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 Church as God’s Agent of Transformation (THEO-525) is designed to focus on the role the Church plays in God’s redemptive story. The narrative of Luke-Acts and its focus on breaking down barriers, patristic themes of redemptive ministry, and biblical models of holistic ministry from a global perspective are the key elements of the course.

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**

**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/](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**


ISBN: 978-1-58743-360-3

**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 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.
- 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 define the contours of the early Christian church movement in its imperial context.</th>
<th>1.2, 1.3, 1.4, 1.5, 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.1: Students will comprehend the linguistic field used for the</td>
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<tr>
<td>Early Church Within Its Context.</td>
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<td>----------------------------------</td>
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</tbody>
</table>

**Objective 1.2:** Students will contrast the early church movement with ancient imperially-ordered society.

**Goal 2:** The student will grasp the interrelationship between church, culture, ethics, ministry, and the Gospel.

**Objective 2.1:** Students will examine models of church that are subservient to culture from theological and biblical perspectives.

**Objective 2.2:** Students will explore fresh ways that the church may impact culture.

**Goal 3:** The student will draw vital connections between the New Testament proclamation of the Kingdom of God and the contemporary church.

**Objective 3.1:** The student will grasp the scholarly conversation that compares and contrasts the Kingdom of God to the church.

**Objective 3.2:** The student will utilize the Kingdom of God as a theological model for defining ministry strategies.

**Goal 4:** The student will articulate the redemptive mission of the church.

**Objective 4.1:** Students will list the key traits that make a local church (or parachurch) movement redemptive.

**Objective 4.2:** Students will explain the role of morality, fellowship, and hope in a healthy local church.

**Goal 5:** The student will reflect on trends that may shape the future of the Church and the world.

**Objective 5.1:** Students will utilize sociological insights to identify current trends that impede and/or impact Christian ministry.

**Objective 5.2:** Students will develop a cultural and theological basis for outlining relevant ministry strategies.

**Objective 5.3:** Students will create a church constitution that incorporates current and future trends.

**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/

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1: The Church as Colony</td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 1, Day 5</td>
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<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 1, Day 5</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2: The Church as Social Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper 1 (N.T. Wright)</td>
<td>Due Week 2, Day 7</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3: The Church as Kingdom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 3, Day 5</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 3, Day 5</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4: The Church on Redemptive Mission</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 4, Day 5</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 4, Day 5</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper 2 (Alan Hirsch)</td>
<td>Due Week 4, Day 7</td>
</tr>
<tr>
<td>5</td>
<td>Unit 5: The Church as Impeded</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 5, Day 5</td>
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<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 5, Day 5</td>
</tr>
<tr>
<td></td>
<td>Final Project Proposal</td>
<td>Due Week 5, Day 7</td>
</tr>
<tr>
<td>6</td>
<td>Unit 6: The Church as Relevant</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 6, Day 5</td>
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<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 6, Day 5</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper 3 (Kim Hammond)</td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td>7</td>
<td>Unit 7: A Church Constitution</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 7, Day 5</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 7, Day 5</td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td>Due Week 7, Day 7</td>
</tr>
</tbody>
</table>

### 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>
</tr>
</thead>
</table>

https://sakai.point.edu/portal/tool/94d0187f-5575-4604-b28c-75995edd337e/printFriendly
Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>350</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>300</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>350</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>1000</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td></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**

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