guidelines for keeping taxes at a legal minimum. Prerequisites: ACCT 211 Financial Accounting, ACCT 212 Managerial Accounting.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting
- ACCT212 - Managerial Accounting

ACCT395 - Cost Accounting

General

Description
Students learn to conduct cost analyses for effective decision-making in areas such as capital investments and cost control. They employ measurable and quantifiable models for forecasting, planning and control, performance valuation, and assessment. Students also learn how to strategize various control systems.

Credit Hours

Min:
3

ACCT425 - Auditing

General

Description
This course introduces the discipline of auditing, accounting systems, and internal controls in public and private sectors, as well as the auditing profession and the audit process. Topics include professional ethics and responsibilities, planning, internal controls and risks, audit evidence and reports, and legal liability.

Credit Hours

Min:
3

ACCT433 - Fraud Examination and Fraud Schemes

General

Description
This course offers an introduction to the field of forensic accounting. Topics include the history of forensic accounting, the fraud triangle theory, financial statement misrepresentation, and fraud examination techniques, including fraud prevention and control. Students examine real-world cases in the area of forensic accounting and complete a realistic learning project as part of the course. Special Consideration: ACCT 433 is a Writing Emphasis course.

Credit Hours

Min:
3

ACCT448 - Governmental & Nonprofit Accounting

General

Description
This course focuses on fundamental principles of accounting for governmental units, colleges, healthcare providers, hospitals, clinics, health and welfare organizations, and other non-profit organizations. Students compare and contrast non-profit accounting processes with those of for-profit entities by evaluating the different regulations for budgeting, funding options, revenue recognition, recording transactions, and financial reporting.

Credit Hours

Min:
3

ACCT451 - Detection & Prevention of Fraudulent Financial Statements

General

Description
Students analyze various types of fraud and how crime causation is established. Topics include the white-collar crime theory of fraud, work-related schemes, fraudulent financial transactions, fraud risk assessment, internal controls to deter fraud, and accounting and auditing theory. The course acquaints students with the Association of Certified Fraud Examiners (ACFE) Code of Professional Ethics and prepares them for two sections of the Certified Fraud Examiner (CFE) exam-namely, Fraud Prevention & Deterrence and Financial Transactions & Fraud Schemes.

Credit Hours

Min:
3

ACCT456 - Forensic & Investigative Accounting

General

Description
This capstone course addresses the substance of forensics, litigation, criminology and the investigative auditing expertise of accounting. Topics include basic accounting fraud schemes, theories of crime causation related to fraud (classical theories, routine activities theory, psychological theories, biological theories, social structure theories, and social process theories), regulations related to fraud, and investigative techniques related to white-collar crime. Students synthesize crime causation theories, theories of human behavior, and the fraud triangle practice. Prerequisites: Completion of all other courses in the Accounting Major with a Concentration in Forensics & Fraud.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting
- ACCT212 - Managerial Accounting
- MGMT214 - Managing Information Systems
- ACCT332 - Accounting Information Systems
- ACCT364 - Income Tax Accounting
- ACCT261 - Legal & Ethical Responsibilities in Professional Accounting
- ACCT311 - Intermediate Accounting I
- ACCT312 - Intermediate Accounting II
- ACCT313 - Intermediate Accounting III
- ACCT395 - Cost Accounting
- ACCT425 - Auditing
- ACCT433 - Fraud Examination and Fraud Schemes
- ACCT448 - Governmental & Nonprofit Accounting
- ACCT451 - Detection & Prevention of Fraudulent Financial Statements

ACCT535 - Financial Statement Analysis & Valuation

General

Description
Students integrate concepts from accounting, economics, finance, and business strategy to evaluate financial statements and value firms. In doing so, they quantitatively evaluate firm strategies, forecast financial statements, and apply sensitivity analysis techniques. The course utilizes business case studies from professional literature, along with appropriate technologies, to enable students to practice various analysis and valuation techniques.

Credit Hours

Min:
3

ACCT555 - Cost Management & Decision-Making

General

Description
This course covers cost accounting concepts so vital in a changing business environment. Topics include, but are not limited to, activity-based costing, strategic cost management, balanced scorecard, environmental cost management, lean accounting, pricing and profitability analysis, and capital budgeting. Integrative exercises enable students not only to perform the necessary calculations, but also to understand how applicable cost concepts help managers make decisions that transform the organization.

Credit Hours

Min:
3

ACT211 - Financial Accounting

General

Description
An introductory study of accounting with emphasis on accounting cycle, accounting terminology, collection of accounting data, the recording of data into the accounting system, and the preparation and interpretation of basic financial statements. Pre: MTH course (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MTH115 - Quantitative Reasoning
- MTH117 - Introductory Statistics
- MTH120 - College Algebra
- MTH191 - Pre-Calculus
- MTH210 - Calculus 1
- MTH212 - Calculus 2

ACT212 - Managerial Accounting

General

Description
Building on BUS 211, an introductory study of accounting concepts which furnish management with the necessary tools to plan and control activities. Prerequisite: BUS 211. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT211 - Financial Accounting

ACT300 - General Principles of Financial Planning

General

Description
This course provides a comprehensive examination of the general principles offinancial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

ACT301 - Risk Managment & Insurance Planning

General

Description
This course provides a comprehensive examination of the general principles ofrisk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principal knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including health, disability, long-term care, life, and personal property and casualty homeowners,personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

ACT302 - Investment Planning

General

Description
The course is designed for students interested in pursuing careers in the financial planning and asset management profession. The course and curriculum are approved by the CFP® Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

ACT311 - Intermediate Accounting I

General

Description
This course focuses on the theoretical structure of financial accounting relevant to the presentation of financial information for use in decision making. Students learn the various forms of business, the accounting system, the accounting cycle, standard setting, the Generally Accepted Accounting Principles (GAAP), and the economic consequence on the users of financial statements. Topics include identifying, classifying and measuring assets, liabilities, equity, revenue, and expenses; recording these items; constructing financial statements; and the relationship between the income statement, balance sheet, statement of cash flows and statement of retained earnings. Students practice researching financial accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisite: BUS 212 Managerial Accounting.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT212 - Managerial Accounting

ACT312 - Intermediate Accounting II

General

Description
In this continuation of Intermediate Accounting I, students delve more deeply into accounting for the economic resources of a business. Topics include operational assets, intangible assets, current liabilities and contingent obligations, and investments and long-term receivables. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisite: BUS 311 Intermediate Accounting I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT311 - Intermediate Accounting I

ACT313 - Intermediate Accounting III

General

Description
Building on Intermediate Accounting I and II, this course focuses on topics such as long-term liabilities, stockholders' equity, earnings per share, accounting for pensions, accounting for leases, share-based compensation, and income taxes. It also covers accounting for special transactions and events, such as accounting changes, correction of errors and accompanying financial statement disclosure requirements, and restatements. Students continue to research accounting issues using the Financial Accounting Standards Board (FASB) Codification Database. Prerequisites: BUS 311 Intermediate Accounting I and BUS 312 Intermediate Accounting II.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT311 - Intermediate Accounting I
- ACT312 - Intermediate Accounting II

ACT332 - Accounting Information Systems

General

Description
This course offers an introduction to accounting information systems with an emphasis on evaluating internal controls, designing computer-based systems, and developing technology skills. Prerequisites: MGM 209 Computer Information Systems and ACT 212 Managerial Accounting.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM209 - Computer Information Systems
- ACT212 - Managerial Accounting

ACT336 - Principles of Finance

General

Description
This course includes a survey of financial management and decision making, with an emphasis on financial analysis, budgeting, and capital management. Prerequisites: MGM 203 Business Analytics, MGM 209 Computer Information Systems, and ACT 212 Managerial Accounting

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM203 - Business Analytics
- MGM209 - Computer Information Systems
- ACT212 - Managerial Accounting

ACT339 - Investment Analysis

General

Description
This course provides an in-depth introduction to investment analysis and portfolio management. Major topics include portfolio theory, the Capital Asset Pricing Model (CAPM), equity valuation, and derivatives. Prerequisites: MGM 203 Business Analytics, MGM 209 Computer Information Systems, and ACT 336 Principles of Finance.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM203 - Business Analytics
- MGM209 - Computer Information Systems
- ACT336 - Principles of Finance

ACT342 - Real Estate Finance

General

Description
This course surveys the concepts, methods, and techniques of financing real estate transactions. Major topics include real estate markets, valuing properties, mortgage analysis, and securitization. Prerequisites: MGM 209 Computer Information Systems and ACT 336 Principles of Finance.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM209 - Computer Information Systems
- ACT336 - Principles of Finance

ACT364 - Income Tax Accounting

General

Description
A study of the principles of federal income taxation with an emphasis on the taxation of individuals, including tax rules, dangers that arise in particular tax situations, and guidelines for keeping taxes at a legal minimum. Prerequisite: BUS 212. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT212 - Managerial Accounting

ACT401 - Tax Planning

General

Description
This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

ACT402 - Retirement Savings & Income Planning

General

Description
This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

ACT403 - Estate Planning

General

Description
This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

ACT404 - Financial Plan Development

General

Description
This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CFP coursework
Type
Completion Requirement

Complete ALL of the following Courses:
- ACT300 - General Principles of Financial Planning
- ACT301 - Risk Managment & Insurance Planning
- ACT302 - Investment Planning
- ACT401 - Tax Planning
- ACT402 - Retirement Savings & Income Planning
- ACT403 - Estate Planning

ACT405 - Cost Accounting

General

Description
The study of cost determination as applied to a variety of business operations. An emphasis is placed on job order, process, and standard cost accounting systems. Prerequisite: BUS 212. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ACT212 - Managerial Accounting

ACT408 - Forensic Accounting

General

Description
This course will explore fraud detection and in vestigation techniques. In addition, methods of analysis will be employed to determine the econ omic damages in fraud cases. The major topics include legal environment, fraud investigation proc ess, fraud evidence, fraud reports, and fraud loss analysis. Pre: Financial Accounting, BUS 211 and BUS 332. (alternate year)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT211 - Financial Accounting
- ACT332 - Accounting Information Systems

ACT446 - Auditing

General

Description
A study of the standards and procedures used in examining financial statements and supporting records. Emphasis is placed on the evaluation of internal control, the auditor's responsibilities to clients and third parties, and the ethical framework in which one operates. Pre: BUS212. (Alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT212 - Managerial Accounting

ACT448 - Financial Markets

General

Description
This course explores the role of financial institutions and markets in the business environment. The major topics include bank and non-bank financing, options and futures, Federal Reserve, and the international financial system. Pre: BUS 336.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACT336 - Principles of Finance

BBS102 - The Drama of Scripture

General

Description
This course will serve as an introduction to the Bible. It will focus on the major stories of Scripture, e.g., creation, fall, Israel, Jesus and the early church. a Student successfully completing this course should be able to understand and share the major plot line of biblical revelation. (Fall and Spring)

Credit Hours

Min:
3

BBS201 - Biblical Interpretation

General

Description
This course will review basic principles of how language works, the historical stages during which Scripture was written, and practical approaches of getting from text to teaching in a way that respects the nature of the Bible. It will prepare students t

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture

BBS202 - Jesus: the Focus of Scripture

General

Description
This course will focus on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is. Credit will not be given for BBS if NTS 201 has been completed. Pre: BBS 102 (Fall and Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture

BBS302 - Scripture: How We Use It

General

Description
The course is to help students become more competent in using Scripture in a way that would enhance their ability to engage the life of the local church, be spiritual leaders in their families, and engage their work place as a persone of faith. Credit will not be given for BBS 302 if BBs 201 ot THE 201 has been completed. Pre: BBS 102. (Fall, Spring and Summer)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture
- BBS202 - Jesus: the Focus of Scripture

BBS304 - Scripture: Reading & Interpretation

General

Description
This course helps students become more competent in using Scripture in ways that enhance their ability to engage the life of the local church, be spiritual leaders in their families, and influence their workplaces as persons of faith. Prerequisites: BBS 102 The Drama of Scripture and BBS 202 Jesus: The Focus of Scripture, or permission from the Biblical Studies Department Chair.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture
- BBS202 - Jesus: the Focus of Scripture

BBS350 - Women in the Bible

General

Description
A study of the place of women in biblical and inter-testamental literature and in the sociocultural contex of antiquity. Special attention to the ongoing influence of biblical texts on the lives of women in the church and world. Pre: BBS 202

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture

BBS425 - Readings in the Hebre Bible and the Septuagint

General

Description
Comparative readings in the Hebrew Bible and Septuagint with emphasis on textual variants, translation techniques and history of interpretation. Prerequisites: GRK 402 and HEB 412. (alternate year)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GRK402 - Greek IV
- HEB412 - Hebrew II

BIBL103 - Drama of Scripture

General

Description
Students explore the drama of scripture from God's creation of the heavens and earth in Genesis, through His redemptive work in Jesus Christ, to the consummation of His Kingship in Revelation. An overview of the structure and rationale of Point University's curriculum shows how students can prepare themselves for active participation in God's ongoing Story.

Credit Hours

Min:
3

BIBL202 - Jesus: the Focus of Scripture

General

Description
This course focuses on what Scripture says about the identity of Jesus of Nazareth as well as the implications of understanding who He is.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BIBL103 - Drama of Scripture
- CHAR102 - Where Am I? an Introduction to Worldview

BIBL204 - The Story of Scripture: Genesis to Revelation

General

Description
This course features an exposition of the biblical narrative of Scripture from Genesis to Revelation with emphasis on the relationships between the content of all 66 books and the unity of what God is doing and saying throughout the entirety of canonical and biblical history. Special Consideration: Point University offers BIBL 204 partly online and partly on ground at North Point Ministries in Atlanta, Georgia, as part of the North Point Leadership Experience undergraduate internship (https://npleadershipexperience.com/internship). The course extends over a full 16-week term.

Credit Hours

Min:
3

BIBL280 - Biblical Theology of the Family

General

Description
Students explore the theme of the family in the Old and New Testaments, giving special attention to the historical progression of family relationships and key teachings on the family within wisdom literature, the Gospels, and the household codes of New Testament letters.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BIBL306 - Scripture: Reading & Interpretation

BIBL303 - Acts of the Apostles

General

Description
Students engage in an historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

Credit Hours

Min:
3

BIBL305 - Isaiah

General

Description
Students engage in an exegetical study of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text.

Credit Hours

Min:
3

BIBL306 - Scripture: Reading & Interpretation

General

Description
This course helps students become more competent in using Scripture in ways thatenhance their ability to engage the life of the local church, be spiritual leaders in their families, and influence their workplaces as persons of faith.Prerequisites: BIBL 103 The Drama of Scripture, BIBL 202 Jesus: The Focus of Scripture, and THEO 310 Spiritual Formation: Kingdom Living, or permission from the Biblical Studies department chair.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BIBL202 - Jesus: the Focus of Scripture
- CHAR202 - Who Am I? Explorations in Human Flourishing

BIBL334 - Gospel of Mark

General

Description
This course is a study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. Emphases include the social, political, cultural, and literary context of the Gospel.

Credit Hours

Min:
3

BIBL390 - Special Topics in Biblical Studies

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Biblical Studies. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
3

BIBL412 - 1st Corinthians

General

Description
Students engage in an exegetical study of the Apostle Paul's First Epistle to the Corinthians, including careful analysis of the text and thoughtful application to contemporary Christian life and theology.

Credit Hours

Min:
3

BIBL413 - Psalms

General

Description
Students engage in a systematic survey of ancient Hebrew hymnody, including an exegesis of selected Psalms.

Credit Hours

Min:
3

BIBL420 - Advanced Hermeneutics

General

Description
This course includes a survey of the history of interpretation and a review of basic issues related to genre, figurative and literal language, the relationship between the Old and New Covenants, and the importance of historical and literary contexts. Students learn and apply important exegetical principles for understanding biblical texts and important hermeneutical principles for applying biblical texts in the current culture.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BIBL306 - Scripture: Reading & Interpretation

BIBL425 - Genesis

General

Description
An exegesis of the biblical book of Genesis with emphasis given to the origin, purpose and major theological themes of the text.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND OTS210 - The Story of Israel
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

BIBL490 - Jonah

General

Description
This course is a study of the prophetic book of Jonah using its historical, cultural, literary, and prophetic context as a tool for correct interpretation and contemporary application.

Credit Hours

Min:
3

BUS310 - Process Improvement and Org Change

General

Description
The scientific study of behavioral processes that occur in work settings. Prerequisite: BUS225 or 325 (Spring)

Credit Hours

Min:
3

BUS326 - Survey of Music Business

General

Description
An overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities. Same as MUS 325. (Spring)

Credit Hours

Min:
3

BUS411 - Marketing Analytics

General

Description
Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but the challenge is analyzing this data to produce actionable insights to guide marketing decisions. In this course, students learn analytical techniques to take advantage of Big Data. While students employ quantitative methods, the focus of the course is not statistics; rather, students receive an accessible overview of the most widely-used analytical techniques and tools to see how they drive better marketing decisions. Prerequisite: BUS 247 Principles of Marketing.

Credit Hours

Min:
3

BUS435 - Sports Law

General

Description
A presentation of the basic legal system, its terminology, and its principles, as applied to professional, amateur and recreational sports.

Credit Hours

Min:
3

BUS465 - Strategic Management & Planning

General

Description
The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making, and ethical considerations. Prerequisite: BUS 225 and Senior standing. (Spring)

Credit Hours

Min:
3

BUSI256 - Case Studies in Business

General

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

Credit Hours

Min:
3

BUSI396 - Lean 365

General

Description
A practical introduction to LEAN principles via Chick-fil-A's LEAN365 program.

Credit Hours

Min:
3

BUSI520 - Quantitative Analysis for Decision Makin

General

Credit Hours

Min:
3

BUSI544 - Nonprofit Management

General

Credit Hours

Min:
3

BUSI690 - Capstone Transformation Project I

General

Description
In BUSI 690 and BUSI 695 students prepare —and in some cases execute —a substantive project demonstrating in a real -world context the transformation techniques learned in the M.B.A. program: (1) Students desiring t o pursue the Lean Six -Sigma Black Belt (LSSBB) certification identify, engage in, and complete a Lean Six Sigma DMAIC [Define- Measure -Analyze -Improve -Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstra te mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the Board evaluates student progress at the end of the session for purposes of assignin g a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is completed to the satisfaction of the Board. (2) Students who do not desire to pursue the Lean Six Sigma Black Belt, and/or desire to work on a trans formation project tailored to their specific interests or job demands, will identify, engage in, and complete a project approved by their faculty advisor. Projects will vary from student to student, but must demonstrate mastery of transformation techniques learned in the M.B.A. program. The project may be focused on functions such as marketing, financial decision -making, change management, or leadership/human capital. The project must be completed by the end of the second session and will be evaluated by th e faculty advisor. Prerequisites: All other courses in the M.B.A. in Business Transformation program are prerequisites for BUSI 690 Capstone Transformation Project I. Special Consideration: Students who do not finish their capstone projects by the end of the second 8 -week session must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.

Credit Hours

Min:
3

BUSI695 - Capstone Transformation Project II

General

Description
In BUSI 690 and BUSI 695 students prepare —and in some cases execute —a substantive project demonstrating in a real -world context the transformation techniques learned in the M.B.A. program: (1) Students desiring to pursue the Lean Six -Sigma Black Belt (LSSBB) certification identify, engage in, and complete a Lean Six Sigma DMAIC [Define- Measure -Analyze -Improve -Control] or DFSS [Design for Six Sigma] project. Projects vary from student to student, but must demonstrate mastery of Lean Six Sigma methodologies and tools. Students are encouraged to conduct a project within their home organization, but are not limited to projects within a professional business environment. Students complete the project and submit a presentation in the form of a PowerPoint deck for final approval by the Point University Six Sigma Certification Board. If the project cannot be completed within one session, the Board evaluates student progress at the end of the session for purposes of assigning a course grade. However, the Lean Six Sigma Black Belt (LSSBB) will not be conferred until the project is comple ted to the satisfaction of the Board. (2) Students who do not desire to pursue the Lean Six Sigma Black Belt, and/or desire to work on a transformation project tailored to their specific interests or job demands, will identify, engage in, and complete a pr oject approved by their faculty advisor. Projects will vary from student to student, but must demonstrate mastery of transformation techniques learned in the M.B.A. program. The project may be focused on functions such as marketing, financial decision -maki ng, change management, or leadership/human capital. The project must be completed by the end of the second session and will be evaluated by the faculty advisor. Prerequisite: BUSI 690 Capstone Transformation Project I. Special Consideration: Students who d o not finish their capstone projects by the end of the second 8 -week sessions must enroll in BUSI 699 Capstone Transformation Project Continuation (0 credits) and pay a $100 continuation fee each session until the project is complete.

Credit Hours

Min:
3

CHAR102 - Where Am I? an Introduction to Worldview

General

Description
This course introduces students to major contemporary worldviews, with a pronounced emphasis on the thought history of the west. Emphasis is placed on varying conceptions of the human person within each worldview and the historical relationship between science and anthropology. Students begin to critique the trajectory and present status of western culture.

Credit Hours

Min:
3

CHAR202 - Who Am I? Explorations in Human Flourishing

General

Description
This course engages students in exploring the nature and purpose of human beings. Special emphasis is given to western philosophical and theological traditions of the good life along with insights into human flourishing from various disciplines.

Credit Hours

Min:
3

CHAR302 - How Should I Live? Habit, Virtue & Formation of Character

General

Description
This course introduces students to the subject of human ethics through the lens of the formation of habits, virtues and character. This includes grasping a history of virtues beginning with the classical world. Special emphasis is placed on the implications of character formation within leadership and/or professional environments.

Credit Hours

Min:
3

CHAR402 - What Should I Do? Beyond a Paycheck: Working for Good

General

Description
This course applies issues of worldview, human purpose, and character development to professional advancement. Special focus is given to the opportunities and pitfalls of work, including work-life balance and sustainability. Questions of positive psychology, meaning, and fulfillment are emphasized.

Credit Hours

Min:
3

CHED301 - Educational Ministries

General

Description
A course emphasizing the principles of teaching, learning and providing insight into various methods of teaching and their effective use in the church.

Credit Hours

Min:
3

CHS202 - The Family

General

Description
The study of courtship, marriage, and family relationships from both a biblical and cultural perspective. Same as SOC 202. Prerequisite: PSY 103 or SOC 103. (Fall, Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

CHS211 - Introduction to Counseling

General

Description
An overview of the practices and skills which facilitate personal growth in others, for counselors, teachers, administrators, ministers, and others who deal with people in helping relationships. This course serves as a prerequisite for other courses in counseling. Pre: PSY 103 (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology

CHS310 - Prenatal Development

General

Description
A study of human growth and development from conception through the first two years of life with an emphasis on prenatal development, labor and delivery. Pre: PSY 103. (alternate Fall)

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology

CHS312 - Counseling Diverse Populations

General

Description
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, the elderly, homosexuals, and people with various handicaps. Pre: SOC 103 and CHS 211

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling
- SOC103 - Introduction to Sociology

CHS326 - Ethics & Law in Mental Health

General

Description
This course focuses on the varied areas of ethics in mental health, including counseling and mental health consultation. It addresses self-care, confidentiality, research, the Health Insurance Portability and Accountability Act (HIPAA), court orders, court-mandated clients, and mandated reporting of abuse. Prerequisites for Psychology and Counseling & Human Services Majors: PSY 103 Introduction to Psychology and CHS 211 Introduction to Counseling. Prerequisites for Criminal Justice Majors: PSY 103 Introduction to Psychology and CJU 300 Introduction to Criminal Justice.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology
- CHS211 - Introduction to Counseling

CHS343 - Communication Skills for Social Services

General

Description
This course focuses on the usual communication patterns between the social work generalist and client systems, emphasizing the true meaning of good communication in the process of problem solving through both written and oral communication. The role of technology in facilitating and manageing communication is examined for its application social work. Pre: CHS 211 or CHS 341 (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling
- SOC341 - Introduction to Social Work

CHS345 - Case Management

General

Description
A study of the practice of case management, describing how service providers assess needs of the client and family as well as arrange, coordinate, advocate for, monitor, and evaluate the package of multiple services designed to meet the client's needs. Pre: CHS 341 or permission. (alternate year)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- SOC341 - Introduction to Social Work

CHS392 - Careers in Helping Professions

General

Description
A course which exposes a student to career opportunities in various fields of Counseling & Human Services. Prerequisite: CHS 211. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling

CHS396 - Counseling Theory & Procedures

General

Description
A survey of various counseling theories and an evaluation of these theories from a Christian perspective. Prerequisite: PSY 204 and CHS 211. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling

CHS410 - Family Counseling

General

Description
A course to consider the family as a system in which each member influences and is influenced by other members. Healthy and unhealthy relationships will be explored with some understandings of how each develops. Prerequisite: SOC 103, PSY 204, and CHS 211. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling
- PSY204 - Developmental Psychology
- SOC103 - Introduction to Sociology

CHS415 - Pastoral Counseling

General

Description
A study of counseling principles and techniques within the context of the ministerial functions. Same as MIN 317. Pre: CHS 211 or MIN 313. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- CHS211 - Introduction to Counseling
- MIN313 - Practice of Christian Ministry

CHS417 - Counseling Adolescents

General

Description
A study of the significant clinical issues facing adolescents in the areas of physical, emotional, social, and cognitive development. Same as YTH 417. Prerequisite: SOC 103, PSY 204, CHS 211. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- CHS211 - Introduction to Counseling
- MIN313 - Practice of Christian Ministry

CHS420 - Counseling Children I

General

Description
An overview of counseling methods and theories, practice in counseling children through role play sessions, and discussion of practical applications of counseling methods with children. Prerequisite: SOC 103, PSY 204, and CHS 211. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHS211 - Introduction to Counseling
- PSY204 - Developmental Psychology
- SOC103 - Introduction to Sociology

CHS437 - Conflict Management

General

Description
A study of skills and strategies for the effective intervention and resolution of conflict, with applications in a variety of personal, interpersonal, group, and organizational contexts. Prerequisite: PSY 103 or SOC 103. (alternate year)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

CHS490 - Studies in Counseling & Human Services:

General

Description
A course flexible in procedure and content focused on a selected study in the field of Counseling & Human Services. Prerequisite: as announced.

Credit Hours

Min:
3

CHS497 - Counseling & Human Services Internship

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: (a) junior or senior status; (b) successful completion of PSY 103 and CHS 211; and (c) successful completion of at least nine hours in the counseling and human services major; including at least on course from CHS 396, CHS 202, CHS 312 or CHS 317. Graded Pass/fail.

Credit Hours

Min:
3

CISM100 - IT Fundamentals

General

Description
This course introduces fundamental information technology concepts through a comprehensive exploration of key topics related to computer hardware and software, operating systems, information systems, databases, networking, programming, and data security. The course also covers emerging technologies such as artificial intelligence (AI), automation, robotics, and virtual reality (VR), providing students with insights into the future of technology. This course prepares students for the CompTIA Tech+ certification exam.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

CISM101 - Introduction to Cybersecurity

General

Description
This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks, and provide you with the tools you will need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you will learn how to make the Internet safer.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

No Requirements

CISM201 - Career Navigation and Exploration in Cybersecurity

General

Description
This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you will explore career paths in Cybersecurity, potential salary outcomes, and different roles. Then, you will pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisite: CISM 101: Introduction to Cybersecurity. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 101: Introduction to Cybersecurity
Type
Prerequisite

Complete ALL of the following Courses:

CISM210 - Information Technology Applications I

General

Description
This course provides students with foundational knowledge and hands-on experience in computer hardware, mobile devices, networking, and printer technologies. Emphasis is placed on installing, configuring, and troubleshooting a variety of components and systems. Topics include mobile and desktop hardware, connectivity and networking concepts, virtualization and cloud computing basics, and troubleshooting techniques. This course prepares students for the CompTIA A+ Core 1 certification exam. Prerequisite: CISM 100 IT Fundamentals.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM100 - IT Fundamentals

CISM215 - Information Technology Applications II

General

Description
This course provides students with foundational knowledge and hands-on experience in operating systems, security, and troubleshooting techniques. Emphasis is placed on configuring, optimizing, and securing systems. Topics include operating system installation and configuration, security fundamentals, mobile device management, and advanced troubleshooting strategies. This course prepares students for the CompTIA A+ Core 2 certification exam. Prerequisite: CISM 210 Information Technology Applications I.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM210 - Information Technology Applications I

CISM220 - Information Technology Operating Systems

General

Description
Students gain a foundational working knowledge of various types of operating systems (e.g. Windows, Mac) and their role in the workplace. They learn to install and configure specified operating systems; troubleshoot devices and drivers; and manage and monitor security, performance, and reliability. The course also includes basic optimization and administration strategies. Prerequisite: CISM 215 IT Applications II.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM210 - Information Technology Applications I

CISM230 - Technical Communication

General

Description
This course equips students with the skills to effectively convey complex technical information through
both written and oral communications. Focusing on clarity, precision, and adaptability, students will
learn to create technical documents and presentations tailored for diverse audiences. Prerequisites:
ENGL 101-102 Critical Reading & Writing I-II, CISM 210 Information Technology Applications I. Special
Consideration: CISM 230 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENGL101 - Critical Reading & Writing I
- ENGL102 - Critical Reading & Writing II
- CISM210 - Information Technology Applications I

CISM251 - Network and System Security

General

Description
Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. Prerequisite: CISM 101: Introduction to Cybersecurity. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 101: Introduction to Cybersecurity
Type
Prerequisite

Complete ALL of the following Courses:

CISM300 - Networking Fundamentals

General

Description
This course provides a comprehensive overview of networking fundamentals, including protocols, ports, addressing schemes, routing, and wireless communication standards. Students will explore physical and logical network topologies, wiring standards, and the differentiation, installation, and configuration of network devices. Hands-on activities using CompTIA CertMaster and Cisco Packet Tracer enable students to simulate, visualize, and troubleshoot network configurations in a virtual environment. The course prepares students for the CompTIA Network+ certification exam. Prerequisite: CISM 215 Information Technology Applications II.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM215 - Information Technology Applications II

CISM301 - Cybercrime and Governance

General

Description
This course explores the critical role of governance in mitigating cybercrime and ensuring the integrity of digital environments. You will learn how governments detect and stop cybercrimes and become familiar with the laws and policies in place to deter cybercriminals. Develop and implement robust security policies and procedures that align with legal and ethical standards and help create a resilient, compliant digital ecosystem. Prerequisite: CISM 101: Introduction to Cybersecurity.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 101: Introduction to Cybersecurity
Type
Prerequisite

Complete ALL of the following Courses:

CISM310 - Database Management Systems

General

Description
This course introduces students to the theory and application of usage of modern relational database

systems in business. The theory and practice of design approaches and languages for the relational

model are emphasized. Specific topics will include data modeling: database design using normalization

approaches; utilization of Structured Query Language (SQL) to interact with relational databases; concurrency control, recovery, optimization, and data integrity; common database architecture found in the business world. Prerequisites: CISM 220 Information Technology Operating Systems and MATH 120 College Algebra with a grade of "C" or better.

Credit Hours

Min:
3

CISM315 - Fundamentals of IT Risk Management

General

Description
This course focuses on the fundamentals of IT-related risk management. Students will gain an understanding of the impact of risk, threats, and vulnerabilities on information systems. This course also covers the major elements of a risk management plan (risk identification, risk assessment, risk mitigation, business impact analysis, business continuity plan, disaster recovery, and establishing a computer incident response team). The course prepares students for the ISACA IT Risk Fundamentals Certificate. Prerequisites: CISM 230 Technical Communication and CISM 300 Networking Fundamentals. The course is a Writing Emphasis course.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM230 - Technical Communication
  AND CISM300 - Networking Fundamentals

CISM320 - Introduction to Network Security

General

Description
This course introduces students to the components of a computer network, along with the concept and role of communication protocols. It covers widely used categorical classifications of networks (i.e. CAN, LAN, MAN, WAN), as well as network topologies, physical devices, and layered abstraction. Students also learn basic concepts of security, vulnerabilities of networks and mitigation techniques, security of physical media, security policies and procedures, and how to track performance for optimization. Prerequisite: CISM 300 Networking Fundamentals.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM300 - Networking Fundamentals

CISM325 - Network Security Applications

General

Description
This course builds upon CISM 320 Introduction to Network Security with a focus on developing and implementing security strategies within a network, diagnosing and troubleshooting to prevent security threats, and procedures for authenticating and accessing data. Prerequisite: CISM 320 Introduction to Network Security.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM320 - Introduction to Network Security

CISM330 - Foundations of Web Design

General

Description
Students will explore the core languages that power the structure and style of websites: HTML5 and CSS.
Students will acquire a solid understanding of HTML5 and CSS and gain hands-on experience through
interactive activities. Students will be equipped with the skills to build and style websites and webpages.
Prerequisite: CISM 100 IT Fundamentals

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM100 - IT Fundamentals

CISM340 - Introduction to Programming

General

Description
This course introduces programming by focusing on data structures, algorithms, and programming paradigms, with an emphasis on the concept of an object and the importance of an object-oriented paradigm. Students also survey programming languages and learn the distinction between interpreted and compiled languages.
Prerequisite: CISM 220 IT Operating Systems.

Credit Hours

Min:
3

CISM351 - Security Operations

General

Description
The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach does not occur in the first place. Prerequisite: CISM 251: Network and System Security. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 251: Network and System Security
Type
Prerequisite

Complete ALL of the following Courses:

CISM401 - The Future of Cybersecurity

General

Description
Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. Prerequisite: CISM 251: Network and System Security. Note: This is a course that is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 251: Network and System Security
Type
Prerequisite

Complete ALL of the following Courses:

CISM415 - Advanced Networking and Security

General

Description
Building on the foundational skills acquired in CISM 320 and CISM 325, this course explores advanced network security measures and management practices essential for protecting organizational assets. Students will gain hands-on experience in configuring and managing Cisco networking devices, analyzing network traffic, and implementing robust security protocols. Emphasis is placed on understanding the operational requirements and limitations of these tools and configurations within various organizational contexts. This course prepares students for the Cisco CCNA (200-301) certification exam. Prerequisite: CISM 325 Network Security Applications

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM325 - Network Security Applications

CISM420 - Server Administration I

General

Description
The course introduces students to terminology, concepts, and skills necessary to administer Windows Server workloads using on-premises, hybrid, and cloud technologies. the installation, configuration, deployment, and administration of Windows Servers, Azure Virtual Machines, and Hyper-V. Students will gain hands-on experience with Active Directory, Active Directory objects, group policy, file and storage services, and DNS. Students will learn how to use tools to manage Windows Server, such as PowerShell, Performance Monitor, Windows Admin Center, and remote management. This course prepares students for the Microsoft AZ-800 certification exam. Prerequisites: CISM 300 Networking Fundamentals.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM300 - Networking Fundamentals

CISM430 - IT Project Management

General

Description
This course equips students with the skills to manage small to medium-sized technology projects, focusing on key methodologies and frameworks essential for IT project management. Students will explore Agile practices and techniques, gaining the practical knowledge necessary to lead and successfully implement IT projects. This course prepares students for the CompTIA Project+ certification exam. Prerequisites: CISM 215 Information Technology Applications II and CISM 230 Technical Communication. Special Consideration: CISM 430 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM215 - Information Technology Applications II
- CISM230 - Technical Communication

CISM435 - Implementing IT Disaster Recovery and Response

General

Description
This course introduces students to best practices for implementing incident response and disaster recovery processes used in the IT environment. Students learn to strategize contingencies for incident response and disaster recovery. They also learn to plan, organization, and prepare an organization for incident responses and disaster recovery. Lastly, the students will learn about implementing contingency planning and business continuity practices. Prerequisites: Prerequisites: CISM 315 - Fundamentals of IT Risk Management and CISM 415 - Advanced Networking and Security

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM315 - Fundamentals of IT Risk Management
- CISM415 - Advanced Networking and Security

CISM440 - Server Administration II

General

Description
This course builds on the concepts taught in CISM 420 Server Administration I. Students will gain hands-on experience with securing Windows Servers in on-premises and hybrid infrastructures. Students will
learn to manage server availability, troubleshooting, and disaster recovery. This course prepares students
for the Microsoft AZ-801 certification exam. Prerequisite: CISM 420 Server Administration I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CISM420 - Server Administration I

CISM451 - Ethical Hacking

General

Description
To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will learn the tools to launch these offensive tactics and then complete a hands-on project where you will be asked to ethically hack a real system. Prerequisite: CISM 351: Security Operations.Note: This is a course that is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 351: Security Operations
Type
Prerequisite

Complete ALL of the following Courses:

CISM475 - IT Information Systems Security Capstone

General

Description
In this course, students complete an IT Information Systems Security capstone project demonstrating their knowledge and skills. The project includes a plan and final presentation. Project options are provided in the course; however, students may propose alternatives with instructor approval.Prerequisites: Completion of all other BS in IT courses with a concentration in Information Systems Security or approval from the IT Department Chair.

Credit Hours

Min:
3

Max:
6

Requirements
Completion of all other BS in IT courses with a concentration in Information Systems Security or approval from the IT Department Chair.

CISM480 - IT Network Administration Capstone

General

Description
In this course, students complete an IT Network Administration capstone project demonstrating their knowledge and skills. The project includes a plan and final presentation. Project options are provided in the course; however, students may propose alternatives with instructor approval.Prerequisites: Completion of all other BS in IT courses with a concentration in Network Administration or approval from the IT Department Chair.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

No Requirements

CISM485 - Cybersecurity Capstone

General

Description
The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications. Prerequisite: CISM 451: Ethical Hacking. Note: This is a course offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

CISM 451: Ethical Hacking
Type
Prerequisite

Complete ALL of the following Courses:

CJU197 - Criminal Justice Elective

General

Credit Hours

Min:
3

CJU199 - Criminal Justice Elective

General

Credit Hours

Min:
3

CJU299 - Criminal Justice Elective

General

Credit Hours

Min:
3

CJU300 - Introduction to Criminal Justice

General

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

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- SOC103 - Introduction to Sociology
- SOC200 - Social Psychology

CJU310 - Criminology

General

Description
A study of the theories and practices surrounding crime, its nature and causes, and the nature and causes of the crimes and offenders. This course examines how law enforcement works to curtail these crimes. Pre-requisite: CJU 300 (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU321 - Constitutional Law: Government Powers

General

Description
This course examines the creation and allocation of authority among the several government institutions, including the distribution of power across the branches of the federal government and between the federal and individual state governments in the United States.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU322 - Constitutional Law: Rights and Liberties

General

Description
This course examines the guarantees of individual rights and liberties derived from the due process, equal protections, among other clauses in the Bill of Rights and post-Civil Ward Amendments.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice
- CJU321 - Constitutional Law: Government Powers

CJU326 - Ethics & Law in Mental Health

General

Description
This course focuses on the varied areas of ethics in mental health, including counseling and mental health consultation. It addresses self-care, confidentiality, research, the Health Insurance Portability and Accountability Act (HIPAA), court orders, court-mandated clients, and mandated reporting of abuse. Prerequisites for Psychology and Counseling & Human Services Majors: PSY 103 Introduction to Psychology and CHS 211 Introduction to Counseling. Prerequisites for Criminal Justice Majors: PSY 103 Introduction to Psychology and CJU 300 Introduction to Criminal Justice.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology
- CJU300 - Introduction to Criminal Justice

CJU330 - Introduction to Corrections

General

Description
This course examines the histroical development of correctional policies and strategies toachieve the five goals of correction, retribution, deterrence, incapacitation, and rehabilitation. The examination ois accoplmished through discussion of the primary institutions of the American correctional system: jail, prison, probation and parole.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU334 - Community Correction

General

Description
This course examines the philosophy and administrative procedures of community-based corrections operations, introducing an alternative to traditional incarceration of those convicted of criminal offenses. Further, the course identifies the differences in the nature and responsibilities of probation and parole officers and in pre-trial diversion and other pre-conviction rehabilitative programs. Prerequisite: CJU 300 Introduction to Criminal Justice

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU335 - Critical Thinking for Criminal Justice

General

Description
This course examines the process by which one develops and supports one's beliefs and evaluates the strength of arguments made by others in true life situations. The student will analyze media, the current political environment, and their own beliefs and moral inclinations while learning to appraise information and influences to discuss controvers ial topics intelligently.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU340 - Criminal Investigation

General

Description
A study of the nature and complexities of criminal investigations. Discussions will include such topics as: the fundamentals fo investigation, interviews and interrogations, and crime scene processing, to include the gathering and processing of forensic evidence. Pre: CJU 300 (alternate fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- CJU300 - Introduction to Criminal Justice

CJU350 - Introduction to Policing

General

Description
This course is designed to examine the history of the police and police agencies, the three eras of policing, the organizational development of the modern police agency, and the police recruitment and hiring process. Further examined is the problem solving strategy of SARA, the three styles of policing and the police officers working personality. The philosophy and implementation of Community-Oriented Policing will also be discussed.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- CJU300 - Introduction to Criminal Justice

CJU399 - Criminal Justice Elective

General

Credit Hours

Min:
3

CJU400 - Criminal Law

General

Description
A study of the necessary elements of crime in modern society. Actus reus, mens rea, intent, causation, concurrence and other principles are examined in addition to various criminal defenses used in courts of law. Pre-requisite: CJU 320 (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- CJU300 - Introduction to Criminal Justice
- CJU321 - Constitutional Law: Government Powers
- CJU322 - Constitutional Law: Rights and Liberties

CJU410 - Criminal Procedure

General

Description
Description: A study of rules and regulations surrounding the criminal justice system. Topics include arrest, interrogation, search and seizure, arrest and search warrants, and the various rights of a suspected offender. Pre-requisite: CJU 310 (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU321 - Constitutional Law: Government Powers
- CJU322 - Constitutional Law: Rights and Liberties

CJU411 - Judicial Process

General

Description
This course is an introduction to the Judicial Process in the American Criminal Justice system. It examines the organization of courts, selection of judges, judicial decisionmaking, and policy making. The course draws distinctions between state and federal courts, as well as appellate and trial courts. Prerequisite: CJU 300 Introduction to Criminal Justice.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice

CJU420 - Police Administration

General

Description
Examines theories of organization, management, and administration as they relate to criminal justice agencies. Leadership, human resources process, resource management, and other critical administrative issues are addressed. Seniors only. (Spring)

Credit Hours

Min:
3

CJU430 - Professionalism and Ethics in Criminal Justice

General

Description
Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This is a study of theories and practices of legality, morality, values and ethics as they pertain and are applied in criminal justice. Included are such topics as police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. Pre: Senior Standing

Credit Hours

Min:
3

CJU440 - Civil Liability for Criminal Justice

General

Description
This course will examine the law of torts related to police, corrections, and other criminal justice agencies. The legal concepts are negligence, intent, duty of care, good faith defenses, and duty to protect. Both state and federal tort law will be examined, particularly, the federal statutes, 42 USC 1983, 18 USC 241 and 242. Major United States Supreme Court cases will be studied. The difference in criminal and civil processes will be explored and damages, injunctions, and other remedies for civil wrongs will be discussed.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJU300 - Introduction to Criminal Justice
- CJU321 - Constitutional Law: Government Powers
- CJU322 - Constitutional Law: Rights and Liberties

CJU461 - Forensic Psychology

General

Description
The purpose of this course is to examine the various applications of psychology in the legal arena from competency hearings and jury selection to evaluation of eye witness testimony. This course will cover the many applications of psychological theory to the law.

Credit Hours

Min:
3

CJU490 - Criminal Investigation

General

Description
This course, flexible in procedure and content, focuses on a selected field of study in the field of Criminal Justice. Prerequisite: Senior standing in the Criminal Justice Major.

Credit Hours

Min:
3

CJU497 - Field Work

General

Description
Field education providing an apportunity to learn through observation and participation for Criminal Justice majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail. (Fall, Spring, and Summer)

Credit Hours

Min:
6

CJUS200 - Criminal Justice

General

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

Credit Hours

Min:
3

CJUS210 - Criminology

General

Description
A study of the theories and practices surrounding crime, its nature and causes, and the nature and causes of the crimes and offenders. This course examines how law enforcement works to curtail these crimes.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJUS200 - Criminal Justice

CJUS220 - Constitutional Law

General

Description
A study of the powers and civil rights granted by the United States Constitution to both government entities afforded by the Bill of Rights.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJUS200 - Criminal Justice

CJUS390 - Special Topics in Criminal Jusitce

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Criminal Justice. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

CJUS400 - Criminal Law

General

Description
This course focuses on elements of crime in modern society. Emphases include the principles of actus reus, mens rea, intent, causation, and concurrence, along with various criminal defenses used in courts of law. Prerequisite: CJU 220 Constitutional Law.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJUS220 - Constitutional Law

CJUS410 - Criminal Procedure

General

Description
This course focuses on rules and regulations surrounding the criminal justice system. Topics include search warrants, search and seizure, arrest, interrogation, and rights of suspected offenders. Prerequisite: CJU 220 Constitutional Law.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CJUS220 - Constitutional Law

CJUS411 - Judicial Process

General

Credit Hours

Min:
3

Course Attributes
Online (ONL)

CJUS420 - Police Administration

General

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

Credit Hours

Min:
3

CJUS429 - Violence & Society

General

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

Credit Hours

Min:
3

CJUS430 - Professionalism & Ethics in Criminal Justice

General

Description
Inherent in the criminal justice system is the power to make discretionary decisions of great magnitude that affect the offenders, victims, and society. This course focuses on theories and practices of legality, morality, values, and ethics as applied in criminal justice. Topics include police corruption, excessive use of force, and methods of dealing with such practices in the context of professional conduct. Special Consideration: CJUS 430 is a Writing Emphasis Course.

Credit Hours

Min:
3

COM205 - Public Speaking

General

Description
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. Pre: ENG102 (Fall, Spring, Summer)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

COM208 - Interpersonal Communication

General

Description
This course introduces the theory and practice of human communication, with an emphasis on one-on-one communication in diverse situations.

Credit Hours

Min:
3

COM238 - Professional Writing

General

Description
A study of writing for the workplace, including business writing and e-writing. Prerequisite: ENG 102. Same as ENG 364 (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II
- COM205 - Public Speaking

COM305 - Media Effects on Children & Adolescents

General

Description
A study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents. (Spring)

Credit Hours

Min:
3

COM306 - Organizational Communication

General

Description
This study focuses on organizational communication theories and practice, including communication methods within organizations.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- COM208 - Interpersonal Communication

COM307 - Principles of Graphic Design

General

Description
This course offers an introduction to graphic design as a method of visual communication, including an overview of the elements and principles of design. Topics covered include typography, the design process, principles of page layout, and the use of basic graphic design software. Students create graphic designs to effectively communicate with particular audiences.

Credit Hours

Min:
3

Course Attributes
On Ground (OG)

COM361 - Introduction to Mass Communications

General

Description
An introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations, and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment media. Pre: ENG 102 (alternate year)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

COM365 - Media Writing

General

Description
This course introduces journalistic writing principles, with a focus on learning Associated Press (AP) style and writing for newspapers, magazines, broadcast, radio and public relations.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

COM405 - Mass Communication Law

General

Description
This course provides an introduction to the major legal, ethical and policy issues related to mass communication, particularly the mass media, with a particular focus on the First Amendment. Through case studies, students use a critical, theoretical, and historical framework to gain a foundational understanding of media law and prepare for further study or application. Prerequisites: COM 361 Introduction to Mass Communication and senior standing.

Credit Hours

Min:
3

Course Attributes
On Ground (OG)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- COM361 - Introduction to Mass Communications

COM461 - Public Relations

General

Description
An introduction to the theory and practice of public realtions, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. Same as BUS 461. Pre: junior or senior standing. (alternate year)

Credit Hours

Min:
3

COM497 - Communication Internship

General

Description
Students engage in field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: junior or senior standing. Special Consideration: COM 497 is graded on a satisfactory/ unsatisfactory basis using a point scale.

Credit Hours
Min:
6

Course Attributes
On Ground (OG)

COMELE - Communication Elective

General

Credit Hours
Min:
3

Course Attributes
Pseudo-course (PSE)

COMM205 - Public Speaking

General

Description
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 con

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENGL102 - Critical Reading & Writing II

COMM208 - Interpersonal Communication

General

Description
This course introduces the field, concepts, and principles of interpersonal communication in family, social, and work environments. Topics explored include the self-concept, language, emotions, perceptions, nonverbal and verbal communication, listening, personal relationships, and conflict management.

Credit Hours
Min:
3

Course Attributes
Online (ONL)

COMM305 - Media Effects on Children & Adolescents

General

Description
A study of media literacy with an emphasis on the psychological, social, and educational effects on children and adolescents.

Credit Hours
Min:
3

ECHL314 - Creative Arts for Early Childhood

General

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

Credit Hours
Min:
3

EDU102 - Educational Foundations

General

Description
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. (Spring)

Credit Hours

Min:
3

EDU204 - Developmental Psychology

General

Description
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. Prerequisite: PSY 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology

EDU300 - Educational Psychology

General

Description
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. Pre: EDU204.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU204 - Developmental Psychology

EDU301 - Principles and Methods of Teaching

General

Description
A course emphasizing the principles of teaching, learning, and providing insight into various methods of teaching and their effective use in the church. Pre: PSY 204 or EDU 204 or MIN 202. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- EDU204 - Developmental Psychology
- MIN202 - Educational Ministries
- PSY204 - Developmental Psychology

EDU306 - Characteristics of Learning Disabilities

General

Description
A student will gain knowledge, insight, and understanding of children with learning disabilities in the areas of cognition, perceptual impairment, hyperactivity, attention disorders, tension, language coordination, academics, and socio-familial problems,

Credit Hours

Min:
3

EDU350 - Curriculum & Assessment

General

Description
A comprehensive introduction to assessment in Early Childhood Education, including standardized tests and informal strategies, selection and administration, classroom assessment of academic achievement, and the appropriate interpretation and use of findin

Credit Hours

Min:
2

EDU401 - The Exceptional Child

General

Description
A study of the characteristics by which exceptional children are identified in the school setting and the special needs of children with learning disabilities. Students will also survey learning disorders, assessment techniques, and the use of appropriat

Credit Hours

Min:
3

EDU402 - Educational Administration

General

Description
A study of some of the goals of Christian education and some practical ways of achieving them through the effective administration of various education agencies of the local church.

Credit Hours

Min:
3

EDU405 - Integration of Technology

General

Description
A study of the history and theory of curriculum and modern trends in curriculum and technology development. Practical training in the usage of technology for the public school classroom. Prerequisite: TEP Block1 courses. (Spring)

Credit Hours

Min:
3

EDU407 - Classroom Management

General

Description
A study of the interaction process and patterns of communication in the classroom, designed to increase student and teacher effectiveness as an influence on the learning process. Attention will be given to both preventive and remedial techniques for hand

Credit Hours

Min:
3

EDU410 - Reading Diagnosis & Remediation

General

Description
This course focuses on the nature and diagnosis of reading problems and the techniques, methods, and materials involved in remediation, with appropriate field experiences. Prerequisite: TEP Block 2 courses. Prerequisite or co-requisite: other TEP Block

Credit Hours

Min:
2

EDU433 - Differentiated Instruction

General

Description
An exploration of the many different teaching methods that adapt curriculum and instructional approaches to the specific and individual learning needs of each student in the diverse classroom. Prerequisite or co-requisite: other TEP Block 3 courses. (Fa

Credit Hours

Min:
2

EDU497 - Child & Youth Internship

General

Description
This course provides students an opportunity to work in an early childhood or youth setting, practicing the skills and professionalism associated with supervising and leading children and youth. Prerequisites: EDU 300 Educational Psychology and junior or senior standing in the Child & Youth Development Manor.

Credit Hours

Min:
12

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU300 - Educational Psychology

EDUC102 - Educational Foundations

General

Description
This course provides an introductory study of the foundations of American education that covers issues related to the areas of pedagogy, historical and philosophical movements in education, and social factors that influence classroom interactions.

Credit Hours

Min:
3

EDUC203 - Child Development

General

Description
Students explore the physical, social, emotional, and cognitive development of the child from conception and the prenatal period through age 8.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSYC103 - Intro to Psychology

EDUC300 - Educational Psychology

General

Description
Students explore learning theory and its application to such problems as classroom control, the organization of learning activities, understanding individual differences, and evaluating teaching and assessing learning. The course emphasizes factors that facilitate and/or interfere with the learning process.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSYC204 - Developmental Psychology

EDUC301 - Principles and Methods of Teaching

General

Description
This course emphasizes principles of teaching and learning, providing insight into various methods of teaching and their effective use. Special Consideration: The faculty offers this course in Point Connect format, which combines online studies with weekly live video-conference with the instructor and peers

Credit Hours

Min:
3

EDUC310 - Preschool Methods & Materials

General

Description
This course provides an overview of the elements necessary to plan, administrate, and implement programs for infants, toddlers, and preschoolers.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU300 - Educational Psychology

EDUC390 - Special Topics in Education

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Education. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

EDUC401 - The Exceptional Child

General

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

Credit Hours

Min:
3

EDUC407 - Classroom Management

General

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

Credit Hours

Min:
3

EDUC490 - Child Development Practicum I

General

Description
The student spends a total of 90 hours in a setting of infants, toddlers, or prekindergartners observing children?s development and assisting the lead teacher in planning, implementing, managing, and assessing activities.

Credit Hours

Min:
6

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU300 - Educational Psychology

EDUC491 - Child Development Practicum II

General

Description
The student spends a total of 90 hours in a setting of infants, toddlers, or prekindergartners practicing the dispositions and skills necessary for leading young children.

Credit Hours

Min:
6

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDUC490 - Child Development Practicum I

EFT101 - Effective Thinking

General

Description
Effective Thinking (First Year Experience) serves as an introduction to the Point University community. This course encourages each student to actively participate in discovering his or her own learning strategies, value systems, and professional goals. EFT 101 also provides a general orientation to the functions, support services, and resources of the university as a whole.

Credit Hours

Min:
1

ELE232 - Math and Science for Teachers

General

Description
A course designed to give students an understanding of the content, concepts and processes ofmathematics and science needed for teaching P-5, focusing on problem solving, reasoning andmethods of inquiry. Pre or Co-req: one science course and one math course. (Fall, Pre-TEP)

Credit Hours

Min:
3

ELE300 - Children's Literature

General

Description
A study of literature appropriate for children in preschool through fifth grade, with emphasis onselection of materials and techniques for creating interest and enjoyment through presentation. Pre:admission to the Teacher Education Program or permission. Pre or Co-req: other TEP Block 1courses or CYD major in junior or senior year (or permission). (Fall)

Credit Hours

Min:
3

ELE301 - Social Studies for Elementary Edu.

General

Description
A study of the concepts and skills taught and developed in the social studies curriculum in the earlychildhood grades, with emphasis on integrating social studies units with other subject-matter areas. Pre: admission to the Teacher Education Program or CYD major in junior or senior year. Pre or Co-req: other TEP Block 2 courses. (Spring)

Credit Hours

Min:
3

ELE302 - Reading Skills

General

Description
A study of the dynamics of the reading process and major issues in reading instruction for earlychildhood classrooms. Pre: admission to the Teacher Education Program. Pre or Co-req: other TEP Block 1 courses. (Fall)

Credit Hours

Min:
3

ELE303 - Health and Pe for Elementary Edu.

General

Description
A course designed to expose the student to health education and physical education activities in theearly childhood grades, with emphasis on giving the student experience in actually teaching physicaleducation activities. All students will become infant and child CPR certified by the Heart Associationas partial fulfillment of course requirements. Pre or Co-req: other TEP Block 1 courses or CYD majorin junior or senior year. (Fall)

Credit Hours

Min:
2

ELE305 - Mathematics for Elementary Edu.

General

Description
A course dealing with the concepts and materials which are appropriate for the cognitivedevelopment of the young child, with a portion of the class devoted to mathematics principles. Pre:TEP Block 1 courses. Pre or Co-req: other TEP Block 2 courses. (Spring)

Credit Hours

Min:
3

ELE310 - Language Arts Skills for Elementary Edu.

General

Description
This course focuses on the early childhood classroom and the nature of language and how it isacquired. Students will demonstrate knowledge of content and competence in materials selectionand teaching methodology. Pre: admission to the Teacher Education Program. Pre or Co-req: otherTEP Block 1 courses. (Fall)

Credit Hours

Min:
3

ELE314 - Creative Arts for Elementary Edu.

General

Description
An overview of the principles of creativity in art, music and drama, the techniques utilized inintegrating creative arts in the general curriculum areas of early childhood, the facilitation of thedevelopment of sensitivity and perception and the communication of ideas and feelings. Pre: TEPBlock 2 courses or CYD major in junior or senior year (or permission). Pre or Co-req: other TEPBlock 3 courses. (Fall)

Credit Hours

Min:
3

ELE391 - Block 1 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting coinciding withBlock 1 education courses. (Fall)

Credit Hours

Min:
1

ELE392 - Block 2 Lab Experience

General

Description
bservation, participation, and directed teaching in an approved school setting coinciding withBlock 2 education courses. (Spring)

Credit Hours

Min:
3

ELE401 - Science for Elementary Edu.

General

Description
The selection and organization of content and materials for instruction, the application of scientificprinciples and laws of learning to science instruction, and the identification of goals in scienceinstruction in the early childhood grades, with an emphasis on a discovery approach to learning. Pre:TEP Block 1 courses or permission. Pre or Co-req: other TEP Block 2 courses. (Spring)

Credit Hours

Min:
3

ELE490 - Studies in Elementary Education

General

Description
A course flexible in procedure and content focused on a selected study in the field of ECE. Pre: asannounced.

Credit Hours

Min:
3

ELE493 - Block 3 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting coinciding withBlock 3 education courses. (Fall)

Credit Hours

Min:
1

ELE497 - Teaching Practicum-Student Teaching

General

Description
Observation, participation and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising early childhood teacher and University personnel. Aseminar with the University supervisor is scheduled throughout the semester of the student teachingexperience. Assessment will focus on preparation and teaching procedures. Pre: Completion of allother courses and passing score on the GACE test.

Credit Hours

Min:
12

ENG101 - Critical Reading & Writing I

General

Description
An introduction to college reading and writing. A minimum grade of C is required to satisfy degree requirements. (Fall and Spring)

Credit Hours

Min:
3

ENG102 - Critical Reading & Writing II

General

Description
This course is a continuation of college reading and writing with emphasis on principles of argumentation and research skills. Texts examined may include scholarly articles, news media, and literature. Prerequisite: ENG 101 Critical Reading & Writing I or equivalent. Special Consideration: Full-time on-ground students must enroll in ENG 101 and ENG 102 during their freshman year in either fall term or spring term. Passing these courses with a grade of C or higher is a prerequisite for many other courses.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG101 - Critical Reading & Writing I

ENG202 - American Literature to 1860

General

Description
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 with the start of the Civil War. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG203 - American Literature Since 1860

General

Description
A survey of the life and literature of the American people covering the period of literature beginning with the Civil War and ending with a study of modern American authors and their works. Prerequisite: ENG 102. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG204 - British Literature to 1800

General

Description
A study of the major British writers from the Medieval Ages through the eighteenth century. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG205 - British Literature Since 1800

General

Description
A study of the major British writers from 1800 through the present. Prerequisite: ENG 102. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG206 - Ancient World Literature

General

Description
Reading and discussion of important works of world literature through the end of the Roman Empire, with emphasis on the philosophical, political, and religious thought of the writers. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

ENG207 - World Literature

General

Description
Reading and discussion of important works of world literature from the beginning of the Middle Ages to the present, with emphasis on the philosophical, political, and religious thought of the writers. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG240 - Linguistic Theory

General

Description
A study of the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. Same as ESL 240. Prer

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG250 - Modern Short Stories

General

Description
This Course examines the development of the short story during the nineteenth and twentieth centuries. (alternate summer)

Credit Hours

Min:
3

ENG262 - Advanced Writing:non-Fiction

General

Description
Intensive practice in writing non-fiction expository prose with emphasis on rhetorical principles and style. Prerequisite: ENG 102.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG264 - Advanced Writing: Poetry & Drama

General

Description
An introduction to creative writing in the genres of poetry and drama in which students explore the work of a number of writers as models while creating a portfolio of their own original works. Taught in a combined lecture/workshop atmosphere in which students share their own work with others. Pre: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ENG102 - Critical Reading & Writing II

ENG299 - English Elective

General

Credit Hours

Min:
3

ENG300 - Shakespeare

General

Description
A study of representative tragedies, comedies, romances, history plays, and selected poetry of Shakespeare. Emphasis is given to critical problems and the value and importance of his works. Prerequisite: ENG 102. (Fall and alternate summer online)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ENG102 - Critical Reading & Writing II

ENG330 - Adolescent Literature

General

Description
A study of literature appropriate for adolescents, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. Pre: ENG 102 (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ENG102 - Critical Reading & Writing II

ENG332 - Literature of Women in America

General

Description
This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. (alternate Spring) same as HIS 332

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG340 - African American Studies

General

Description
This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as HIS/HUM 340.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG350 - Christian Literature

General

Description
A study of John Milton and other selected works of literature written to serve the needs of Christians, works that have shaped or influenced Christian ideas and narratives, and works that interact with Christian ideas. Prerequisite: ENG 102. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG361 - Introduction to Mass Communication

General

Description
An introduction to the theories, major forms, and systems of today's media marketplace, including print, radio, film, television, advertising, public relations and Internet. This survey includes the consideration of how moral and religious issues are addressed by secular news and entertainment.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG365 - Media Writing

General

Description
This course introduces journalistic writing principles, with a focus on learning Associated Press (AP) style and writing for newspapers, magazines, broadcast, radio and public relations.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG375 - Literary Theory

General

Description
A study of literary terminology and practice in reading and analysis of a variety of literary genres in multiple historical periods and analytical methods. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG373 - Modern Grammar

General

Description
A thorough analysis of sentence-level grammar of English with emphasis on structure and function for rhetorical purposes. Prerequisite: ENG 102. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG413 - Editing for Publication

General

Description
Hands-on editing and publication of student-centered writing. May include campus newsletters and announcements, the University yearbook, a student magazine, or material for the University website. May be repeated once with a different emphasis for a total of six hours of credit. Pre: ENG 102 and permission. (alternate Fall).

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG415 - Student Publication Practicum

General

Description
Advanced hands-on editing and publication of the student publications, including the training and mentoring of newer staff members. May be repeated for credit with permission. Does not satisfy a requirement in Writing, Literature, Humanities, or English. Pre: ENG 413 and permission. Graded Pass/Fail.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG413 - Editing for Publication

ENG417 - Rhetoric for Writing

General

Description
A study of the principles and practices of classical and modern rhetoric, including logic and argumentation, through advanced practice in reading and writing expository prose. Prerequisite: ENG 102. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG420 - History and Literature of Latin America

General

Description
This interdisciplinary course explores the rich diversity of people, histories and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers and discussing the events and personages depicted therein. Same as HIS 420. Pre: ENG 102.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENG425 - Seminar in Literature

General

Description
An integrated examination of a specific topic in Literature. May be repeated for different topics. Prerequisite: Literature course and as announced.

Credit Hours

Min:
3

ENG490 - Studies in English/Literature

General

Description
A course flexible in procedure and content focused on a selected study in the field of literature. Prerequisite: as announced.

Credit Hours

Min:
3

ENG495 - Senior Thesis: English

General

Description
The Senior Thesis provides an opportunity for a senior majoring in English to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. Pre: permission, based on a senior thesis proposal.

Credit Hours

Min:
3

ENG497 - English Internship

General

Description
Field education providing an opportunity to learn through observation and participation for English majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. May serve as a substitution for major coursework. Pre: permission. Graded Pass/Fail. (Fall, Spring, Summer)

Credit Hours

Min:
3

ENGL101 - Critical Reading & Writing I

General

Description
An introduction to college reading and writing. A minimum grade of C is required to satisfy degree requirements.

Credit Hours

Min:
3

ENGL102 - Critical Reading & Writing II

General

Description
ENGL 102 Critical Reading & Writing II (3 credits) A continuation of ENGL 101, this course emphasizes research skills and principles of argumentation. Texts examined may include scholarly articles, news media, and literature. Prerequisite: ENGL 101 Critical Reading & Writing I or equivalent. Special Consideration: Full-time students must enroll in the appropriate English course every term offered until they have completed ENGL 101 and ENGL 102 with a grade of C or higher.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENGL101 - Critical Reading & Writing I

ENGL202 - Survey of American Literature

General

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ENGL250 - Modern Short Stories

General

Description
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

Credit Hours

Min:
3

ESC230 - Foundations for Health & Wellness

General

Description
This course is an overview of personal health and wellness issues. Emphasis will be placed on lifestyle changes that promote long-term wellbeing, (Fall)

Credit Hours

Min:
3

ESC240 - Human Nutrition

General

Description
This course explores the basic scientific principles as they apply to human nutrition. Pre: NSC 103 and NSC 104. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC103 - Biology I
- NSC104 - Biology II

ESC280 - Introduction to Athletic Training

General

Description
A broad introduction to the profession of Athletic Training. Students will be introduced to the five domains of clinical practice from the National Athletic Trainer's Association: injury prevention, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organization and professional health and well-being

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC215 - Human Anatomy & Physiology I
- NSC216 - Human Anatomy & Physiology II

ESC320 - Musculoskeletal Assessment

General

Description
This course introduces the principles of goniometry, manual muscle testing, and gait analysis. Students learn the basic concepts of goniometry and manual muscle testing procedures for upper and lower extremity measurement. Students assess normal gait pattern as well as common deviations due to weakness and pathology. Prerequisite: NSC 215 Human Anatomy & Physiology I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC215 - Human Anatomy & Physiology I

ESC340 - Kinesiology & Biomechanics

General

Description
The study of human movement, this course investigates the musculoskeletal, neuromuscular and mechanical bases for human movement. Pre: NSC216. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC215 - Human Anatomy & Physiology I

ESC350 - Exercise Physiology

General

Description
This course is an application of human physiology principles to sport, exercise and training with regard to body systems and performance. Pre: NSC 216. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC215 - Human Anatomy & Physiology I

ESC420 - Exercise Testing and Prescription

General

Description
This course examines fitness testing and exercise prescription concepts with attention to sports nutrition, weight management, the aging process and prevention as well as management of chronic diseases. This class will also complete the student's preparation to sit for both the Certified Strength and Conditioning Specialist Exam and Conditioning and the Certified Personal Trainer Exam.

Credit Hours

Min:
3

ESC430 - Exercise Physiology for Special Populations

General

Description
This course provides a framework for developing exercise programs for individuals with desease, disabilities, or special health issues. Pre: ESC 350 (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESC350 - Exercise Physiology

ESCA101 - Essential Skills for College Achievement

General

Description
This introductory course is designed to empower students with essential soft skills and strategies vital for excelling in their college journey and beyond. Through a comprehensive exploration of Bible figures, study habits, learning styles, and professionalism students will develop the foundational tools needed to excel academically, personally, and professionally.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

ESL240 - Linguistic Theory

General

Description
A study of the nature and structure of the English language and language acquisition in order to enhance professional activity, e.g., teaching language arts, teaching English to speakers of other languages, and editing and writing. Same as ENG 240. Pre: ENG 102. Prerequisite for education majors: Admission to TEP (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II

ESL242 - Culture & Education

General

Description
This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will examine, evaluate, and develop curricular materials for culturally and

Credit Hours

Min:
3

ESL441 - Methods for Esol

General

Description
An examination of past and current approaches, methods, and techniques for teaching English as a second language. Prerequisite: TEP Block 2 courses. Prerequisite or co-requisite: other TEP Block 3 courses. (Fall).

Credit Hours

Min:
3

ESL442 - Culture & Education

General

Description
This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will examine, evaluate, and develop curricular materials for culturally and

Credit Hours

Min:
3

ESLA442 - Culture and Education

General

Description
This course offers a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students examine, evaluate, and develop curricular materials for culturally and linguistically diverse populations.

Credit Hours

Min:
3

GRAD400 - Graduation

General

Description
Students register in this zero-credit "course" during their final term at Point University. Enrollment notifies the Registrar of their intent to graduate at the end of that term. The Registrar then verifies that the student will have met the academic requirements for graduation. Graduating students must complete both the Bible Awareness Assessment and the PAA Assessment, which are used as exit exams for institutional effectiveness research. There is no cost to the student for these exams and they do not affect student grade point averages (GPAs).

Credit Hours

Min:
0

GRK301 - Greek I

General

Description
A thorough study of Koine Greek involving the acquisition of a basic vocabulary and extensive drill in grammar and syntax, with a gradually increasing emphasis on translation from the Greek New Testament. (Fall)

Credit Hours

Min:
3

GRK302 - Greek II

General

Description
A continuation of GRK 301. Prerequisite: GRK 301. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GRK301 - Greek I

GRK401 - Greek III

General

Description
A review of the basic principles of Koine Greek, with advanced study of Greek grammar and syntax and vocabulary building. Emphasis is placed on the translation and exegesis of the Greek New Testament. Prerequisite: GRK 302. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GRK302 - Greek II

GRK402 - Greek IV

General

Description
A continuation of GRK 401. Prerequisite: GRK 401. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GRK401 - Greek III

GRK422 - Advanced Greek Readings

General

Description
A course flexible in procedure and content emphasizing advanced acquisition of Koine Greek.Prerequisite: GRK 402.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- GRK402 - Greek IV

HEB411 - Hebrew I

General

Description
A study of biblical Hebrew covering grammar, the verb system, vocabulary, leading to readings in the Hebrew Scriptures. (alternate Fall)

Credit Hours

Min:
3

HEB412 - Hebrew II

General

Description
A continuation of HEB 411. Prerequisite: HEB 411. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HEB411 - Hebrew I

HIS102 - Western Civilization

General

Description
A general survey of the history of Western culture from its beginning in the ancient Near East to the present time. (Fall)

Credit Hours

Min:
3

HIS103 - U.S. Government

General

Description
This course will first explore the philosophical foundations of the United States government. Students will additionally examine the structure and operation of the United States federal government and the state government of Georgia. Emphasis will be given to the relationship between the United States government and her states and citizens. (Fall)

Credit Hours

Min:
3

HIS104 - World History I

General

Description
This course is a survey of world civilizations from the beginning of human societies through 1500. Ancient and medieval civilizations are studied to deepen the understanding of the political, social, economic, religious, and cultural dimensions of World history. (Fall)

Credit Hours

Min:
3

HIS105 - World History II

General

Description
This course is a survey of world civilizations from 1500 to the present. Modern civilizations in Africa, Asia, Europe and the Americas are studied to deepen the understanding of the political, social, economic, religious, and cultural dimensions of World history. (Spring)

Credit Hours

Min:
3

HIS201 - Church History I

General

Description
A study of the development of the church from AD 30 through Thomas Aquinas. (Fall)

Credit Hours

Min:
3

HIS202 - Church History II

General

Description
A study of the development of the church from the scholastics through the 20th century.

Credit Hours

Min:
3

HIS203 - United States History

General

Description
A survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

Credit Hours

Min:
3

HIS204 - History of Religion in America

General

Description
This course examines the significance of religion in American society from European colonization to the present. Topics will include, but are not limited to, Puritanism, revivalism, women, slavery, ethnicity and immigration, and pluralism. (alternate Spring)

Credit Hours

Min:
3

HIS210 - Cultural Anthropology

General

Description
This course includes study of the nature, functions, and manifestations of culture in diverse human societies.

Credit Hours

Min:
3

HIS214 - Geography

General

Description
This introduction to world regional geography focuses on the ways in which cultural groups around the world utilize and modify their landscapes and environments. (Spring)

Credit Hours

Min:
3

HIS215 - Native American Studies

General

Description
This course provides an overview of Native American history from pre-colonial times until the present. Emphasis is placed on cultural interaction, U.S. policy development , and the roles played by Native American peoples to ensure their survival and on-going cultural integrity into the 21st century.

Credit Hours

Min:
3

HIS225 - History of Philosophy

General

Description
This course will provide an initial encounter with the great philosophers and their ideas in a historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics and logic. Same as PHL225.

Credit Hours

Min:
3

HIS250 - United States History I

General

Description
This course is a survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration through Reconstruction (1492-1877). Special Consideration: This course meets state legislative requirements for U.S. and Georgia constitutions.

Credit Hours

Min:
3

HIS251 - United States History II

General

Description
This course is a survey of the religious, social, political, economic, and cultural development of the United States from Reconstruction to recent times (1877-2000). Special Consideration: This course meets state legislative requirements for U.S. and Georgia constitutions.

Credit Hours

Min:
3

HIS295 - Introduction to Historical Methods

General

Description
This course is an introduction to historical research and history as a profession. It examines and applies essential research methods and interpretive skills.

Credit Hours

Min:
3

Course Attributes
On Ground (OG)

No Requirements

HIS301 - Restoration History

General

Description
A study of the emergence and development of the nineteenth century Restoration Movement in America. This course highlights the history of the Christian churches and Churches of Christ.

Credit Hours

Min:
2

HIS320 - Art History

General

Description
This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background. Same as HUM 320.

Credit Hours

Min:
3

HIS332 - History & Literature of Women in America

General

Description
This course has been designed as an introduction to the history and literature of women in the U.S. from the colonial period to the present. It will be surveying the field of American women's history in order to understand how specific political, social,

Credit Hours

Min:
3

HIS340 - African American Studies

General

Description
This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as ENG/HUM 340.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- HUM101 - Introduction to Humanities
- ENG102 - Critical Reading & Writing II

HIS408 - Ancient Near Eastern History

General

Description
The purpose of this course is to systematically explore the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt, and Syria-Palestine ca. 3000-323 B.C.E. Same as OTS408 (alternate Fall)

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- OTS210 - The Story of Israel
- HIS103 - U.S. Government

HIS420 - History and Literature of Latin America

General

Description
This interdisciplinary course explores the rich diversity of peoples, histories and literature that together define Latin America. History is explored by reading a number of novels by Latin American writers, and discussing the events and personages depicted therein. Pre-requisite: ENG 102. Same as ENG 420.

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ENG102 - Critical Reading & Writing II

HIS430 - Historiography With Ga History

General

Description
This course includes a study of methods, interpretations, and theoretical issues of historical scholarship using Georgia history as a framework. (alternate Fall)

Credit Hours
Min:
3

HIS490 - Studies in History

General

Description
A course flexible in procedure and content focused on a selected study in the field of history. Prerequisite: as announced.

Credit Hours
Min:
1

HIS495 - Senior Thesis: History

General

Description
The Senior Thesis provides an opportunity for a senior majoring in History to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and us supervised by a full-time faculty member. Pre-permission, based on a senior thesis proposal. (Fall)

Credit Hours
Min:
3

HIS497 - History Internship

General

Description
Field education providing an opportunity to learn through observation and participation for history majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. May be a ubstitute for CCE 497 for History majors. Pre: permission. Graded Pass/Fail. (Fall, Spring, Summer)

Credit Hours
Min:
6

HIST201 - Church History I

General

Credit Hours
Min:
3

HIST203 - United States History

General

Description
A survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration until recent times.

Credit Hours
Min:
3

HIST250 - United States History

General

Description
This course is a survey of the religious, social, political, economic, and cultural development of the United States from the era of exploration through Reconstruction (1492-1877).

Credit Hours
Min:
3

HREL202 - The Family

General

Description
Students explore courtship, marriage, and family relationships from both a biblical and cultural perspective.

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- PSYC103 - Intro to Psychology
- SOCI103 - Intro to Sociology

HREL301 - Introduction to Counseling

General

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

Credit Hours
Min:
3

HREL304 - Intro to Research

General

Description
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.

Credit Hours
Min:
3

HREL308 - Life, Work, & Ethics of the Helping Profession

General

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

Credit Hours
Min:
3

HREL312 - Counseling Diverse Populations

General

Description
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.

Credit Hours
Min:
3

HREL320 - Group Dynamics

General

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

Credit Hours
Min:
3

HREL323 - Biblical Resources for Counseling

General

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

Credit Hours
Min:
3

HREL396 - Counseling Theory & Procedures

General

Description
A study of various counseling theories and an evaluation of these theories from a Christian perspective.

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- HIS102 - Western Civilization
- OTS210 - The Story of Israel

HREL414 - Human Sexuality

General

Description
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 perspect

Credit Hours
Min:
3

HREL437 - Conflict Management

General

Description
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.

Credit Hours
Min:
3

HREL445 - Case Management

General

Description
This course focuses on how service providers assess the needs of a client and arrange, coordinate, advocate for, monitor, mediate, negotiate, and evaluate the package of services designed to meet the needs of diverse clients and constituents. The course emphasizes the use and importance of appropriate inter-professional collaboration to achieve beneficial outcomes. Prerequisites: Either HREL 396 Counseling Theory & Procedures and HREL 312 Counseling Diverse Populations (for Human Relations Majors) or SOWK 401 Social Welfare Theory and SOWK 402 Social Welfare Policy (for Social Work Majors).

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- SOWK401 - Social Welfare Theory
  AND SOWK402 - Social Welfare Policy
- HREL396 - Counseling Theory & Procedures
  AND HREL312 - Counseling Diverse Populations

HREL497 - Human Relations Practicum

General

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

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HREL308 - Life, Work, & Ethics of the Helping Profession
- HREL312 - Counseling Diverse Populations
- HREL396 - Counseling Theory & Procedures
- HREL445 - Case Management

HREL498 - Human Relations Internship Fieldwork

General

Description
Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HREL497 - Human Relations Practicum

HUM101 - Introduction to Humanities

General

Description
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. (Fall, Spring and Summer)

Credit Hours

Min:
3

HUM199 - Humanities Elective

General

Credit Hours

Min:
1

Max:
3

HUM203 - Cultural Anthropology

General

Description
A study of the nature, functions, and manifestations of culture in diverse human societies. (Fall)

Credit Hours

Min:
3

HUM214 - Geography

General

Description
This introduction to world regional geography focuses on the ways in which cultural groups around the world utilize and modify their landscapes and environments. (Spring)

Credit Hours

Min:
3

HUM299 - Humanities Elective

General

Credit Hours

Min:
3

HUM311 - Humanities:greek & Roman

General

Description
An integrated examination of Western culture from the Minoan-Mycenaean roots to the fall of the Roman empire as expressed in art, literature, music, philosophy, religion, and architecture, emphasizing the development and influence of classical ideas and values. Pre: HUM101. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HUM101 - Introduction to Humanities

HUM315 - Humanities: Medieval & Renaissance

General

Description
An integrated examination of the dominant ideas and values of Western culture from the fall of the Roman empire through the 17th century as expressed in art, literature, music, philosophy, religion, and architecture. Prerequisite: HUM 101. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HUM101 - Introduction to Humanities

HUM320 - Art History

General

Description
This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background. Same as HIS 320.

Credit Hours

Min:
3

HUM321 - Humanities: Baroque Through Romanticism

General

Description
An integrated examination of the dominant ideas and values of Western culture during the 18th and 19th centuries as expressed in art, literature, music, philosophy, religion, and architecture. Prerequisite: HUM 101. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- HUM101 - Introduction to Humanities

HUM325 - Humanities: the Modern World

General

Description
An integrated examination of the dominant ideas and values of Western culture during the 20th century as expressed in art, literature, music, philosophy, religion, and architecture. Prerequisite: HUM 101. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- HUM101 - Introduction to Humanities

HUM340 - African American Studies

General

Description
This interdisciplinary course studies African-American culture: politics, history, literature, philosophy, religion and art. Emphasis is placed on the experience of African Americans. Pre: HUM 101 or HIS 203 or ENG 102. Same as ENG/HIS 340.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- ENG102 - Critical Reading & Writing II
- HUM101 - Introduction to Humanities

HUM392 - Theology and the Arts

General

Description
This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology of the arts, while also investigating how theology is done through the arts. Pre: HUM 101 and either THE 301 or BBS 302. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- HUM101 - Introduction to Humanities
  AND BBS304 - Scripture: Reading & Interpretation
- HUM101 - Introduction to Humanities
  AND THE301 - Theological Foundations for the Christian Life

HUM425 - Seminar in Humanties

General

Description
An integrated examination of a specified topic in the humanities. May be repeated for different topics. Prerequisite: HUM 101 and one HUM 300-level course. (occasional)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- HUM311 - Humanities:greek & Roman
- HUM315 - Humanities: Medieval & Renaissance
- HUM320 - Art History
- HUM321 - Humanities: Baroque Through Romanticism
- HUM325 - Humanities: the Modern World
- HUM392 - Theology and the Arts

HUM490 - Studies in Humanities

General

Description
A course flexible in procedure and content focused on a selected study from the humanities. Prerequisite: HUM 101 and as announced.

Credit Hours

Min:
1

Max:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HUM101 - Introduction to Humanities

HUM495 - Senior Thesis: Humanities

General

Description
The senior thesis provides an opportunity for a senior majoring in humanities to complete an extended independent study project in preparation for graduate school. The project includes a rigorous research component on a topic of interest to the student and is supervised by a full-time faculty member. Pre: permission, based on a senior thesis proposal.

Credit Hours

Min:
3

HUM497 - Cross-Cultural Studies

General

Description
Field education providing an opportunity to learn through observation and participation for Humanities majors only. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: permission. Graded Pass/Fail.

Credit Hours

Min:
1

Max:
6

HUMA101 - Intro to Humanities

General

Description
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.

Credit Hours

Min:
3

ICM202 - Introduction to World Missions

General

Description
The nature of Christian outreach; a study of principles, history, and methodology of worldwide missions. (Spring)

Credit Hours

Min:
3

ICM310 - Theology in Missions

General

Description
An examination of the theological foundations of mission derived from a study of the history of salvation. This course will encompass a study of the mission given to Israel and to the Church, including some interaction with contemporary heologies of mission. Pre: ICM 202 and either THE 301 or BBS 302.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- ICM202 - Introduction to World Missions
  AND BBS304 - Scripture: Reading & Interpretation
- ICM202 - Introduction to World Missions
  AND THE301 - Theological Foundations for the Christian Life

ICM330 - World Religions

General

Description
A survey of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism and the prospects for fruitful interreligious dialogue. (alternate Spring)

Credit Hours

Min:
3

ICM342 - Urban Cross-Cultural Evangelism

General

Description
A study of both cultural and communication processes that enable persons from differing backgrounds to interact effectively. Skills and insights learned will be applied to evangelism. Prerequisite: ICM 202.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ICM202 - Introduction to World Missions

ICM406 - Contemporary World Issues

General

Description
A study of the basic theological, anthropological, secular, and practical issues encountered by the mission of the Church in the contemporary setting. Prerequisite: ICM 202.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ICM202 - Introduction to World Missions

ICM490 - Issues & Trends in Missions

General

Description
Current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism and their significance to the worldwide mission of the Church. Opportunity for individual student research in a particular area of interest is provided. Pre: ICM 202 and as announced.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ICM202 - Introduction to World Missions

ICM497 - Missions Internship

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Pre: junior standing and permission. Graded Pass/Fail.

Credit Hours

Min:
1

Max:
3

Requirements
Students must have earned 60 credits before taking this course.

ICST300 - Introduction to Applied Christian Missions

General

Description
Introduction to Applied Christian Missions provides an overview of Christ's Great Commission and its practical application. Emphases include biblical foundations, contemporary methods, and current progress. The course also focuses on healthy individual and team dynamics among missionary teams. During this course, students participate in both group and one-on-one mentorship. Mentors focus on personal, spiritual, cultural, relational, and leadership maturity. They help students discern their role in fulfilling the Great Commission and equip them for that role. Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 310 Intercultural Communication & Engagement, ICST 320 Introduction to Cross-Cultural Living, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040, an international missions mentorship ministry, at one of its international bases in North Africa, Southeast Asia, Europe, and elsewhere.

Credit Hours

Min:
3

ICST305 - Introduction to Campus Ministry

General

Description
This course assists students in learning basic concepts of cross-cultural ministry in the context of a college or university campus, either in the United States or in international settings. Instruction will focus on basic concepts and skills with opportunities for application of those principles in appropriate settings.

Credit Hours

Min:
3

ICST310 - Intercultural Communication & Engagement

General

Description
Intercultural Communication & Engagement develops transferrable skills for interacting with people of different cultures. The course gives special attention to the process of language acquisition and communication technology. Students spend time both in the classroom learning a local language and in the community practicing their language skills on a daily basis. They also receive hands-on training in communication technology and its applications in an overseas environment. Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 320 Introduction to Cross-Cultural Living, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040, an international missions mentorship ministry, at one of its international bases in North Africa, Southeast Asia, Europe, and elsewhere.

Credit Hours

Min:
3

ICST320 - Introduction to Cross-Cultural Living

General

Description
Introduction to Cross-Cultural Living equips students for being overseas on a short- or long-term basis in a culture vastly different from one's own. It teaches students how to navigate a new community safely and effectively. Students learn in the classroom about travel security, logistics, travel fitness, and culture shock through dialogues, case studies, video lessons, and practical exercises. They also experience daily life in a new culture for 85 consecutive days. Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 310 Intercultural Communication & Engagement, and ICST 330 Global Studies Practicum. These courses are part of an 85-day cultural immersion experience hosted by Café 1040, an international missions mentorship ministry, at one of its international bases in North Africa, Southeast Asia, Europe, and elsewhere.

Credit Hours

Min:
3

ICST330 - Global Studies Practicum

General

Description
Global Studies Practicum introduces students to the history of a local people as a means to understanding their historical context and mindset. Classroom sessions cover the lives of significant figures in the local religion, the history of their holy books, and the rich history of the people and their land. Outside the classroom, students experience the living history of the country by traveling throughout the host nation and interacting with the contemporary culture. Trips include various topographies and people groups, such as metro cities, rural villages, ancient sites, religious centers, and wilderness excursions. Special Consideration: This cross-cultural immersion course is taught by a Point instructor in conjunction with three other courses: ICST 300 Introduction to Applied Christian Missions, ICST 310 Intercultural Communication & Engagement, and ICST 320 Introduction to Cross-Cultural Living. These courses are part of an 85-day cultural immersion experience hosted by Café 1040, an international missions mentorship ministry, at one of its international bases in North Africa, Southeast Asia, Europe, and elsewhere.

Credit Hours

Min:
3

ICST410 - Reading and Redeeming Culture

General

Description
This course prepares students to apply insights from cultural anthropology, sociology, and theology to understand, adapt, and transform culture. Students demonstrate "cultural ability" by articulating the key elements of a "culture," analyzing the culture of a given college/university community, and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

ICST510 - Reading & Redeeming Culture

General

Description
This course prepares students to apply insights from cultural anthropology, sociology, and theology to understand, adapt, and transform culture. Students demonstrate "cultural ability" by articulating the key elements of a "culture;" analyzing the culture of a given community, including a college/university community; and forming ministry strategies appropriate for the cultural context through the conceptual framework of practical theology.

Credit Hours

Min:
3

MAP112 - Voice Class I

General

Description
Together, MAP 112 Beginning Voice Class and MAP 232 Intermediate Voice Class prepare non-vocal music majors to pass the vocal proficiency examination required for graduation.

Credit Hours

Min:
1

MAP113 - Class Piano I

General

Description
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation.

Credit Hours

Min:
1

MAP123 - Class Piano II

General

Description
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. Prerequisite: MAP 113 Beginning Piano Class I.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MAP113 - Class Piano I

MAP232 - Voice Class II

General

Description
Together, MAP 112 Beginning Voice Class and MAP 232 Intermediate Voice Class prepare non-vocal music majors to pass the vocal proficiency examination required for graduation. Prerequisite: MAP 112 Beginning Voice Class.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MAP112 - Voice Class I

MAP233 - Class Piano III

General

Description
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. Prerequisite: MAP 123 Beginning Piano Class II.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MAP123 - Class Piano II

MAP253 - Class Piano IV

General

Description
Together, MAP 113 Beginning Piano Class I, MAP 123 Beginning Piano Class II, MAP 233 Intermediate Piano Class, and MAP 253 Advanced Piano Class prepare music majors to pass the piano proficiency examination required for graduation. Prerequisite: MUS 233 Intermediate Piano Class.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MAP233 - Class Piano III

MAP367 - Private Instruction: Guitar

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP368D - Private Instruction: Saxophone

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP369 - Applied Music Technology

General

Description
Students receive private instruction in specific applications of music technology leading to a worship/concert project, publication of a CD, printed format, or a recital performance. Prerequisites: MUS 316 Music Technology II and permission from the Fine Arts Department Chair.

Credit Hours

Min:
1

Max:
2

Course Attributes
On Ground (OG)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS316 - Music Technology II

MAP388 - Junior Recital

General

Description
Guided preparation for the presentation of a 30-minute public solo recital. Prerequisite: Permission and 8 semester hours in the applied area (2 of these 8 hours may be concurrent with the semester of the recital).

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn at least 8 credits from the following:

- MAP Courses

MAP436 - Private Instruction: Conducting

General

Description
Advanced private instruction in conducting techniques.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS311 - Conducting

MAP464 - Advanced Private Instruction:percussion

General

Description
Senior-level private instrutions in techniques and repertoire for the Performance and Pedagogy specialization. Student must perform 12-15 minutes of music from memory on a jury exam at the end of the semester. Pre: senior standing and permission.

Credit Hours

Min:
2

MAP467 - Advanced Private Instruction: Guitar

General

Description
Senior-level private instrutions in techniques and repertoire for the Performance and Pedagogy specialization. Student must perform 12-15 minutes of music from memory on a jury exam at the end of the semester. Pre: senior standing and permission.

Credit Hours

Min:
2

MAP469 - Department Studio

General

Credit Hours

Min:
0

MAP472 - Senior Worship Project

General

Description
This course will cover the aspects of planning and implementation for a worship service. Attention will be given to selection of a unifying theme/idea, enlisting and rehearsing par-ticipants, choice of music/materials to be presented, coordination of technical aspects, and logistical considerations. Public presentation of the worship service will represent completion of course requirements. Prerequisites: Senior standing and permission from the Fine Arts department chair.Special Considerations: MAP 472is a 16-week, term-length course.The course may be taken one term before the actual worship service or concert is presented. A grade will be assigned following the public presentation.MAP 472 is also a Writing Emphasis course.

Credit Hours

Min:
2

Requirements
Students must have earned 90 credits before taking this course.

MAP488 - Senior Recital

General

Description
Guided preparation for the presentation of a one-hour public solo recital. Prerequisites: Permission, a successfully completed Junior Recital, and 4 semester hours in Advanced Private Instruction (2 of those 4 hours may be concurrent with the semester of

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MAP388 - Junior Recital

Students must have earned 90 credits before taking this course.

MAP495 - Senior Production Project

General

Description
This course covers the aspects of planning and implementation for a music production. Attention is given to choosing and implementing appropriate technology, sound and video design, and collaborating with the performer(s). Public presentation of the produc-tion project through a live or recorded project will represent completion of course requirements. Prerequisites: Senior standing and permission from the Fine Arts department chair.Special Considerations: MAP 495is a 16-week, term-length course. It is also a Writing Emphasis course

Credit Hours

Min:
2

Requirements
Students must have earned 90 credits before taking this course.

MAP362-1 - Private Instruction: Voice

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP362-2 - Private Instruction: Voice

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

Max:
2

MAP363-1 - Private Instruction: Piano

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP363-2 - Private Instruction: Piano

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP364-1 - Private Instruction: Percussion

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP364-2 - Private Instruction: Percussion

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

Max:
2

MAP366-1 - Private Instruction: Violin

General

Description
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.

Credit Hours

Min:
1

MAP366A-2 - Private Instruction: Violin

General

Description
Advanced private instruciton in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP366B-1 - Private Instruction: Viola

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP366C-1 - Private Instruction: Cello

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP366C-2 - Private Instruction: Cello

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP367-1 - Private Instruction: Guitar

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP368-1 - Private Instruction: Specified Instrument

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission

Credit Hours

Min:
1

MAP368A-1 - Private Instruction: Trumpet

General

Description
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.

Credit Hours

Min:
1

MAP368B-1 - Private Instruction: Flute

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP368C-1 - Private Instruction: Clarinet

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP368C-2 - Private Instruction: Clarinet

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP368D1 - Private Instruction: Saxophone

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

Max:
2

MAP368D2 - Private Instruction: Saxophone

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP368E1 - Private Instruction: Double Reed

General

Description
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.

Credit Hours

Min:
1

Course Attributes
On Ground (OG)

MAP369-1 - Applied Music Technology

General

Description
Private instruction in specific applications of music technology leading to a worship/concert project, publication of a CD, printed format, or a recital performance. Prerequisite: MUS 317 and permission.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS316 - Music Technology II

MAP369-2 - Applied Music Technology

General

Description
Private instruction in specific applications of music technology leading to a worship/concert project, publication of a CD, printed format or a recital performance. Pre: MUS 317 and permission

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS316 - Music Technology II

MAP378A-2 - Private Instruction: Trumpet

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

Max:
2

MAP378A1 - Private Instruction: Trumpet

General

Description
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.

Credit Hours

Min:
1

MAP378B-1 - Private Instruction: Trombone

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP378B-2 - Private Instruction: Trombone

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP378C-1 - Private Instruction: French Horn

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP378C-2 - Private Instruction: French Horn

General

Description
Advanced private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours

Min:
1

MAP378D-1 - Private Instruction: Euphonium

General

Description
Private instruction in techniques and repertoire. Student must perform 10-12 minutes of music from memory on a jury exam at the end of the semester. Pre: audition and permission.

Credit Hours
Min:
1

MAP378E1 - Private Instruction: Tuba

General

Description
Students receive advanced private instruction in techniques and repertoire for their chosen musical instrument. They must perform 10-12 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Audition and permission from the Fine Arts Department Chair. Special Considerations: The second and third numerals in the MAP 36_ or 37_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, oboe will be treated as a section of the woodwinds course.

Credit Hours
Min:
1

Course Attributes
On Ground (OG)

MAP463-2 - Advanced Private Instruction: Piano

General

Description
Senior-level private instrutions in techniques and repertoire for the Performance and Pedagogy specialization. Student must perform 12-15 minutes of music from memory on a jury exam at the end of the semester. Pre: senior standing and permission.

Credit Hours
Min:
2

MAP466 A2 - Advanced Private Instruction: Violin

General

Description
Music majors pursuing the Performance & Pedagogy Specialization receive senior-level private instruction in techniques and repertoire. The student must perform 12-15 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Senior standing and permission from the Fine Arts Department Chair. Special Consideration: The third numeral in the MAP 46_ or 47_ course number will designate the category of instrument. The student's specific instrument will be offered as a "section" of the course category. For example, saxophone will be treated as a section of the woodwinds course.

Credit Hours
Min:
2

MAP478 E2 - Advanced Private Instruction: Tuba

General

Description
Music majors pursuing the Performance & Pedagogy Specialization receive senior-level private instruction in techniques and repertoire. The student must perform 12-15 minutes of music from memory on a jury exam at the end of the term. Prerequisites: Permission and Senior standing.

Credit Hours
Min:
2

MATH100 - Foundations of Mathematics

General

Credit Hours
Min:
3

MATH103 - College Mathematics

General

Description
This course presents a comprehensive survey of college-level mathematics and emphasizes practical applications and problem-solving strategies.

Credit Hours
Min:
3

MATH110 - College Algebra

General

Description
Topics include equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences.

Credit Hours

Min:
3

MATH111 - Elementary Algebra

General

Description
This foundational course develops skills such as performing basic operations on real numbers; simplifying algebraic expressions; solving linear equations in one variable;solving algebraic formulas; using scientific notation; and solving application problems involving proportions, percentages, and ratios. Prerequisite: An appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 111 does not meet the General Education Core math requirement, but may be used as a General Elective. The course is designed to prepare students for MATH 113Intermediate Algebra, MATH 115 Quantitative Reasoning, and MATH 117 Introductory Statistics.

Credit Hours

Min:
3

MATH113 - Intermediate Algebra

General

Description
Building on MATH 111 Elementary Algebra, thiscourse develops many types of inter-mediate skills. Examples include solving and graphing linear equations in one and two variables, solving word problems using geometric formulas, solving problems through the use of a coordinate plane, solving quadratic and basic cubic equations by factoring, using polynomials, and performing operations on complex numbers. Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent,or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course.MATH 113does not meet the General Education Core math requirement, but may be used as a General Elective.The course is designed to prepare students for MATH 120 College Algebra.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MATH111 - Elementary Algebra

MATH115 - Quantitative Reasoning

General

Description
This course develops practical skills necessary to process and communicate quantitative information found in daily life. Examples include probability, statistics, proportional reasoning, modeling data, financial mathematics, problem solving, and voting methods. Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent,or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course.MATH 115 satisfies the General Education Core math requirement for degree programs that do not require MATH 117 Introductory Statistics or MATH 120 College Algebra.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MATH113 - Intermediate Algebra

MATH117 - Introductory Statistics

General

Description
Introductory Statistics is a first course in statistics for students whose college and career paths require knowledge of the fundamentals of the collection, analysis and interpretation of data. Topics include the presentation and interpretation of univariate data using graphical and numerical methods, probability, discrete and continuous probability distributions, linear regression, an understanding of good practice in study design, statistical inference, confidence intervals, and hypothesis testing. The course emphasizes the development of statistical thinking. Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent,or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course.MATH 117 satisfies the General Education Core math requirement for degree programs that do not require MATH 120 College Algebra.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MATH115 - Quantitative Reasoning

MATH120 - College Algebra

General

Description
Building on MATH 113 Intermediate Algebra, this course develops algebraic skills such as solving equations; graphing and analyzing a variety of functions, including linear, quadratic, rational, exponential, and logarithmic; and solving systems of linear, three-variable, and non-linear equations. The course also includes an introduction to matrices, including identifying parts, performing operations, and solving polynomial and rational inequalities. Prerequisite: Minimum final grade of 70% in MATH 113 Intermediate Algebra or equivalent,or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher level mathematics course. MATH 120 satisfies the General Education Core math requirement.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MATH117 - Introductory Statistics

MATH302 - Statistics

General

Description
This course focuses on research methodologies, statistical analyses, and the appropriate use of statistica l methods, with primary emphasis on the ability to read and understand research. Prerequisite: MATH 103 College Mathematics (MATH 110 College Algebra recommended).

Credit Hours

Min:
3

MEDC200 - Introduction to Medical Coding & Billing

General

Description
This course introduces fundamentals of medical coding classifications and nomenclature. It includes an overview of diseases and procedures, basic coding rules, insurance claim processes, and correct billing and reimbursement practices.

Credit Hours

Min:
3

MEDC205 - Icd Medical Coding and Billing

General

Description
This course introduces students to medical coding classifications and nomenclature with a focus on International Classification of Diseases (ICD) coding. Topics include basic coding rules and an overview of diseases and procedures.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MEDC200 - Introduction to Medical Coding & Billing

MEDC210 - Insurance Claim Procedures

General

Description
This course offers an in-depth review of insurance documents, procedures for processing claims, procedures for handling rejections and denials of claims, billing and collection procedures, ethical standards, and reimbursement cash flow.

Credit Hours

Min:
3

MEDC220 - Cpt Medical Coding and Billing

General

Description
This course focuses on medical coding for procedures using Current Procedural Terminology (CPT) nomenclature. Students also begin exploring the relationship of coding to correct reimbursement.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MEDC205 - Icd Medical Coding and Billing

MEDC225 - Hospital Coding and Billing

General

Description
This course provides experience in inpatient hospital coding and procedures. Using the most current coding system, students analyze and assign correct coding related to inpatient facility dynamics.

Credit Hours

Min:
3

MEDI200 - Medical Terminology

General

Description
This course introduces students to medical terminology essential to healthcare professions. Its learning strategy focuses on common medical prefixes and suffixes, which help students break down, understand, and use complex medical terminology.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSCI214 - Human Anatomy & Physiology for Health Professionals

MEDI220 - Medical Legal & Ethical Topics

General

Description
This course introduces students to medical terminology essential to healthcare professions. Its learning strategy focuses on common medical prefixes and suffixes, which help students break down, understand, and use complex medical terminology.

Credit Hours

Min:
3

MEDM210 - Medical Systems & Procedures

General

Description
This course offers an in-depth review of medical systems and procedures within the medical assistant's scope of practice. It includes front office operations, patient intake, infection control procedures, basic lab tests, and other aspects of medical office operations. Students work with electronic medical record systems in a virtual format to acclimate to technology currently used in healthcare.

Credit Hours

Min:
3

MEDM220 - Medical Systems & Records Management

General

Description
This course offers an in-depth review of medical systems an d procedures within the context of medical practice management. Topics include front office operations, electronic medical records (EMRs), and other technologies that assist the function of the practice. Students work with electronic medical record systems in a virtual format to acclimate to technology currently used in healthcare.

Credit Hours

Min:
3

MEDM250 - Leadership and Management for Medical Professionals

General

Description
This course focuses on leadership principles from business and medicine, using case studies to prepare the graduate for complex issues found in the medical office settings. Topics include scheduling, personnel management, conflict resolution, crisis management, and leadership strategies. The course also gives attention to federal laws and regulations, such as the Health Insurance Portability and Accountability Act (HIPAA). Students explore legal and ethical issues from a Christian worldview, including issues related to interaction with families, physicians, and legal documentation.

Credit Hours

Min:
3

MEDM298 - Clinical Externship in Medical Assisting

General

Description
In this capstone experience for the A.S. in Medical Assisting, students validate clinical skills in a hospital or agency environment under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Assistant holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and approved by Point's Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed. . The externship must involve a minimum 64 hours of supervised clinical training.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSCI214 - Human Anatomy & Physiology for Health Professionals
- MEDI200 - Medical Terminology
- MEDC200 - Introduction to Medical Coding & Billing
- MEDM210 - Medical Systems & Procedures

MEDM298A - Clinical Extern in Medical Assisting A

General

Description
MEDM 298A-B together form the capstone experience for Point University's Medical Assisting programs. Students validate clinical skills in a clinical facility under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites and inquiring about externships. The preceptor must be a certified medical assistant holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and approved by Point's Health Sciences Department Chair one session (8 weeks) prior to the start of the externship. The student and perspective employer must complete the Health Sciences Student/ Employer Agreement Form as well as the Health Sciences Completed Work Form to earn credit for the externship. Forms are located in the Health Science Hub. The Health Sciences Department Chair will assist with arrangements once the preceptor and site are confirmed and the Student/Employer Agreement Form has been submitted. The full externship (MEDM 298A-B) must involve a minimum 160 hours of supervised clinical training. In MEDM 298A students complete approximately 80 hours of training, or an average of 10 hours of training per week during the 8-week session. Prerequisites: All other courses in the AS-MOA professional component- namely, NSCI 214, MEDI 200, MEDC 200, MEDM 210, and MEDI 220.

Credit Hours

Min:
3

MEDM298B - Clincial Extern in Medical Assisting B

General

Description
In this continuation of MEDM 298A, students validate clinical skills in a clinical facility under the supervision of a qualified instructor or preceptor. The full externship (MEDM 298A-B) must involve a minimum 160 hours of supervised clinical training. In MEDM 298B students will complete approximately 80 hours of training, or an average of 10 hours of training per week during the 8-week session. Prerequisites: All other courses in the AS-MOA professional component-namely, NSCI 214, MEDI 200, MEDC 200, MEDM 210, MEDI 220, and MEDM 298A.

Credit Hours

Min:
3

MEDM299 - Clinical Externship in Medical Office Management

General

Description
In this capstone experience for the A.S. in Medical Office Management, students validate clinical skills in a hospital or office environment under the supervision of a qualified instructor or preceptor. Students are responsible for identifying potential clinical sites (preferably near their home) and inquiring about externships. The preceptor must be a certified Medical Office Manager holding a degree from an accredited institution and working full-time in a clinical setting. Both the site and the preceptor must be vetted and approved by Point's Health Sciences Department Chair two sessions (16 weeks) prior to the start of the externship. Point faculty assist with arrangements once the preceptor and site are confirmed.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSCI214 - Human Anatomy & Physiology for Health Professionals
- MEDI200 - Medical Terminology
- MEDC210 - Insurance Claim Procedures
- MEDM250 - Leadership and Management for Medical Professionals
- MEDM220 - Medical Systems & Records Management

MEN201 - Concert Choir

General

Description
A touring mixed choir demonstrating advanced choral tone and interpretation of repertoire.

Credit Hours

Min:
0

Max:
1

MEN202 - Concert Band

General

Description
Students engage in study and performance of concert band and wind ensemble literature. Prerequisite: Open by audition to all non-music and music majors.

Credit Hours

Min:
1

MEN203 - Honors Ensemble

General

Description
Specific ensemble hosen on baseis of talent and service to community and institution.

Credit Hours

Min:
0

Max:
1

MEN204 - String Ensemble

General

Description
An instrumental ensemble that studies and performs a variety of string music styles and genres. Prerequisite: Participation is open to any Point University student with experience on violin, viola, cello, double bass, or electric bass.

Credit Hours

Min:
0

Max:
1

MEN205 - Jazz Band

General

Description
This course will be a performing jazz ensemble. Students will rehearse as a group and perform at least one concert per semester.

Credit Hours

Min:
0

Max:
1

MEN206 - Handbell Choir

General

Description
This course will be a performing handbell choir. Students will rehearse as a group and perform at least one concert per semester.

Credit Hours

Min:
0

Max:
1

MEN207 - Guitar Ensemble

General

Description
An auditioned ensemble for 5-10 guitarists open to all Point students. A variety of repertoire will be performed.

Credit Hours

Min:
1

MEN208 - Percussion Ensemble

General

Description
An instrumental ensemble that studies and performs music from the percussion world. Students will have the chance to play contemporary and world music on a variety of instruments. Prerequisite: Participation is open to any Point University student with experience in concert or marching percussion.

Credit Hours

Min:
0

Max:
1

MEN211 - Concert Band

General

Description
Students engage in study and performance of concert band and wind ensemble literature. Prerequisite: Open by audition to all non-music and music majors.

Credit Hours

Min:
1

MEN212 - Marching Band

General

Description
An outdoor marching ensemble that combines a mix of traditional and contemporary marching and playing styles. Membership is open to all full-time students with high school marching band experience, regardless of their major. Auxiliary and percussion lines hold open auditions in the spring and early summer.

Credit Hours

Min:
1

MGI300 - Adolescent Literature

General

Description
A study of literature appropriate for adolescents, with emphasis on selection of materials and techniques for creating interest and enjoyment through presentation. Prerequisite: admission to the Teacher Education Program. Prerequisite or co-requisite: ot

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESL442 - Culture & Education
- MGI391 - Block 1 Lab Experience

MGI302 - Reading Skills

General

Description
A study of the dynamics of the reading process and major issues in reading instruction for middle grades learners. Prerequisite: admission to the Teacher Education Program. Prerequisite or co-requisite: other TEP Block 1 courses. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESL442 - Culture & Education
- MGI300 - Adolescent Literature
- MGI391 - Block 1 Lab Experience

MGI305 - Mathematics for Middle Grades

General

Description
A course dealing with the concepts and materials which are appropriate for the cognitive development of the middle grades learner, with a portion of the class devoted to mathematics principles. Prerequisite: TEP Block 1 courses. Prerequisite or c0-requisite: other TEP Block 2 courses.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESL442 - Culture & Education
- MGI300 - Adolescent Literature
- MGI302 - Reading Skills
- MGI391 - Block 1 Lab Experience

MGI321 - Social Studies for Middle Grades

General

Description
A study of the concepts and skills taught and developed in the social studies curriculum in the middle grades, with emphasis on integrating social studies units with other subject-matter areas. Prerequisite: admission to the Teacher Education Program. Prerequisite or co-requisite: other TEP Block 2 courses.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU405 - Integration of Technology
- EDU433 - Differentiated Instruction
- ESL240 - Linguistic Theory
- MGI392 - Block 2 Lab Experience

MGI330 - Language Arts for Mg

General

Description
This course focuses on curriculum and methods for developing linguistic and communicative competence in language arts classes in the middle school. Prerequisite: Admission to the Teacher Education Program (TEP). Prerequisite: Admission to the Teacher Education Program (TEP). Corequisites: All other Block 1 TEP courses or permission from the Teacher Education Department Chair.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESL442 - Culture & Education
- MGI300 - Adolescent Literature
- MGI302 - Reading Skills
- MGI391 - Block 1 Lab Experience

MGI391 - Block 1 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting in the metropolitan Atlanta area coinciding with Block 1 education courses. (Fall)

Credit Hours

Min:
1

MGI392 - Block 2 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting in the metropolitan Atlanta area coinciding with Block 2 education courses. (Spring)

Credit Hours

Min:
1

MGI421 - Science for Mg

General

Description
The selection and organization of content and materials for instruction, the application of scientific principles and laws of learning to science instruction, and the identification of goals in science instruction in the middle grades, with an emphasis on

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- EDU405 - Integration of Technology
- EDU433 - Differentiated Instruction
- ESL240 - Linguistic Theory
- MGI392 - Block 2 Lab Experience

MGI493 - Block 3 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting in the metropolitan Atlanta area coinciding with Block 3 education courses. (Fall)

Credit Hours

Min:
1

MGI497 - Teaching Practicum

General

Description
Observation, participation, and directed teaching in an approved school setting in the metropolitan Atlanta area will be carried out under the supervision of a selected supervising middle grades teacher and University personnel. A seminar with the Univer

Credit Hours

Min:
12

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ESL442 - Culture & Education
- MGI300 - Adolescent Literature
- MGI302 - Reading Skills
- MGI391 - Block 1 Lab Experience
- EDU405 - Integration of Technology
- EDU433 - Differentiated Instruction
- ESL240 - Linguistic Theory
- MGI392 - Block 2 Lab Experience
- EDU350 - Curriculum & Assessment
- EDU401 - The Exceptional Child
- EDU407 - Classroom Management
- ESL441 - Methods for Esol
- MGI305 - Mathematics for Middle Grades
  OR MGI330 - Language Arts for Mg
- MGI321 - Social Studies for Middle Grades
  OR MGI421 - Science for Mg

MGM101 - Inside US Healthcare Policy

General

Description
What happens to your healthcare when policies change? When a single regulation altershow you - or millions - receive treatment? This course explores the real-life impact of healthcarepolicies - from state regulations to federal laws - on hospitals, patients, and the healthcare wedepend on. Whether you're curious about the rules behind the scenes or gearing up for a career inhealthcare, this class uncovers the system that affects every American's health and wallet. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

No Requirements

MGM203 - Business Analytics

General

Description
A course designed to teach research methodologies, statistical analyses and the appropriate usage of statistical methods, with primary emphasis on the ability to use statistical methods to measure and improve business performance.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM209 - Computer Information Systems
- MTH191 - Pre-Calculus
  OR MTH210 - Calculus 1

MGM204 - Career Navigation and Exploration in Healthcare Administration

General

Description
You know you want a career in healthcare, but where do you begin? What skills you'llneed to land that dream job? Whether you're aiming for an internship at a top hospital, a fast-growingclinic, or a cutting-edge pharma company, this course has you covered. You'll learn how to buildconnections, master interviews, and create a killer resume. By the end, you'll have the confidence andgame plan to kickstart an amazing career in any healthcare field you choose!Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

MGM205 - Healthcare Justice, Law, and Ethics

General

Description
When is someone truly dead? Should an expensive cure be approved if a cheaper option exists? In an emergency, should resources go to neonatal or pediatric care? From genetic engineering to rationing care, healthcare faces some of today's toughest ethical, legal, and justice challenges. As we work to ensure fairness and uphold patient rights, it's an exciting time to engage with the tools, concepts, and frameworks that drive life or death decision-making. Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

MGM209 - Computer Information Systems

General

Description
This course is designed to acquaint students with the organizational use of computers so they may function better as managerial or professional users of computer resources and/or as a participants in the systems-building process.

Credit Hours

Min:
3

MGM225 - Principles of Management

General

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

Credit Hours

Min:
3

MGM238 - Business Communication

General

Description
This course focuses on the communication processes within organizations with an emphasis on skills in oral and written communication. Prerequisites: ENG 102 Critical Reading & Writing I and COM 205 Public Speaking. Special Consideration: MGM 238 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENG102 - Critical Reading & Writing II
- COM205 - Public Speaking

MGM302 - Healthcare Finance

General

Description
To save and improve lives, healthcare organizations must be financially strong because healthcare is a business like any other. In this course, you'll learn how to develop financial strategies that not only keep healthcare businesses viable but also support ethical, high-quality patient care. From mastering budgeting to optimizing revenue cycles and ensuring compliance, you'll gain the expertise to help healthcare organizations thrive and impact patient care.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

MGM303 - Data-Driven Healthcare: Analytics, IT, and AI

General

Description
Imagine leveraging technology to empower doctors to make smarter, faster decisions: using analytics to uncover trends that can transform patient care. Picture moving to a cloud system that saves a hospital millions freeing up resources that could improve countless lives. In this course, you'll dive deep into the transformative power of AI, learn how to analyze healthcare data to drive outcomes, and understand the IT systems that keep everything running securely. Prerequisite: MGM 202, MGM 203Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisite
Type
Prerequisite

Complete ALL of the following Courses:

- MGM203 - Business Analytics

MGM 202 (proposed course) also required as prerequisite

MGM305 - Strategic Healthcare Operations

General

Description
How does a hospital go from losing millions a year to setting new standards in patientcare? Why does one clinic thrive while another up the street closes? Strategy - which starts byunderstanding the complex operations that keep healthcare running. In this course, you'll buildpractical skills to tackle big problems, optimize resources, and identify and solve critical healthcarechallenges from staffing and patient satisfaction to emergency preparedness. Prerequisite: MGM 101Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisite
Type
Completion Requirement

Complete ALL of the following :
Prerequisite: MGM 101 (proposed course)

MGM310 - Process Improvement and Org Change

General

Description
This course introduces the foundations of identifying and managing organizational changes in processes and culture. Students are provided with best practices for identifying key influences and strategic drivers of change as well as the implementation of change management plans. Intervention models based on organizational development theory are also presented. Prerequisite: MGM 225 Principles of Management

Credit Hours

Min:
3

MGM320 - Principles of Microeconomics

General

Description
This course provides an introduction to consumer behavior and demand, organization of production, market structures, factor markets and the world economy in relation to microeconomics. Prerequisite: MTH 120 College Algebra or higher math course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MTH120 - College Algebra
- MTH191 - Pre-Calculus
- MTH202 - Basic Statistics
- MTH210 - Calculus 1
- MTH212 - Calculus 2

MGM321 - Principles of Macroeconomics

General

Description
This course provides an introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and the world economy in relation to macroeconomics. Prerequisite: MTH 120 College Algebra or higher math course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MTH120 - College Algebra
- MTH191 - Pre-Calculus
- MTH202 - Basic Statistics
- MTH210 - Calculus 1
- MTH212 - Calculus 2

MGM325 - Survey of Music Business

General

Description
This course provides an overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities.

Credit Hours

Min:
3

MGM327 - Project Management

General

Description
This course introduces project management from the standpoint of a manager who must organize, plan, implement, and control tasks to achieve an organization's schedule, budget, and performance objectives. Prerequisite: MGM 225 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM225 - Principles of Management

MGM329 - Managerial Economics

General

Description
The course applies economic analysis to business decision-making. Economic theory and quantitative methods are applied to managerial decisions involving prices, production, and the maximization of stakeholder and shareholder value. Additionally the course will address some of the ethical considerations of managerial decision making. Prerequisite: MGM 322 Principles of Economics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

MGM351 - Computer Programming

General

Description
This course focuses on computer programming terminology and the basic mechanics of programming. Major topics include programming terminology, Java code, identifying and fixing errors. Prerequisite: MGM 203 and MGM 209 Computer Information Systems.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM209 - Computer Information Systems

MGM354 - Database Management

General

Description
This course enables students to understand the fundamentals of database systems, database design, and database administration. Major topics include relational, objectoriented, and distributed database systems; building databases using enterprise Database Management System (DBMS) products; and managing databases. Prerequisite: MGM 209 Computer Information Systems.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM209 - Computer Information Systems

MGM358 - Production & Operations Management

General

Description
This course focuses on issues, processes, and decision-making of management for the production of goods and services, as well as operations activities within an organization. Prerequisite: MGM 225 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM225 - Principles of Management

MGM401 - Healthcare Innovation: The Capstone Project

General

Description
In this capstone, you're not just learning, you're leading. You'll step into the role of a healthcare consultant tasked with solving a real-world hospital case study, identifying challenges, analyzing data, proposing improvements, and ensuring compliance--all while considering financials. Just like in the real world, you won't get the answers upfront--you'll need to find the problems, act on them, and present your strategic solutions with confidence. Prerequisite: MGM 101, MGM 203, MGM 202, MGM 301, MGM 302, MGM 303, MGM 401Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisite
Type
Prerequisite

Complete ALL of the following Courses:

- MGM203 - Business Analytics

Prerequisite:

Additional Comments:
Additional prerequisites: MGM 101, MGM 202, MGM 301, MGM 302, MGM 303, MGM 401 (all proposed courses)

MGM412 - International Economic Development

General

Description
This course provides a detailed analysis of global poverty and poverty alleviation. Topics include the cause and pervasiveness of poverty throughout the world, including historical and current underlying economic, political and sociological causes. The course also examines the solution of microfinance and microenterprise practices, theoretical and practical application within organizations created for this purpose, and the church's response to poverty including a field study of current practices. Prerequisites: MGM 320 Principles of Microeconomics and MGM 321 Principles of Macroeconomics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGM320 - Principles of Microeconomics
- MGM321 - Principles of Macroeconomics

MGM414 - Management Information Systems

General

Description
This course focuses on the role of information technology in solving business problems at operational, tactical, and strategic levels of the organization. Topics include information systems analysis and design, database creation and management, and the strategic use of management information, with emphasis on the exploration of real-life business scenarios involving management information systems (MIS). Prerequisite: MGM 209 Computer Information Systems.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGM209 - Computer Information Systems

MGM417 - Systems Analysis & Design

General

Description
This course explores the design, implementation, documentation, and maintenance of logical and physical information systems. Major topics include project management, process modeling, and design and prototyping. Prerequisite: MGM 209 Computer Information Systems.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGM209 - Computer Information Systems

MGM426 - International Business

General

Description
This course focuses on international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. Prerequisites: MKT 247 Principles of Marketing, MGM 320 Principles of Microeconomics, MGM 321 Principles of Macroeconomics, and senior standing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MKT247 - Principles of Marketing
- MGM320 - Principles of Microeconomics
- MGM321 - Principles of Macroeconomics

MGM434 - Business Law

General

Description
This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. Prerequisite: MGM 225 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM225 - Principles of Management

MGM436 - Professional Ethics

General

Description
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. Prerequisite: senior standing. Special Consideration: MGM 436 is a Writing Emphasis course.

Credit Hours

Min:
3

MGM442 - Small Business Management

General

Description
This course examines aspects of management unique to small and entrepreneurial firms. Prerequisite: MGM 225 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM225 - Principles of Management

MGM450 - Human Resources Management

General

Description
This course provides an overview of human resources management, including job analysis, job requirements, job selection, employee training, career development, performance appraisal, motivation, supervision, leadership, compensation, discipline, and termination. Prerequisite: MGM 225 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM225 - Principles of Management

MGM465 - Strategic Management & Planning

General

Description
The integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization, emphasizing analysis, decision making, and ethical considerations. Prerequisite: MGM 225 and Senior standing. (Spring)

Credit Hours

Min:
3

MGM475 - Organizational Leadership

General

Description
This course focuses on assessing organizations in light of strategic objectives and how to make recommendations for improvement. Prerequisite: Senior standing.

Credit Hours

Min:
3

MGM490 - Studies in Business

General

Description
This course, flexible in procedure and content, focuses on a selected study in the field of business. Prerequisites: As announced.

Credit Hours

Min:
1

Max:
3

MGM497 - Business Internship

General

Description
Students engage in field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: Permission from the Management Department Chair. Special Consideration: MGM 497 is graded on a satisfactory/ unsatisfactory basis using a point scale.

Credit Hours

Min:
3

MGMT201 - Introduction to the Healthcare Industry

General

Description
This course surveys the historical development of the healthcare industry, including the influential role played by Christians. It focuses on contemporary healthcare sectors, systems, service delivery models, and forces that have shaped them. It includes an orientation to library and learning resources that support healthcare administration. Students also explore career opportunities in the healthcare industry and professional development services offered by the American College of Health Care Administration (ACHCA), the leading professional organization in the field.

Credit Hours

Min:
3

MGMT202 - Business Statistics

General

Description
This course focuses on research methodologies, statistical analyses, and the appropriate usage of statistical methods, with primary emphasis on the ability to use statistical methods to measure and improve business performance. Prerequisites: MATH 120 College Algebra or equivalent.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MATH120 - College Algebra

MGMT208 - Communication & Relationship Mgmt in HM

General

Description
This course equips students with a variety of communication skills, relational skills, and development tools that will enhance and project their professional identity in order to jumpstart their career in Healthcare Administration. Examples include written and oral business communication, résumés and cover letters, elevator speeches, social media, interviewing, and networking. Case studies and mentoring from experienced professionals help prepare students to formulate, organize, prepare for-and succeed-in their search for the best internships, residencies, fellowships, and career opportunities. Prerequisite: MGMT 201 Introduction to the Healthcare Industry. Special Consideration: MGMT 208 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

MGMT214 - Managing Information Systems

General

Description
This course acquaints students with the theoretical use of technology that supports organizational decision making and the management of that information. Students review case studies of notable businesses and apply learning through realistic scenarios and examples.

Credit Hours

Min:
3

MGMT230 - Principles of Management

General

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

Credit Hours

Min:
3

MGMT238 - Business Communication

General

Description
This course focuses on communication processes within organizations with an emphasis on skills in oral and written communication. Prerequisite: ENGL 102 Critical Reading & Writing II. Special Consideration: MGMT 238 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ENGL102 - Critical Reading & Writing II

MGMT301 - Principles of Logistics

General

Description
This course provides an introductory overview of principles and practices of logistic operations. Students gain a basic understanding of how organizations achieve a competitive advantage through supply chain management, logistics theories and concepts, transportation, warehousing, customer service, third-party logistics, inventory control, manufacturing operations, and operations management in high-performance business environments.

Credit Hours

Min:
3

MGMT304 - Contemporary Issues in Us Healthcare Adm

General

Description
This course focuses on fundamental principles and varied perspectives on healthcare in the United States. Core issues include public health, access to healthcare, delivery, quality, cost, financing, reform, and the ethical question of whether healthcare is a right or a privilege. Students explore how these problems impact real-life situations and hone their critical thinking skills for their professional careers. Prerequisite: MGMT 201 Introduction to the Healthcare Industry.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

MGMT309 - Transportation Principles

General

Description
This course provides students the opportunity to gain knowledge and skills in various transportation principles and systems. It gives attention to strategies and decisions for effectively moving goods between sellers and buyers while maintaining cost efficiency. Topics include transportation modes, the services market, management, technologies, logistics and supply chain strategy, global supply chains, and sustainability. Prerequisite: MGMT 301 Principles of Logistics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT301 - Principles of Logistics

MGMT316 - P&P Accountability in Healthcare Admin

General

Description
This course addresses trials, tests, encounters, and challenges faced by healthcare organizations as they carry out their responsibilities and maintain accountability toward internal and external constituents. It offers a more global perspective on how the United States and other countries address issues of health and healthcare. Students learn how to bring a systemic understanding of organizational principles, practices, and insight to the management of health services organizations. They gain an understanding of healthcare leaders and how these leaders efficiently strategize, design, and manage healthcare organizations while simultaneously influencing and adapting to changes. Prerequisite: MGMT 201 Introduction to the Healthcare Industry.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

MGMT320 - Principles of Microeconomics

General

Description
This course provides an introduction to consumer behavior and demand, organization of production, market structures, factor markets, and the world economy in relation to microeconomics. Prerequisite: MATH 120 College Algebra or equivalent.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MATH120 - College Algebra

MGMT321 - Principles of Macroeconomics

General

Description
This course provides an introduction to national income analysis, money and banking, monetary and fiscal policies, inflation, unemployment, and the world economy in relation to macroeconomics. Prerequisites: MATH 120 College Algebra or equivalent, MGMT 320 Principles of Microeconomics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MATH120 - College Algebra
- MGMT320 - Principles of Microeconomics

MGMT324 - HR Mgmt in Healthcare Administration

General

Description
This course provides an introduction and overview of human resources management in contemporary healthcare organizations. Students develop the fundamental analytical skills and competencies required to manage and lead employees in the healthcare field. Areas of focus include job analysis and requirements, employee selection and training, career and leadership development, diversity, supervision, motivation, performance appraisal, discipline, and termination. Prerequisite: MGMT 201 Introduction to the Healthcare Industry.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

MGMT339 - International Logistics

General

Description
Students explore the complexities of international standards of global trade, its impact on logistics, and key areas of concern for international logistics. Additional topics include global trade compliance, tariff schedules, U.S. government import and export trade policies and regulations, U.S. free trade agreements, and supply chain security. Prerequisite: MGMT 301 Principles of Logistics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT301 - Principles of Logistics

MGMT340 - Operations Management

General

Description
This course focuses on the production and operations component of business. Topics include operations strategy, forecasting demand, design of goods and services, process, capacity and location planning, scheduling of jobs and projects, and job design. Students learn to use basic decision tools to analyze and make decisions in these areas. Prerequisite: MGMT 230 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT230 - Principles of Management

MGMT342 - Supply Chain Management

General

Description
This course exposes students to topics related to design and management of supply chains, from incoming raw materials to final product delivery. Topics include supply chain network design, facility planning, capacity planning, globalization and outsourcing, information technology, and global issues in supply chain management. Prerequisite: MGMT 230 Principles of Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT230 - Principles of Management

MGMT343 - Practicum in Hospitality Leadership

General

Description
Students engage in a mentored hospitality leadership experience under the supervision of a Point instructor assisted by a hospitality manager. The practicum includes mentoring and application each week in a hospitality business, guided by the hospitality manager. Course material covers important general leadership principles and theories, as well as specific material pertaining to the hospitality business culture.

Credit Hours

Min:
3

MGMT345 - Pract in Quality Control & Process Impro

General

Description
Students engage in a mentored process improvement experience under the supervision of a Point instructor assisted by a hospitality manager. The practicum includes mentoring and application each week in a hospitality business, guided by the hospitality manager. Course material covers Lean Six Sigma principles.

Credit Hours

Min:
3

MGMT352 - Organizational Behavior

General

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

Credit Hours

Min:
3

MGMT375 - Business As Mission

General

Description
Students explore the emerging role of business in Christian mission, including both opportunities and challenges. Major themes include the theology of work, integration of faith and work, business as mission (BAM), business for transformation (B4T), and other practical issues related to business as a vehicle for cross-cultural mission. Through business models and case studies, students consider the impact of the theoretical and theological foundations on developing businesses and maintaining one's personal faith in the workplace.

Credit Hours

Min:
3

MGMT390 - Special Topics in Business & Leadership

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Business and Leadership. Special Considerations: Requires approval by the Management Department Chair. The chosen topic may appear on the student's transcript. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

Max:
3

MGMT404 - Introduction to Project Management

General

Description
This course introduces students to the field of project management, key elements of the project management framework, and the role of project managers. Students gain a working knowledge of basic project management activities and are able to manage work projects effectively. Topics include projects, programs, portfolio management selection, initiating projects, project time and score, cost management, project quality resources, communication, stakeholders, risk, procurement management, executing projects, monitoring and controlling projects, and closing projects. Prerequisite: MGMT 301 Principles of Logistics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGMT301 - Principles of Logistics

MGMT416 - Quality Management

General

Description
Students develop a broad conceptual knowledge of both the management of product quality and the process quality for creating project deliverables. Emphases include knowledge and techniques required to improve product quality, process efficiency, and measurement of production process variability. This course includes assignments which allow students to plan quality into a project, determine key metrics, and manage project and process quality. Prerequisites: MGMT 301 Principles of Logistics and MGMT 404 Introduction to Project Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGMT301 - Principles of Logistics
- MGMT404 - Introduction to Project Management

MGMT420 - Procurement, Principles & Management

General

Description
Students gain a solid grounding in policies, principles, and processes of procurement. The course highlights the continuous change and development in the field of purchasing, taking care to balance new emerging philosophies with proven and established thinking and practice in the profession. Topics include tendering procedures and documents, traditional procurement methods, design and build, management contracting, comprehensive contracts, specifications and descriptions, cycle and planning, supplier/procure/ supply goods, two-stage tendering and evaluation, and ethical issues in procurement. Prerequisite: MGMT 301 Principles of Logistics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGMT301 - Principles of Logistics

MGMT426 - International Business

General

Description
Students explore the international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. Prerequisite: MKTG 347 Principles of Marketing and either MGMT 230 Principles of Management or MGMT 352 Organizational Behavior.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- MGMT230 - Principles of Management
- MGMT352 - Organizational Behavior

MGMT432 - Ethical & Legal Environment of HA

General

Description
Students develop a foundational working knowledge of the laws and legal philosophies, rules and regulations, and ethical models that govern healthcare administrators and practitioners. Topics include patient rights and confidentiality, compliance and liability issues, antitrust and taxation laws, legal issues in mergers and consolidations, labor law, and general principles of risk management. The course includes Christian perspectives on these issues. Prerequisite: BUSI 201 Introduction to the Healthcare Industry. Special Consideration: MGMT 432 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry

MGMT434 - Business Law

General

Description
This course focuses on the legal environment of business; the development and change of laws relating to business; and substantive law relating to liability, employment, contracts, property, and government regulation. Prerequisite: MGMT 230 Principles of Management or MGMT 352 Organizational Behavior.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MGMT230 - Principles of Management
- MGMT352 - Organizational Behavior

MGMT436 - Professional Ethics

General

Description
This course focuses on ethical theories, principles, problems, and considerations, including specific applications to business administration and other professions. Prerequisites: MGMT 230 Principles of Management or MGMT 352 Organizational Behavior. Special Consideration: MGMT 436 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MGMT230 - Principles of Management
- MGMT352 - Organizational Behavior

MGMT442 - Business Policy

General

Description
This course provides an overview of all essential aspects of business policy. Students gain an appreciation of the nature, functions, and realities of organizational dilemmas. The course covers governing bodies, corporate governance, board structure, and various theories. Students also reflect on the purpose of business policies as it relates to strategy formulation and policy making.

Credit Hours

Min:
3

MGMT443 - Entrepreneurship

General

Description
Students explore the process of starting a new business and effectively managing it. Emphases include traits of entrepreneurs, creating the business plan, start-up challenges, researching and evaluating markets, forms of ownership, market positioning, financial controls and sources of revenue, and promotion.

Credit Hours

Min:
3

MGMT444 - Small Business Management

General

Description
This course focuses on opportunities and challenges distinctive to small businesses. It is designed for those who aspire to operate their own business and those who desire to upgrade their skills in their present business. It begins with a survey of the small business environment, risk taking and entrepreneurship, feasibility analysis, factors in starting or buying a small business, forms of ownership, raising capital, and how to prepare a business plan. Students then consider principles for operating a small business and essential management skills, such as planning and organizing, managing human resources, the use of business information, financing, and marketing products and services. The course also gives attention to legal and ethical issues, governmental regulation and taxation, international business, franchising, and other issues relevant to small business. Prerequisite: MGMT 230 Principles of Management. Recommended: Courses in other major facets of business, such as MGMT 238 Business Communication, MGMT 214 Managing Information Systems, MGMT 230 Principles of Management, ACCT 336 Principles of Finance, MKTG 347 Principles of Marketing, and MGMT 450 Human Resource Management.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGMT230 - Principles of Management

Recommended Prerequisites

Complete ALL of the following Courses:
- MGMT238 - Business Communication
- MGMT214 - Managing Information Systems
- ACCT336 - Principles of Finance
- MKTG347 - Principles of Marketing
- MGMT450 - Human Resource Management

MGMT450 - Human Resource Management

General

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

Credit Hours

Min:
3

MGMT453 - Facilitation & Negotiation in HA

General

Description
Students learn practical skills essential for effective facilitators and negotiators, including a systematic approach to making favorable agreements that minimize conflict and maximize benefits. Topics include strengths and weaknesses in personal negotiating styles, as well as the role of relationships in facilitating good agreements. Students apply strategic techniques and practice their skills in simulated exercises and negotiations. Prerequisite: MGMT 201 Introduction to the Healthcare Industry.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MGMT201 - Introduction to the Healthcare Industry

MGMT455 - Change Management

General

Description
This course focuses on the systematic discipline needed for building, maintaining, and extending competitive advantage through the managerial process. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes. Case studies are employed.

Credit Hours

Min:
3

MGMT458 - Quality Improvement in HA

General

Description
In this integrative course, students address a wide range of problems and concerns encountered by public, non-profit, and for-profit healthcare organizations toward the goal of improving quality of service. Case studies raise issues of leadership, strategic planning, organization and governance, budgeting, human resources, organizational behavior, change management, and legal and ethical challenges. Prerequisites: Completion of all other courses in the Healthcare Administration Major.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT201 - Introduction to the Healthcare Industry
- MGMT208 - Communication & Relationship Mgmt in HM
- MGMT214 - Managing Information Systems
- MGMT230 - Principles of Management
- MGMT304 - Contemporary Issues in Us Healthcare Adm
- MGMT316 - P&P Accountability in Healthcare Admin
- MGMT324 - HR Mgmt in Healthcare Administration
- ACCT334 - Financial Management in Healthcare Administration
- MKTG347 - Principles of Marketing
- MGMT432 - Ethical & Legal Environment of HA
- MGMT453 - Facilitation & Negotiation in HA
- MGMT460 - Organizational Leadership

MGMT460 - Organizational Leadership

General

Description
Participants learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics include strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior, and "new leadership" development. Prerequisite: MGMT 230 Principles of Management or MGMT 352 Organizational Behavior.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MGMT230 - Principles of Management
- MGMT352 - Organizational Behavior

MGMT465 - Strategic Management& Planning

General

Description
This course focuses on the integration of business concepts, methods, and skills for the formulation of strategy and policy within an organization. Emphases include analysis, decision making, and ethical considerations. Prerequisites: MGMT 436 Professional Ethics and either MGMT 230 Principles of Management or MGMT 352 Organizational Behavior.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT436 - Professional Ethics
- MGMT230 - Principles of Management
  OR MGMT352 - Organizational Behavior

MGMT467 - How Will I Lead? Ethical Leadership in The Workplace

General

Description
This course introduces students to leadership theory and approaches to contextual leadership in a modern workplace, with an emphasis on leading ethically regardless of leadership style or leader location. Prerequisite: CHAR 202 Who Am I? Explorations in Human Flourishing, and either BIBL 306 Scripture: Reading & Interpretation, or CHAR 302 How Should I Live? Habit, Virtue, and the Formation of Character.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- CHAR202 - Who Am I? Explorations in Human Flourishing
- BIBL306 - Scripture: Reading & Interpretation
  OR CHAR302 - How Should I Live? Habit, Virtue & Formation of Character

MGMT498 - Capstone Practicum in Hospitality Leadership

General

Description
Students engage in field education providing an opportunity to learn through observation and participation in a hospitality business. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisites: MGMT 343 Practicum in Hospitality Leadership, MGMT 345 Practicum in Quality Control & Process Improvement.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT342 - Supply Chain Management
- MGMT345 - Pract in Quality Control & Process Impro

MGMT500 - Graduate Business Orientation

General

Description
In this online orientation, students are introduced to the courses in the M.B.A. program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.B.A. students.

Credit Hours

Min:
0

MGMT510 - Ethics&professional Issues Bus

General

Description
Students are introduced to alternative ethical theories and learn how they relate to, and often support, Judeo-Christian ethics. Students then learn to apply an ethical framework to professional dilemmas common to business transformation, including hiring/firing, new product development, financial reporting, stakeholder relations, and environmental sustainability. Students also explore ways Christians have used their business skills to promote the Kingship of God and carry out His redemptive work in the world (e.g. "business as mission").

Credit Hours

Min:
3

MGMT530 - Persuasion & Negotiation

General

Description
The ability to persuade and negotiate is essential to leading business transformation. In this course, students learn current best practices in persuasion and sales in order to enhance their ability to gain support for change efforts using currently available professional literature. Students also learn techniques for negotiating with parties that are unwilling or unable to volunteer their support in order to arrive at agreements that create value for both parties.

Credit Hours

Min:
3

MGMT540 - Strategic Management & Leadership

General

Description
Students develop an understanding of best practices in management and leadership as they learn techniques and strategies that focus on leveraging leadership for realizing organizational goals. Students engage with practical leadership strategies that aim at developing high performance teams and building other future organizational leaders. Case studies obtained from professional literature, along with real-world examples of organizational leadership, are used to communicate essential attributes of exceptional leadership. Students are then challenged to apply the cognitive aspects of leadership learning to practical applications in their own professional and personal lives. At the conclusion of the course, students are able to apply leadership concepts and tools, so that they may more effectively lead their own organizations.

Credit Hours

Min:
3

MGMT542 - Servant Leadership Theory & de

General

Description
This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

Credit Hours

Min:
3

MGMT550 - Business Innovation & Creativity

General

Description
This course focuses on how to establish and maintain creative and innovative business atmospheres. Participants study organizations that put an emphasis on creativity and innovation, such as Apple, Google, and Ideo, in order to identify best practices and develop strategies for implementing creative and innovative cultures within their own organizations.

Credit Hours

Min:
3

MGMT560 - App Leadership: Change Mgmt& Org Culture

General

Description
This course focuses on the importance of building positive and engaging business cultures, along with strategies for leading and managing organizational change within disruptive environments. Students acquire leadership techniques and strategies for effectively leading change, building other resilient leaders, and creating healthy and adaptive cultures. Students also reinforce their individual managerial skill sets for dealing with complex leadership issues.

Credit Hours

Min:
3

MIN102 - Effective Learning in the Church

General

Description
A survey course including the history of Christian education and its purposes, principles, and practice in the local church. (alternate Spring)

Credit Hours

Min:
3

MIN103 - Ministry Practicum I

General

Credit Hours

Min:
3

MIN104 - Ministry Practicum II

General

Credit Hours

Min:
3

MIN202 - Educational Ministries

General

Description
A survey course including the history of Christian education and its purposes, principles, and practice in the local church.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture
- PSY103 - Introduction to Psychology

MIN204 - Ministry Practicum III

General

Description
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. (Prerequisites: MIN 101, MIN 102)

Credit Hours

Min:
3

MIN205 - Ministry Practicum IV

General

Description
Ministry Practicum IV 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. (Prerequisites: MIN 101, MIN 102)

Credit Hours

Min:
3

MIN213 - Practice of Christian Ministry

General

Description
An introduction to the theological and theoretical foundations of ministry from historical and practical perspectives. (Fall)

Credit Hours

Min:
3

MIN313 - Practice of Christian Ministry

General

Description
An introduction to the theological and theoretical foundations of ministry from historical and practical perspectives. Pre: BBS102 and Sophomore standing. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS102 - The Drama of Scripture

Students must have earned 30 credits before taking this course.

MIN317 - Pastoral Counseling

General

Description
A study of counseling principles and techniques within the context of the ministerial functions. Same as CHS 317. Prerequisite: CHS 211 or permission. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MIN313 - Practice of Christian Ministry
- CHS211 - Introduction to Counseling

MIN323 - Small Group Ministry

General

Description
A survey of biblical foundations, theory, and practice for small groups in congregations. The course will introduce the design, structure, administration, and ongoing evaluation of a healthy small group system. Pre: MIN202

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN202 - Educational Ministries

MIN340 - Christian Spiritual Formation

General

Description
This course explores the process of being formed through historic Christian practices by identifying how God uses Scripture, people, contexts, literature, disciplines and events to transform believers through the work of the Holy Spirit. The course will also introduce principles of congregational formation. Pre: MIN 313 or permission.(Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN313 - Practice of Christian Ministry

MIN342 - Introduction to Urban Ministry

General

Description
This course explores the history of the church's relationship to the city, the role of reflection in urban mission, the importance of narrative in evangelism, relations with the poor, and community-based approaches to ministry. Pre: MIN 313 or permission.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN313 - Practice of Christian Ministry

MIN400 - Leading Healthy Congregations

General

Description
A study of the functioning church and church leadership, examining organization and administration, planning, programming, and ministry in the local congregation. Prerequisite: MIN 101 and Junior standing. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN313 - Practice of Christian Ministry

Students must have earned 60 credits before taking this course.

MIN407 - Practical Ministries

General

Description
An examination of the practical aspects of effective ministry in a local church. Prerequisite: MIN 101 and Junior standing. (Fall)

Credit Hours

Min:
3

MIN464 - Healthy Congregations

General

Description
An introduction to the theory and practice of healthy congregational life with a focus on characteristics of healthy, growing churches, cultural contexts of American culture and leadership processes. The course will introduce congreational and personal evangelism, developing congregational identity, congregational size, systems theory, team-building and strategic planning within the frameworks of church growth and missional models. Pre: MIN313 and senior standing. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN313 - Practice of Christian Ministry

Students must have earned 90 credits before taking this course.

MIN495 - Leadership Colloquium

General

Description
An overview of the art of leadership, including management skills and facilitative helping skills adapted to a Christian context. Such issues as leadership styles, staffing, supervision and personnel will be discussed, with attention given to application of concepts. Pre: MIN 400.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MIN400 - Leading Healthy Congregations

MIN497 - Christian Ministry Internship

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: Junior/senior standing and permission. Graded Pass/Fail.

Credit Hours

Min:
1

Max:
3

Requirements
Students must have earned 60 credits before taking this course.

MINI101 - Ministry Practicum I

General

Description
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.

Credit Hours

Min:
3

MINI102 - Ministry Practicum II

General

Description
Ministry Practicum II expands upon the experiences gained in the introductory supervised ministry practicum. Supervised activities will be directly related to the student's chosen ministry field and will be under the guidance of both a qualified professional mentor (On-Site Supervisor) and a qualified MINI Course Instructor.

Credit Hours

Min:
3

MINI105A - Columbus Ministry Practicum 1A

General

Description
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in the Prison Epistles.

Credit Hours

Min:
1.5

MINI105B - Columbus Ministry Practicum 1B

General

Description
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Evangelism.

Credit Hours

Min:
1.5

MINI105C - Columbus Ministry Practicum 1C

General

Description
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Relationships and Ethics in Ministry. Concurrent with this part of the practicum, the North Highland Church offers a "practicum plus" experience in the form of additional training in Assembly of God History and Polity for students who desire credentialing as a Certified Minister in Assemblies of God churches.

Credit Hours

Min:
1.5

MINI105D - Columbus Ministry Practicum 1D

General

Description
Students engage in an introductory mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week. Concurrent with this part of the practicum, the North Highland Church offers a "practicum plus" experience in the form of additional training in Pentecostal Doctrine for students who desire credentialing as a Certified Minister in Assemblies of God churches.

Credit Hours

Min:
1.5

MINI204 - Ministry Practicum III

General

Description
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.

Credit Hours

Min:
3

MINI205 - Ministry Practicum IV

General

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

Credit Hours

Min:
3

MINI205A - Columbus Ministry Practicum 2A

General

Description
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Missions. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D

MINI205B - Columbus Ministry Practicum 2B

General

Description
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Eschatology and Systematic Theology. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D

MINI205C - Columbus Ministry Practicum 2C

General

Description
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Romans. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D

MINI205D - Columbus Ministry Practicum 2D

General

Description
Students engage in an advanced mentored ministry experience under the supervision of a Point instructor assisted by pastoral staff at North Highland Church in Columbus, Georgia. The practicum includes 10 hours of service in church ministries each week, along with studies in Effective Leadership and Conflict Management. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D

MINI207 - Practical Ministries

General

Description
An examination of the practical aspects of effective ministry in a local church.

Credit Hours

Min:
3

MINI213 - The Practice of Christian Ministry

General

Description
This course introduces theological and theoretical foundations of Christian ministry from historical, cultural, and practical perspectives —including principles of servant leadership.

Credit Hours

Min:
3

MINI235 - Administration and Leadership in Ministry

General

Description
A study of the functioning church and church leadership, examining organization and administration, planning, programming, and ministry in the local congregation.

Credit Hours

Min:
3

MINI305A - Columbus Ministry Practicum 3A

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D

MINI305B - Columbus Ministry Practicum 3B

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D

MINI305C - Columbus Ministry Practicum 3C

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D

MINI305D - Columbus Ministry Practicum 3D

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D

MINI390 - Special Topics in Ministry

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Ministry. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

Max:
3

MINI405A - Columbus Ministry Practicum 4A

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205AD Columbus Ministry Practicum 2A-D, MINI 305A-D Columbus Ministry Practicum 3AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D
- MINI305A - Columbus Ministry Practicum 3A
- MINI305B - Columbus Ministry Practicum 3B
- MINI305C - Columbus Ministry Practicum 3C
- MINI305D - Columbus Ministry Practicum 3D

MINI405B - Columbus Ministry Practicum 4B

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205AD Columbus Ministry Practicum 2A-D, MINI 305A-D Columbus Ministry Practicum 3AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D
- MINI305A - Columbus Ministry Practicum 3A
- MINI305B - Columbus Ministry Practicum 3B
- MINI305C - Columbus Ministry Practicum 3C
- MINI305D - Columbus Ministry Practicum 3D

MINI405C - Columbus Ministry Practicum 4C

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205AD Columbus Ministry Practicum 2A-D, MINI 305A-D Columbus Ministry Practicum 3AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D
- MINI305A - Columbus Ministry Practicum 3A
- MINI305B - Columbus Ministry Practicum 3B
- MINI305C - Columbus Ministry Practicum 3C
- MINI305D - Columbus Ministry Practicum 3D

MINI405D - Columbus Ministry Practicum 4D

General

Description
Students engage in an advanced ministry residency under the supervision of a Point instructor and the pastoral staff at North Highland Church in Columbus, Georgia. The residency includes 10 hours of service in church ministries each week, along with team leadership, project management, and the development of a personal philosophy of ministry. Prerequisites: MINI 105A-D Columbus Ministry Practicum 1A-D, MINI 205AD Columbus Ministry Practicum 2A-D, MINI 305A-D Columbus Ministry Practicum 3AD.

Credit Hours

Min:
1.5

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MINI105A - Columbus Ministry Practicum 1A
- MINI105B - Columbus Ministry Practicum 1B
- MINI105C - Columbus Ministry Practicum 1C
- MINI105D - Columbus Ministry Practicum 1D
- MINI205A - Columbus Ministry Practicum 2A
- MINI205B - Columbus Ministry Practicum 2B
- MINI205C - Columbus Ministry Practicum 2C
- MINI205D - Columbus Ministry Practicum 2D
- MINI305A - Columbus Ministry Practicum 3A
- MINI305B - Columbus Ministry Practicum 3B
- MINI305C - Columbus Ministry Practicum 3C
- MINI305D - Columbus Ministry Practicum 3D

MINI411 - Accounting & Finance for the Church

General

Description
An introductory study of accounting and financial principles necessary for leadership in the church.

Credit Hours

Min:
3

MINI417 - Pastoral Care

General

Description
A study of counseling principles and techniques within the context of the ministerial functions.

Credit Hours

Min:
3

MINI500 - Graduate Ministry Orientation

General

Description
In this online orientation, students are introduced to the courses in the Master of Transformative Ministry program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.T.M. students.

Credit Hours

Min:
0

MINI510 - Contemporary Models for Holistic Ministry

General

Description
This course addresses the importance of holistic ministry and social action from a global, decolonized theological perspective. Students research and evaluate missional churches and organizations in order to construct a biblical and theological approach to issues such as poverty, public health, relief, and community development.

Credit Hours

Min:
3

MINI520 - Church Administration

General

Description
This course develops advanced management skills for church-based ministry. Emphases include board development, leadership development for staff and volunteers, succession planning, budget development and monitoring, and professional ethics. Students research "best-practices" for managing real-world crises in congregational ministry.

Credit Hours

Min:
3

MINI530 - Applied Family Systems Theory & Discipleship

General

Description
This course focuses on principles of relationship building for leaders in light of sound psychological theories and common psychopathologies. Attention is given to family systems and church family systems, conflict resolution, basic counseling and referral skills, and interfacing with social structures and services relevant in the current ministry culture.

Credit Hours

Min:
3

MINI544 - Nonprofit Management

General

Description
This course develops management skills pertinent to the nonprofit sector of ministry. Areas of emphasis include board development, employee recruitment and management, volunteer recruitment and engagement, marketing and public relations, fundraising, grant writing, and professional ethics.

Credit Hours

Min:
3

MINI552 - Organizational Innovation & Creativity

General

Description
This course focuses on innovation and creativity in church and other nonprofit contexts. Students develop skills for researching and evaluating philosophical, cultural, and global trends that may shape the future. They formulate creative and innovative responses to those trends from the perspective of contextualized theology and ministry

Credit Hours

Min:
3

MINI562 - Strategic Planning & Change Management

General

Description
Students apply principles of strategic planning and change management in ministry contexts. Major emphases include analyzing the ministry context and organizational culture, vision casting, strategic planning, change management, and project manage◈ment.

Credit Hours

Min:
3

MINI591 - Mentored Practicum

General

Description
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 591 students plan and complete a mentored practicum in a church or Kingdom-oriented organization. The practicum should provide opportunities for demonstrating mastery of the over-arching ministry principles of the MTM degree. Prerequisites: All other courses required for the Master of Transformative Ministry degree.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI544 - Nonprofit Management
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO530 - Life Together Retreat
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation

AND PREA510 - Preaching & Teaching for Change
AND
AND MINI530 - Applied Family Systems Theory & Discipleship
AND ICST510 - Reading & Redeeming Culture
AND MINI510 - Contemporary Models for Holistic Ministry
AND MINI562 - Strategic Planning & Change Management
AND MINI552 - Organizational Innovation & Creativity
AND THEO530 - Life Together Retreat
AND MINI544 - Nonprofit Management

MINI592 - Supervised Project

General

Description
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 592 students plan and conduct a supervised ministry project. The project should demonstrate mastery of the over-arching ministry principles of the MTM degree. Prerequisites: All other courses required for the Master of Transformative Ministry degree.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI544 - Nonprofit Management
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO530 - Life Together Retreat
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change

AND
AND MINI530 - Applied Family Systems Theory & Discipleship
AND ICST510 - Reading & Redeeming Culture
AND MINI510 - Contemporary Models for Holistic Ministry
AND MINI562 - Strategic Planning & Change Management
AND MINI552 - Organizational Innovation & Creativity
AND THEO530 - Life Together Retreat
AND MINI544 - Nonprofit Management

MINI593 - Research Project

General

Description
As a capstone for the Master of Transformative Ministry program, students choose either MINI 591 Mentored Practicum, MINI 592 Supervised Project, or MINI 593 Research Project. In MINI 593 students propose an area of supervised research in an area germane to the over-arching ministry principles of the MTM degree. Prerequisites: All other courses required for the Master of Transformative Ministry degree.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO535 - Promoting Spiritual Formation & Discipleship
  AND MINI544 - Nonprofit Management
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change
  AND
  AND MINI530 - Applied Family Systems Theory & Discipleship
  AND ICST510 - Reading & Redeeming Culture
  AND MINI510 - Contemporary Models for Holistic Ministry
  AND MINI562 - Strategic Planning & Change Management
  AND MINI552 - Organizational Innovation & Creativity
  AND THEO530 - Life Together Retreat
  AND MINI520 - Church Administration
- MINI500 - Graduate Ministry Orientation
  AND THEO510 - The Emerging Kingship of God
  AND THEO525 - The Church As God's Agent of Transformation
  AND PREA510 - Preaching & Teaching for Change

AND
AND MINI530 - Applied Family Systems Theory & Discipleship
AND ICST510 - Reading & Redeeming Culture
AND MINI510 - Contemporary Models for Holistic Ministry
AND MINI562 - Strategic Planning & Change Management
AND MINI552 - Organizational Innovation & Creativity
AND THEO530 - Life Together Retreat
AND MINI544 - Nonprofit Management

MINI594A - Ccv Ministry Apprenticeship a

General

Description
Students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. The apprenticeship focuses on developing, administering, and executing creative, innovative, transformative ministries appropriate for a given context. Students may gain hands-on experience in a variety of areas, such as children and family ministry, church administration, church planting, intercultural ministry, pastoral ministry, special needs ministry, sports ministry, worship ministry, and youth ministry. Students carry out the apprenticeship under the supervision of a Point instructor and under the mentorship of CCV pastoral staff. Prerequisites: Admission to the CCV Leadership Institute and permission from the Christian Ministries Department Chair (Joshua.Rice@Point.edu).

Credit Hours

Min:
3

MINI594B - Ccv Ministry Apprenticeship B

General

Description
In this continuation of MINI 594A CCV Ministry Apprenticeship A, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. Prerequisite: MINI 594 CCV Ministry Apprenticeship A

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MINI594A - Ccv Ministry Apprenticeship a

MINI594C - Ccv Ministry Apprenticeship C

General

Description
In this continuation of MINI 594A-B CCV Ministry Apprenticeship A-B, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. Prerequisites: MINI 594 CCV Ministry Apprenticeship A-B.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MINI594B - Ccv Ministry Apprenticeship B

MINI594D - Ccv Ministry Apprenticeship D

General

Description
In this continuation of MINI 594A-C CCV Ministry Apprenticeship A, students engage in an advanced ministry apprenticeship experience hosted by Christ's Church of the Valley (http://ccv.church) near Phoenix, Arizona. Prerequisites: MINI 594 CCV Ministry Apprenticeship A-C.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MINI594C - Ccv Ministry Apprenticeship C

MKT247 - Principles of Marketing

General

Description
This course includes a survey of marketing theory and practice, including customer segmentation and targeting, product development, pricing, distribution, advertising and marketing strategy.

Credit Hours

Min:
3

MKT349 - Marketing Metrics

General

Description
This course focuses on the contribution of marketing to overall firm strategy and performance. Statistical and analytical techniques for evaluating marketing effectiveness are introduced and applied. Prerequisites: MGM 203 Business Analytics, MGM 209 Computer Information Systems, and MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT370 - Marketing Communication

General

Description
This course focuses on various means used by marketers to effectively communicate with customers, including traditional means such as advertising and personal selling as well as newer means such as shopper marketing and social media. Prerequisite: MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT375 - Digital Marketing

General

Description
This course explores the Internet and digital domain in the context of marketing. The course extends beyond a narrow definition of e-commerce and explores all aspects of digital communication, including mobile and social media. The course balances theory and covers topics including online consumer behavior, search engine marketing, digital display advertising, social media, mobile email, and analytics. Prerequisite: MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT380 - Brand Management

General

Description
This course is designed to develop students' understanding of the importance of brand equity as well as how to build, measure, and manage brand equity. Prerequisite: MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MKT247 - Principles of Marketing

MKT385 - Forecasting & Logistics

General

Description
Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

MKT 247
Type
Completion Requirement

Complete ALL of the following Courses:
- MKT247 - Principles of Marketing

MKT390 - Sourcing and Operations

General

Description
In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of Supply Chain Management Proposal Packet suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

MKT 247 Principles of Marketing
Type
Completion Requirement

MKT395 - Supply Chain Management Technologies

General

Description
This course covers the major relevant supply chain technologies and systems. In this course, you'll survey the systems that enable the supply chain in best in class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

MKT 247
Type
Completion Requirement

Complete ALL of the following Courses:
- MKT247 - Principles of Marketing

Complete ALL of the following :

MKT421 - Consumer Behavior

General

Description
This course focuses on the decision process of buyers, the factors affecting purchasing decisions, customer satisfaction, and the resulting implications for marketing strategies and tactics. Prerequisites: MGM 320 Principles of Microeconomics and MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGM320 - Principles of Microeconomics
- MKT247 - Principles of Marketing

MKT423 - Professional Selling

General

Description
This course surveys personal sales, including types of selling, sales training, communications and the psychology of selling. Prerequisite: MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT441 - Marketing Analytics

General

Description
Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but the challenge is analyzing this data to produce actionable insights to guide marketing decisions. In this course, students learn analytical techniques to take advantage of Big Data. While students employ quantitative methods, the focus of the course is not statistics; rather, students receive an accessible overview of the most widely-used analytical techniques and tools to see how they drive better marketing decisions. Prerequisite: MKT 247 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT450 - Supply Chains in Action

General

Description
Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you'll learn about the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

MKT 247
Type
Completion Requirement

Complete ALL of the following Courses:

- MKT247 - Principles of Marketing

MKT455 - Supply Chain Management Capstone

General

Description
This course, built in collaboration with corporate advisors, is the culmination of your work as a student of supply chain management. In this course, you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions.Note: This course is offered in partnership with Rize.

Credit Hours

Min:
3

Max:
3

Course Attributes
Online (ONL)

Simple Requisites

SCM Sequence
Type
Completion Requirement

Complete ALL of the following Courses:
- MKT385 - Forecasting & Logistics
- MKT390 - Sourcing and Operations
- MKT395 - Supply Chain Management Technologies
- MKT450 - Supply Chains in Action

MKT461 - Public Relations

General

Description
This course introduces theory and practice of public relations, with emphasis on the responsibilities of public relations practitioners and how those practitioners deliver messages to various audiences. Prerequisite: Junior or senior standing.

Credit Hours

Min:
3

MKTG271 - Social Media Marketing Strategy

General

Description
This course introduces basic principles of social media marketing, including the major steps to social media success and the development of a business plan, key phrase analysis, and content plan to create, implement, and maintain a social media marketing campaign. Students are introduced to HootSuite, a social media management system for executing campaigns across multiple social networks. They also have the opportunity to qualify for certification as a HootSuite Social Media Consultant. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MKTG347 - Principles of Marketing

MKTG330 - Practicum in Hospitality Marketing

General

Description
Students engage in a mentored hospitality marketing experience under the supervision of a Point instructor assisted by a hospitality manager. The practicum includes mentoring and application each week in a hospitality business, guided by the hospitality manager. Course material covers important general marketing principles and theories, as well as specific material pertaining to hospitality marketing.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

MKTG347 - Principles of Marketing

General

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

Credit Hours

Min:
3

MKTG354 - Consumer Behavior

General

Description
This course focuses on consumer purchase and consumption patterns and their implications for marketing decisions. The consumer's decision process is detailed, including need recognition, search, pre-purchase evaluation, consumption, and satisfaction, with an emphasis on individual consumer differences, the psychological process, and environmental influences. Students examine social, cultural, and psychological influences on purchasing decisions. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG365 - Marketing Research

General

Description
This course prepares students to identify, acquire, evaluate, interpret, and report information that contributes to better marketing decisions. Students learn how to collect valid and reliable marketing data, differentiate between good and bad information, perform basic data analysis and display techniques, and generate and communicate good information more effectively. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG371 - Social Media Content Marketing

General

Description
Students learn the principles and methods of creating and executing an effective content marketing campaign as part of a marketing strategy, including selection of the best platform, development of a key phrase strategy, creation of compelling blog content, promotion of the blog within social media, and online reputation management. Prerequisite: MKTG 271 Social Media Marketing: Foundations & Strategies.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG271 - Social Media Marketing Strategy

MKTG372 - Social Media Video Marketing

General

Description
Students learn the principles and methods of using YouTube as part of a marketing strategy, including how to set up a business channel, customize the environment, generate views, build community, share video across other social channels, and utilize advertising on YouTube. Streaming video apps and mobile marketing strategies are also introduced. Prerequisite: MKTG 271 Social Media Marketing: Foundations & Strategies.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG271 - Social Media Marketing Strategy

MKTG374 - Services Marketing

General

Description
This course highlights the differences between product marketing and the marketing of services. Services pose unique challenges that require a distinctive approach to marketing, even though the fundamental concepts of marketing still apply. Students learn how to create and implement marketing programs to improve service quality, raise customer satisfaction levels, and generate customer loyalty. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG384 - Foundations of Retailing

General

Description
Students explore the retail business environment, including retail store organization, location, layout, and store policy; pricing policies, price lines, brands, credit policies, and purchasing methods; and trends, career opportunities, retail strategies, human resources, supply chain management, and customer service. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG400 - Social Media Marketing Campaign

General

Description
In this capstone course for Social Media Marketing, students integrate various social media platforms to create a seamless marketing campaign. In doing so, they also focus on the underlying elements of all platforms, including incorporating Judeo-Christian ethics, social media crisis management, and maintaining a versatile strategy in a changing technological landscape. Prerequisites: Completion of all other courses in the Social Media Marketing Major.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- ACCT211 - Financial Accounting
- ACCT212 - Managerial Accounting
- MGMT214 - Managing Information Systems
- MGMT230 - Principles of Management
- MGMT238 - Business Communication
- MKTG271 - Social Media Marketing Strategy
- ACCT336 - Principles of Finance
- MKTG347 - Principles of Marketing
- MKTG371 - Social Media Content Marketing
- MKTG372 - Social Media Video Marketing
- MGMT436 - Professional Ethics
- MGMT434 - Business Law
- MGMT465 - Strategic Management& Planning

MKTG430 - Marketing Channel Strategy

General

Description
This course introduces students to marketing channels, focusing on how to adopt and apply real-world channel strategies. Emphases include understanding market channel structures and strategies, and designing and implementing such strategies. Prerequisite: MGMT 301 Principles of Logistics.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MGMT301 - Principles of Logistics

MKTG431 - Digital Marketing

General

Description
This course provides an introduction to digital marketing, which involves the intersection of marketing and technology. Students learn the effective use of digital communication channels, such as email, paid and organic search, mobile (text, QR codes, apps, localization, and geo-fencing), Internet, and social media. Students also analyze how integrated multi-channel marketing and e-commerce work, and they examine emerging digital media. Finally, students explore ethical and public policy issues involved in digital marketing. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

MKTG441 - Marketing Analytics

General

Description
Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but the challenge is analyzing this data to produce actionable insights to guide marketing decisions. In this course, students learn analytical techniques to take advantage of Big Data. While students employ quantitative methods, the focus of the course is not statistics; rather, students receive an accessible overview of the most widely-used analytical techniques and tools to see how they drive better marketing decisions. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG461 - Global Marketing

General

Description
This course develops an understanding of marketing functions, decision making, and policy formulation relative to the cultural, political, legal, and economic aspects of doing business in global markets. This course further emphasizes international marketing policies relating to product adaptation, data collection and analysis, channels of distribution, pricing, communication, and cost analysis. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MKTG515 - Business Intelligence

General

Description
Acquiring data is essential to business transformation, not only to establish the current situation but also to identify areas for improvement and measure progress toward goals. In this course, students learn qualitative and quantitative research methods that can be employed to gather data on both internal (e.g. employees) and external (e.g. customers) stakeholders.

Credit Hours

Min:
3

MKTG545 - Strategic Marketing

General

Description
This course introduces the strategic role marketing plays in business transformation. Students acquire models and frameworks for approaching marketing problems as they research leading-edge thinking on marketing strategy and state-of-the-art marketing tactics. Students also learn how to measure marketing performance and ensure accountability for marketing investments. Prerequisite: MKTG 347 Principles of Marketing.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MKTG347 - Principles of Marketing

MSEV302 - Church Growth & Evangelism

General

Description
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.

Credit Hours

Min:
3

MTH103 - College Mathematics

General

Description
This course presents a comprehensive survey of college-level mathematics and emphasizes practical applications and problem-solving strategies. Not open to students who have previously taken a higher-numbered MTH course. (Fall and Spring)

Credit Hours

Min:
3

MTH104 - Math Modeling

General

Description
An introduction to mathematical modeling that uses elementary mathematics—numbers and measurement, algebra, geometry and data exploration—and graphing-calculator technology to investigate real-world problems and questions. Not open to students who have previously taken a higher-numbered MTH course.

Credit Hours

Min:
3

MTH110 - College Algebra

General

Description
A college-level algebra course that includes these topics: equations and inequalities with an emphasis on problem-solving; graphing; functions; exponential and logarithmic functions; polynomial functions; systems of equations; matrices; and sequences. Pre: Lower-numbered MTH course or satisfactory math placement assessment. (Fall and Spring)

Credit Hours

Min:
3

MTH111 - Elementary Algebra

General

Description
This course covers the mathematical knowledge and skills necessary for MTH 105 (Intermediate Algebra), including: algebraic expressions, equation s, and inequalities; scientific notation; properties of real numbers; radical expressions; and solving formulas and application problems. This course counts as a general elective course and does no t satisfy the Math course requirement for General Studies.

Credit Hours

Min:
3

MTH113 - Intermediate Algebra

General

Description
This college-level course reviews, practices, an d expands algebraic knowledge and skills regarding: equations, formulas, and inequalities; scientific notation; solving application problems; graphing; exponents and radicals; systems of linear equation s; and polynomials. Pre: an appropriate Math placement score or MTH 111 with a grade of C or better.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH111 - Elementary Algebra

MTH115 - Quantitative Reasoning

General

Description
Quantitative Reasoning studies the skills necessary to process and communicate quantitative information found in daily life. Specific topics include Probability, Statistics, Proportional Reasoning, Modeling Data, Financial Mathematics, Problem Solving, Voting Methods. This course will satisfy some degree requirements in Mathematics and should transfer to most four-year institutions.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH113 - Intermediate Algebra

MTH117 - Introductory Statistics

General

Description
Introductory Statistics is a first course in statistics for any student whose college and career paths require knowledge of the fundamentals of the collection, analysis and interpretation of data. It prepares students with a foundation for success in graduate-level statistics/research coursework but is not ideal for students pursuing a mathematics-focus graduate field of study. While this course requires some algebra and addresses similar topics to MTH 202 (Basic Statistics), this course focuses heavily on application of statistical methods and addressing the importance of statistics both in vitro and in vivo. Topics include the presentation of interpretation of univariate data using graphical and numerical methods, probability, discrete and continuous probability distributions, simple linear regression, an understanding of good practice in study design, statistical inference, confidence intervals and hypothesis testing. Emphasis is placed on the development of statistical thinking.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grader of C in the following:

- MTH115 - Quantitative Reasoning

MTH120 - College Algebra

General

Description
This course seeks student mastery of algebraic co ncepts and applications, including: equations and inequalities with an emphasis on problem solving; graphing and analyzing a variety of linear, quadratic, rational, exponential, logarithmic, and polynomial functions; solving systems of linear, 3-variable, and non-linear equations; and matrices. Prerequisite: an appropriate Math placement score or MTH 113 with a grade of C or better.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH117 - Introductory Statistics

MTH191 - Pre-Calculus

General

Description
Covers polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and theory of equations. Not open to students who have previously taken MTH 125. Prerequisite: MTH 105 or 110, or satisfactory math placement assessment. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH120 - College Algebra

MTH199 - Math Elective

General

Credit Hours

Min:
3

MTH202 - Basic Statistics

General

Description
This introductory statistics course includes the following topics: descriptive statistics, basic probability, probability distributions, confidence intervals, hypothesis testing, correlation and regression.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MTH120 - College Algebra
- MTH191 - Pre-Calculus

Students must earn a minimum grade of C in either course.

MTH210 - Calculus 1

General

Description
A study of limits and derivatives, differentiation rules, applications of differentiation, integrals and the Fundamental Theorem of Calculus.

Credit Hours

Min:
4

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH191 - Pre-Calculus

MTH211 - Calculus 1

General

Description
A study of limits and derivatives, differentiation rules, applications of differentiation, integrals, and the Fundamental Theorem of Calculus. Prerequisite: MTH 125 or 191, or satisfactory math placement assessment. (Spring)

Credit Hours

Min:
3

MTH212 - Calculus 2

General

Description
This course is a continuation of MTH 211, Calculus 1, covering applications of integration, differential equations, and infinite sequences and series. Prerequisite: MTH 211.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Earn a minimum letter grade of C in the following:

- MTH210 - Calculus 1

MTH214 - Calculus 2

General

Description
This course is a continuation of MTH 210, Calculus 1, covering applications of integration, differential equations and infinite sequences and series.

Credit Hours

Min:
3

MTH299 - Math Elective

General

Credit Hours

Min:
3

MTH301 - Linear Algebra

General

Description
This course is an introduction to the concepts and methods of linear algebra. Among the most important topics are general vector spaces and their subspaces, linear independence, spanning and basis sets, solution space for systems of linear equations, linear transformations and their matrix representations, and inner products. Prerequisites: MTH 212

Credit Hours

Min:
3

MUS102 - Music Appreciation

General

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

Credit Hours

Min:
3

MUS103 - Music Theory I

General

Description
The study of contemporary and traditional theory applicable to the 21st century musician including diatonic triads, added 2nds, sus chords, phrase structure and melodic analysis. Prerequisite: MUS 101 or satisfactory placement test score. Co-requisite: 103L

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS103L - Functional Theory Skills I

MUS103L - Functional Theory Skills I

General

Description
Practical application of concepts studied in MUS 101, including ear training, sight singing, improvisation, and guitar/keyboard harmony. Co-requisite: MUS 103.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS103 - Music Theory I

MUS104 - Music Theory II

General

Description
The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on the use of substitute chords, non-harmonic tones, 4-part chord progressions, and modulations. Prerequisite: MUS 103 or satisfactory placement test score. Co-req: MUS 104L. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MUS103 - Music Theory I

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:
- MUS104L - Funcitonal Theory Skills II

MUS104L - Funcitonal Theory Skills II

General

Description
Practical application of concepts studied in MUS 104. Pre-requisite: MUS 103L. Co-requisite: MUS 104.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- MUS103L - Functional Theory Skills I

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:
- MUS104 - Music Theory II

MUS105 - Survey of Popular Music

General

Description
An introduction to important styles and genres of American popular music and their important composers, artists, and leaders. The music will be studied for its formal and expressive content and as statements about diverse group and individual identities in a complex culture.

Credit Hours

Min:
3

MUS112 - Survey of Music

General

Description
Survey of Music is an advanced study of the development of music literature throughout history. This course will examine the music, composers, political climate and culture of all artistic eras. This class is required of all music majors and minors and is a prerequisite for Mus 301-302.

Credit Hours

Min:
3

MUS204 - Hymnology

General

Description
A survey of the development of congregational song and the use of various styles of congregational music in the worship and evangelism of a congregation. Prerequisite: MUS 102.

Credit Hours

Min:
3

MUS205 - Music Theory III

General

Description
The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on upper triad structures, pentatonic scale, blues scales and harmonies. Prerequisite: MUS 104 or satisfactory placement test score. Co-requisite: MUS 205L

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS104 - Music Theory II

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:

- MUS205L - Functional Theory Skills III

MUS205L - Functional Theory Skills III

General

Description
Practical application of concepts studied in MUS 205. Pre-requisite: MUS 104L. Co-requisite: MUS 205.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS104L - Funcitonal Theory Skills II

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:

- MUS205 - Music Theory III

MUS206 - Music Theory IV

General

Description
The study of contemporary and traditional theory applicable to the 21st century musician with emphasis on modes and the application of the Nashville Numbering System. Final projects will include a synthesis of all four courses in the music theory sequence. Pre: MUS 205 or satisfactory placement test score. Co-req: MUS 206L

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS205 - Music Theory III

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:

- MUS206L - Functional Theory Skills IV

MUS206L - Functional Theory Skills IV

General

Description
Practical application of concepts studied in MUS 206. Pre-requisite: MUS 205L. Co-requisite: MUS 206.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS205L - Functional Theory Skills III

Corequisites
Type
Corequisite

Corequisites

Complete ALL of the following Courses:

- MUS206 - Music Theory IV

MUS210 - Foundations in Music Education

General

Description
An overview on the background of music education, including origins, major philosophies, and development.

Credit Hours

Min:
3

MUS295 - Christian Songwriting

General

Description
This course will cover the essential elements of song writing, publishing, and basic business principles which accompany performance ministry. Special attention will be given to crafting lyrics and appropriate melodies. Copyright considerations will be included. Pre: permission

Credit Hours

Min:
2

MUS301 - Music History I

General

Description
A study of the history of Western art music from the time of the Greeks to the early Classical period with an emphasis on the cultivation of listening skills. Prerequisite: MUS 102. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS112 - Survey of Music

MUS302 - Music History II

General

Description
A study of the history of Western art music from the Classical period through the present day with an emphasis on listening to representative repertoire. Prerequisite: MUS 301. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS301 - Music History I

MUS311 - Conducting

General

Description
An introduction to basic patterns, use of baton, score preparation, and rehearsal procedures. Pre: MUS 101 and 102. (Fall) (Previou sly MUS 312, Beginning Conducting)

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS112 - Survey of Music

MUS312 - Choral Conducting

General

Description
An introduction to basic patterns, use of baton, score preparation, and rehearsal procedures. Prerequisite: MUS 101 and 102. (Fall)

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS311 - Conducting

MUS313 - Instrumental Conducting

General

Description
This course covers advanced concepts in wind band conducting. Students learn wind conducting technique, score reading and analysis, error detection, band pedagogy, and basic history of band literature. Prerequisite: MUS 311 Conducting.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS311 - Conducting

MUS315 - Music Technology I

General

Description
This course covers basic instruction in music te chnology applications. Specific attention will be given to sound re-enforcement. (Pre viously MUS 216, Music Technology)

Credit Hours

Min:
3

MUS316 - Music Technology II

General

Description
This continuation of MUS 315 covers advanced applications of music sequencing, Finale and Sibelius notation systems, digital voice recording, and additional applications of computers and digital keyboards. Prerequisite: MUS 315 Music Technology I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS315 - Music Technology I

MUS317 - Advanced Music Technology

General

Description
A continuation of the Music Technology course covering advanced applications of music sequencing, Finale and Sibelius notation systems, digital voice recording and additional applications of computers and digital keyboards. Pre: MUS216

Credit Hours

Min:
3

MUS322 - Music Methods for Children

General

Description
A survey of the materials and techniques for using music to teach children.

Credit Hours

Min:
3

MUS326 - Survey of Music Business

General

Description
An overview of the music industry including songwriting, live performance, the record industry, music merchandising, contracts and licenses, and career opportunities. Same as MGM 326.

Credit Hours

Min:
3

MUS330 - Brass Skills

General

Description
This course teaches basic performance competency and pedagogical practices for all brass instruments of the concert band.

Credit Hours

Min:
1

MUS331 - Percussion Methods

General

Description
Prepares students to teach proper playing technique on all percussion instruments through a lab-style course.

Credit Hours

Min:
1

MUS332 - String Skills

General

Description
This course covers techniques for teaching string skills to beginners. Students develop basic playing skills on orchestral string instruments and gain a basic reference of teaching strings in a school setting. Pre req MUS112 Survey of Music. Special Consideration MEN332 is a 16-week course.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS112 - Survey of Music

MUS333 - Woodwind Methods

General

Description
Prepares students to teach proper playing technique on all woodwind instruments through a lab-style course.

Credit Hours

Min:
1

MUS335 - Worship

General

Description
MUS 335 Worship (3) A coverage of the principles of worship from Scripture and their application in current worship styles. (Previously MUS 415, Worship Leadership, 2 semester hours)

Credit Hours

Min:
3

MUS338 - Congregational Music

General

Description
A survey of the development of congregational song and the use of various styles of congregational music in the worship and evangelism of a congre gation. Pre: MUS 102. (Previously MUS 204, Hymnology, 2 semester hours)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS102 - Music Appreciation

MUS412 - Philosophy of Music

General

Description
This course surveys the place and function of music in culture. Attention will be given to music as communication, art, entertainment, and worship. Students explore theological and functional aspects of music in western and non-western cultures. Pre or Co-req: MUS 302. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS302 - Music History II

MUS426 - Music Ministry Administration

General

Description
A study of the philosophy and programming of the music program of a congregation. Pre: MUS 112. (Previously MUS 425, Music Ministry in the Lo cal Church, 2 semester hours) (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS112 - Survey of Music

MUS431 - Choral Conducting

General

Description
A coverage of advanced techniques of instrumental and choral conducting. Prerequisite: MUS 312.

Credit Hours

Min:
2

MUS432 - Choral Techniques

General

Description
This course focuses on techniques for rehearsing a choir and developing a unified, expressive choral tone. Prerequisite: MUS 311 Conducting.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS311 - Conducting

MUS434 - Choral Literature

General

Description
A study of the music literature for choral groups. Prerequisite: MUS 302.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS302 - Music History II

MUS435 - Band Pedagogy and Literature

General

Description
An overview of pedagogical techniques for the school band, including an introduction to band literature.

Credit Hours

Min:
3

MUS441 - Piano Literature

General

Description
A survey of the music literature for piano. Prerequisite: MUS 302.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS302 - Music History II

MUS443 - Vocal Literature

General

Description
A survey of the music literature for voice. Prerequisite: MUS 302.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS302 - Music History II

MUS446 - Music Pedagogy

General

Description
A study of the methods and materials for teaching piano. Prerequisite: Junior standing in applied study.

Credit Hours

Min:
3

Requirements
Students must have earned 60 credits before taking this course.

MUS448 - Vocal Pedagogy

General

Description
A study of the methods and materials for teaching voice. Prerequisite: advanced private voice lessons.

Credit Hours

Min:
3

MUS451 - Arranging

General

Description
An advanced theory course emphasizing techniques of vocal, choral, and instrumental arranging. Prerequisite: MUS 206.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS206 - Music Theory IV

MUS453 - Orchestration

General

Description
An advanced theory course emphasizing techniques of orchestration. Prerequisite: MUS 206.

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS206 - Music Theory IV

MUS480 - Form and Analysis

General

Description
The study of structural components of music from small forms to compound forms.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS206 - Music Theory IV

MUS493 - Music Production Internship

General

Description
MUS 493 Music Production Internship (varies) Practical application of principles and techniques learned in the classroom in an approved and supervised setting. Pre: permission. Graded Pass/Fail. (Fall, Spring)

Credit Hours

Min:
3

MUS495 - Worship Internship

General

Description
Practical application of principles and techniques learned in the classroom in a supervised church orother approved situation. Pre: permission. Graded Pass/Fail. (Fall, Spring)

Credit Hours

Min:
3

MUS497 - Music Internship

General

Description
Practical application of principles and techniques learned in the classroom in a supervised church, school, or other approved situation. Prerequisite: permission. Graded Pass/Fail. (Fall and Spring)

Credit Hours

Min:
3

MUSI102 - Music Appreciation

General

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

Credit Hours

Min:
3

MUSI105 - Survey of Popular Music

General

Description
Students survey various styles and forms of contemporary music, including popular and art music. Emphasis is placed on the coordinated training of the ear, eye, memory, and mind for participatory listening.

Credit Hours

Min:
3

MUSI415 - Worship Leadership

General

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

Credit Hours

Min:
3

NSC101 - Survey of Biology

General

Description
This course focuses on fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life, then to tissues and an overview of human organ systems. DNA replication, protein synthesis, and Mendelian genetics are covered in the study of heredity. Special Consideration: This course will not satisfy the Natural Science requirement in the General Education Core for majors in Biology, Exercise Science, Elementary Education, Middle Grades Education, Secondary Education with Biology Concentration, and Special Education, which specify NSC 103 Biology I.

Credit Hours

Min:
3

NSC101L - Survey of Biology Lab

General

Description
This laboratory course will complement the NSC 101 Survey of Biology lecture course and provide an opportunity to reinforce concepts learned in class through observation and experimentation. Corequisite: NSC 101 Survey of Biology. Special Consideration: See the course description for NSC 101 regarding majors which cannot use this course to satisfy the Natural Science Lab course requirement in the Core Curriculum.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC101 - Survey of Biology

NSC103 - Biology I

General

Description
The essential concepts and fundamental principles of modern biology with major emphasis on the basic chemistry of life, the cell as the basic unit of life, the fundamentals of DNA and genetics, and a general overview of bacteria, fungi, and protists. (Fall)

Credit Hours

Min:
3

NSC103L - Biology I Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of the biology in NSC 103. Co-requisite or prerequisite: NSC 103. (Fall)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC103 - Biology I

NSC104 - Biology II

General

Description
A continuation of the study of the essential concepts and fundamental principles of modern biology with a focus on the animal kingdom, comparative animal biology, the plant kingdom and topics in ecology. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC103 - Biology I

NSC104L - Biology II Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of biology in NSC 104. Co-requisite or prerequisite: NSC 104. (Spring)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC104 - Biology II

NSC106 - Environmental Science

General

Description
An introduction to the study of the human environment. Topics include general ecology, resources, pollution, and aspects of health, economics, and law as related to environmental science. (Fall, Spring, and Summer)

Credit Hours

Min:
3

NSC106L - Environmental Science Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of environmental science in NSC 106. Co-requisite or prerequisite: NSC 106. (Fall, Spring, and Summer)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC106 - Environmental Science

NSC110 - Physical Science

General

Description
This course is a study for non-science majors of selected topics from general physics and general chemistry. A knowledge of the physical sciences can help one become more informed in an increasingly science- and technology-based society. The course will focus on everyday phenomena in this area.

Credit Hours

Min:
3

NSC110L - Physical Science Lab

General

Description
This course covers basic techniques in chemistry and physics, such as measurement, data collection, graphing, and observing chemical properties and chemical reactions. Corequisite: NSC 110 Physical Science.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC110 - Physical Science

NSC128L - General Chemistry I Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of general chemistry in NSC 128. Co-requisite or prerequisite: NSC 128. (Fall)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC128 - General Chemistry I

NSC128 - General Chemistry I

General

Description
The first of two survey courses covering topics in general, organic, and biochemistry, this course encompasses fundamental principles of general chemistry that will provide a foundation for learning and comprehension of concepts in the organic and biochem

Credit Hours

Min:
3

NSC129 - General Chemistry II

General

Description
A continuation of the study of the principles of general chemistry as applied to organic and biochemistry, including the following topics: families of organic compounds, the chemical reactivity of basic functional groups, and the structures and physiolog

Credit Hours

Min:
3

NSC199 - Science Elective

General

Credit Hours

Min:
3

NSC199L - Science Elective Lab

General

Credit Hours
Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC199 - Science Elective

NSC207 - Microbiology

General

Credit Hours
Min:
3

NSC207L - Microbiology Lab

General

Credit Hours
Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC207 - Microbiology

NSC210 - Medical Terminology

General

Description
This course will introduce medical terminology through a unique memorization strategy that focuses on common medical prefixes and suffixes to enable students to have a greater understanding of complex medical terminology. (Fall and Spring)

Credit Hours
Min:
1

NSC215 - Human Anatomy & Physiology I

General

Description
An introduction to the structure and function of the human body, including a general orientation, support and movement, and the nervous, sensory, and endocrine systems. (Spring)

Credit Hours
Min:
3

NSC215L - Human Anatomy & Physiology I Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of human anatomy and physiology in NSC 215. Co-requisite or prerequisite: NSC 215. (Spring)

Credit Hours
Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC215 - Human Anatomy & Physiology I

NSC216 - Human Anatomy & Physiology II

General

Description
A continuation of the study of the structure and function of the human body, including the circulatory, excretory, immune, respiratory, digestive, and reproductive systems. Prerequisite: NSC 215. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC215 - Human Anatomy & Physiology I

NSC216L - Human Anatomy & Physiology II Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis, and critical thinking, as applied in the study of the human anatomy and physiology in NSC 116. Co-requisite or prerequisite: NSC 116. (Fall)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC216 - Human Anatomy & Physiology II

NSC224 - Introduction to Chemistry I

General

Description
This course is an introduction to chemistry and begins with foundational science. Then the course will cover measurement, atomic structure, chemical bonding, compounds, chemical reactions, stoichiometry, and energy. This is designed to serve as an option for the core science requirement for non-science majors or as an elective for non pre-professional exercise science majors.

Credit Hours

Min:
3

NSC224L - Introduction to Chemistry I Lab

General

Description
This course is an introduction to chemistry laboratory techniques and will focus on basic measurement and analysis of chemical reactions. This is designed to serve as the lab component to accompany Introduction to Chemistry I. It is not to serve as the lab component for General Chemistry.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC224 - Introduction to Chemistry I

NSC228 - General Chemistry I

General

Description
The first of two courses emphasizing the fundamental principles of chemistry including the laws of chemical combinations, gas laws, simpler structure of atoms, periodic system, states of matter, chemistry of the non-metal and their important compounds, chemistry of metallic elements and their compounds and thermochemistry. Topics include: chemical nomenclature, stoichiometry, atomic structure, bonding theories, thermochemistry, periodic properties and gas laws. (Fall)

Credit Hours

Min:
3

NSC228L - General Chemistry Lab I

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 228. Co-req: NSC 228 (Fall)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC228 - General Chemistry I

NSC229L - General Chemistry II Lab

General

Description
This laboratory course emphasizes the scientific method, involving observation, experimentation, data analysis and critical thinking, as applied in the study of general chemistry in NSC 228. Co-req: NSC 229 (Spring)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC229 - General Chemistry II

NSC229 - General Chemistry II

General

Description
A continuation of the study of the principles of chemistry and their applications. The topics include solution properties, acids and bases, ionic equations, oxidation-reduction, equilibrium, kinetics, chemical thermodynamics, electrochemistry, nuclear chemistry and an introduction to organic chemistry. (Spring) Pre: NSC 228

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC228 - General Chemistry I

NSC250 - Botany

General

Credit Hours

Min:
3

NSC250L - Botany Lab

General

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC250 - Botany

NSC299 - Science Elective

General

Credit Hours

Min:
3

NSC302 - Statistics

General

Description
A course designed to teach the student research methodologies, statistical analyses, and the appropriate usage of statistical methods, with primary emphasis on the ability to read and understand research. Prerequisite: MTH course. Same as PSY 302. (Fall)

Credit Hours

Min:
3

NSC307 - Microbiology

General

Description
A study of the characteristics of bacteria, viruses, protozoa, and fungi, including the diseases they cause, the control of these microorganisms and their beneficial uses, and the basics of immunology. Pre: NSC 103 (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC103 - Biology I

NSC307L - Microbiology Lab

General

Description
This laboratory course emphasizes proper handling techniques, identification methods, and properties of microorganisms. Co-req: NSC 307. (Spring)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC307 - Microbiology

NSC310 - Cell Biology

General

Description
An in-depth study of cell structure and function, including molecular components of the membrane, organelles, bioenergetics, metabolism and enzymes. Lectures will expound upon topics such as membrane transport, the endomembrane system, protein targeting and sorting, endocytosis/exocytosis, cell shape, motility, cell-to-cell interaction and signal transduction processes. Pre: NSC 103

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC103 - Biology I

NSC320 - Physics I

General

Description
This is a non-calculus based course covering the essentials of mechanics, waves, sound, heat, electricity, magnetism and light with an introduction to modern physics. Both a conceptual foundation and problem solving abilities are emphasized. Prerequisite: MTH Course (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- MTH120 - College Algebra
- MTH191 - Pre-Calculus
- MTH202 - Basic Statistics
- MTH210 - Calculus 1
- MTH212 - Calculus 2

NSC320L - Physics I Lab

General

Description
This laboratory course emphasizes experiments in mechanics, wave motion and heat and should be taken concurrently with NSC 320.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC320 - Physics I

NSC321 - Physics II

General

Description
This course is a continuation of Physics I, completing the one year of physics. Included is an introduction to the concepts and problems of electricity and magnetism, light and modern physics. Topics include: electrical forces and fields, electrical potential, current and resistance, circuits, capacitors and capacitance, magnetic forces and fields, force on a moving charge, Maxwell's Equation, electromagnetic waves, geometrical and physical optics, interference and diffraction, and special relativity. Pre: NSC 320. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC320 - Physics I

NSC321L - Physics II Lab

General

Description
This laboratory course is a continuation of NSC 320L and emphasizes experiments in mechanics and wave motion and should be taken concurrently with NSC 321.

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC321 - Physics II

NSC330 - Organic Chemistry I

General

Description
As an introduction to the chemistry of carbon compounds, this course presents an integration of aromatic and aliphatic compounds treating the principal classes of each with an emphasis on molecular structure theory, stereochemistry, structure and reactivity, and reaction mechanisms. Pre: NSC 228 and 229. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC228 - General Chemistry I
- NSC229 - General Chemistry II

NSC330L - Organic Chemistry I Lab

General

Description
A study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. Pre or Co-req: NSC 330. (Fall)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC330 - Organic Chemistry I

NSC331 - Organic Chemistry II

General

Description
This course is designed to explore in more detail the specifics of the reactivity of various functional groups. Topics will include the study of aromatic compounds, including phenols and aryl halides as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones, amines, carboxylic acids and their derivatives; lipids such as fatty acids and triglycerides; and carbohydrates. Pre: NSC 330. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC330 - Organic Chemistry I

NSC331L - Organic Chemistry II Lab

General

Description
A continuation of the study of laboratory techniques in synthesis, purification and chemical and instrumental analysis of organic compounds. Pre or Co-req: NSC 331. (Spring)

Credit Hours

Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC331 - Organic Chemistry II

NSC399 - Science Elective

General

Credit Hours
Min:
3

NSC401 - Ethics of Science

General

Description
This course provides a springboard from which students can develop a reasoned ethical approach to dilemmas faced in the sciences.

Credit Hours
Min:
3

NSC421 - Genetics

General

Description
An introduction to the principles of heredity using common experimental organisms. Topics include: transmission of genes in cellular and organism reproduction, structure and arrangement of genetic material in the cell, control and function of genes, and

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC103 - Biology I

NSC421L - Genetics Lab

General

Description
The Genetics Lab will introduce students to experimental approaches in both classical and molecular genetics.

Credit Hours
Min:
1

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC421 - Genetics

NSC432 - Introduction to Pharmacology

General

Description
This course will introduce students to the studey of drugs (natural and synthetic chemical agents), their interactions with drug receptors and chemical-signaling pathways, and how these interactions produce effects in biological systems. Students will also learn about common drugs used to treat various diseases and conditions and will be introduced to the industry of drug development and discovery.

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- NSC103 - Biology I
- NSC215 - Human Anatomy & Physiology I
- NSC216 - Human Anatomy & Physiology II

Students must have earned 60 credits before taking this course.

NSC440 - Biochemistry

General

Description
This course is designed as an introduction to the organic structure of living systems. Pre: NSC 330. (alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC330 - Organic Chemistry I

NSC445 - Introduction to Neuroscience

General

Description
This course presents the key principles of neuroscience through a systematic survey of the organization and function of the nervous system. Course content includes the foundational study of neurobiology, neurophysiology, and gross neuroanatomy. Students then learn about the neuronal regulation of sensory and motor functions, followed by an examination of the brain systems that mediate cognition and human behavior. The course culminates with an analysis of the molecular and cellular mechanisms of learning and memory. Prerequisites: NSC 104 Biology II and NSC 215 Human Anatomy & Physiology I.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSC104 - Biology II
- NSC215 - Human Anatomy & Physiology I

NSC495 - Senior Thesis: Science

General

Description
The Senior Thesis provides an opportunity for a senior majoring in Science to complete an extended independent study project in preparation for graduate school. The project includes a science rigorous research component on a topic of interest to the student and us supervised by a full-time faculty member.
Pre-permission, based on a senior thesis proposal.

Credit Hours

Min:
3

NSCI105 - Introduction to Biology W/Lab

General

Description
This course focuses on essential concepts and fundamental principles of modern biology. It begins with the basic chemistry of life, moves to the cell as the basic unit of life along with the fundamentals of DNA and genetics, and ends with an overview of human body systems. The course also compares and contrasts the theory of evolution with creation accounts in the Scriptures. The course includes a lab component.

Credit Hours

Min:
4

NSCI214 - Human Anatomy & Physiology for Health Professionals

General

Description
Students develop a broad conceptual knowledge of human anatomy, physiology, and body systems as they relate to disease causation, disease prevention, and health promotion. Emphases include the function and role of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, excretory, reproductive, and immune systems, and related disease states. This course also includes an introduction to Point University healthcare programs, an orientation to online library resources pertinent to healthcare professions, and reflection on historical contributions of the Church to this field.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- PBHE210 - Introduction to Public Health

NTS203 - The Acts of the Apostles

General

Description
This course includes historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church. Prerequisite: BBS 202 Jesus: The Focus of Scripture.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- BBS202 - Jesus: the Focus of Scripture

NTS204 - The Story of Jesus' Followers

General

Description
A study of the early church from Jesus' ascension to the end of the New Testament period in order to understand the faith and practices of God's people in light of Jesus Christ. (Spring and Summer)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- BBS102 - The Drama of Scripture
- BBS202 - Jesus: the Focus of Scripture

NTS308 - Epistles of Paul

General

Description
A survey of Paul's writings, including their basic contents and theological themes. Credit will not be given for NTS 308 if NTS 204 has been completed.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- NTS203 - The Acts of the Apostles
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS320 - Romans

General

Description
An in-depth exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. Prerequisite: NTS

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS321 - I Corinthians

General

Description
An in-depth exegetical study of the epistle, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistle. Prerequisite: NTS

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS323 - Ephesians & Philemon

General

Description
An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Prerequisite: N

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS324 - Philippians & Colossians

General

Description
An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles. Prerequisite: N

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS326 - I, II Timothy, Titus

General

Description
An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles.
Prerequisite: N

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS332 - James, I,ii,iii John & Jude

General

Description
An in-depth exegetical study of the epistles, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the epistles.
Prerequisite: N

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS334 - Gospel of Mark

General

Description
A study of the Gospel of Mark as theological literature and as an historical resource for understanding the life of Jesus of Nazareth. Prerequisite: NTS 201, NTS 204, NTS 208, BBS 201, THE 334. Same as THE 334.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND NTS308 - Epistles of Paul
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS399 - New Testament Elective

General

Credit Hours

Min:
3

NTS402 - Gospel of John

General

Description
An in-depth exegetical study of the fourth Gospel, including careful analysis of the text and thoughtful application to contemporary Christian life and theology, focusing on the historical context and doctrinal themes peculiar to the Gospel of John. Prer

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND BBS202 - Jesus: the Focus of Scripture
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS425 - Scripture Within Scripture

General

Description
A study of the use of the Old Testament by the New Testament writers, particularly as it related to their portrayal of the work of Jesus Christ. Prerequisite: NTS 201, NTS 204, NTS 208, BBS 201, OTS 210. Same as OTS 425.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS430 - The Passion & Resurrection Narratives Of the Gospels

General

Description
A historical, literary, and theological study of the passion and resurrection narratives of the four canonical gospels, beginning with Matthew 26:1-5 and parallels and moving to the terminus of all the gospels. Prerequisite: NTS 201, NTS 204, NTS 208, B

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- BBS201 - Biblical Interpretation
  AND BBS202 - Jesus: the Focus of Scripture
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

NTS490 - Studies in New Testament

General

Description
A course flexible in procedure and content emphasizing independent research and formal classroom presentation. Such areas as backgrounds, history, text and canon, or exegetical principles may be covered. Prerequisite: NTS 201, NTS 204, NTS 208, and as an

Credit Hours

Min:
1

Max:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS304 - Scripture: Reading & Interpretation

NTS495 - Research Methods in Biblical Studies

General

Description
This advanced course explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process-from delineating a thesis to the presentation of research-will be discussed, modeled, and practiced. Prerequisites: Senior standing and permission from the Biblical Studies Department Chair. Special Considerations: NTS 495 Research Methods in Biblical Studies: New Testament Focus and OTS 495 Research Methods in Biblical Studies: Old Testament Focus are essentially the same course with an alternating focus each year. NTS 495 or OTS 495 is required for all Biblical Studies majors enrolled in the Honors Program.

Credit Hours

Min:
3

OTS210 - The Story of Israel

General

Description
A study of God working out his purposes through the ancient people of Israel a disclosed in the Old Testament. (Fall and Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- BBS102 - The Drama of Scripture

OTS240 - Old Testament Prophecy

General

Description
This course surveys the prophetic literature of the Old Testament analyzing the origin, purpose, and basic contents of each book. Prerequisite: Either OTS 210 The Story of Israel or both BBS 202 Jesus: The Focus of Scripture and BBS 304 Scripture: Reading & Interpretation.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- OTS210 - The Story of Israel
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS270 - Old Testament Poetry

General

Description
A survey of the poetic literature of the Old Testament analyzing the origin, purpose and basic contents of each book. Prerequisite: BBS 101. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- OTS210 - The Story of Israel
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS299 - Old Testament Elective

General

Credit Hours

Min:
3

OTS301 - Genesis

General

Description
An exegesis of the biblical book of Genesis with emphasis given to the origin, purpose and major theological themes of the text. Prerequisite: BBS 201, OTS 210, OTS 240 and OTS 270. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- OTS210 - The Story of Israel
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS305 - Isaiah

General

Description
An exegesis of the biblical book of Isaiah with emphasis given to the origin, purpose and major theological themes of the text. Prerequisite: BBS 201, OTS 210, OTS 240 and OTS 270.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- OTS210 - The Story of Israel
  AND BBS201 - Biblical Interpretation
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS307 - Laws of Israel

General

Description
A study of the legal literature of the Pentateuch analyzing the moral, social, and religious legislation of ancient Israel. Prerequisite: BBS 201, OTS 210, OTS 240 and OTS 270.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- OTS210 - The Story of Israel
  AND BBS201 - Biblical Interpretation
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS313 - Psalms

General

Description
A systematic survey of ancient Hebrew Hymnody including an exegesis of several selected Psalms. Prerequisite: BBS 201, OTS 210, OTS 240 and OTS 270.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- OTS210 - The Story of Israel
  AND BBS201 - Biblical Interpretation
- BBS202 - Jesus: the Focus of Scripture
  AND BBS304 - Scripture: Reading & Interpretation

OTS408 - Ancient Near Eastern History

General

Description
The purpose of this course is to explore systematically the history and culture of the ancient Near East, focusing on Mesopotamia, Egypt and Syria-Palestine ca. 3000-323 B.C.E. Pre: OTS 210 and HIS 102. (alternate Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HIS102 - Western Civilization
- OTS210 - The Story of Israel

OTS490 - Studies in Old Testament

General

Description
A course flexible in procedure and content focused on a selected study from the Old Testament. Prerequisite: BBS 201, OTS 210, OTS 240, OTS 270, and as announced.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS201 - Biblical Interpretation

OTS495 - Research Methods in Biblical Studies

General

Description
This advanced course explores the range of methods employed in Old Testament and New Testament study up to the present day. The entire research process-from delineating a thesis to the presentation of research-will be discussed, modeled, and practiced. Prerequisites: Senior standing and permission from the Biblical Studies Department Chair. Special Considerations: OTS 495 Research Methods in Biblical Studies: Old Testament Focus and NTS 495 Research Methods in Biblical Studies: New Testament Focus are essentially the same course with an alternating focus each year. OTS 495 or NTS 495 is required for all Biblical Studies majors enrolled in the Honors Program.

Credit Hours

Min:
3

PASS100 - Online Orientation

General

Description
This short, self-paced, zero-credit online orientationintroduces new degree-seeking students to the College of Graduate & Professional Studies (CGPS) and the Point Online learning management system. It includes introductions to Point University, academic support services, and educational resources available to online students. Students complete the orientation in a few hours either before or during the initial week of their first CGPS course.

Credit Hours

Min:
0

PASS101 - Online Orientation for On-Campus Students

General

Description
This self-paced, zero-credit online orientation introduces new on-ground, degree-seeking students to the Canvas Learning Management System and online course navigation. It includes introductions to Point University, Point Academic Support Services (PASS), and educational resources available to on-ground students. Students are enrolled in the orientation during their first 8-week session at Point where they are able to ask questions about their courses, ask questions about Canvas, and interact with fellow students and the Advising Center.

Credit Hours

Min:
3

PBHE210 - Introduction to Public Health

General

Description
This course introduces students to the field of public health, including core concepts and areas of public health practice. It includes an orientation to educational resources and profes sional research available to Public Health students. The course also includes a brief historical survey of ways Christians have used their skills to serve the human community and further God's redemptive work in the world through, for example, community he alth evangelism (CHE) endeavors. Prerequisites : NSCI 105 Introduction to Biology with Lab, PSYC 103 Introduction to Psychology.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSCI105 - Introduction to Biology W/Lab
- PSYC103 - Intro to Psychology

PBHE301 - Nutrition & Wellness

General

Description
Students pursue a scientific study of the principles of nutrition throughout the life cycle, with an emphasis on essential nutrients and their functions, weight management, and holistic approaches to health. Prerequisite: PBHL 210 Anatomy & Physiology for Public Health Professionals.

Credit Hours

Min:
3

PBHE304 - Biostatistical Research

General

Description
This course builds on MATH 302, placing primary empha sis on biostatistical applications related to pu blic health. Prerequisites: MATH 302 Statistics, NSCI 105 Introduction to Biology with Lab.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MATH117 - Introductory Statistics
- NSCI105 - Introduction to Biology W/Lab

PBHE320 - Principles of Epidemiology

General

Description
This course addresses disease etiology, distrib ution, and determinants of health and disease in defined populations. It includes applications to clinical environmental and infectious disease settings, and prevention practices for communicable and non - communicable diseases. Prerequisite: PBHE 210 Introduction to Public Health.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PBHE210 - Introduction to Public Health

PBHE322 - Public Health & Aging

General

Description
This course focuses on the demography and epidemiology of aging, theories of aging, how aging is viewed in society today, the concept of successful aging, health services for older adults, and other topics central to public health in an aging society. Prer equisite: PBHE 320 Principles of Epidemiology.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PBHE320 - Principles of Epidemiology

PBHE350 - Global & Environmental Health

General

Description
Students explore health at the community and global levels by examining the interplay of many factors, including the social, cultural, economic, political, and physical environments; and access to nutritional food, safe water, sanitation, and affordable pr eventive care and medical care. Prerequisites: NSCI 105 Introduction to Biology with Lab, PBHE 210 Introduction to Public Health.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- NSCI105 - Introduction to Biology W/Lab
- PBHE210 - Introduction to Public Health

PBHE405 - Drugs & Society

General

Description
This course provides an overview of appropriate (therapeutic) and inappropriate (recreational) uses of natural and synthetic chemical agents. Topics include symptoms of abuse and dependency, their impact on personal and community health, legal issues surrounding drug abuse, and effective prevention methods and strategies.

Credit Hours

Min:
3

PBHE410 - Health Care Systems

General

Description
This course focuses on the health care delivery system in the United States, including its organization and structures, the roles of health care providers and government agencies, related policies and laws, financing and economics, comparisons with other countries, and challenges facing health care systems.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PBHE210 - Introduction to Public Health

PBHE415 - Health Education for Diverse Populations

General

Description
Students develop skills needed to assess, plan, implement, and evaluate health education programs for diverse populations. Special Consideration: PBHE 415 is a Writing Emphasis course.

Credit Hours

Min:
3

PBHE423 - Health Services Administration

General

Description
This course introduces students to concepts, principles, and methods of management and administration within the field of public health. Topics include organizational roles, leadership styles, resource management, budgeting tools, and grant writing skills.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PBHE210 - Introduction to Public Health

PBHE430 - Legal & Ethical Issues in Public Health

General

Description
Students explore legal and ethical theories, principles, and problems that shape public health policy and practice. The course includes Christian perspectives on these issues. Special Consideration: PBHE 430 is a Writing Emphasis course.

Credit Hours

Min:
3

PBHE495 - Public Health Capstone

General

Description
Students plan and engage in a capstone learning experience under the supervision of the Public Health Program Coordinator. The capstone may take the form of a mentored internship or practicum, service-learning project, field education, research project, senior seminar, portfolio project, or other focused learning experience adapted to the student's post-graduation goals. Special Considerations: Limited to students majoring in Public Health and subject to approval by the Public Health Program Coordinator.

Credit Hours

Min:
3

Requirements
Take all other courses required for the Public Health Major.

PHE105 - Physical Fitness & Wellness

General

Description
A total fitness program designed to acquaint the student with the theory and practice of good physical fitness and wellness. (Fall and Spring)

Credit Hours

Min:
3

PHE110 - Leisure Life Skills I

General

Description
Co-ed instruction and activity in volleyball and/or badminton. (Fall)

Credit Hours

Min:
3

PHE115 - Cardiovascular Conditioning

General

Description
Instruction and activity in principles and procedures of cardiovascular conditioning.

Credit Hours

Min:
1

PHE120 - Leisure Life Skills II

General

Description
Co-ed instruction and activity in racquetball and/or tennis. (Spring)

Credit Hours

Min:
3

PHE125 - Recreational Games

General

Description
Instruction in rules and skills of individual and team games and sports for use in school, church, or playground programs. (Spring)

Credit Hours

Min:
3

PHE130 - Weight Training

General

Description
Instruction and activity in principles and procedures of weight training that contribute to physical fitness. (Fall and Spring)

Credit Hours

Min:
1

PHE201 - First Aid & Cpr

General

Description
Accident scene management, victim assessment and basic life support, injury management and victim care knowledge and practice are emphasized. Certification can be earned. (Fall and Spring)

Credit Hours

Min:
1

PHE220 - Exercise & Weight Control

General

Description
A nutrition, exercise and weight management course emphasizing the basics of proper nutrition and exercise. Emphasis on lifestyle changes and their relationship to appropriate weight management. (Fall)

Credit Hours

Min:
1

PHE300 - Internship in Sports & Recreational Management

General

Description
This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. Pre: Permission. Same as SPM 300. (Fall and Spring)

Credit Hours
Min:
3

PHED105 - Physical Fitness & Wellness

General

Credit Hours
Min:
3

PHL201 - Introduction to Philosophy

General

Description
An examination of key philosophical themes and ideas, such as the nature of the universe, the nature of knowing, human nature, and ethics, through the writings of significant philosophers. (alternate Fall)

Credit Hours
Min:
3

PHL203 - Logic

General

Description
A study of the art and science of correct reasoning, including major types of fallacies, criteria of definition, and elementary deductive arguments.

Credit Hours
Min:
3

PHL216 - Philosophy of Religion

General

Description
An examination of classical and contemporary arguments for the existence of God and a philosophical inquiry into the coherence of Christian theism. Topics include a variety of theistic proofs, the problem of faith and reason, divine foreknowledge and human free will, the problem of evil, God's eternity, the trinity, the incarnation and others. (alternate Spring)

Credit Hours
Min:
3

PHL225 - History of Philosophy

General

Description
historical context. The course will also provide an introduction to various philosophical concepts, including metaphysics, epistemology, ethics and logic. Same as HIS 225.

Credit Hours
Min:
3

PHL302 - Apologetics

General

Description
A study of the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. Prerequisite: THE 301 or BBS 302. Same as THE 302.

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- BBS304 - Scripture: Reading & Interpretation
- THE301 - Theological Foundations for the Christian Life

PHL325 - Ethics

General

Description
An examination of influential theories regarding the nature of morality and the human good life. Readings in Plato, Aristotle, Hobbes, Hume, Kant, Mill, and others. Includes a focus on the relationship between religion and morality. Pre: one PHL course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete at least 1 courses in the following course sets:

- PHL Courses

PHL330 - World Religions

General

Description
A survey of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism and a variety of primal religions. Attention is given to the nature of religious truth claims and their rational assessment, the challenge of religious pluralism and relativism, and the prospects for fruitful interreligious dialogue. (Spring)

Credit Hours

Min:
3

PHL412 - Philosophy of Music

General

Description
This course surveys the place and function of music in culture. Attention will be given to music as communication, art, entertainment, and worship. Students explore theological and functional aspects of music in western and non-western cultures. Special Consideration: PHL 412 is a Writing Emphasis course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MUS302 - Music History II

PHL425 - Major Worldviews

General

Description
An examination of the different worldviews that have developed in or been introduced into the Western world and how they influence the modern mind and society. Prerequisite: one PHL course. (alternate Spring)

Credit Hours

Min:
3

PHL490 - Studies in Philosophy

General

Description
A course flexible in procedure and content focused on a selected study in the field of philosophy. Prerequisite: as announced.

Credit Hours

Min:
1

Max:
6

PREA201 - Introduction to Preaching

General

Description
A study of the fundamentals of constructing and delivering sermons that are based on the Word of God.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BIBL306 - Scripture: Reading & Interpretation
- COMM205 - Public Speaking

PREA320 - Advanced Preaching

General

Description
In this continuation of PREA 201, students apply principles and skills of sermon preparation and delivery. Prerequisites: BIBL 306 Scripture: Reading & Interpretation, COMM 205 Public Speaking, PREA 201 Introduction to Preaching. Special Consideration: PREA 320 is a Writing Emphasis Course. Special Consideration: Qualified undergraduates may complete PREA 510 Preaching & Teaching for Change as a "swing course" in place of PREA 320.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BIBL306 - Scripture: Reading & Interpretation
- COMM205 - Public Speaking
- PREA201 - Introduction to Preaching

PREA510 - Preaching & Teaching for Change

General

Description
This course equips students to apply exegetical and hermeneutical principles for contextually appropriate preaching and teaching. Students "exegete" (analyze) a ministry context and construct a transformative preaching and teaching ministry appropriate to that context. Special Consideration: Qualified undergraduates may complete PREA 510 as a "swing course" in place of PREA 320 Advanced Preaching.

Credit Hours

Min:
3

PRM201 - Introduction to Preaching

General

Description
A study of the fundamentals of constructing and delivering sermons that are based on the Word of God. Prerequisite: ENG 101. (Fall and Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- COM205 - Public Speaking

PRM320 - Advanced Preaching

General

Description
A continuing study of the principles and skills of sermon preparation and delivery. Prerequisite: PRM 201. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PRM201 - Introduction to Preaching

PRM403 - Expository Preaching

General

Description
An advanced study in the art and science of preparing and delivering expository sermons. Prerequisite: PRM 201. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- BBS201 - Biblical Interpretation
- PRM320 - Advanced Preaching

PRM405 - History of Christian Preaching

General

Description
The history of Christian preaching from the First Century to the present. Prerequisite: PRM 201. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PRM320 - Advanced Preaching
- PREA320 - Advanced Preaching

PRM430 - Preaching & Story

General

Description
An advanced study of the preparation and delivery of various forms of contemporary narrative preaching. Prerequisites: PRM 201.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PRM320 - Advanced Preaching

PRM475 - New Testament & Preaching Seminar

General

Description
In-depth exegetical studies of designated New Testament literature including careful analysis of the text and thoughtful application to preaching. Prerequisite: NTS 201, NTS 204, and PRM 201. Same as NTS 475 and THE 475. (Fall and Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- BBS201 - Biblical Interpretation
- PRM320 - Advanced Preaching

PRM490 - Studies in Preaching

General

Description
A course flexible in procedure and content focused on a selected study in the field of preaching ministry. Prerequisite: PRM 201 and as announced.

Credit Hours

Min:
1

Max:
6

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- PRM320 - Advanced Preaching

PRM497 - Preaching Ministry Internship

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: junior status and permission. Grad

Credit Hours

Min:
1

Max:
6

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- PRM320 - Advanced Preaching

PSY103 - Introduction to Psychology

General

Description
A study of psychological structures and functions, designed to help students better understand themselves and others. This course is a prerequisite for all other courses in psychology. (Fall, Spring and Summer)

Credit Hours

Min:
3

PSY199 - Psychology Elective

General

Credit Hours

Min:
3

PSY200 - Social Psychology

General

Description
A course designed to integrate issues in psychology and sociology as they relate to human interaction. Same as SOC 200. Prerequisite: PSY 103 and SOC 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

PSY204 - Developmental Psychology

General

Description
A study of human growth and development from conception and the prenatal period through adulthood and death. Prerequisite: PSY 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY103 - Introduction to Psychology

PSY299 - Psychology Elective

General

Credit Hours

Min:
3

PSY302 - Statistics

General

Description
A course designed to teach the student research methodologies, statistical analyses, and the appropriate usage of statistical methods, with primary emphasis on the ability to read and understand research. Prerequisite: MTH course. (Fall)

Credit Hours

Min:
3

PSY303 - Methods in Research

General

Description
A continuation of PSY 302, with primary emphasis on applications. Previously listed as HRL 303. Prerequisite: PSY 302. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- MTH117 - Introductory Statistics

PSY305 - Adolescent Psychology

General

Description
A study of human growth and development from late childhood to early adulthood. Prerequisite: PSY204 or EDU204. (Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY204 - Developmental Psychology

PSY315 - Group Dynamics

General

Description
The analysis of how groups work and how to improve relationships in order to function effectively with all groups. Prerequisite: PSY 103 or SOC 103. (Fall)

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

PSY341 - Abnormal Psychology

General

Description
This introductory abnormal psychology course is designed to help students understand the physiological, social, psychological nature of abnormal behavior as well as an understanding of the diagnosis and treatment of mental disorder. Prerequisite: PSY 204 (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- PSY204 - Developmental Psychology

PSY399 - Psychology Elective

General

Credit Hours

Min:
3

PSY414 - Human Sexuality

General

Description
A course designed to explore male, female differences in regard to emotions, perceptions, attitudes of relationships, and power of sexuality. It focuses on psychological and socio-cultural influences on human sexuality and incorporates a life span perspective. Pre: PSY204. (Alternate Spring)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSY204 - Developmental Psychology

PSY420 - Violence in Society

General

Description
A study of the nature of violence and violent crimes in contemporary society. Examines how the American criminal justice system attempts to prevent violent acts, and examines the nature and treatment of the offenders. Same as SOC 420. Pre: junior or senior standing.

Credit Hours

Min:
3

PSY421 - Sports Psychology

General

Description
An overview of the psychological factors affecting behavior in exercise and sports settings. (Spring)

Credit Hours

Min:
3

PSY425 - Interpersonal Effectiveness

General

Description
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, conflict resolution, and dealing wi

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

PSY442 - Personality Theory

General

Description
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. P

Credit Hours

Min:
3

PSY461 - Forensic Psychology

General

Description
The purpose of this course is to examine the various applications of psychology in the legal arena from competency hearings and jury selection to evaluation of eye witness testimony. This course will cover the many applications of psychological theory to the law.

Credit Hours

Min:
3

PSY465 - Psychology of Religion

General

Description
A course designed to develop an understanding of the development of religion from historical, cultural, developmental, and psychological perspectives. Prerequisite: Senior status or permission. (Spring)

Credit Hours

Min:
3

PSY490 - Studies in Psychology

General

Description
A course flexible in procedure and content focused on a selected study in the field of psychology. Prerequisite: as announced.

Credit Hours

Min:
1

Max:
6

PSY497 - Field Work in Psychology

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer.

Credit Hours

Min:
1

Max:
3

PSYC103 - Intro to Psychology

General

Description
A study of psychological structures and functions, designed to help students better understand themselves and others.

Credit Hours

Min:
3

PSYC204 - Developmental Psychology

General

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

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- PSYC103 - Intro to Psychology

PSYC325 - Interpersonal Effectiveness

General

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

Credit Hours

Min:
3

PSYC341 - Abnormal Psychology

General

Description
A study of the physiological, social, and psychological nature of abnormal behavior as well as an understanding of the diagnosis and treatment of mental disorder. Prerequisites: PSYC 103 Introduction to Psychology or PSYC 204 Developmental Psychology.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSYC103 - Intro to Psychology
- PSY103 - Introduction to Psychology
- PSYC204 - Developmental Psychology
- EDU204 - Developmental Psychology
- PSY204 - Developmental Psychology

PSYC442 - Personality Theory

General

Description
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.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY204 - Developmental Psychology
- PSYC204 - Developmental Psychology

PSYC497 - Psychology Practicum

General

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

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- HREL308 - Life, Work, & Ethics of the Helping Profession
- HREL396 - Counseling Theory & Procedures

PSYC498 - Psychology Internship Fieldwork

General

Description
Field education provides an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSYC497 - Psychology Practicum

SED331 - Secondary Methods

General

Description
This course focuses on the examination and application of methods and materials for teaching secondary subjects. Course projects are adapted to each student's chosen field of teaching.

Credit Hours

Min:
3

SED391 - Block 1 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting coinciding with Block 1 education courses.

Credit Hours

Min:
1

SED392 - Block 2 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting coinciding with Block 2 education courses.

Credit Hours

Min:
1

SED493 - Block 3 Lab Experience

General

Description
Observation, participation, and directed teaching in an approved school setting coinciding with Block 3 education courses.

Credit Hours

Min:
1

SED497 - Teaching Practicum

General

Description
Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising secondary education teacher and University personnel. A seminar with the University supervisor is scheduled throughout the semester of the student teaching experience. Assessment will focus on preparation and teaching procedures. Pre: Completion of all other courses and passing score on the GACE test.

Credit Hours

Min:
12

SOC103 - Introduction to Sociology

General

Description
A study of the effects of group relations on human behavior with special emphasis on developing a Christian world view. (Fall, Spring and Summer)

Credit Hours

Min:
3

SOC199 - Sociology Elective

General

Credit Hours

Min:
1

Max:
3

SOC200 - Social Psychology

General

Description
A course designed to integrate issues in psychology and sociology as they relate to human interaction. Same as PSY 200. Prerequisite: PSY 103 and SOC 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSYC103 - Intro to Psychology
  OR PSY103 - Introduction to Psychology
- SOCI103 - Intro to Sociology
  OR SOC103 - Introduction to Sociology

SOC202 - The Family

General

Description
Dating, courtship, marriage, and family relationships from both a biblical and cultural perspective. Same as CHS 202. Prerequisite: PSY 103 or SOC 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- PSYC103 - Intro to Psychology
  OR PSY103 - Introduction to Psychology
- SOCI103 - Intro to Sociology
  OR SOC103 - Introduction to Sociology

SOC210 - Cultural Anthropology

General

Description
This course includes study of the nature, functions, and manifestations of culture in diverse human societies.

Credit Hours

Min:
3

SOC299 - Sociology Elective

General

Credit Hours

Min:
1

Max:
3

SOC300 - Social Theory

General

Description
An introduction to the major theories and theorists in sociology. Includes an examination of the development of sociological theory and the influences of those theories on contemporary society. Prerequisite: SOC 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- SOC103 - Introduction to Sociology
- SOCI103 - Intro to Sociology

SOC341 - Introduction to Social Work

General

Description
An introductory course in which students learn about the profession of social work as well as the populations and issues that concern social workers. Students will examine the characteristics, function and requirements of social work as a profession. Pre: PSY 103 or SOC 103. (Fall)

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- PSY103 - Introduction to Psychology
- SOC103 - Introduction to Sociology

SOC343 - Communication Skills for Social Services

General

Description
This course focuses on the usual communication patterns between the social work generalist and client systems, emphasizing the true meaning of good communication in the process of problem solving through both written and oral communication. The role of technology in facilitating and manageing communication is examined for its application social work. Pre: CHS 211 or CHS 341 (Spring)

Credit Hours

Min:
2

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- CHS211 - Introduction to Counseling
- SOC341 - Introduction to Social Work

SOC350 - Social Problems

General

Description
Overview of contemporary problems in society including addiction, race relations, prejudice, overpopulation, mental health and ageism. Examines how sociological methods and analysis are applied to social problems in an effort to create solutions to the p

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- SOC103 - Introduction to Sociology
- SOCI103 - Intro to Sociology

SOC355 - Human Behavior & the Social Environment

General

Description
Overview of the theories on various aspects of human behavior and their effects on cognitive development. Examines how various social influences - economics, religion, politics, and other demographics – cause deviations from supposed human norms. Prere

Credit Hours
Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:
- SOC103 - Introduction to Sociology
- SOCI103 - Intro to Sociology

SOC399 - Sociology Elective

General

Credit Hours
Min:
1

Max:
3

SOC420 - Violence in Society

General

Description
A study of the nature of violence and violent crimes in contemporary society. Examines how the American criminal justice system attempts to prevent violent acts, and examines the nature and treatment of the offenders. Same as PSY 420. Pre: junior or senior standing.

Credit Hours
Min:
3

SOC430 - Race, Ethnicity & Gender

General

Description
A survey of the sociological theories and problems surrounding race, ethnicity and gender in contemporary society, including stereotypes of each classification. Prerequisite: SOC 103

Credit Hours
Min:
3

SOCI103 - Intro to Sociology

General

Description
A study of the effects of group relations on human behavior with special emphasis on developing a Christian world view.

Credit Hours
Min:
3

SOCI350 - Social Problems

General

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

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- SOCI103 - Intro to Sociology
- SOC103 - Introduction to Sociology

SOCI355 - Human Behavior & Social Environment

General

Description
This course provides an overview of theories on various aspects of human behavior and the social environment. Students examine how various social influences-economics, religion, politics, and other social institutions-may influence individuals, families, groups, organizations, and communities. Students critically evaluate and apply these insights in assessing diverse clients and constituencies. Prerequisite: SOCI 103 Intro-duction to Sociology. Special Consideration: SOCI 355 is a Writing Emphasis Course

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ANY of the following Courses:

- SOC103 - Introduction to Sociology
- SOCI103 - Intro to Sociology

SOCI390 - Special Topics in Social & Behavioral Sciences

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the Social and Behavioral Sciences. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

Max:
3

SOCI420 - Race, Ethnicity & Gender

General

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

Credit Hours

Min:
3

SOWK301 - Introduction to Social Work

General

Description
This course introduces students to the social work profession with a focus on historical foundations, professional licensure and continuing education unit (CEU) requirements, scope of practice and roles, and relationship to other disciplines and areas of service. As the introductory course in the baccalaureate Social Work Major, it takes a generalist approach to social work. Students begin to develop their personal philosophy of service as they reflect on how Christians have worked within the helping professions to carry out God's redemptive purposes in the world. During the course, students are required to submit to a criminal background check and fingerprinting in preparation for work in the field. Students may complete the background check through Point University's human resources (HR) department.

Credit Hours

Min:
3

SOWK302 - Human Behavior & the Social Environment

General

Description
Human Behavior & the Social Environment provide a foundation for understanding the interrelatedness of human behavior (actions, conduct, and responses) and the systems with which they engage: individuals, small groups (families, peers, work groups), and larger groups (organizations, social service agencies). Through the lens of human development students examine important concepts for understanding human behavior; use conceptual frameworks to understand the behavior within the context of the social environment; and consider persons' involvement with other systems to assess individual, group, and organizational or community needs. Students recognize the role(s) of generalist social workers and employ the knowledge, values, and skills of generalist practice in their assessments. The course also explores problems and issues existing within the social environment that often impact behavior and functioning, including poverty, gender, abortion, politics, and religion. Prerequisite: SOWK 301 Introduction to Social Work.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- SOWK301 - Introduction to Social Work

SOWK303 - Human Behavior & the Social Environment Ii:adulthood

General

Description
Human Behavior & the Social Environment I-II provide a foundation for understanding the interrelatedness of human behavior (actions, conduct, and responses) and the systems with which they engage: individuals, small groups (families, peers, work groups), and larger groups (organizations, social service agencies). Through the lens of human development students examine important concepts for understanding human behavior; use conceptual frameworks to understand the behavior within the context of the social environment; and consider persons' involvement with other systems to assess individual, group, and organizational or community needs. Students recognize the role(s) of generalist social workers and employ the knowledge, values, and skills of generalist practice in their assessments. The course also explores problems and issues existing within the social environment that often impact behavior and functioning, including racism, poverty, gender, abortion, politics, and religion. This second course in the sequence focuses on Young, Middle, and Later Adulthood. Prerequisites: SOWK 301 Introduction to Social Work, SOWK 302 Human Behavior & the Social Environment I: Infancy through Adolescence.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- SOWK301 - Introduction to Social Work
- SOWK302 - Human Behavior & the Social Environment

SOWK304 - Social Work Statistics

General

Description
This course introduces students to statistical tests and analyses frequently encountered by social workers and researchers. It emphasizes foundational concepts and principles of statistical analyses.

Credit Hours

Min:
3

SOWK306 - Research Methodologies for Social Workers

General

Description
This course focuses on quantitative and qualitative research methodologies and their respective roles in evaluating and advancing social work theory and practice. It emphasizes principles of logic and critical thinking, scientific inquiry, culturally informed and ethical approaches to building knowledge, multidisciplinary ways of knowing, and practical applications. The course also includes an orientation to Point's extensive online library resources related to the field of social work. Prerequisite: SOWK 301 Introduction to Social Work. Special Consideration: SOWK 306 is a Writing Emphasis Course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- SOWK301 - Introduction to Social Work

SOWK308 - Social Work Ethics

General

Description
This course introduces aspiring social workers to ethical decision-making by applying the standards of the NASW (National Association of Social Workers) Code of Ethics, models for ethical decision-making, ethical conduct of research, ethical use of technology, and relevant laws and regulations.

Credit Hours

Min:
3

SOWK401 - Social Welfare Theory

General

Description
This course introduces theories and structures undergirding social work, including historical, cultural, and philosophical roots; theories of human need and concepts of social and economic justice; and major social welfare structures and policies. Students critically examine the philosophy that every person regardless of position in society has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. The course introduces strategies designed to advance human rights and civil, political, environmental, economic, social, and social justice. Prerequisites: SOWK 301 Introduction to Social Work, SOCI 350 Social Problems. Special Consideration: SOWK 401 is a Writing Emphasis Course.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- SOWK301 - Introduction to Social Work
- SOCI350 - Social Problems

SOWK402 - Social Welfare Policy

General

Description
Building on SOWK 401 Social Welfare Theory, this course focuses on contemporary social policies, structures, and services; the role of policy in service delivery; and the role of practice in policy development. Students explore practical strategies for promoting social justice and human rights, and how those strategies are mediated by policy implementation at federal, state, and local levels. Prerequisite: SOWK 401 Social Welfare Theory.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:
- SOWK401 - Social Welfare Theory

SOWK410 - Interpersonal Skills for Social Workers

General

Description
This course prepares students to engage in competent social work generalist practice. Students explore skills needed for effective communication and problem solving for all levels of social work practice, as well as content related to social work ethics and values, diversity, and social change. The course also covers knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Prerequisite: SOWK 301 Introduction to Social Work.

Credit Hours

Min:
3

Simple Requisites

Prerequisites
Type
Prerequisite

Prerequisites

Complete ALL of the following Courses:

- SOWK301 - Introduction to Social Work

SOWK412 - Social Work & Diversity

General

Description
This course broadens students' understanding and skills for working with diverse individuals, families, groups, organizations, and communities. It assists students in effectively using empathy, reflection, and interpersonal skills to engage diverse clients and constituents using knowledge of human behavior and the social environment, along with person-in-environment and other multi-disciplinary frameworks. Prerequisites: SOWK 440 Social Work Practice I.

Credit Hours

Min:
3

SOWK440 - Social Work Practice I: Individuals & Families

General

Description
Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This first course in the sequence provides foundations for social work practice at the micro level, including interviewing and relationship-building skills, case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. Prerequisites: SOWK 301 Introduction to Social Work, SOWK 401 Social Welfare Theory, SOWK 402 Social Welfare Policy.

Credit Hours

Min:
3

SOWK445 - Case Assessment & Management

General

Description
This course focuses on how generalist social work practitioners and other service providers assess the needs of a client and arrange, coordinate, advocate for, monitor, mediate, negotiate, and evaluate the package of services designed to meet the needs of diverse clients and constituents. The course emphasizes the use and importance of inter-professional collaboration to achieve beneficial outcomes and the facilitation of effective transitions that advance mutually agreed on goals. Prerequisites: Either SOWK 401 Social Welfare Theory and SOWK 402 Social Welfare Policy (for Social Work Majors) or HREL 396 Counseling Theory & Procedures and HREL 312 Counseling Diverse Populations (for Human Relations Majors). Special Consideration: HREL 445 is a Writing Emphasis course.

Credit Hours

Min:
3

SOWK450 - Social Work Practice II: Groups & Organizations

General

Description
Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This second course in the sequence provides foundations for social work practice at the mezzo level, including case assess-ment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course builds skills in facilitating group bonding, decision-making, and functionality. It also highlights the value of inter-professional collaboration in addressing human needs. Prerequisite: SOWK 440 Social Work Practice I.

Credit Hours

Min:
3

SOWK460 - Social Work Practice Iii: Communities

General

Description
Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This third course in the sequence provides foundations for practice at the macro level, at which social workers assist vulnerable populations indirectly and on a much larger scale. Emphases include case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. Prerequisites: SOCI 355 Human Behavior in the Social Environment, SOWK 440 Social Work Practice I, SOWK 450 Social Work Practice II.

Credit Hours

Min:
3

SOWK497 - Social Work Field Seminar

General

Description
The seminar experience for the Bachelor of Social Work Program is designed to provide educational direction and support for the field placement. The seminar will assist students in the successful preparation for the field experience. Discussion and activity is focused around the integration, mastery, and application of practice theory in conjunction with completing field-related paperwork, a criminal background check, securing liability insurance, arranging and participating in interviews, and designing specific learning experiences that build skills for working with individuals, families, groups, organizations, and communities. Students' participate in weekly activities that include but are not limited to discussion forums, presentations, and paperwork completion. Additionally, students explore topics such as dealing with conflict in the field and navigating a successful internship. Prerequisites: All other courses in the Social Work Major with the exception of SOWK 498A-B Social Work Internship. Special Consideration: SOWK 497 is graded on a pass/fail basis using a point scale.

Credit Hours

Min:
3

SOWK498A - Social Work Internship I: Fieldwork

General

Description
In this capstone experience for the Bachelor of Social Work, students practice generalist social work competencies under the oversight of a Point instructor and a qualified field supervisor, demonstrating their ability to integrate theory into practice. Students are responsible for identifying potential sites (preferably near their home) and inquiring about internship opportunities. The field supervisor must be a licensed social worker who holds a bachelor's or master's degree in social work from a CSWE-accredited program, has a minimum of two years of post-social work degree practice, and currently works full-time in the profession. Both the site and the supervisor must be vetted and approved by the social work program director two sessions (16 weeks) prior to the start of the internship. Point faculty assist with arrangements once the supervisor and site are confirmed. To receive credit for SOWK 498A-B, students must complete 400 hours of field education working with individuals, families, groups, organizations, and communities (approximately 25 hours per week over two 8-week session). Toward this end, specific training models are designed by the student and program director in cooperation with the supervisor. During SOWK 498A-B, students also complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which the student under-stands and can apply the knowledge, skills, and values of generalist social work practice. Prerequisites: All other courses in the Social Work Major, including SOWK 497 Social Work Field Seminar. Special Consideration: SOWK 498A is graded on a pass/fail basis using a point scale.

Credit Hours

Min:
3

SOWK498B - Social Work Internship Ii: Fieldwork

General

Description
In this continuation of SOWK 498A, students practice and demonstrate generalist social work competencies under the oversight of a Point instructor and a qualified field supervisor. During SOWK 498A-B, students complete the BSW Generalist Social Work Capstone Portfolio Project, which includes a reflection paper and supporting documents that display the extent to which the student understands and can apply the knowledge, skills, and values of generalist social work practice. Prerequisites: All other courses in the Social Work Major, including SOWK 497 Social Work Field Seminar and SOWK 498A Social Work Internship I. Special Consideration: SOWK 498B is graded on a pass/fail basis using a point scale.

Credit Hours
Min:
3

SOWK499 - Social Work Internship Continuation

General

Description
Bachelor of Social Work students continue the fieldwork begun in SOWK 498A or SOWK 498B beyond the end of 8-week session allotted for that experience. They enroll in this course and pay a $100 continuation fee each session until the fieldwork is complete, at which time they receive a grade for the internship.

Credit Hours
Min:
3

SPA101 - Spanish I

General

Description
Introduction to the four basic skills of listening, speaking, reading, and writing in Spanish with emphasis on speaking in everyday situations, an introduction to Hispanic culture(s), and a required lab component. Designed for students with little or no

Credit Hours
Min:
4

SPA102 - Spanish II

General

Description
Continued development of listening, speaking, reading, and writing skills within a cultural context, with a required lab component. Prerequisite: SPA 101 or permission. (Spring)

Credit Hours
Min:
3

SPA201 - Spanish III

General

Description
Continued development of listening, speaking, reading, and writing skills in Spanish with a review of language fundamentals, practice in conversation, a study of Hispanic civilization, and a required lab component. Prerequisite: SPA 102 or permission. (F

Credit Hours
Min:
3

SPA202 - Spanish IV

General

Description
Extensive oral and written work in Spanish, including an expansion of Spanish vocabulary and syntactical structures, an introduction to Spanish prose, poetry, drama, and essays of moderate difficulty, and a required lab component. Prerequisite: SPA 201 o

Credit Hours
Min:
3

SPA303 - Spanish Conversation

General

Description
Practice in conversation skills integrated with listening comprehension, reading, and writing skills. Prerequisite: SPA 202 or permission.

Credit Hours
Min:
3

SPA401 - Spanish Literature

General

Description
Critical reading and interpretation of literature written in Spain through the study of representative texts in various genres. Includes practice in listening, speaking, and writing skills. Taught in Spanish. Prerequisite: SPA 202 or permission.

Credit Hours

Min:
3

SPA490 - Studies in Spanish

General

Description
SPA 490 Studies in Spanish (credits vary) This course, flexible in procedure and content, focuses on selected studies in Spanish language and/or literature. Prerequisites: As announced.

Credit Hours

Min:
3

SPAN101 - Beginning Spanish

General

Description
This highly interactive, introductory course is designed to help students develop a beginning level of competency of the Spanish language. The course follows a communicative approach utilizing 'real-life' language immersion rather than the more 'traditional' method of language learning that incorporates typical classroom drills. Using language learning labs, students will practice listening and speaking skills as they participate in authentic conversations in Spanish that would be experienced when traveling or while interacting with native speakers. In addition, students will acquire rudimentary grammar and writing skills, all while learning fascinating aspects of Spanish, Latin and Hispanic cultures.

Credit Hours

Min:
3

Course Attributes
Online (ONL)

SPE201 - Survey of Special Education

General

Description
Overview and history of Individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include federal laws, supreme court cases, legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs. GaPSC Standards: 1, 2, 3,9,10 InTASC Standards: 1(f), 1(h), 2(h), 2(j), 2(l), 3(a), 3(f), 3(n), 9(j), 9(m), 9(o), 10(l), 10(m), 10(o) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 6.0., 6.1, 6.2, 6.3

Credit Hours

Min:
3

SPE210 - Contemporary Issues and Collaboration In Special Education

General

Description
Topics related to services and instruction in the field of special education. Emphasis is on school-related issues such as eligibility and placement, the importance and role of individual education plans, transition planning, special education policies, and response to intervention. Topics also include models for collaborating with families of individuals with disabilities, related service providers, mental health providers, and other professionals and paraprofessionals. Emphasis is on family systems, teaming, consultation, and diversity. GaPSC Standards:1, 3,9,10 InTASC Standards:1(c), 1(h), 1(i), 1(j), 1(k), 3(a), 3(c), 3(h), 3(k), 3(l), 3(n), 3(q), 3(r), 9(c-e), 9(i), 9(m), 10(b-e), 10(l-m), 10(q) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 4.0, 4.2, 4.3, 5.0, 5.5, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE220 - Characteristics of Mild Disabilities

General

Description
Cognitive, language, academic learning, and social-emotional characteristics of individuals with mild disabilities. Issues surrounding assessment, identification, and placement will be explored, including cultural factors and issues relevant to non-native speakers of English. Emphasis is placed on serving and supporting the unique individual needs of students with mild disabilities within the general education curriculum and least restrictive settings. Pre-requisite: Survey of Special Education and Contemporary Issues; Collaboration in Special Education. GaPSC Standards: 1, 2, 3, 8, 9 InTASC Standards: 1(b), 1(d), 1(e), 1(f), 1(i), 2(g-i), 2(o), 3(a), 3(d), 3(i), 8(a), 8(c), 8(j), 9(a), 9(i), 9(j) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 5.0, 5.1, 6.0, 6.2, 7.0, 7.3

Credit Hours

Min:
3

SPE301 - Methods of Instruction for Mild Disabilities

General

Description
Focuses on effective teaching for students with or at risk for mild disabilities. Emphasis is placed on research-based instructional methods, evidence-based practices, specially designed interventions, diversity, collaboration, instructional planning and supplementary aids and services spanning grades K-12. Emphasis is on planning, integrating, and implementing the instruction of reading skills into all content areas. Pre-requisite: Admission to TEP. GaPSC Standards: 1, 2, 4, 5, 7, 8 InTASC Standards: 1(b), 1(d-i), 2(a-c), 2(e), 2(g-h), 4(a-b), 4(d-h), 4(k-l), 5(b), 5(h), 5(j), 5(m), 7(b-d), 7(i-k), 8(a-b), 8(d-e), 8(g-h), 8(l) CEC Initial Preparation Standards: 3.0, 3.1, 3.2, 3.3, 5.0, 5.1, 5.4, 5.6, 5.7

Credit Hours

Min:
3

SPE302 - Reading Instruction for Students With Mild Disabilities

General

Description
The study of the dynamics of the reading process and major issues in reading instruction for all grade levels. Focuses on translating evidence-based teaching methods related to language and literacy instruction for individuals with dyslexia and other mild disabilities. Information and evidence-based strategies for identifying language and literacy difficulties are provided. Emphasis is on educational applications-designing and implementing interventions and instruction for students with reading disabilities. (Section added to existing ECI/MGI 302 Reading Skills) Pre-requisite: Admission to TEP. GaPSC Standards: 1, 2, 4, 5, 7, 8 InTASC Standards: 1(a-b), 1(d-g), 2(a-k), 4(a-h), 4(j-l), 4(n), 5(c-d), 5(f), 5(h), 7(a-f), 8(a-m) CEC Initial Preparation Standards: 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.4, 5.6

Credit Hours

Min:
3

SPE303 - Reading Interventions & Programs for Students With Mild Disabilities

General

Description
Focuses on the creation of reading interventions for students with disabilities. Strengthens the application of translating evidence-based teaching methods of reading into specially designed programs of instruction (and supplementary aids and services) for individuals with dyslexia and other mild disabilities. Emphasis is on the creation and successful implementation of interventions based on the unique, individual reading needs of students with disabilities as defined through individualized educational programs (IEPs). Pre-requisite: SPE 302 GaPSC Standards: 1, 2, 4, 5, 7, 8 InTASC Standards: 1(a-b), 1(d-g), 2(a-k), 4(a-h), 4(j-l), 4(n), 5(c-d), 5(f), 5(h), 7(a-f), 8(a-m) CEC Initial Preparation Standards: 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.4, 5.6

Credit Hours

Min:
3

SPE305 - Math Instruction for Students With Mild Disabilities

General

Description
A course dealing with the concepts and materials which are appropriate for the cognitive development for all grade levels, with a portion of the class devoted to mathematics principles. Focuses on translating evidence-based teaching methods related to individuals with mild disabilities. Information and evidence-based strategies are provided. Emphasis is on educational applications-designing and implementing interventions and instruction for students with math disabilities. (Section added to existing MGI 305 Math Course) Pre-requisite: TEP Block 2 courses. GaPSC Standards: 1, 2, 4, 5, 7, 8 InTASC Standards: 1(a-b), 1(d-g), 2(a-k), 4(a-h), 4(j-l), 4(n), 5(c-d), 5(f), 5(h), 7(a-f), 8(a-m) CEC Initial Preparation Standards: 3.0, 3.1, 3.2, 3.3, 4.0, 4.4, 5.0, 5.1, 5.4, 5.6

Credit Hours

Min:
3

SPE308 - Positive Behavior Support & Behavior Management

General

Description
Positive behavior supports, behavior management and behavior interventions for students with or at-risk for mild disabilities. Emphasis is determining antecedents to behaviors, functions of behavior, replacement behaviors, positive reinforcements, evidence-based practices, functional behavior assessment, and behavior intervention plans appropriate for inclusive and least restrictive settings Pre-requisite: Admission to TEP. GaPSC Standards: 2, 3, 8 InTASC Standards: 2(a), 2(f-g), 3(a), 3(c), 3(e), 3(i-k), 8(a), 8(e) CEC Initial Preparation Standards: 2.0, 2.1, 2.2, 2.3, 5.0, 5.4, 5.6

Credit Hours

Min:
3

SPE325 - Special Education: Policies and Procedures

General

Description
Focuses on the entire special education process, referrals, eligibility, Individual Education Programs (IEP), re-evaluations, progress monitoring, least restrictive environment, free appropriate public education, as well as substantial and meaningful educational benefit based on a student's disability. Pre-requisite: Admission to TEP.GaPSC Standards: 9, 10 InTASC Standards: 9(f), 9(j), 10(b), 10(d), 10(k), 10(l), 10(n) CEC Initial Preparation Standards: 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE330 - Assessment of Individuals With Disabilities

General

Description
Educational, behavioral, and adaptive behavior assessment of individuals with disabilities. Basic measurement concepts and procedures for administering standardized, informal, and curriculum-based tests. Directed experiences in observing and recording behavior. Practice in analyzing assessment results and determining eligibility of a disability. Pre-requisite: TEP Block 1 courses GaPSC Standards: 6 InTASC Standards: 6(a-p) CEC Initial Preparation Standards: 4.0, 4.1, 4.2, 4.3, 4.4, 5.0, 5.2

Credit Hours

Min:
3

SPE340 - Characteristics and Methods of Instruction for Students With Mild Autism

General

Description
Introduction to children with autism spectrum disorders (ASD). Social, behavioral, and other characteristics; evidence-based assessment and intervention strategies. Emphasis is placed on serving and supporting the unique individual needs of the students with mild autism within the general education curriculum and least restrictive settings. Pre-requisite: TEP Block 1 courses. GaPSC Standards: 1, 2, 3, 4, 5, 6, 7, 8 InTASC Standards: 1(a-c), 1(e), 1(g), 2(a-k), 3(a), 3(d), 3(l), 4(a-b), 5(a-i), 5(n), 6(a), 6(e), 7(a-f), 8(a-i) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.2, 4.0, 4.1, 4.2, 4.3, 4.4, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.0, 7.3

Credit Hours

Min:
3

SPE350 - LRE for Students With Mild Disabilities Prek - 5th Grade

General

Description
Focuses on students with special needs in preschool through grade 5. Topics include legal requirements, collaboration between general and special educators, family partnerships, Response to Intervention, positive behavior support, evidence- based instructional strategies, progress monitoring, the IEP process, accommodations, and other supplementary aids and services for students with disabilities in the general education classroom. Pre-requisite: TEP Block 1 courses. GaPSC Standards: 1, 2, 3, 5, 6, 7, 8, 10 InTASC Standards: 1(a-k), 2(a-n), 3(a-r), 4(g), 5(n), 5(s), 6(e), 6(k), 7(b-c), 7(e), 7(i-k), 7(n-q), 8(a-c), 8(k-m), 10(a-b) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.0, 3.2, 4.0, 4.3, 4.4, 5.0,5.1, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE391 - Block 1 Lab Experience

General

Description
This lab experience provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 1 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing IEP's, designing a general education collaborative project, and participating in meetings involving decision-making processes for students with disabilities. Pre-requisite: Admission to TEP program. GaPSC Standards: 1, 2, 3, 8 InTASC Standards: 1(a-c), 2(a-f), 3(a-h), 8(a-i) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE392 - Block 2 Lab Experience

General

Description
This lab experience provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 2 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing IEP's, designing a general education collaborative project, and participating in meetings involving decision-making processes for students with disabilities. Pre-requisite: TEP Block 1 courses. GaPSC Standards: 1, 2, 3, 8 InTASC Standards: 1(a-c), 2(a-f), 3(a-h), 8(a-i) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.

Credit Hours

Min:
3

SPE405 - Integration of Technology for Mild Disabilities

General

Description
Practical training in the integration of technology in the classroom for students with mild disabilities. Emphasis is placed on assistive technology software and devices for students with several types of disabilities, universal design, and exploration of extensions, apps, multiple types of software programs, organization and productivity options, and how to use those available options to meet the unique individual needs of the student with a disability in the general education curriculum and least restrictive settings. (Section added to existing EDU 405 Integration of Technology) Pre-requisite: TEP Block 1 courses. GaPSC Standards: 3, 4, 5, 6, 7, 8, 9, 10 InTASC Standards: 3(g), 3(h), 3(j), 3(m), 4(g), 5(c), 5(k-l), 6(i), 7(k), 8(g), 8(n-o), 8(q-r), 9(d), 9(f), 10(e), 10(g), 10(n) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 5.0, 5.2, 5.3, 5.4

Credit Hours

Min:
3

SPE409 - Student Advocacy and Transition Services

General

Description
Student advocacy development, instructional procedures, social policies, and school and post-school factors that predict successful transitions for individuals with disabilities. Collaborative transition models, independent living, education/ training, and community-based instruction are emphasized, as are service-delivery issues related to diverse populations. Pre-requisite: TEP Block 2 courses. GaPSC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 InTASC Standards: 1(a-c), 2(a-d), 2(f), 3(b-f), 3(h), 4(a-h), 5(b-e), 5(g-h), 6(b), 6(d), 6(e), 6(g), 7(b-c), 7(e-f), 8(a), 8(c), 8(e), 9(d), 10(d), 10(e), 10(g), CEC Initial Preparation Standards: 2.0, 2.1, 2.2, 3.0, 3.2, 4.0, 4.4, 5.0, 5.1, 5.5, 6.0, 6.3, 6.5, 7.0, 7.1, 7.3

Credit Hours

Min:
3

SPE420 - LRE for Students With Mild Disabilities Grades 6-12

General

Description
Students with special needs grades 6 through 12, including causes and characteristics. Topics include legal requirements, co-teaching, supporting students with disabilities in middle and high school classes, response to intervention, evidence- based instructional strategies, IEP process, family partnerships, current issues, and providing students with disabilities access to state standards through accommodations and other supplementary aids and services. Pre-requisite: TEP Block 2 courses. GaPSC Standards: 1, 2, 3, 5, 6, 7, 8, 10 InTASC Standards: 1(a-k), 2(a-n), 3(a-r), 4(g), 5(n), 5(s), 6(e), 6(k), 7(b-c), 7(e), 7(i-k), 7(n-q), 8(a-c), 8(k-m), 10(a-b) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 3.0, 3.2, 4.0, 4.3, 4.4, 5.0,5.1, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE493 - Block 3 Lab Experience

General

Description
This lab experience provides students with school-based experiences relevant to the needs of students with mild disabilities coinciding with Block 3 special education courses. Students act as observers and participants by planning for and teaching students with disabilities, developing IEP's, designing a general education collaborative project, and participating in meetings involving decision-making processes for students with disabilities. Pre-requisite: TEP Block 2 courses. GaPSC Standards: 1, 2, 3, 8 InTASC Standards: 1(a-c), 2(a-f), 3(a-h), 8(a-i) CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
3

SPE497 - Teaching Practicum

General

Description
Observation, participation, and directed teaching in an approved school setting will be carried out under the supervision of a selected supervising special education teacher and University personnel. A seminar with the University supervisor is scheduled throughout the semester. Assessment will focus on preparation and teaching procedures. Pre-requisite: Completion of all courses and passing scores in two of the four GACE tests for Special Education. GaPSC Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 InTASC Standards: 1, 2, 3. 4. 5. 6. 7. 8. 9. 10 CEC Initial Preparation Standards: 1.0, 1.1, 1.2, 2.0, 2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 4.0, 4.1, 4.2, 4.3, 4.4, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.0, 7.1, 7.2, 7.3

Credit Hours

Min:
12

SPM200 - Principles of Coaching

General

Description
This course offers a broad introduction to the profession of coaching in sports. Students explore various aspects of sport coaching, including recruiting, budgeting, athlete development, and leadership. The course introduces students to various coaching environments, including youth league, club and interscholastic teams, high school, college and high level amateur sport, professional and Olympic level, and Paralympic sport coaching.

Credit Hours

Min:
3

SPM300 - Internship in Sports & Recreational Management

General

Description
This course is a supervised, structured work experience designed to augment and develop practical experience in sports record keeping and management. (Both) Approval required. Same as PHE 300.

Credit Hours

Min:
3

SPM423 - Sports Facilities Management

General

Description
The principles and procedures involved in the design and management of sports facilities as well as programming and events management. Prerequisite: BUS 225 and Junior standing.

Credit Hours

Min:
3

SPM425 - Team Management

General

Description
An overview of the motivational, psychological and organizational considerations involved in the coaching of teams and individual athletes. Prerequisite: BUS 225 and Junior standing.

Credit Hours

Min:
3

SPM427 - Adm. of Fitness & Wellness Programs

General

Description
Designed to examine all phases of fitness and wellness programs including the administration of fitness tests, program planning and evaluation. Prerequisite: BUS 225 and Junior standing.

Credit Hours

Min:
3

SPM429 - Issues in Sports Management

General

Description
An examination of finance, marketing and promotion, selected legal problems, and human relations in the field of sports management. Prerequisite: BUS 225 and Junior standing. (alternate Fall)

Credit Hours

Min:
3

SPM497 - Internship in Sports & Recreational Management

General

Description
Students engage in field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisites: Two Sports Management (SPM) courses and permission from the Management Department Chair.

Credit Hours

Min:
3

STMN500 - Strategic Ministry Orientation

General

Description
In this online orientation, students are introduced to the Master of Strategic Ministry program, the faculty, and their fellow students. Students are also oriented to Point University and the educational resources available to M.S.M. students.

Credit Hours

Min:
3

STMN540 - Character & Ministry of Jesus: Israel Study Tour

General

Description
Graduate apprentices complete a study tour of Israel, reflecting on how Jesus' character and ministry philosophy were manifested in historical context. Against this background, students formulate goals and benchmarks for their own spiritual growth, relatio nships, and approach to contemporary ministry. They monitor their progress throughout the remainder of the apprenticeship. Special Consideration: This course is open only to Master of Strategic Ministry students.

Credit Hours

Min:
3

STMN590 - Strategic Ministry Capstone

General

Description
Master of Strategic Ministry students synthesize biblical and ecclesiological insights, congregational research, leadership and ministry experiences, and spiritual formation into a personal philosophy of strategic ministry for ongoing service. Special Considerations: Point offers this course online during Spring Session 2. It is open only to Master of Strategic Ministry students nearing completion of their degree program.

Credit Hours

Min:
3

STMN511 A - Strategic Leadership Practices

General

Description
Graduate apprentices analyze and critique strategic leadership practices, with Christ's Church of the Valley (Phoenix, Arizona area) serving as a major case study. Students then apply sound leadership principles in a variety of ministry contexts throughout the apprenticeship. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1

Credit Hours

Min:
3

STMN511 B - Strategic Leadership Practices

General

Description
Graduate apprentices analyze and critique strategic leadership practices, with Christ's Church of the Valley (Phoenix, Arizona area) serving as a major case study. Students then apply sound leadership principles in a variety of ministry contexts throughout the apprenticeship. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part B for 1 credit during Fall 2

Credit Hours

Min:
3

STMN511 C - Strategic Leadership Practices

General

Description
Graduate apprentices analyze and critique strategic leadership practices, with Christ's Church of the Valley (Phoenix, Arizona area) serving as a major case study. Students then apply sound leadership principles in a variety of ministry contexts throughout the apprenticeship. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 c redit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN511 D - Strategic Leadership Practices

General

Description
Graduate apprentices analyze and critique strategic leadership practices, with Christ's Church of the Valley (Phoenix, Arizona area) serving as a major case study. Students then apply sound leadership principles in a variety of ministry contexts throughout the apprenticeship. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 c redit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN512 B - Strategies for Church Expansion

General

Description
Graduate apprentices graduate apprentices identify, evaluate, and apply best practices for church expansion, including first impressions, communication, customer service, special events, and mobilizing volunteers. The course gives special atten tion to theological and philosophical factors that shape how the church attracts and welcomes the community. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a fina l grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN521 A - Strategies for Church Expansion

General

Description
Graduate apprentices graduate apprentices identify, evaluate, and apply best practices for church expansion, including first impressions, communication, customer service, special events, and mobilizing volunteers. The course gives special atten tion to theological and philosophical factors that shape how the church attracts and welcomes the community. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a fina l grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN521 C - Strategies for Church Expansion

General

Description
Graduate apprentices graduate apprentices identify, evaluate, and apply best practices for church expansion, including first impressions, communication, customer service, special events, and mobilizing volunteers. The course gives special atten tion to theological and philosophical factors that shape how the church attracts and welcomes the community. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a fina l grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN521 D - Strategies for Church Expansion

General

Description
Graduate apprentices graduate apprentices identify, evaluate, and apply best practices for church expansion, including first impressions, communication, customer service, special events, and mobilizing volunteers. The course gives special atten tion to theological and philosophical factors that shape how the church attracts and welcomes the community. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a fina l grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN522 A - Mobilizing Volunteers for Ministry

General

Description
Graduate apprentices analyze, evaluate, and apply philosophical approaches and best practices for mobilizing non -paid volunteers for ministry. Areas of focus include recruiting, screening, assigning appropriate roles, training, resourcing, nurturing, evaluating, retaining, and replacing volunteers. Apprentices design, execute, and critique volunteer strategies for various congregational ministries . Specia l Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN522 B - Mobilizing Volunteers for Ministry

General

Description
Graduate apprentices analyze, evaluate, and apply philosophical approaches and best practices for mobilizing non -paid volunteers for ministry. Areas of focus include recruiting, screening, assigning appropriate roles, training, resourcing, nurturing, evaluating, retaining, and replacing volunteers. Apprentices design, execute, and critique volunteer strategies for various congregational ministries . Specia l Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN522 C - Mobilizing Volunteers for Minsitry

General

Description
Graduate apprentices analyze, evaluate, and apply philosophical approaches and best practices for mobilizing non -paid volunteers for ministry. Areas of focus include recruiting, screening, assigning appropriate roles, training, resourcing, nurturing, evaluating, retaining, and replacing volunteers. Apprentices design, execute, and critique volunteer strategies for various congregational ministries . Specia l Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN522 D - Mobilizing Volunteers for Ministry

General

Description
Graduate apprentices analyze, evaluate, and apply philosophical approaches and best practices for mobilizing non -paid volunteers for ministry. Areas of focus include recruiting, screening, assigning appropriate roles, training, resourcing, nurturing, evaluating, retaining, and replacing volunteers. Apprentices design, execute, and critique volunteer strategies for various congregational ministries . Specia l Consideration: Master of Strategic Ministry apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN523 A - Ministry Staff Development

General

Description
Graduate apprentices evaluate and identify effective practices related to recruiting, hiring, training, managing, and developing paid staff members in churches and parachurch organizations. Topics include legal and ethical issues, and fostering a diverse c ommunity in a positive work environment. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1 , and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN523 B - Ministry Staff Development

General

Description
Graduate apprentices evaluate and identify effective practices related to recruiting, hiring, training, managing, and developing paid staff members in churches and parachurch organizations. Topics include legal and ethical issues, and fostering a diverse c ommunity in a positive work environment. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1 , and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN523 C - Ministry Staff Development

General

Description
Graduate apprentices evaluate and identify effective practices related to recruiting, hiring, training, managing, and developing paid staff members in churches and parachurch organizations. Topics include legal and ethical issues, and fostering a diverse c ommunity in a positive work environment. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1 , and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN523 D - Ministry Staff Development

General

Description
Graduate apprentices evaluate and identify effective practices related to recruiting, hiring, training, managing, and developing paid staff members in churches and parachurch organizations. Topics include legal and ethical issues, and fostering a diverse c ommunity in a positive work environment. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1 , and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN524 A - Event & Project Management

General

Description
Graduate apprentices observe, experience, and critique multiple aspects of ministry event and project management. Issues include strategizing, layered planning sessions, project planning tools, milestone forecasting, budgeting, p romotion, facility space allocation, remodels, project supervision, volunteer management, and delegation. To demonstrate competence, students design, plan, manage, and evaluate a ministry project or event . Special Consideration: Master of Strategic Ministr y apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN524 B - Event & Project Management

General

Description
Graduate apprentices observe, experience, and critique multiple aspects of ministry event and project management. Issues include strategizing, layered planning sessions, project planning tools, milestone forecasting, budgeting, p romotion, facility space allocation, remodels, project supervision, volunteer management, and delegation. To demonstrate competence, students design, plan, manage, and evaluate a ministry project or event . Special Consideration: Master of Strategic Ministr y apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN524 C - Event & Project Management

General

Description
Graduate apprentices observe, experience, and critique multiple aspects of ministry event and project management. Issues include strategizing, layered planning sessions, project planning tools, milestone forecasting, budgeting, p romotion, facility space allocation, remodels, project supervision, volunteer management, and delegation. To demonstrate competence, students design, plan, manage, and evaluate a ministry project or event . Special Consideration: Master of Strategic Ministr y apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN524 D - Event & Project Management

General

Description
Graduate apprentices observe, experience, and critique multiple aspects of ministry event and project management. Issues include strategizing, layered planning sessions, project planning tools, milestone forecasting, budgeting, p romotion, facility space allocation, remodels, project supervision, volunteer management, and delegation. To demonstrate competence, students design, plan, manage, and evaluate a ministry project or event . Special Consideration: Master of Strategic Ministr y apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN531 A - Advanced Strategic Leadership

General

Description
Graduate apprentices analyze the philosophy and practice of e ffective North American churches, nonprofits, and Christian leaders. Based on this analysis, they create new strategies for their own leadership practice and apply those approaches during the apprenticeship. Special Consideration: Master of Strategic Minis try apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN531 B - Advanced Strategic Leadership

General

Description
Graduate apprentices analyze the philosophy and practice of e ffective North American churches, nonprofits, and Christian leaders. Based on this analysis, they create new strategies for their own leadership practice and apply those approaches during the apprenticeship. Special Consideration: Master of Strategic Minis try apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN531 C - Advanced Strategic Leadership

General

Description
Graduate apprentices analyze the philosophy and practice of e ffective North American churches, nonprofits, and Christian leaders. Based on this analysis, they create new strategies for their own leadership practice and apply those approaches during the apprenticeship. Special Consideration: Master of Strategic Minis try apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN531 D - Advanced Strategic Leadership

General

Description
Graduate apprentices analyze the philosophy and practice of e ffective North American churches, nonprofits, and Christian leaders. Based on this analysis, they create new strategies for their own leadership practice and apply those approaches during the apprenticeship. Special Consideration: Master of Strategic Minis try apprentices complete this course over four sessions— Part A for 0.5 credits during Fall 1, Part B for 1 credit during Fall 2, Part C for 0.5 credits during Spring 1, and Part D for 1 credit during Spring 2, for a total of 3 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN561 A - Children & Family Ministry

General

Description
This intensive learning experience prepares apprentices to lead children and family ministries in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Classroom Management focuses on motivating and manag ing child behavior while building effective partnerships with parents and volun - teers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their children from birth through 6 th grade. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, me dical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is c omplete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN561 B - Children & Family Ministry

General

Description
This intensive learning experience prepares apprentices to lead children and family ministries in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Classroom Management focuses on motivating and manag ing child behavior while building effective partnerships with parents and volun - teers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their children from birth through 6 th grade. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, me dical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is c omplete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN561 C - Children & Family Ministry

General

Description
This intensive learning experience prepares apprentices to lead children and family ministries in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Classroom Management focuses on motivating and manag ing child behavior while building effective partnerships with parents and volun - teers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their children from birth through 6 th grade. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, me dical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is c omplete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN561 D - Children & Family Ministry

General

Description
This intensive learning experience prepares apprentices to lead children and family ministries in churches, nonprofits, and similar organizations. The course features three primary learning modules: (1) Classroom Management focuses on motivating and manag ing child behavior while building effective partnerships with parents and volun - teers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their children from birth through 6 th grade. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, me dical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is c omplete, at which time a final grade will be assigned for the course as a whole

Credit Hours

Min:
3

STMN562 A - Church Administration

General

Description
This intensive learning experience prepares apprentices to provide administrative oversight and support in churches, nonprofits, and simi lar organizations. The course features three primary learning modules: (1) Creative Technologies develops a personal philosophy and working proficiencies in print and web graphic design; marketing and communication, including social media, writing for targ et audiences, and Information Technology services. (2) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (3) Safety & Security foc uses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lo ckdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Pa rt A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the c ourse is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN562 B - Church Administration

General

Description
This intensive learning experience prepares apprentices to provide administrative oversight and support in churches, nonprofits, and simi lar organizations. The course features three primary learning modules: (1) Creative Technologies develops a personal philosophy and working proficiencies in print and web graphic design; marketing and communication, including social media, writing for targ et audiences, and Information Technology services. (2) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (3) Safety & Security foc uses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lo ckdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Pa rt A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the c ourse is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN562 C - Church Administration

General

Description
This intensive learning experience prepares apprentices to provide administrative oversight and support in churches, nonprofits, and simi lar organizations. The course features three primary learning modules: (1) Creative Technologies develops a personal philosophy and working proficiencies in print and web graphic design; marketing and communication, including social media, writing for targ et audiences, and Information Technology services. (2) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (3) Safety & Security foc uses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lo ckdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Pa rt A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the c ourse is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN562 D - Church Administration

General

Description
This intensive learning experience prepares apprentices to provide administrative oversight and support in churches, nonprofits, and simi lar organizations. The course features three primary learning modules: (1) Creative Technologies develops a personal philosophy and working proficiencies in print and web graphic design; marketing and communication, including social media, writing for targ et audiences, and Information Technology services. (2) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (3) Safety & Security foc uses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lo ckdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Pa rt A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the c ourse is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN563 A - Church Planting

General

Description
This intensive learning experience prepares apprentices to expand a church's ministry through multiple sites and/or the planting of n ew congregations. The course features three primary learning modules: (1) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (2) Mu lti -site Strategies exposes students to the multi -site philosophy; factors involved in planning, launching, and developing a successful new campus; and the distinctive role of the campus pastor. (3) Practical Ministry focuses on personal evangelism and pas toral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN563 B - Church Planting

General

Description
This intensive learning experience prepares apprentices to expand a church's ministry through multiple sites and/or the planting of n ew congregations. The course features three primary learning modules: (1) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (2) Mu lti -site Strategies exposes students to the multi -site philosophy; factors involved in planning, launching, and developing a successful new campus; and the distinctive role of the campus pastor. (3) Practical Ministry focuses on personal evangelism and pas toral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN563 C - Church Planting

General

Description
This intensive learning experience prepares apprentices to expand a church's ministry through multiple sites and/or the planting of n ew congregations. The course features three primary learning modules: (1) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (2) Mu lti -site Strategies exposes students to the multi -site philosophy; factors involved in planning, launching, and developing a successful new campus; and the distinctive role of the campus pastor. (3) Practical Ministry focuses on personal evangelism and pas toral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN563 D - Church Planting

General

Description
This intensive learning experience prepares apprentices to expand a church's ministry through multiple sites and/or the planting of n ew congregations. The course features three primary learning modules: (1) Finance & Stewardship equips students to create budgets, monitor adherence, and apply biblical principles of generosity and stewardship on a personal and congregational level. (2) Mu lti -site Strategies exposes students to the multi -site philosophy; factors involved in planning, launching, and developing a successful new campus; and the distinctive role of the campus pastor. (3) Practical Ministry focuses on personal evangelism and pas toral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN564 A - Intercultural Ministry

General

Description
This intensive learning experience prepares apprentic es to lead churches in partnering with local and global missions to expand the Kingship of God. The course features three primary learning modules: (1) Mission Strategies focuses on the best philosophical approaches and strategies for implementing a compre hensive global missions program in the local church context. Topics include leadership formation, targeted mission strategies, selecting mission partners, collaborating with international mission teams, leading congregational mission teams, reporting, mark eting strategies, and resolving the tension between stewarding God's resources for foreign missions and congregational concerns. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service p rojects and other initiatives aimed at making a Kingdom impact. (3) Strategic Mission Implementation offers students the opportunity to design, communicate, lead, and evaluate a global outreach effort, such as a short -term mission trip or ministry project. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN564 B - Intercultural Ministry

General

Description
This intensive learning experience prepares apprentic es to lead churches in partnering with local and global missions to expand the Kingship of God. The course features three primary learning modules: (1) Mission Strategies focuses on the best philosophical approaches and strategies for implementing a compre hensive global missions program in the local church context. Topics include leadership formation, targeted mission strategies, selecting mission partners, collaborating with international mission teams, leading congregational mission teams, reporting, mark eting strategies, and resolving the tension between stewarding God's resources for foreign missions and congregational concerns. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service p rojects and other initiatives aimed at making a Kingdom impact. (3) Strategic Mission Implementation offers students the opportunity to design, communicate, lead, and evaluate a global outreach effort, such as a short -term mission trip or ministry project. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN564 C - Intercultural Ministry

General

Description
This intensive learning experience prepares apprentic es to lead churches in partnering with local and global missions to expand the Kingship of God. The course features three primary learning modules: (1) Mission Strategies focuses on the best philosophical approaches and strategies for implementing a compre hensive global missions program in the local church context. Topics include leadership formation, targeted mission strategies, selecting mission partners, collaborating with international mission teams, leading congregational mission teams, reporting, mark eting strategies, and resolving the tension between stewarding God's resources for foreign missions and congregational concerns. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service p rojects and other initiatives aimed at making a Kingdom impact. (3) Strategic Mission Implementation offers students the opportunity to design, communicate, lead, and evaluate a global outreach effort, such as a short -term mission trip or ministry project. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN564 D - Intercultural Ministry

General

Description
This intensive learning experience prepares apprentic es to lead churches in partnering with local and global missions to expand the Kingship of God. The course features three primary learning modules: (1) Mission Strategies focuses on the best philosophical approaches and strategies for implementing a compre hensive global missions program in the local church context. Topics include leadership formation, targeted mission strategies, selecting mission partners, collaborating with international mission teams, leading congregational mission teams, reporting, mark eting strategies, and resolving the tension between stewarding God's resources for foreign missions and congregational concerns. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service p rojects and other initiatives aimed at making a Kingdom impact. (3) Strategic Mission Implementation offers students the opportunity to design, communicate, lead, and evaluate a global outreach effort, such as a short -term mission trip or ministry project. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN565 A - Pastoral Ministry

General

Description
This intensive learning experience prepares apprentices to provide pastoral leadership and service in the church and community. The course features three primary learning modules: (1) Applied Homiletics develops advanced abilities to write and deliver effective sermons to large groups. Students synthesize skills in biblical interpretation, cultural interpretation, practical application, homiletical organization, and delivery. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service projects and other initiatives aimed at making a Kingdom impact. (3) Practical Ministry focuses on personal evangelism and pastoral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN565 B - Pastoral Ministry

General

Description
Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN565 C - Pastoral Ministry

General

Description
Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN565 D - Pastoral Ministry

General

Description
This intensive learning experience prepares apprentices to provide pastoral leadership and service in the church and community. The course features three primary learning modules: (1) Applied Homiletics develops advanced abilities to write and deliver effective sermons to large groups. Students synthesize skills in biblical interpretation, cultural interpretation, practical application, homiletical organization, and delivery. (2) Neighborhood Ministries focuses on assessing local needs and embracing neighborhood mission opportunities through service projects and other initiatives aimed at making a Kingdom impact. (3) Practical Ministry focuses on personal evangelism and pastoral care during life transitions, such as baby/child dedications, baptisms, weddings, and funerals. Students also develop strategies for time management, life balance, and maintaining their personal walk with God. Special Consideration: This course is one of nine Mini stry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN567 A - Special Needs Ministry

General

Description
This intensive learning experience prepares apprentices to provide leadership for meaningful ministries with people who have special needs in churches and similar organ izations. The course features three primary learning modules: (1) Classroom Management introduces specific applications, methods, and strategies for teaching exceptional students with mild to moderate disabilities. It includes strategies for building relat ionships and partnerships with parents and volunteers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their special needs children. (3) Safety & Security focuses on identifying threats and designing comprehensive s afety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, an d screening and training volunteers, especially for ministries involving children and youth. (3) Special Needs Events focuses on assessing needs and designing programs and events for special needs people and their families, such as an Exceptional STARS (special needs sports) program. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D fo r 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN567 B - Special Needs Ministry

General

Description
This intensive learning experience prepares apprentices to provide leadership for meaningful ministries with people who have special needs in churches and similar organ izations. The course features three primary learning modules: (1) Classroom Management introduces specific applications, methods, and strategies for teaching exceptional students with mild to moderate disabilities. It includes strategies for building relat ionships and partnerships with parents and volunteers. (2) Equipping Parents focuses on preparing adults to be the primary spiritual guides for their special needs children. (3) Safety & Security focuses on identifying threats and designing comprehensive s afety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, an d screening and training volunteers, especially for ministries involving children and youth. (3) Special Needs Events focuses on assessing needs and designing programs and events for special needs people and their families, such as an Exceptional STARS (special needs sports) program. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D fo r 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN568 A - Sports Ministry

General

Description
This intensive learning experience prepares apprentices to plan and direct sports-related ministries that extend the influence of a church or similar organization into its community. The course features three primary learning modules: (1) Sports Ministry Marketing & Promotion focuses on methods for publicizing church activities to both internal and external audiences-particularly through social media. (2) Sports Ministry Program Administration focuses on how to develop and lead a high quality sports program that builds relationships between unchurched people and the faith community. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN568 B - Sports Ministry

General

Description
This intensive learning experience prepares apprentices to plan and direct sports-related ministries that extend the influence of a church or similar organization into its community. The course features three primary learning modules: (1) Sports Ministry Marketing & Promotion focuses on methods for publicizing church activities to both internal and external audiences-particularly through social media. (2) Sports Ministry Program Administration focuses on how to develop and lead a high quality sports program that builds relationships between unchurched people and the faith community. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN568 C - Sports Ministry

General

Description
This intensive learning experience prepares apprentices to plan and direct sports-related ministries that extend the influence of a church or similar organization into its community. The course features three primary learning modules: (1) Sports Ministry Marketing & Promotion focuses on methods for publicizing church activities to both internal and external audiences-particularly through social media. (2) Sports Ministry Program Administration focuses on how to develop and lead a high quality sports program that builds relationships between unchurched people and the faith community. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN568 D - Sports Ministry

General

Description
This intensive learning experience prepares apprentices to plan and direct sports-related ministries that extend the influence of a church or similar organization into its community. The course features three primary learning modules: (1) Sports Ministry Marketing & Promotion focuses on methods for publicizing church activities to both internal and external audiences-particularly through social media. (2) Sports Ministry Program Administration focuses on how to develop and lead a high quality sports program that builds relationships between unchurched people and the faith community. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include security issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children and youth. Special Consideration: This course is one of nine Ministry Concentrations for the Master of Strategic Ministry program. MSM apprentices complete one Concentration during Fall Term for 4.5 credits and a different Concentration during Spring Term for 4.5 credits. For a Fall Concentration, they should enroll in Part A for 2 credits during Fall Session 1 and Part B for 2.5 credits during Fall Session 2. For a Spring Concentration, they should enroll in Part C for 2 credits during Spring 1 and Part D for 2.5 credits during Spring 2. Student transcripts will include an 'IP' (In Progress) for the first part until both parts are complete, at which time a final grade will be assigned for the 4.5 credit course as a whole.

Credit Hours

Min:
3

STMN569 A - Worship Ministry

General

Description
This intensive learning exp erience prepares apprentices to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers. The course features three primary learning modules: (1) Music & Performance focuses on spiritual preparat ion and practical skills for ministries of music, worship, and the arts. (2) Staging & Production focuses on planning and staging live productions to support corporate worship and other ministries. Elements include the philosophy of church production, stag e design, lighting, audio, technical maintenance/engineering, volunteer recruitment and management, and other skills. (3) Media & Web trains students to create and produce video content for worship services, neighborhood small group curriculum, web/social media, and a variety of other church ministries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN569 B - Worship Ministry

General

Description
This intensive learning exp erience prepares apprentices to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers. The course features three primary learning modules: (1) Music & Performance focuses on spiritual preparat ion and practical skills for ministries of music, worship, and the arts. (2) Staging & Production focuses on planning and staging live productions to support corporate worship and other ministries. Elements include the philosophy of church production, stag e design, lighting, audio, technical maintenance/engineering, volunteer recruitment and management, and other skills. (3) Media & Web trains students to create and produce video content for worship services, neighborhood small group curriculum, web/social media, and a variety of other church ministries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN569 C - Worship Ministry

General

Description
This intensive learning exp erience prepares apprentices to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers. The course features three primary learning modules: (1) Music & Performance focuses on spiritual preparat ion and practical skills for ministries of music, worship, and the arts. (2) Staging & Production focuses on planning and staging live productions to support corporate worship and other ministries. Elements include the philosophy of church production, stag e design, lighting, audio, technical maintenance/engineering, volunteer recruitment and management, and other skills. (3) Media & Web trains students to create and produce video content for worship services, neighborhood small group curriculum, web/social media, and a variety of other church ministries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN569 D - Worship Ministry

General

Description
This intensive learning exp erience prepares apprentices to lead ministries related to music, video, and special programs that facilitate the worship of a community of believers. The course features three primary learning modules: (1) Music & Performance focuses on spiritual preparat ion and practical skills for ministries of music, worship, and the arts. (2) Staging & Production focuses on planning and staging live productions to support corporate worship and other ministries. Elements include the philosophy of church production, stag e design, lighting, audio, technical maintenance/engineering, volunteer recruitment and management, and other skills. (3) Media & Web trains students to create and produce video content for worship services, neighborhood small group curriculum, web/social media, and a variety of other church ministries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions—Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student transcripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN570 A - Youth Ministry

General

Description
This intensive learning experience prepares apprentices to lead ministries for middle and high school students. The course features three primary learning modules: (1) Classroom Management focuses on designing and executing effective educational experiences f or adolescent youth and families. Issues include classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. (Equipping Parents f ocuses on preparing adults to be the primary spiritual guides for their adolescent youth. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include securit y issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children an d youth. (3) Pastoral Care for Families focuses on assessing pastoral needs and implementing strategies for care and growth. Issues include intake, intervention, third -party referral, and ethical and legal boundaries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student tran scripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN570 B - Youth Ministry

General

Description
This intensive learning experience prepares apprentices to lead ministries for middle and high school students. The course features three primary learning modules: (1) Classroom Management focuses on designing and executing effective educational experiences f or adolescent youth and families. Issues include classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. (Equipping Parents f ocuses on preparing adults to be the primary spiritual guides for their adolescent youth. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include securit y issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children an d youth. (3) Pastoral Care for Families focuses on assessing pastoral needs and implementing strategies for care and growth. Issues include intake, intervention, third -party referral, and ethical and legal boundaries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student tran scripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN570 C - Youth Ministry

General

Description
This intensive learning experience prepares apprentices to lead ministries for middle and high school students. The course features three primary learning modules: (1) Classroom Management focuses on designing and executing effective educational experiences f or adolescent youth and families. Issues include classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. (Equipping Parents f ocuses on preparing adults to be the primary spiritual guides for their adolescent youth. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include securit y issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children an d youth. (3) Pastoral Care for Families focuses on assessing pastoral needs and implementing strategies for care and growth. Issues include intake, intervention, third -party referral, and ethical and legal boundaries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student tran scripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours

Min:
3

STMN570 D - Youth Ministry

General

Description
This intensive learning experience prepares apprentices to lead ministries for middle and high school students. The course features three primary learning modules: (1) Classroom Management focuses on designing and executing effective educational experiences f or adolescent youth and families. Issues include classroom management, small group leadership, managing and motivating youth behaviors, and building effective partnerships with parents and volunteers. (Equipping Parents f ocuses on preparing adults to be the primary spiritual guides for their adolescent youth. (3) Safety & Security focuses on identifying threats and designing comprehensive safety and security strategies for specific ministry contexts. Topics include securit y issues facing churches today, security staff, employee security, building and grounds security, evacuation and lockdown, medical response, offering/financial security, and screening and training volunteers, especially for ministries involving children an d youth. (3) Pastoral Care for Families focuses on assessing pastoral needs and implementing strategies for care and growth. Issues include intake, intervention, third -party referral, and ethical and legal boundaries. Special Consideration: Master of Strategic Ministry apprentices complete this course over four sessions —Part A for 2 credits during Fall 1, Part B for 2 credits during Fall 2, Part C for 2 credits during Spring 1, and Part D for 3 credits during Spring 2, for a total of 9 credits. Student tran scripts will include an IP (In Progress) for each part until the course is complete, at which time a final grade will be assigned for the course as a whole.

Credit Hours
Min:
3

SWK401 - Social Work Policy I

General

Description
This course is an introduction to the history, structure and theories of social work, and the various policies of social welfare. The first course examines the theories and theorists of social work and the nature of society's need for social workers. Pre: SOC 300. (Fall)

Credit Hours
Min:
3

SWK402 - Social Work Policy II

General

Description
This course is an introduction to the history, structure and theories of social work, and the various policies of social welfare. The second course examines the processes and analytic models used in social work, and how social workers can affect political processes for social justice. Pre: SWK 401. (Spring)

Credit Hours
Min:
3

SWK410 - Social Work Practice

General

Description
This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. Pre: SOC 300. (Fall)

Credit Hours
Min:
3

SWK497 - Field Work

General

Description
This course is an introduction to evaluation techniques, problem-solving in a social work setting and the ethics of practicing as a social worker. Pre: SWK 410 (Spring)

Credit Hours
Min:
3

THE301 - Theological Foundations for the Christian Life

General

Description
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 ideal

Credit Hours
Min:
3

THE302 - Apologetics

General

Description
A study of the theological and philosophical defense of Christianity with an emphasis on the key aspects of a variety of models of apologetics. Pre-requisite: THE 301. Same as PHL 302.

Credit Hours

Min:
3

THE360 - Systematic Theology

General

Description
This course will consist of an overview of the enterprise called systematic theology, followed by a systematic theological treatment of the sacraments of Baptism and the Eucharist.

Credit Hours

Min:
3

THE392 - Theology and the Arts

General

Description
This is an interdisciplinary course on the relationship between theology and the arts in both theory and practice. This course will overview the recent major work on a theology of the arts, while also investigating how theology is done through the arts. Pre: THE 301 and HUM 101. (alternate Spring)

Credit Hours

Min:
3

THE402 - Systematic Theology

General

Description
Systematic Theology (3 credits) This course will consist of an overview of the enterprise called systematic theology, followed by a systematic theological treatment of the sacraments of baptism and the Eucharist. Prerequisite: BBS 304 Scripture: Reading & Interpretation or THE 301 Theological Foundations for the Christian Life. Special Consideration: THE 402 is a Writing Emphasis course.

Credit Hours

Min:
3

THE405 - Christ & Culture

General

Description
An integrated course that brings together knowledge gained from previous courses in Biblical Studies, Theology, and Humanities. This capstone course focuses on the integration of culture and the Christian worldview. The final section of the course involves discussion of one tangible outcome of the Christian worldview in contemporary culture, namely, the integration of students' faith and calling in their projected career field and place of work. Pre: Senior standing and either BBS 302 or THE 301. (Fall, Spring, Summer)

Credit Hours

Min:
3

THE451 - Theology of Worship

General

Description
This course will assist the developing worship leader in balancing theory and praxis, emphasizing that worship constitutes much more than music and singing. To that end, this course is designed for the development of any pastoral roles who creatively present, teach or proclaim the Word of God for the purpose of spiritually forming the congregation. Biblical, historical, philosophical and theological aspects of corporate worship planning and presentation will be explored. Attention will be given to developing skills and resources for creative and meaningful worship leading from traditional to contemporary liturgies. Emphasis will also be placed upon the personal, spiritual development of the worship leader(s), and how the development of these personal practices impacts his/her effectiveness.

Credit Hours

Min:
3

THE490 - Studies in Religion & Theology

General

Description
A course flexible in procedure and content focused on a selected study from the fields of Christian theology or contemporary religions. Prerequisite: THE 301 and as announced.

Credit Hours

Min:
3

THEO301 - Theological Foundations for the Christian Life

General

Description
Students explore major theological ideas in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business and church community. Prerequisites: BIBL 103 The Drama of Scripture and BIBL 306 Scripture: Reading & Interpretation.

Credit Hours

Min:
3

THEO310 - Spiritual Formation: Kingdom Living

General

Description
Students explore how God uses Scripture, people, contexts, events, literature, and historical Christian disciplines to form and transform believers through the work of the Holy Spirit. The course also introduces principles of congregational formation. Prerequisites: BIBL 306 Scripture: Reading & Interpretation, CHAR 302 How Should I Live? Habit, Virtue, and the Formation of Character, or permission from the Biblical Studies Department Chair. Special Consideration: Qualified undergraduates may complete THEO 535 Promoting Spiritual Formation & Discipleship as a "swing course" in place of THEO 310.

Credit Hours

Min:
3

THEO390 - Special Topics in Theological Studies

General

Description
Under faculty supervision, students conduct advanced studies and/or explore personal interests in the field of Theological Studies. Special Considerations: Requires approval of the student's academic advisor, faculty department chair, and the Assistant Vice President for Professional Studies. Since topics vary from session to session, students may repeat this course for credit.

Credit Hours

Min:
1

THEO405 - Christ - Culture & Career

General

Description
THE 405 Christ, Culture & Career (3 credits) In this capstone course, students draw upon their University studies in Bible, Theology, Humanities, and the Sciences to integrate culture and a Christian worldview. In the final portion of the course, they pursue one tangible outcome of a Christian worldview in contemporary culture—namely, integration of their faith and calling in their projected vocation or place of service. Prerequisites: BBS 102 Drama of Scripture, BBS 202 Jesus: The Focus of Scripture, and BBS 304 Scripture: Reading & Interpretation, or permission from the Biblical Studies Department Chair. Recommended: Students should complete THE 405 as the final course in their Character Core, Biblical Studies Minor, or Biblical Studies Major. Special Consideration: THE 405 is a Writing Emphasis course.

Credit Hours

Min:
3

THEO445 - Theology of Sin & Salvation

General

Description
Students explore biblical doctrines concerning the nature and effects of human sin and of God's provision of salvation, including the doctrines of grace, redemption and atonement, the person and work of Christ, the nature of saving faith, and the role of the Holy Spirit in the life of the believer.

Credit Hours

Min:
3

THEO510 - The Emerging Kingship of God

General

Description
This course provides an overview of the biblical metanarrative, with focus given to the emerging Kingship of God (realized eschatology) and the Missio Dei (mission of God). Students analyze, evaluate, and apply historical, apostolic, and orthodox elements of Christianity in order to think biblically and theologically about God's redemptive movement throughout the world.

Credit Hours

Min:
3

THEO525 - The Church As God's Agent of Transformation

General

Description
This course focuses on the role the church plays in God's redemptive story. Using the narrative of Luke-Acts (with its focus on breaking down barriers) as an interpretive center, students construct an ecclesiology that is biblical and holistic from a global perspective.

Credit Hours

Min:
3

THEO530 - Life Together Retreat

General

Description
Students participate in a five-day retreat during which they explore and experience biblical concepts of corporate spirituality, well-being, and growth through the conceptual framework of Dietrich Bonhoeffer's Life Together.

Credit Hours

Min:
3

THEO535 - Promoting Spiritual Formation & Discipleship

General

Description
Students research the biblical concept of holistic spirituality, the expectation of spiritual growth of the minister, and the means of spiritual well-being and growth through classic spiritual disciplines, such as meditation, prayer, Lectio Divina, simplicity, solitude, and service. They integrate a holistic model of spirituality with discipleship strategies for spiritual well-being in the minister and for the ministry context. Special Consideration: Qualified undergraduates may complete THEO 310 Spiritual Formation: Kingdom Living.

Credit Hours

Min:
3

YMIN205 - Contemporary Models for Youth & Family Ministry

General

Description
Students explore and critique a variety of contemporary approaches to youth and family ministry and discipleship in the local church and community. Examples include family-based models, mission-based models, sports ministry, and ministry through social media.

Credit Hours

Min:
3

YMIN305 - Adolescent Growth & Maturation

General

Description
Building on PSYC 204 Developmental Psychology, students make a more in-depth investigation of adolescent psychology and the impact of social, cultural, and spiritual influences on growth and maturation. The course highlights approaches to helping adolescents put on their adulthood as they put on Christ.

Credit Hours

Min:
3

YMIN310 - Practical Skills for Youth & Family Ministers

General

Description
This course focuses on essential skills, tools, and resources for youth and family ministers. Examples include designing effective educational experiences for youth, maintaining safety and security, budgeting, and event and project management. Students explore the wide range of resources available to leaders engaged in ministry and discipleship.

Credit Hours

Min:
3

YMIN315 - Interpersonal Skills for Youth Family Ministers

General

Description
This course develops important interpersonal skills for youth and family ministers. Examples include elements of pastoral care, small group leadership, classroom management, volunteer mobilization, legal and ethical issues, and building effective partnerships with parents and volunteers.

Credit Hours

Min:
3

YMIN405 - Ethics in Youth & Family Ministry

General

Description
This course focuses on ethics of professional practice for youth and family ministers, including appropriate personal and professional boundaries, ethical parameters of engaging in family dynamics, legal requirements in situations of risk, ethical implications of social and technological changes, and respect for diverse cultural values.

Credit Hours

Min:
3

YMIN420 - Parent Education & Discipleship

General

Description
This course equips ministers with principles and practical skills for guiding and supporting parents. Areas of focus include how parents influence, teach, guide, and disciple children and adolescents; parental roles in spiritual formation and discipleship; psychological, social, and behavioral outcomes of different parenting styles and family structures; the impact of societal trends on parenting; changing parenting roles across the lifespan; and the influence of cultural differences and values.

Credit Hours

Min:
3

YMIN497 - Practicum in Youth & Family Ministry

General

Description
Students engage in youth and/or family ministry in a local church or parachurch setting under the supervision of a seasoned minister. Students may complete the practicum at a Point-approved site near their home under a Point-approved field mentor. Special Consideration: Students normally complete YMIN 415 as the final course in the Youth & Family Ministries Major. They may complete the practicum earlier with permission from the program coordinator.

Credit Hours

Min:
3

YTH220 - Introduction to Youth Ministry

General

Description
An overview of the field of youth ministry that covers the philosophy of youth work as well as practical methods and programming. (Fall)

Credit Hours

Min:
3

YTH323 - Programs in Youth Ministry

General

Description
A study of the various programs in youth work occurring in the week-to-week operations of the local church. Prerequisite: YTH 120. (2nd, alternating years)

Credit Hours

Min:
3

YTH360 - Recreational Leadership

General

Description
A course designed to assist in the planning, promoting, and conducting of church-related recreation programs, stressing the needs of all ages and the variety of forms.

Credit Hours

Min:
3

YTH426 - Youth Ministry Seminar

General

Description
An in-depth study of the youth ministry ministerial objective, adult relationships in the church and youth program development. Prerequisite: YTH 323.

Credit Hours

Min:
3

YTH490 - Studies in Youth Ministry

General

Description
A course flexible in procedure and content focused on a selected study in the field of youth ministry. Prerequisite: YTH 120 and as announced.

Credit Hours

Min:
3

YTH497 - Youth Ministry Internship

General

Description
Field education providing an opportunity to learn through observation and participation. Specific training models are designed by the student and professor in cooperation with an approved field observer. Prerequisite: permission. Graded Pass/Fail. (Bo

Credit Hours

Min:
3

Course Sets

MAP Courses

- MAP123 - Class Piano II
- MAP232 - Voice Class II
- MAP233 - Class Piano III
- MAP253 - Class Piano IV
- MAP367 - Private Instruction: Guitar
- MAP369 - Applied Music Technology
- MAP388 - Junior Recital
- MAP469 - Department Studio
- MAP472 - Senior Worship Project
- MAP488 - Senior Recital
- MAP478 E2 - Advanced Private Instruction: Tuba
- MAP466 A2 - Advanced Private Instruction: Violin
- MAP463-2 - Advanced Private Instruction: Piano
- MAP378E1 - Private Instruction: Tuba
- MAP378D-1 - Private Instruction: Euphonium
- MAP378C-2 - Private Instruction: French Horn
- MAP378C-1 - Private Instruction: French Horn
- MAP378B-2 - Private Instruction: Trombone
- MAP378B-1 - Private Instruction: Trombone
- MAP378A1 - Private Instruction: Trumpet
- MAP378A-2 - Private Instruction: Trumpet
- MAP369-2 - Applied Music Technology
- MAP369-1 - Applied Music Technology
- MAP368E1 - Private Instruction: Double Reed
- MAP368D2 - Private Instruction: Saxophone
- MAP368D1 - Private Instruction: Saxophone

- MAP368C-2 - Private Instruction: Clarinet
- MAP368C-1 - Private Instruction: Clarinet
- MAP368B-1 - Private Instruction: Flute
- MAP368A-1 - Private Instruction: Trumpet
- MAP368-1 - Private Instruction: Specified Instrument
- MAP367-1 - Private Instruction: Guitar
- MAP366C-2 - Private Instruction: Cello
- MAP366C-1 - Private Instruction: Cello
- MAP366B-1 - Private Instruction: Viola
- MAP366A-2 - Private Instruction: Violin
- MAP366-1 - Private Instruction: Violin
- MAP364-2 - Private Instruction: Percussion
- MAP364-1 - Private Instruction: Percussion
- MAP363-2 - Private Instruction: Piano
- MAP363-1 - Private Instruction: Piano
- MAP362-2 - Private Instruction: Voice
- MAP362-1 - Private Instruction: Voice
- MAP495 - Senior Production Project
- MAP467 - Advanced Private Instruction: Guitar
- MAP464 - Advanced Private Instruction:percussion
- MAP436 - Private Instruction: Conducting
- MAP368D - Private Instruction: Saxophone
- MAP113 - Class Piano I
- MAP112 - Voice Class I

HIS Courses

PHL Courses

- PHL216 - Philosophy of Religion
- PHL490 - Studies in Philosophy
- PHL425 - Major Worldviews
- PHL412 - Philosophy of Music
- PHL330 - World Religions
- PHL325 - Ethics
- PHL302 - Apologetics
- PHL225 - History of Philosophy
- PHL203 - Logic
- PHL201 - Introduction to Philosophy

Requirement Sets

General Education Component

Simple Requisites

Essential Skills
Type
Completion Requirement

Complete ALL of the following Courses:
- EFT101 - Effective Thinking
- ENG101 - Critical Reading & Writing I
- ENG102 - Critical Reading & Writing II

Complete ANY of the following Courses:
- COMM205 - Public Speaking
- COMM208 - Interpersonal Communication