Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

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

Course Description

COURSE DESCRIPTION

The Strategic Planning and Change Management course provides a focus on two of the continued needs in the non-profit (faith-based or need-based) sector: strategy and change. Emphasis will be placed upon how a leader within the organization can develop strategic plans (short-term, mid-term and long-term) to enhance the value of the organization's mission and how to change, for the better, the culture and systems of the non-profit. Students will be exposed to leading thinkers, writers and practitioners in the fields of strategic planning and change management.

Online Learning

ONLINE LEARNING

Point University's College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.
Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

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 determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student’s instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

Insert

- Faculty name
- All relevant contact information (phone, email, office location)
- Office hours (virtual and f2f)
  - Official course clock (EST, CDT, etc.) http://www.time.gov/

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES


NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at www.pointuniversityshop.com

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (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.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance
Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS
This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<table>
<thead>
<tr>
<th>Goal 1: The student will discover the culture and context essential to understanding the needs to create change in a faith-based organization.</th>
<th>3.3, 4.2, 5.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1:</strong> Students will identify their own organization’s history, key players, background and rationale for their organization’s foundation.</td>
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<td><strong>Objective 1.2:</strong> Students will explore the defining moments of their organization, the days of greatest success and most pronounced struggles.</td>
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<td>Goal 2: The student will reflect on his/her own organization’s unique culture, which he/she either created or inherited.</td>
<td>3.3, 4.1</td>
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<td><strong>Objective 2.1:</strong> Students will articulate the pros and cons of the present organization’s culture.</td>
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<tr>
<td><strong>Objective 2.2:</strong> Students will discuss the founder(s) of their organization and what the essential non-negotiables of the founders were as they relate to the organization’s launch.</td>
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<td>Goal 3: The student will develop personal and organizational vision statements.</td>
<td>1.4, 2.3, 3.4, 4.2</td>
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<td><strong>Objective 3.1:</strong> Students will distinguish vision from mission and understand what vision invokes within a leader.</td>
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<td><strong>Objective 3.2:</strong> Students will respond to the spiritual components of prayer, faith and vision and how all three interact in organizational change.</td>
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<td>Goal 4: The student will explore strategic planning and why failing to plan is a plan to fail.</td>
<td>4.2, 4.3, 5.1</td>
</tr>
<tr>
<td><strong>Objective 4.1:</strong> Students will identify biblical models of strategic planning.</td>
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<td><strong>Objective 4.2:</strong> Students will discuss the “s” curve for purposes of preventing organizational decline.</td>
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<tr>
<td>Goal 5: The student will articulate the execution of a strategic plan, moving from theory to reality.</td>
<td>3.3, 4.2, 4.3, 4.4b, 5.2</td>
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<tr>
<td><strong>Objective 5.1:</strong> Students will evaluate the best practices of managing change and apply specific techniques to communicate change.</td>
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<td><strong>Objective 5.2:</strong> Students will identify “key opinion leaders” who need to be on the front end of organizational change.</td>
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<td>Goal 6: The student will engage how to lead a project, and discover the essential components in project management.</td>
<td>4.2, 4.3</td>
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<tr>
<td><strong>Objective 6.1:</strong> Students will be introduced to project management methodologies used within professional industries and how to create and manage a project budget.</td>
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</table>
Objective 6.2: Students will reflect on project budgets in their past, revealing roadblocks or context that prevented the project from moving forward.

Goal 7: The student will articulate why people buy into a leader before they buy into a project.

Objective 7.1: Students will determine five essential characteristics of all good leaders.

Objective 7.2: Students will reflect on how important a team is around a good leader.

Course Schedule

COURSE SCHEDULE
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

http://point.edu/course-schedules/
Reflection Paper 4 (P Senge) Due Week 7, Day 7
Reflection Paper 5 Due Week 7, Day 7

Grading Policies

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Threaded Discussions (14)</td>
<td>490</td>
</tr>
<tr>
<td>Reflection Papers (5)</td>
<td>510</td>
</tr>
<tr>
<td>Total Points:</td>
<td>1000</td>
</tr>
</tbody>
</table>

Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. http://point.edu/academic-calendar/
Please consult with your program of study or advisor (http://point.edu/academic-advising/) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/)

Course Expectations

EXPECTATIONS

Etiquette & Netiquette
Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- Netiquette
What every online student needs to know
Netiquette guide for online courses
Discussion board netiquette

Turnitin Requirement

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

POLICIES

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY


Copyright Statement

Copyright and Further Dissemination

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.