Ordinary People Inc.
School of the Prophets

Student Handbook
& Course Catalog

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www.opisop.org

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Welcome Letter from the President
Why OPISOP Family?

At Ordinary People Incorporated School of the Prophets (OPISOP), we strive to provide a well-rounded education that combines academic excellence, faith, and practical application. Working closely with industry experts, we have developed a curriculum that equips our students with the necessary skills and knowledge demanded by the marketplace. Our courses are designed to enhance students' expertise while helping them remain grounded in their faith and preparing them to become leaders in all areas of society.

OPISOP is proud to be reshaping Christian higher education by producing graduate students who can lead with integrity, morality, and a strong Christian foundation. Our approach ensures that students receive a comprehensive education that includes academic excellence, spiritual enrichment, and practical application. Our faculty and staff are highly qualified and experienced, with Ph. Ds and Master's degrees from accredited institutions endorsed by the United States Department of Education. Our aim is to equip each student to pursue their unique God-given calling and fulfill their purpose with excellence.

We believe that education should be accessible to all without causing financial burden. Therefore, our tuition fees and other institution costs are affordable and comparable to other private Christian higher education institutions. We offer various financial programs and scholarships to help students manage their expenses and avoid unnecessary debt.

Our scholar students come from diverse backgrounds and join a community of Christian scholars from around the world. Our online courses incorporate hybrid, asynchronous, and synchronous lectures, allowing for flexible learning. We also invite visiting professors and industry experts to offer real-life experiences, engage in discussions, and share case studies, enabling our students to gain valuable insights into leadership and cultural transformation. These educational opportunities are provided through webinars, symposiums, and conferences hosted by our institution. OPISOP equips our students to be world thought leaders in the global marketplace.

OPISOP is the ideal choice for parents and church leaders seeking an institution that not only provides a Christian education but also encourages students to further the message of the gospel and transform the global culture for Christ. Our faculty and executive leadership are deeply committed to their Christian faith and ensuring that our scholar students develop a solid foundation in their faith. We aim to produce thought leaders who embrace the apostolic charge of Matthew 28: 18-20 (NIV): "All authority in heaven and on earth has been given to me. Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you."

Amazed by His Grace,

Dr. Annette R. Wright

Dr. Annette R. Wright
President & Founder OPISOP

MISSION STATEMENTS

To educate and equip those who are called to Apostolic and Prophetic Leadership in the Body of Christ

To prepare those who are called to leadership in the Marketplace to advance the Kingdom of God.

VISION:

To build an apostolic people in our communities and in the marketplace

GOALS:

To provide Christian Education Training based on biblical principles relating to the Apostolic and Prophetic Ministry

BELIEFS:

OPISOP believes the Bible is God's inspired, infallible, authoritative Word. There is one God, eternally existent in three persons: Father, Son and Holy Spirit:

1. There should be spiritual unity among believers of our Lord and Savior, Jesus Christ.

2. The Bible is the primary source of all training material curriculum

DOCTRINAL STATEMENT OF FAITH

OPISOP subscribes to the theological statement of the word of God, the Apostle's Creed, and Christian conservative values and principles. The school expects all members of the faculty and staff to affirm quarterly their allegiance to the following truths that are a part of the school's doctrine:

The Bible, both Old and New Testaments is the inspired, infallible, and inerrant Word of God.

One eternal God exists in three persons- God the Father, the Son, and the Holy Spirit.

Jesus Christ is the eternal Son of God. He was born of the Virgin Mary, died on the cross for the sins of humanity, was buried, and on the third day rose again. He is now seated at the right hand of the throne of God in Heaven from when He is coming again to receive the Church as His bride.

The Holy Spirit is the Third Person of the Holy Trinity and is the operating agent in the redemption of humankind, the superintendent of the Church, and the abiding Comforter of the Children of God.

Man was created by God's direct act and made in the image and likeness of God, but through transgression, fell and became depraved in nature and sinful in conduct.

Salvation is by faith and belief in the atoning sacrifice of Jesus Christ.

Regeneration is the act of the Holy Spirit whereby the penitent, trusting sinner is renewed in nature, changed in conduct, and brought into the family of God.

Entire sanctification is a second work of divine grace; after regeneration wrought in the heart of the fully yielded, trusting child of God, whereby the soul is purified by faith and filled with the Holy Spirit.

There will be a resurrection of the dead, of both the saved and unsaved; the saved to eternal bliss in the presence of God, and the unsaved to everlasting damnation.

The Apostle and Prophets Ministry are a part of the ascension gifts of Christ and are to be used as assistants to the pastor, evangelists, and teacher for the equipping of the saints in the New Testament Church.
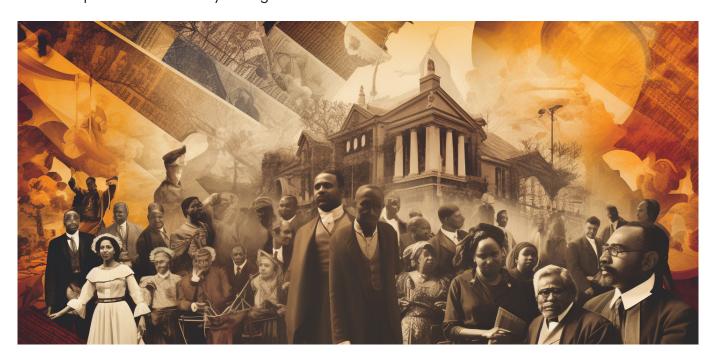
History

Ordinary People Inc. (OPI) was established in 1998 as a 501(c)(3) Christian Ministry. Its primary goal was to move God's people from the ordinary to the extraordinary in Jesus Christ by applying Biblical principles to everyday living. This goal was accomplished through a variety of means. OPI led international outreach crusades, citywide prayer breakfasts, and along with local churches, teachings, and training seminars. The school also hosted its radio and television programs. The TV program "Moving from Ordinary to the Extraordinary People in Christ Jesus" was nationally and locally syndicated on AIBTV, Angel One, and WATC 57.

In 2018, OPI shifted its focus to apostolic and prophetic training. It launched a twelve- month program with three students—Schelorrey O'Kelly, Tewon Harris, and Laurie Bowman. Training sessions were held at the Renaissance Airport in Atlanta, Georgia. In December 2019, these three students graduated with a certificate in Prophetic training. Unfortunately, they would be the last students to attend onsite classes for a while as the COVID-19 pandemic hit shortly after graduation.

In 2020, the President of the OPI School of the Prophets, Annette Wright, received a prophetic word from four apostles and prophets in the US and abroad. Each prophesized an international school of the prophets that would become a School based in Georgia. Aspiring apostles and prophets worldwide would come to the school to be trained in prophetic ministry.

2021 was a momentous year for the OPI School of the Prophets. Enrollment in the School increased by 80%. In November, the School applied for permission from the Georgia Nonpublic Postsecondary Education Commission to confer religious degrees. Twenty- two students graduated with a certificate in apostolic and prophetic leadership.

The future of the OPI School of the Prophets is bright. Its staff and faculty, populated by adjunct professors who hold doctoral degrees and master's degrees and who possess over 65 years of combined experience in various academic disciplines, continue to grow. Its student body is diverse, with scholars from around the world.

School Anthem

The Almighty God of the Universe, to thee we pray. May Your divine blessings fall upon our School, students, family, faculty, Board of Directors, donors, and corporate sponsors. May the Lord God bless us and keep our School. May the Lord shine his face upon us and be gracious toward this School. May the Lord lift up His countenance upon the school and give us peace, prosperity, power, and the release of all the promises of God's Kingdom on the earth. May our students become Apostolic and Prophetic Leaders and lead the Apostolic and Prophetic Reformation that will take the world by force. We take a dominant position in the seven (7) spheres of influence over family, media, religion, education, entertainment, business, and government.

We are committed to carrying out the assignment of the Apostles and Prophets with signs, wonders, and miracles. We shall remain steadfast, unmovable, and unshakeable in advancing the Kingdom of God by making an Apostolic People on the earth who are focused on winning souls for the Kingdom of God and taking dominion on earth. Our goal is to restore God's people back to Him. We will walk with integrity, character, and morality within our respective ministries, families, and finances. We uphold the teachings of the Apostle's Creed and the Prophet's ministry to work alongside the other fivefold ministry leaders.

May we continue to advance the Kingdom of God on the earth through the power and authority given to the Apostles and Prophets and other fivefold members of the ecclesia. We are purposed and destined to take dominion on the earth for Christ, who is the Chief Apostle, Prophet, Pastor, Evangelical, and Teacher.
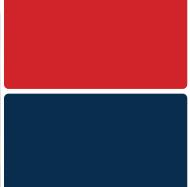
Institutional Objectives:

1. To maintain high academic standards by fostering excellence in scholarship and commitment to high-quality teaching.
2. To stimulate students to develop the spirit of inquiry and enhance their critical thinking ability to be productive, self-sufficient students.
3. To be bound in biblical truths and Christian experience.
4. To provide students with the knowledge of Jesus Christ and equip them to flow in spiritual gifts and supernatural powers of the fivefold ascension gifts.
5. To prepare students to compete as professionals in the global community.
6. To balance the supernatural and spiritual giftings and callings carefully.
7. To help build students capable of leading others within the church and their families.
8. To seek to follow the will of God at all costs.
9. To activate the apostolic and prophetic calling on their lives.
10. To provide unique educational opportunities in the basic skills essential for collegiate achievements.

Strategic Objectives, Goals, and Core Values –2020–2030

1. Strategic Objective 1:
Attain DEAC Accreditation

• Obtain accreditation with the Distance Education Accrediting Commission, a recognized Department of Education Accrediting Commission Agency. [Regional accreditation, in addition to DEAC's national accreditation, is a valid objective but our public declarations should reflect the fact that we are pursuing DEAC accreditation first]

2. Strategic Objective 2:
Implement Marketing Strategy

• Increase student enrollment using a nine (9) point strategy.

1. Develop marketing goals and objectives to increase student enrollment as part of the school's overall marketing strategy.
2. Increase website traffic using Search Engine Optimization (SEO).
3. Use social media for marketing the school.
4. Make use of email marketing strategies.
5. Use paid online ads to market the school.
6. Build an excellent school reputation to increase student enrollment.
7. Advertise in traditional media to connect with local audiences.
8. Strengthen Content Marketing Strategy.
9. Recruit a marketing manager and public relations media firm.

3. Strategic Objective 3:
Promote Student Succes
• Promote student success by strengthening recruitment, enrollment, retention, and graduation rates.
• Expand the curriculum, syllabus, and academic programs to prepare students for the skills they need to become global scholars.

4. Strategic Objective 4:
Strengthen Financial Operations

• Strengthen the institution's financial health via internal controls to ensure the institution's financial solvency.
• Build donor venture capitalists and philanthropist coalitions to help the institution accomplish its mission and purpose.

5. Strategic Objective 5:
Build coalition and International Partnerships

• One of OPISOP's long term objectives is to foster international partnerships and establish coalitions with other higher learning institutions. We will actively seek collaboration with national think tanks, research firms, industry leaders, business professionals, and Christian Leaders. This collaboration will help us gain comprehensive insights into market trends and

analyze the evolving needs of students in the context of global culture and Christian Higher Education.

• With this knowledge, we aim to develop curriculums that align with industry requirements. By educating student scholars who possess the necessary skills, we will enable them to excel and take leadership roles in various sectors including media, family, education, religion, entertainment, government, and the arts.

6. Strategic Objective 6:
Enhance the Academic Program

• Enhance academic programs and professional development coursework to support the business and faith community worldwide.

7. Strategic Objective 7:
Critical Thinking

• Perform Critical Thinking that integrates faith, academic excellence, and scholarships.

Strategic Goals- 2020-2030

1. Recruitment and Retention:

• We aim to identify effective strategies for both attracting and retaining talented individuals in our organization.

2. Overcoming Enrollment Barriers:

• We want to understand the main obstacles that students encounter when enrolling and find ways to address these issues effectively.

3. Interests in Degrees and Programs:

• We are seeking to gain insights into the specific areas of study and programs that prospective students find most appealing.

4. Considerations in College Applications:

• We hope to uncover the key factors and considerations that impact students' decisions when applying to colleges.

5. Learning Format and Scheduling Preferences:

• We aim to understand the preferred learning formats and schedule arrangements of our target audience to meet their needs more effectively.

6. First-Year Expectations:

• We want to gain a better understanding of the expectations and requirements that incoming students have for their first year at our institution.

7. Communication Preferences with Institutions:

• We seek to determine the preferred methods and channels for communication between students and educational institutions to ensure effective and efficient communication.

Strategic Core Values 2020-2030

1. Collaboration and transparency go hand in hand.

• We seek to develop an institutional culture around collaboration, facilitating, and managing collaboration across-departmental teams, and any challenges associated with building such a culture.

2. Remove barriers to collaboration by rallying around common themes to create a shared mandate for everyone.

• Our objective is to foster the formation of unified teams within the institutional framework, which adhere to a shared approach in working towards collective objectives.

3. Collaboration works well when those facilitating and leading the efforts are not the same as those working through strategies.

• To collaborate on strategies means to work together with others to develop and implement plans or approaches to achieve a specific goal. It involves sharing ideas, knowledge, and resources, and working collectively to come up with the best strategies for success.

PURPOSE OF ACADEMIC EDUCATIONAL PROGRAMS

The purpose of OPISOP's educational programs is to positively impact culture by equipping students with the knowledge, skills, abilities, and attitudes that benefit their lives and those they are called to lead and serve. OPISOP's educational programs seek to merge practice with scholarship. Our goal is to equip ministers who can lead and serve as practitioner-scholars. To accomplish this, the curriculum mixes the practical and the scholarly. Most of the School's faculty are well-established teachers with professional experience and advanced degrees.

EMPLOYMENT LICENSURE

School programs are designed to give students a broad and practical education in their field of choice. However, none of its educational programs are designed to prepare students to apply for or take any local, state, or federal licensure exams. Also, completion of a school ministry program is not a guarantee of ministerial employment or ordination.

School Administration
Executive Staff

Name	Title	Email
Dr. Annette R. Wright	President	annette.wright@opisop.org
Mrs. Mildred Santiago	Chief Operating Officer	mildred.santiago@opisop.org
Dr. Dominic Saxton	Chief of Staff	dominic.saxton@opisop.org
Dr. Gregory Wallace	VP Governance and Policy	greg.wallace@opisop.org
Mr. Warren Cannon	Project Management Consultant	warren.cannon@opisop.org
Dr. Shamarick Paradise	VP Provost and Academic Affairs Officer	shamarick.paradise@opisop.org
Dr. Lamonte Tyler	Chief Technology Officer	lamonte.tyler@opisop.org

Admission Requirements

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Admissions Office

The Admissions Office coordinates relations with high schools, junior and community colleges, churches and other educational institutions. The responsibility of this office is to disseminate information to prospective students about the school and the admissions process. It also aids prospective students who are navigating the enrollment process.

Application Deadlines
Spring: January 1
Summer: March 14th
Fall: July 29th

Admission Requirements: Undergraduate

1. Incoming Freshman Student

• A freshman student is a student entering the institution after completing high school requirements (students with dual enrollment credits are classified as freshmen). A student who has studied in another post-secondary college or university with less than 12 transferable credit hours with a grade point average (GPA) of 2.5 will be classified as a freshman.

2. Transfer/Re-Admit Student

• A transfer/readmit student is one who has attended another institution(s) after leaving the university and now wishes to re-enroll in school. These students must submit an official transcript for each institution attended. Students who are re-admitted to the University after a two-year absence will be governed by the Bulletin under which they are re-admitted.

3. Transfer-Student

• A transfer student is a student who has studied at another post-secondary college or university and earned greater than 12 transferable credit hours with a grade point average of 2.50.

• Students who transfer from another four-year institution or two-year college must submit in advance for acceptance transcripts of all previous work done on the college level. Such transcripts must be sent directly from the institution at which the work was completed.

• Students transferring from colleges and universities must have maintained a "C" average and be in good standing with the institution from which they are transferring. Students on academic probation or suspension are not in good standing, and, therefore, will not be accepted by OPISOP.

• Courses may transfer from accredited colleges and universities if the grade for that course earned at the offering institution meets the requirement of the program offering the degree being pursued at OPISOP.

Students should check the grade requirements for specific programs to determine if the grade earned at the offering institution is transferable to OPISOP.

Transcript Evaluation

Transfer credit is assessed for admissions purposes only. Once officially enrolled, the Office of the Registrar is responsible for articulating transfer

credit. Please keep in mind that not all transferable hours are degree applicable.

4. International Student

- A student who is not a United States Citizen or resident alien. International Students who completed a bachelor's degree out of the Country will apply through Graduate Studies.

- An official high school transcript (or equivalent) or leaving certificate transcript must be first sent to the World Education Services (www.wes.org) or a current member of the National Association of Credential Evaluation.

- In order to ensure that required long distance coordination may be completed in time to accommodate admissions for the desired term, admission applications must be received by the following deadlines:

Semester   Application deadline date
Spring Term   **January 1st**
Summer Term   **March 14th**
Fall Term   **July 29th**

5. International Freshman and Transfer Students

- An official high school transcript (or equivalent) or learning certificate transcript must be first sent to the world education services (www.wes.org) or a current member of the National Association of Credential Evaluation (NACES) Credentials Evaluations Provided by NACES Members for evaluation of US equivalency and grade point determination.

- OPISOP requires a minimum GPA 2.5 and currently waives test requirements (acceptance only) Test Scores are required for Scholarship eligibility.

- Official results of the Test of English as Foreign Language (TOEFL) paper-based score = 500 or above; computer based = 178 or above, and Internet based = 61 or above, or official results of the International English Testing (IELTS) or a 5.5 or above unless English is spoken as a native language. If an applicant has successfully completed one year's college coursework in an English-speaking country, the TOEFL or IELTS requirement may be waived.

International students must submit an official academic transcript accompanied by official/or notarized English translations. These documents must be sent directly from the institution(s) attended. Personal copies are not accepted.

All foreign (non-U.S.) transcripts must be translated and evaluated by the World Education Services (WES) or a current member of the National Association of Credential Evaluation. This review must provide conclusive evidence that the applicant is the recipient of a degree comparable to the American bachelor's degree, which normally terminates 16 years of full-time study, four years of which are at the post-high school level.

The official transcripts must show all post-high school work attempted, including grades or marks in each course, examination grades and standing in examinations and classes, or whatever other credentials are available to give a clear description of the student's academic accomplishments. Other requirements for international students include:

The Test of English as a Foreign Language (TOEFL) or the International English Testing System (ELS) Certification Examination is required if the applicant's first language is not English; the minimum score for admission on the TOEFL internet-based version is 500 (paper-based test) or 61 (internet-based test), and the 5.5 on the ELS Certification Examination.

The Educational Testing Service, Princeton, New Jersey 08540, administers these tests in testing centers all over the world. Further information about the test and testing dates may be obtained at www.ets.org or from the nearest U.S. Embassy, Consulate or United States Information Service, United States Educational Commission and foundations abroad and binational centers.

The institution reserves the right to make individual curricular adjustments whenever particular deficiencies or needs are found. Students may be required to take such courses without credit and at their own expense. This could also apply to additional coursework in English as a foreign language whenever necessary.

6. Veterans

- OPISOP is committed to investing in programs and student support services to assist our military

students transition from military life to civilian life. A student veteran is any student who is a current or former member of the active-duty military, the National Guard, or Reserves, regardless of deployment status, combat experience, legal veteran status, or GI Bill use.

- OPISOP military benefits are available to:
    - o Active Duty, Reserve and National Guard service members
    - o Veterans and Retirees
    - o Spouses of service members and veterans/retirees
    - o Current Department of Defense employees

- GI Bill® and military education benefits are designed to help students succeed both in military and civilian life — and we want to help students make the most of them.

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 website at www.benefits.va.gov/gibill.

At OPISOP, students will find some of the most competitive pricing available for online programs, including graduate rates of $150 per credit hour. And if you also serve or have served as an emergency responder (in a civilian capacity) within the last 5 years, you can receive an additional 50% tuition discount!

7. A Special Student- Non-Degree

- A special student is one who is not working towards a degree but wishes to enroll in the university to take courses for the credit hours. These students must re-apply every semester and can only take a maximum of 30 hours.

Admission for the Graduate Program

1. First Time Graduate

- A student who has earned a baccalaureate degree and has not previously been a graduate student at OPISOP. Students must submit an application for admission.

- Submit Admission Application to OPISOP Graduate Studies

- Official Transcripts from each collegiate institution attended.

- Two letters of recommendation. Recommendations should speak to the applicant's potential for successful completion of the graduate program to which he/she is applying (usually, letters of recommendation are from the applicant's former professors). Additional recommendations may come from employers or supervisors who are familiar with the applicant's work experience. Letter of Intent that includes details on why you have selected the program and professional work experience or related skills.

- Applicants must demonstrate adequate academic preparation in their proposed area of study. Those with deficiencies in academic preparation may be required to take additional coursework to strengthen their backgrounds.

- Have a minimum grade point average of 2.5 on a (4.0 GPA scale) at the undergraduate level from a regionally accredited college/university. Hold a baccalaureate degree or its equivalent from another college or university.

- Meet all program-specific requirements.

1. International Student

- A student who is not a United States Citizen or resident alien. International Students who completed a bachelor's degree out of the Country will apply through Graduate Studies.

- In order to ensure that required long distance coordination may be completed in time to accommodate admissions for the desired term, admission applications must be received by the following deadlines:

Semester

Application deadline date

Spring Term	**January 1st**
Summer Term	**March 14th**
Fall Term	**July 29th**

- The following information and materials must be in the Office of Admissions before an application for admission can be completely processed:

For international students who are engaged in distance learning and not attending in-person classes on a campus in the United States, the I-20 program does not apply. I-20 is required for "All F and M students that study in the United States."

International students must submit an official academic transcript accompanied by official/or notarized English translations. These documents must be sent directly from the institution(s) attended. Personal copies are not accepted.

All foreign (non-U.S.) transcripts must be translated and evaluated by the World Education Services (WES) or a current member of the National Association of Credential Evaluation. This review must provide conclusive evidence that the applicant is the recipient of a degree comparable to the American bachelor's degree, which normally terminates 16 years of full-time study, four years of which are at the post-high school level.

The official transcripts must show all post-high school work attempted, including grades or marks in each course, examination grades and standing in examinations and classes, or whatever other credentials are available to give a clear description of the student's academic accomplishments. Other requirements for international students include:

A certified financial statement indicating the applicant's ability to pay for the cost of education. An original/official bank statement no more than six months old at the time of registration must be submitted to the Graduate School in order to obtain the I-20 for the F-1 student visa. In certain cases, advance payment of tuition and fees may be required.

The Test of English as a Foreign Language (TOEFL) or the International English Testing System (ELS) Certification Examination is required if the applicant's first language is not English; the minimum score for admission on the TOEFL internet- based version is 500 (paper-based test) or 61 (internet-based test), and the 5.5 on the ELS Certification Examination.

The Educational Testing Service, Princeton, New Jersey 08540, administers these tests in testing centers all over the world. Further information about the test and testing dates may be obtained at www.ets.org or from the nearest U.S. Embassy, Consulate or United States Information Service, United States Educational Commission and foundations abroad and binational centers.

Admission to graduate study does not carry any implication concerning the award of financial aid.

The institution reserves the right to make individual curricular adjustments whenever particular deficiencies or needs are found. Students may be required to take such courses without credit and at their own expense. This could also apply to additional coursework in English as a foreign language whenever necessary.

2. Re-Admit Student

- A Student previously admitted and enrolled in an undergraduate or graduate studies academic program at OPISOP. A student who has not registered for at least three credits during a twelve-month period will be transferred to inactive status and must file an application for readmission.

- Re-Admit status is not automatic, nor does it necessarily reinstate the student in the status accorded prior to becoming inactive. Students not enrolled over a twelve-month period, who have not exceeded twenty-four months may apply directly to the VP and Academic Provost for re-admit admission.

- Students not registered in more than twenty-four months must submit a new graduate admission application (along with required fees and appropriate credentials) directly to the Office of Graduate Studies and have their credentials reviewed by their respective department before a decision on readmission can be rendered.

Admission Office Closure Dates

New Years	MLK Day
President Day	Memorial Day
Juneteeth	Independence Day
Labor Day	Veteran's Day
Thanksgiving	Christmas

Academic Programs

Purpose Of OPISOP Academic Educational Programs

The purpose of OPISOP's educational programs is to create a positive impact on culture through equipping students with the knowledge, skills, abilities, and attitudes that benefit their own lives, as well as the lives of those they are called to lead and serve. OPISOP educational programs seek to merge practice with scholarship. Our goal is to equip ministries who are able to lead and serve as practitioner-scholars. To accomplish this, the curriculum has a mix of the practical as well as the scholarly. Most of the School's faculty are well-established teachers with professional educational experience and advanced degrees.

1. Bachelor Of Arts in Biblical & Theological Studies

• At the heart of OPISOP is the bachelor's degree in Biblical and Theological Studies. The degree program prepares its graduates to make meaningful differences for Christ in all aspects of society. Students gain a greater understanding of the apostolic and the prophetic and a wealth of wisdom about exercising those gifts in the marketplace, in ministry, and in personal settings.

Graduates of the program will emerge:

• With a well-rounded education
• With a strengthened apostolic and prophetic worldview
• Better equipped for their chosen profession
• As self-aware, authentic leaders

Duration of Academic Program: *4 years GPA Minimum: 2.5*

Email: *admissions@opisop.org*

To graduate with a Bachelor's degree in Biblical and Theological Studies, the student will:

• Complete the minimum number of units required.
• Successfully complete all courses in the degree program.
• Earn a minimum cumulative grade point average of 2.5.
• Fulfill any outstanding school financial obligations.

Units Needed

The Bachelor of Arts is a four-year program consisting of *120 units. Credit Hours: 3 per course*

Freshman Year 1:

ORI 100:   Orientation

HUM 101:   The Humanities, Cultural, History, Continuity and Change

PSY 102:   Behavioral Science

SOC 103:   Introduction to Sociology

ART 104:   Introduction to Art & History

MTH 105:   Freshman Mathematics

BUS 106:   Introduction to Accounting

STAT 107:   Business Statistics

ENG 108:   English Composition and Written Communication

ENG 109:   Business Writing

BIO 110:   Introduction to Biology

CIS 111:   Mastering Your Introduction to Cyber Security Technology

Sophomore Year 2:

BST 200:   Introduction to the Bible

BST 201:   The Study of the Old and New Testament

BST 202:   The Study of Hebrew Bible

BST 203:   The Study of the Greek Bible

BST 204:   The Gospel of the Kingdom:Theology

BST 205:   Hermeneutics

PROP 206:   Overview of the Prophetic Ministry

PROP 207:   Study of the Bible Prophets

PROP 208:   The Office and Role of the Prophets

PROP 209:   Your Highest Calling

PROP 210:   Rose, Book of the Bible, Charts, Maps, Prophecy and Timeline

Junior Year 3:

APST 300:   Apostolic Calling and the Office of the Apostle

APST 301:   A Study of the New and Old Testament Apostles

APST 302:   How Apostles work with other Five-Fold Ministry Gifts

APST 303:   Apostolic Leadership: The Bold Leadership that laid the Foundation of God's Conquering Church

APST 304:   A Shift in Leadership: Transitioning from the Pastoral to Apostolic

APST 305:   The Apostolic Handbook: Your Voyage to Apostolic Office

APST 306:   Apostolic Governance 21st Century: How to Build an Apostolic Center

APST 307:   Roles and Traits of an Apostolic Church

APST 308:   Apostolic Pioneering

APST 309:   Apostles and Prophets: The Ministry of Apostles and Prophets Throughout the Generations

APST 310:   Aligning with the Apostolic: Volume 2:   Apostles and Apostolic Movement in the Seven Mountains of Cultures

Senior Year 4:

LDR 400:   Fanning the Flames: How to Stir Up Your Spiritual Gifts and Callings

LDR 401:   Social Media Marketing: 9 Easy Steps Using Facebook, Instagram and Pinterest

LDR 402:   The 21 Irrefutable Laws of Leadership

LD 403:   The 16 Undeniable Laws of Communication

LDR 404:   How to Form a Non-Profit Corporation: A Step-by-Step Guide to Forming a 501(C)(3) Non-Profit in any State

LDR 405:   Harvard Business Review-100 Strategic Business Planning on Strategy

LDR 406:   It's Up to You: Learn Ten Powerful Leadership Practices

LDR 407:   Harvard Business Review - Emotional Intelligence Series

LDR 408:   Jack Welch and Leadership

LDR 409:   Changing the Game: Negotiations and Competitive and Decision Making

LDR 410:   Harvard Business Review 20-Minute Manager Series

Bachelor of Arts Course Descriptions

Year One-Freshman:

ORI 100:   Orientation

Orientation Education is a comprehensive course designed to assist students in successfully transitioning into a new academic environment. This course aims to provide students with the necessary knowledge, skills, and tools to adapt to the college/university setting, foster a sense of belonging, and establish a solid foundation for academic and personal success.

Through a combination of interactive workshops, group discussions, and experiential learning activities, students will explore various key areas related to orientation, covering academic, social, and personal aspects. By the end of the Orientation Education course, students will have an increased understanding of the college/university environment and prose the necessary skills to thrive academically, socially, and personally. They will be equipped with tools to navigate challenges, make informed decisions, and realize their full potential. Orientation Education also examines the Tenets of the Christian Faith, Doctrinal Beliefs and OPISOP's vision.

HUM 101:   The Humanities, Cultural, History, Continuity and Change

The Humanities: Cultural History, Continuity, and Change is an academic course that delves into the comprehensive study of human culture, exploring its rich history, the dynamics of continuity and change, and their impact on society. This course invites students on a fascinating journey through time, unraveling the intricate web of human creativity, values, and beliefs. By examining a variety of disciplines encompassing art, literature, philosophy, music, religion, and language, students will gain a deeper understanding of how cultural expressions shape our collective experiences. The course will provide invaluable insights into the evolution of human societies and their enduring cultural legacies.

Throughout the course, students will engage with key historical moments, pivotal figures, and significant cultural movements, analyzing their impact on shaping the world we live in today. Emphasis will be placed on critical thinking, analytical skills, and the ability to make connections between different cultural contexts. Themes of continuity and change will serve as the framework for studying various civilizations, allowing students to identify patterns, examine societal shifts, and explore the factors contributing to cultural transformation. Students will consider the global dimension of cultural exchange and its influence on social, political, economic, and technological developments.

This course will be taught through a combination of lectures, class discussions, multimedia presentations, and interactive activities. Students will be encouraged to engage actively, critically evaluate information, and participate in cross-cultural dialogues to deepen their understanding of the humanities.

PSY 102:   Behavioral Science

Behavioral science is a multidisciplinary field that explores human behavior and its interactions with various influences and environments. It combines insights from psychology, sociology, anthropology, economics, and other social sciences to understand and explain human actions and decision-making processes. In this course, students will gain a comprehensive understanding of the theories, concepts, and methods used in behavioral science. They will explore topics such as human development, personality, motivation, perception, learning, social cognition, and social influence.

The course will also cover research methods and experimental designs commonly used in behavioral science, allowing students to develop critical thinking and analytical skills. They will learn how to design, conduct, and interpret experiments and surveys, as well as analyze and present data. Furthermore, the course will examine the application of behavioral science theories in various real-world contexts, such as organizational

behavior, consumer behavior, health behavior, and public policy. Students will learn about interventions and strategies aimed at promoting positive change and improving individuals' well-being and decision-making.

Overall, this course on behavioral science provides a comprehensive foundation for understanding and studying human behavior, allowing students to apply their knowledge in various professional fields, such as psychology, sociology, marketing, management, education, and public health.

SOC 103: Introduction to Sociology

This course is designed to provide you with a foundation in the study of human social behavior, patterns, and institutions. By examining the ways in which individuals interact and are influenced by the larger societal structures, you will gain a deeper understanding of the dynamics that shape our lives. Throughout the course, we will explore various sociological concepts and theories that help us make sense of social phenomena. We will delve into topics such as socialization, culture, social stratification, race and ethnicity, gender, social institutions, deviance, and social change. By critically analyzing these key areas, we will develop a sociological perspective that enables us to look beyond individual actions and understand how society as a whole operates.

Through lectures, readings, discussions, and multimedia resources, you will engage in thought-provoking discussions and reflect on real-world examples to illustrate sociological concepts. You will also have the opportunity to analyze and apply sociological theories to understand dynamics in your own life and the broader society.

By the end of this course, you will have developed a strong comprehension of the fundamental principles of sociology, as well as the ability to think critically about social issues and analyze them through a sociological lens. You will gain insights into the complexities and interconnectedness of social structures, enabling you to better understand the world and community around you.

ART 104: Introduction to Art & History

This course provides students with a comprehensive introduction to the world of art and its intersection with history. We will explore various artistic movements, the cultural contexts in which they emerged, and the impact they had on society.

Through a combination of lectures, discussions, and hands-on activities, students will critically analyze key artworks from different historical periods and develop a deeper understanding of their artistic significance. They will also examine the social, political, and economic factors that influenced and shaped the art of each era. By the end of this course, students will have gained a solid foundation in art history and developed critical thinking skills to analyze and appreciate artworks in their historical and cultural contexts.

MTH 105: Freshman Mathematics

The Freshman Mathematics course is designed to provide students with a solid foundation in fundamental mathematical concepts and skills. This course covers a wide range of topics, including algebra, geometry, trigonometry, and basic calculus. Throughout the course, students will develop their problem-solving and critical thinking skills by engaging in various mathematical activities and exercises. The course aims to enhance students' quantitative reasoning abilities and equip them with the necessary mathematical tools to succeed in higher-level mathematics courses.

BUS 106: Introduction to Accounting

This introductory course provides students with a comprehensive understanding of the fundamentals of accounting. It serves as a foundation for further studies in accounting and business-related fields. Throughout the course, students will learn the basic principles and concepts of accounting, including the recording, classifying, and summarizing of financial transactions. They will gain practical knowledge of financial statements, such as balance sheets, income statements, and cash flow statements.

By the end of the course, students will have a solid foundation in accounting principles and be able

to apply them to real-world scenarios. They will understand the importance of accurate financial reporting and be equipped with the necessary skills to analyze financial statements.

STAT 107: Business Statistics

Business Statistics is an introductory course that equips students with the necessary skills to analyze and interpret data in the context of business decision-making. The course covers various statistical concepts and techniques used in business applications, including probability theory, descriptive statistics, hypothesis testing, regression analysis, and forecasting. Through a combination of theoretical knowledge and practical application, students will develop a solid understanding of the role of statistics in the business world. They will learn how to collect, organize, and summarize data, as well as how to use statistical tools and techniques to draw meaningful insights and support informed decision-making.

At the end of this course, students will have gained competency in using statistical tools and techniques to analyze and interpret data, thereby enhancing their ability to make informed business decisions. They will also develop skills in communicating statistical findings effectively to various stakeholders.

ENG 108: English Composition and Written Communication

This course teaches communication skills that are important to leaders in all fields of endeavor. It identifies and reviews the foundations of communication for business, listening, speaking, writing, and reading.

ENG 109: Business Writing

The Business Writing course is designed to enhance and develop students' professional writing skills for effective communication in a business context. This course covers various forms of written communication commonly used in the business world, including emails, letters, memos, reports, and persuasive writing. Throughout the course, students will learn practical strategies and techniques to create clear, concise, and persuasive written documents. Emphasis will be placed on understanding the needs and expectations of different audiences, adapting writing style to suit various purposes and target readers, and using appropriate tone and language in business communication.

In this course, students will have opportunities to practice their skills through various writing assignments and exercises. They will receive feedback and guidance to improve their writing and enhance their overall communication abilities in a professional environment. By the end of the course, students will have gained the necessary skills to write professionally, clearly, and persuasively in a variety of business situations.

BIO 110: Introduction to Biology

Introduction to Biology with a Lab is a comprehensive course that provides an introduction to the fundamental principles and concepts of biology. This course is designed for students with little to no prior knowledge of biology. Throughout the course, students will explore various topics such as the nature of life, cell structure and function, genetics, evolution, ecology, and human biology. The course aims to provide a solid foundation in biology and foster an understanding of the interconnectedness of living organisms and the environment. The lab component of the course offers hands-on experience and reinforces the concepts learned in the lectures. Students will have the opportunity to perform experiments, collect data, analyze results, and draw conclusions. The lab portion aims to develop critical thinking and scientific inquiry skills.

By the end of the course, students will have gained a strong understanding of the basic principles of biology and be able to apply this knowledge to real-world scenarios. This course is suitable for students pursuing degrees in biology, health sciences, environmental sciences, or any other field with a biology prerequisite.

CIS 111: Your Introduction to Cyber Security Technology

The Mastering Your Introduction to Cyber Security Technology course is designed to provide

students with a comprehensive foundational understanding of cyber security technology. In this course, students will gain knowledge and skills necessary to navigate the rapidly evolving field of cyber security, understand the threats and vulnerabilities faced by modern organizations, and learn practical strategies for protecting digital assets.

Year 2- Sophomore

BST 200:   Introduction to the Bible

The Introduction to the Bible course is designed to provide students with a comprehensive overview of the content, structure, and historical context of the Bible. Through a combination of lectures, readings, and discussions, students will gain a deeper understanding of the various books and genres within the Bible, as well as the major themes and theological concepts found within its pages. The course will cover the two main sections of the Bible: the Old Testament and the New Testament. In the first part of the course, students will explore the historical and cultural background of the Old Testament, as well as its major components, including the Pentateuch, Prophets, Writings, and Psalms. Emphasis will be placed on understanding the historical context in which these texts were written and their relevance to the ancient Israelite community.

In the second part of the course, students will turn their attention to the New Testament, examining the life, teachings, and impact of Jesus Christ, as well as the establishment and development of early Christian communities. Key topics to be covered include the four Gospels, the Pauline Epistles, the General Epistles, and the book of Revelation. Throughout the course, students will engage in critical analysis and interpretation of biblical texts, considering different scholarly perspectives and methodologies. They will also explore the influence of the Bible on literature, art, and contemporary social issues.

By the end of the course, students will have gained a solid foundation in biblical studies, enabling them to navigate the Bible's complex narrative and theological themes with greater understanding and insight.

BST 201:   The Study of the Old and New Testament

The course "Study of the New and Old Testament" is designed to provide students with an in-depth exploration of the two major sections of the Christian Bible: the Old Testament and the New Testament. Through a combination of lectures, discussions, and readings, students will develop a comprehensive understanding of the historical, cultural, and literary contexts in which these sacred texts were composed.

The course will begin with an overview of the Old Testament, which includes examining the origins of the Hebrew Bible, the different genres of literature found within it (such as historical narratives, wisdom literature, and prophetic writings), and the key themes and theological concepts found in the Old Testament. In the second part of the course, students will delve into the New Testament, focusing on the life and teachings of Jesus Christ as presented in the four Gospels - Matthew, Mark, Luke, and John. They will also study the Acts of the Apostles, which narrates the early Christian movement and the spread of Christianity, and the various letters (epistles) written by the apostles to the early Christian communities.

The course, students will examine the historical and cultural background of the texts, the literary styles and techniques employed by the authors, and the theological messages and interpretations within the Old and New Testaments. They will also explore the relevance and application of these ancient texts to contemporary life and faith. By the end of the course, students will have developed a deep understanding of the biblical texts, the contexts in which they were written, and the theological and ethical implications they hold for both ancient and modern readers. This course can be valuable for those interested in religious studies, theology, or anyone seeking a deeper understanding of the Bible and its impact on society and culture.

BST 202:   The Study of Hebrew Bible

The Study of the Hebrew Bible is an academic course that explores one of the most significant religious texts in human history. In this course,

students will examine the various books of the Hebrew Bible, also known as the Old Testament, with a focus on their historical, cultural, and literary contexts.

The course will cover the major themes, narratives, and characters found in the Hebrew Bible. Students will explore the creation stories, the exodus from Egypt, the establishment of the kingdom of Israel, and the prophetic literature, among other topics. Emphasis will be placed on understanding the religious and societal implications of these texts and their enduring relevance in contemporary societies.

Through class discussions, readings, and research assignments, students will engage critically with the texts, considering questions of authorship, historical accuracy, and the influence of the Hebrew Bible on subsequent religious and cultural traditions. They will also examine the different genres and literary devices employed within the texts, such as poetry, prophecy, and law codes. By the end of the course, students will have gained a deeper understanding of the Hebrew Bible and the significant role it plays in shaping religious and cultural thought. They will have honed their critical thinking and analytical skills, as well as their abilities to engage in informed discussions about biblical interpretations and interpretations of the Hebrew Bible in different contexts.

BST 203:   The Study of the Greek Bible

This course offers an in-depth examination of the Greek Bible, with a focus on enhancing students' understanding of the original texts and their historical, cultural, and literary contexts. By studying the Greek Bible, students will gain a deeper appreciation of biblical literature and its significance in Western civilization. The students will develop proficiency in reading and interpreting Greek biblical texts, including the New Testament and relevant portions of the Septuagint (the Greek translation of the Hebrew Bible). The course will also explore various critical approaches to analyzing Greek biblical texts, such as textual criticism, literary analysis, and historical criticism.

By the end of this course, students will have developed an advanced understanding of the Greek Bible, its language, and its interpretation.

They will also have the tools to engage critically with biblical texts and appreciate their relevance to contemporary theological and literary discussions. "The Gospel of the Kingdom: Theology" is a course that explores the theological aspects of the gospel message concerning the kingdom of God. The course delves into the concept of the kingdom of God as presented in the Bible, examining its significance and implications for Christian theology.

Throughout the course, students will study various biblical passages, theological writings, and historical perspectives to gain a comprehensive understanding of the theology surrounding the gospel message of the kingdom.

BST 204:   The Gospel of the Kingdom: Theology

The Gospel of the Kingdom: Theology" is a course that explores the theological aspects of the gospel message concerning the kingdom of God. The course delves into the concept of the kingdom of God as presented in the Bible, examining its significance and implications for Christian theology.

Throughout the course, students will study various biblical passages, theological writings, and historical perspectives to gain a comprehensive understanding of the theology surrounding the gospel message of the kingdom. The course will encourage critical thinking, allowing students to engage with different theological perspectives on the topic. Through readings, discussions, and assignments, students will develop a deeper understanding of the theology behind the gospel proclamation of the kingdom of God.

BST 205:   Hermeneutics

This course serves as an introduction to the field of hermeneutics, which is the study of interpretation and understanding. Drawing from both philosophical and theological traditions, hermeneutics provides a framework for grappling with the complexities of interpretation that arise in various disciplines, including literature, art, religion, and social sciences. Students will explore the historical development of hermeneutics, from

its origins in ancient Greece to its contemporary applications.

This course will introduce key concepts and theories related to the interpretation, such as the hermeneutics circle, the hermeneutics of suspicion, and the role of language, cultural, and context in interpretation. The course will also address different methodological approaches to hermeneutics, including phenomenological, psychological, and sociological approaches.

Through engaging with various texts, cultural artifacts, and real-world case studies, students will critically examine how hermeneutics can inform our diverse perspectives and challenge our own preconceptions. Students will have the opportunity to apply hermeneutical principles to analyze and interpret texts from various traditions and to consider the ethical implications of interpretive choices.

By the end of the course, students will have the solid foundational theories and methods of hermeneutics, as well as the ability to critically and creatively engage with diverse perspectives. This course aims to equip students with the tool necessary for effective interpretation in their future academic pursuits, professional careers, and personal lives.

PROP 206:   Overview of the Prophetic Ministry

The Overview of the Prophetic Ministry is designed to provide a comprehensive understanding of the prophetic ministry from both a biblical and practical perspective. This course delves into the foundational aspects of prophetic ministry, exploring its purpose, significance, and its application within the contemporary Christian context. Throughout the course, students will be introduced to the key principles and biblical teachings surrounding the prophetic ministry. They will gain insights into the role of prophets in both the Old and New Testaments, learning about notable prophets and their impact on the people of God. This exploration of biblical examples will serve as a framework for understanding the essence and function of the prophetic ministry in today's world.

Furthermore, the course will address the spiritual gifts associated with the prophetic ministry, such as prophetic visions, dreams, words of knowledge, and discernment. Students will learn how to cultivate and develop their own prophetic giftings, honing their ability to hear and discern the voice of God in a prophetic context. Additionally, the course will explore the practical aspects of prophetic ministry, including its role within the local church, the responsibilities of a prophet, and the potential challenges and pitfalls associated with this ministry. Students will gain practical insights on how to operate in a prophetic capacity with humility, integrity, and discernment, ensuring that the prophetic ministry is aligned with biblical principles and the leading of the Holy Spirit.

By the end of the course, students will have a comprehensive and well-rounded understanding of the prophetic ministry. They will have developed a strong biblical foundation, practical skills, and a deepened sensitivity to the leading of the Holy Spirit, enabling them to operate in the prophetic ministry effectively and responsibly within their communities and churches.

PROP 207:   Study of the Bible Prophets

Throughout the course, students will explore the major prophets, such as Isaiah, Jeremiah, and Ezekiel, as well as the minor prophets, including Hosea, Amos, and Micah. They will analyze the various types of prophecy found in the biblical texts, from oracles of judgment and warning to messages of consolation and hope. In addition to examining the prophetic books themselves, students will also explore the influence of the prophets on later biblical and religious traditions. The course will delve into the ways in which the teachings and writings of the prophets have shaped religious thought, ethical frameworks, and social movements throughout history.

By studying the Bible prophets, students will gain a deeper understanding of the religious and cultural significance of prophecy in the biblical tradition. They will learn to interpret and analyze prophetic texts, and to apply the lessons and teachings of the prophets to contemporary issues and challenges.

Throughout the course, students will engage in critical thinking exercises, group discussions, and written assignments to deepen their understanding

of the material. They will also be encouraged to reflect on the relevance of prophetic teachings in their own lives and communities.

Overall, this course aims to provide students with a comprehensive foundation in the study of the Bible prophets, equipping them with the tools and knowledge to engage with these texts in a meaningful and insightful way.

PROP 208:   The Office and Role of the Prophets

This course explores the office and role of prophets in religious and historical contexts. Students will gain a comprehensive understanding of the functions and responsibilities of prophets, as well as their significance within various religious traditions.

Throughout the course, students will engage in critical analysis of primary and secondary sources, participate in class discussions, and complete research projects related to the topic. This course provides a deeper understanding of the office and role of prophets, leading to a well-rounded comprehension of their historical, religious, and cultural significance.

PROP 209:   Your Highest Calling

Your Highest Calling is a thought-provoking and transformative course that aims to guide individuals towards discovering and living out their true purpose in life. This course delves into the deep question of why we are here on Earth and how we can make the most meaningful impact with our lives. Throughout the course, you will explore various philosophical and spiritual teachings, as well as engage in practical exercises aimed at self-reflection and self-discovery. You will learn how to identify your unique strengths, passions, and values, and align them with your life's purpose.

The course will also address common obstacles and fears that may hinder individuals from fully embracing their calling. Strategies and techniques will be provided to help overcome these challenges and develop a mindset of confidence and resilience. Whether you are a student, a professional, or someone in a transitional phase of life, Your Highest Calling will provide you with

the tools and guidance necessary to uncover your true purpose and live a fulfilling and purposeful life. This course is suitable for anyone seeking personal growth, clarity, and a greater sense of direction in life.

By the end of the course, you can expect to have a clearer understanding of your highest calling and be equipped with the mindset and strategies needed to pursue it confidently. Embrace the opportunity to make a positive impact on the world and live a life that aligns with your deepest values and passions.

PROP 210:   Rose, Book of the Bible, Charts, Maps, Prophecy and Timeline

In this course, the student will explore the Bible through historical and theological significance through charts and maps to gain a better understanding of the Bible. Additionally, the student will examine the prophetic elements within the Bible, considering their implications for both ancient and modern times. Throughout the course, students will engage in textual analysis, research, and critical thinking to deepen their understanding of Biblical Prophecy.

Junior Year 3:

APST 300:   Apostolic Calling and the Office of the Apostle

The course on Apostolic Calling and the Office of the Apostle provides students with a comprehensive understanding of the biblical concept of apostolic calling and the significance of the apostolic office in the Church. Throughout the course, students will explore the foundational teachings related to apostolic calling in both the Old and New Testaments. They will delve into the life and ministry of the apostle Paul, examining his unique calling and the impact he had on the early Christian movement.

Additionally, students will study the historical development and function of the apostolic office in the early Church and its relevance in contemporary Christianity. The course will analyze the qualifications, responsibilities, and spiritual gifts associated with apostolic ministry, equipping

students to discern and evaluate modern apostolic claims. Moreover, the course will address various controversies and debates surrounding the apostolic office, including the cessationist vs. charismatic perspectives. Students will engage with theological and practical discussions related to the apostolic ministry's role in church governance, leadership, evangelism, and missions.

By the end of the course, students will have developed a solid understanding of the biblical foundations and theological implications of the apostolic calling and the office of the apostle. They will be equipped to discern the validity of apostolic claims and to appreciate the ongoing relevance of apostolic ministry in the contemporary Church.

APST 301:   A Study of the New and Old Testament Apostles

This course provides a comprehensive exploration of the lives and teachings of the apostles as presented in the New and Old Testaments. Students will delve into the historical and cultural background of the apostles, examining their roles, significance, and contributions to the formation and spread of Christianity. Through an in-depth analysis of biblical texts, students will gain a deep understanding of the individual apostles, including their personalities, journeys, and unique experiences with Jesus Christ. The course will also cover the apostolic ministry and the challenges they faced in spreading the message of the Gospel.

Special attention will be given to examining the apostolic writings, such as epistles and letters, and their theological implications for Christian beliefs and practices. Students will critically analyze the teachings of the apostles and explore their relevance for contemporary Christian faith. Additionally, the course will explore the concept of apostolic succession and its significance in various denominations. Students will examine the historical development and different interpretations of apostolic authority and leadership within the early church and its implications for the present.

Utilizing scholarly and biblical resources, students will engage in discussions, research assignments, and independent study to deepen their knowledge and understanding of the apostles. By the end of the course, students will have gained a comprehensive

understanding of the apostles' role in the formation of Christianity and their enduring influence on the faith and practice of believers today.

APST 302:   How Apostles work with other Five-Fold Ministry Gifts

This course not only teaches the description of the Five-Fold Ministry Gifts (Apostle, Prophet, Evangelist, Pastor and Teacher), but also prepares and develops those who are called to walk in or assist in these offices. This is done through helping them develop proper character, giving understanding about the purpose of the call, as well as their place in the call. You will not only study the Five-Fold gifts in particular but you will be given teachings on a variety of subjects which are necessary for the development of the inner man so that the gifts of God can flow unhindered. This course will help train, develop and equip those who God has called to the Five- Fold Ministry. This course will also help you identify if you have one of these calls on your life, as well as other potential calls.

Throughout the program, participants will explore the unique role of the apostle, its biblical foundation, and the characteristics and qualities that define this ministry. They will gain insight into the specific purposes and functions of the five-fold ministry gifts, including evangelists, prophets, pastors, and teachers, to comprehend the distinctive traits and contributions of each. Students will also examine how apostles and the other five-fold ministry gifts can synergistically operate together, fostering unity, collaboration, and mutual respect.

This course is designed for pastors, church leaders, ministry workers, and individuals seeking to deepen their understanding of apostolic ministry, and its harmonious integration with the other five-fold ministry gifts. By the end of this course, participants will be equipped with biblical insights, practical skills, and a newfound appreciation for the importance of collaboration among the various ministry giftings, enabling them to effectively work together for the holistic growth and impact of the Church.

APST 303:   Apostolic Leadership: The Bold Leadership that laid the foundation of God's conquering Church.

This course delves into the dynamic and pioneering leadership style exemplified by the apostles in the early days of the Christian church. We will explore the boldness, vision, and authority displayed by these apostolic leaders, who laid the foundation for the growth and establishment of God's conquering church. Through biblical insights, case studies, and practical application, students will gain an understanding of the key principles and qualities of apostolic leadership and how to apply them in today's context.

APST 304: A Shift in Leadership: Transitioning from the Pastoral to Apostolic

The course will begin by exploring the differences between a pastoral and apostolic leadership, and how this shift can bring about greater effectiveness and impact in church ministry. Participants will examine the biblical foundation of apostolic leadership and its relevance in modern-day church contexts. Through a combination of lectures, case studies, and interactive discussions, participants will learn practical strategies for transitioning their leadership style.

By the end of the course, participants will have a clear understanding of the key differences between pastoral and apostolic leadership, and the tools and strategies necessary to make the shift. They will also be equipped with a broader perspective on the role of the church in society and the importance of raising up apostolic leaders to advance the Kingdom of God.

APST 305: The Apostolic Handbook: Your Voyage to Apostolic Office

The Apostolic Handbook: Your Voyage to Apostolic Office is a comprehensive course designed to equip individuals with the necessary knowledge and tools to step into the Apostolic Office. The course delves deep into the biblical foundations of the Apostolic Office, exploring the roles, responsibilities, and characteristics of an apostle. Students will gain a solid understanding of the historical context and significance of apostleship in the early church and how it is applicable in today's world.

The curriculum covers a wide range of essential topics, including spiritual gifts, divine authority, and the apostolic mandate. Students will learn how to identify their calling to the apostolic ministry and how to develop the necessary skills and qualities to fulfill their role effectively. Emphasis will be placed on practical applications, equipping students with techniques and strategies for building and leading an apostolic team, establishing and overseeing churches, and impacting communities for Christ. Students will also learn how to navigate the challenges, opposition, and spiritual warfare that often accompany apostolic ministry.

Throughout the course, students will engage in interactive discussions, case studies, and real-life scenarios to enhance learning and practical application. They will also have access to valuable resources, recommended readings, and mentorship opportunities to support their apostolic journey.

By the end of the course, students will have a deep understanding of the Apostolic Office and be empowered to step into their calling as apostles. Whether individuals are already functioning in apostolic ministry or aspiring to become apostles, this course provides the necessary guidance, knowledge, and spiritual foundation to navigate the voyage to Apostolic Office.

APST 306: Apostolic Governance 21st Century: How to Build an Apostolic Center

The course "Apostolic Governance 21st Century: How to Build an Apostolic Center" is designed to equip individuals with the knowledge and tools needed to establish and run an effective apostolic center in the modern world. Apostolic governance is a biblical principle that involves the establishment of apostolic leaders who are called to govern and guide the church. This course will explore the biblical foundations of apostolic governance and how it applies to the 21st century context.

Participants will learn about the various roles and responsibilities of apostolic leaders, including their function in providing oversight, direction, and spiritual authority. The course will also cover practical aspects, such as creating a vision and mission statement, developing a governance structure, and establishing effective ministry teams. Throughout the course, participants will engage in

discussions, case studies, and practical exercises to deepen their understanding of apostolic governance and its practical implementation. They will also have the opportunity to learn from experienced apostolic leaders who have successfully built and led apostolic centers.

By the end of the course, participants will have a comprehensive understanding of apostolic governance and the necessary skills to build and lead an apostolic center in the 21st century. This course is ideal for pastors, church leaders, and individuals seeking to establish or improve their apostolic ministry.

APST 307:   Roles and Traits of an Apostolic Church

The Roles and Traits of an Apostolic Church is a comprehensive course that delves into the foundations, roles, and characteristics of an apostolic church. This course is designed to provide learners with a deep understanding of what it means to be a part of an apostolic church and the biblical principles that shape its functionality and mission.

By the end of this course, learners will have gained a comprehensive understanding of the roles and traits of an apostolic church, enabling them to actively participate and contribute to the growth and mission of an apostolic church community.

APST 308:   Apostolic Pioneering

Apostolic Pioneering is a course that explores the principles and practices of starting and leading new apostolic works in various contexts. The course is designed for individuals who have a passion for pioneering, church planting, and extending the Kingdom of God to unreached areas. The course begins by examining the biblical foundation of apostolic pioneering, studying the lives and ministries of apostles in the New Testament. Students will gain a deeper understanding of their calling as pioneers and learn how to identify and embrace their unique apostolic gifting.

The course then moves on to practical aspects of apostolic pioneering, such as developing a vision, creating a strategic plan, and mobilizing

resources. Students will learn how to assess the spiritual and cultural climate of a new area and develop strategies to effectively reach and disciple the local population. Throughout the course, students will also explore the importance of prayer and spiritual warfare in pioneering work. They will learn how to cultivate a strong spiritual life and develop strategies for overcoming obstacles and opposition in the field.

Additionally, the course will cover relevant topics such as team building, leadership development, and effective communication in cross-cultural contexts. Students will gain practical tools and skills to build and lead a team of like-minded individuals focused on advancing the Kingdom of God.

By the end of the course, students will have a solid understanding of the principles and practices of apostolic pioneering. They will be equipped with the necessary knowledge and skills to effectively engage with unchurched communities and establish thriving apostolic works in various contexts. Whether their calling is to start a church plant, initiate a social enterprise, or pioneer a ministry, this course will provide a solid foundation for their pioneering journey.

APST 309:   Apostles and Prophets: The Ministry of Apostles and Prophets Throughout the Generations

In this course, we will explore the role of apostles and prophets throughout the generations in Christian ministry. We will examine their biblical foundation, their characteristics, and the impact they have had on the Church. The course will begin with an overview of apostles and prophets in the New Testament, focusing on the lives and ministries of key figures such as Paul, Peter, and John. We will study their callings, their distinctive roles in spreading the Gospel, and their relationships with other early Christian leaders.

Next, we will trace the development of apostolic and prophetic ministry through church history. We will explore how these ministries were understood and practiced in different eras, considering the influence of figures like Ignatius of Antioch, Augustine of Hippo, and Martin Luther. We will also examine the debates and controversies

surrounding the recognition and legitimacy of modern apostles and prophets. We will discuss the different theological perspectives on these ministries, and the criteria for discerning genuine apostles and prophets in a contemporary context.

Throughout the course, we will also delve into the practical implications of apostolic and prophetic ministry for today's Church. We will explore the role of apostles and prophets in leadership, church planting, mission work, and the equipping of the saints. We will discuss their relationship with other ministries and their contribution to the overall spiritual edification of the body of Christ. By the end of the course, students will have a deep understanding of the ministry of apostles and prophets throughout history and will be equipped to engage with the ongoing discussion and practice of these ministries in the Church today.

APST 310: Aligning with the Apostolic: Volume 2: Apostles and Apostolic Movement in the Seven Mountains of Cultures.

Aligning with the Apostolic: Volume 2: Apostles and Apostolic Movement in the Seven Mountain Culture" is a comprehensive course that explores the role of apostles and the apostolic movement within the context of the Seven Mountain Culture. The course dives deep into the biblical foundations of apostleship, examining the characteristics, functions, and responsibilities of apostles in the Church. Students will gain a thorough understanding of how apostles are called, appointed, and empowered by God to advance His Kingdom on earth.

Furthermore, the course explores the apostolic movement and its impact on various spheres of society, known as the Seven Mountains. These mountains include areas such as government, education, media, arts and entertainment, business, family, and religion. Students will learn how apostles and the apostolic movement are vital in bringing about transformation and reformation in these spheres. Throughout the course, students will study real-life examples of apostolic leaders who have effectively influenced their respective spheres of influence. They will also examine strategies and best practices for effectively aligning with the apostolic movement and bringing about lasting change.

By the end of this course, students will have a deep understanding of the role of apostles and the apostolic movement in the Seven Mountain Culture. They will be equipped with the knowledge and tools necessary to align themselves with the apostolic principles and bring transformation in their own spheres of influence.

Senior Year 4:

LDR 400: Fanning the Flames: How to Stir Up Your Spiritual Gifts and Callings

Are you looking to unleash the full potential of your spiritual gifts and calling? Fanning the Flames: How to Stir Up Your Spiritual Gifts and Calling is a transformative course designed to help individuals ignite their spiritual fire and step into their unique callings with confidence and purpose. Through a combination of insightful teachings, practical exercises, and engaging discussions, this course aims to empower participants to discover, develop, and deploy their spiritual gifts in order to make a significant impact in their personal lives and the world around them. Throughout this course, students will engage in guided discussions, group activities, and personal reflection assignments to further their understanding and application of the concepts presented. Additionally, students will have access to an online community where they can connect with fellow learners, share insights, and receive support and encouragement on their journey.

LDR 401: Social Media Marketing: 9 Easy Steps Using Facebook, Instagram and Pinterest

This course the student will learn how to effectively promote marketplace ministry using popular platforms such as Facebook, Instagram, and Pinterest. In this course, the student will be guided through nine easy-to- follow steps that will help them harness the power of social media to build brand, engage with target audience, and drive more traffic to the website. By the end of this course, the student will have the necessary knowledge and tools to successfully navigate the world of social media marketing using.

LDR 402: The 21 Irrefutable Laws of Leadership

This course explores the timeless laws that govern successful leadership and provide practical insights and techniques to enhance individual leadership skills. The course will be delivered through a combination of lecturers, interactive discussions, case studies and practical exercises. Students will have the opportunity to apply the laws to real-life scenarios and receive feedback from the instructors and fellow students. Additional resources such as readings and videos will be provided to supplement the learning experience. By the end of this course, students will have a solid understanding and the ability to apply them to their specific leadership roles. They will gain the confidence and skills necessary to lead with purpose, influence others positively, and make a lasting impact in their organization and communities.

LDR 403: The 16 Undeniable Laws of Communication

This course is designed to explore the fundamental principles that govern successful communication, equipping the student with the skills and knowledge necessary to become a powerful and persuasive communicator. By the end of the course, students will have a comprehensive understanding of the 16 undeniable laws of communication and will have developed the skills necessary to become more effective communicators in both personal and professional settings.

LDR 404: How to Form a Non-Profit Corporation: A Step-by-Step Guide to Forming a 501 (C) (3) Non-Profit in any State

IRS laws and regulations govern the formation, staffing, and operation of nonprofit organizations. In this course, students will gain an understanding of how to launch, structure, and manage a nonprofit in ways that avoids, to the extent possible, violations of the law, lawsuits, and financial scandals. While recognizing the importance of compliance, students will also learn about sustaining the success of the nonprofit.

LDR 405: Harvard Business Review-100 Strategic Business Planning on Strategy

This course is designed to provide students with a comprehensive understanding of strategic business planning with the context of developing effective strategies. Students will explore different strategic frameworks and models to analyze competitive environments and identify potential growth opportunities. Emphasis will be placed on the process of formulating, implementing, and evaluating business strategies to ensure organizational success. By the end of this course, students will have developed a solid foundation in strategic business planning and be equipped with the skills necessary to analyze, formulate, implement, and evaluate successful business strategies.

LDR 406: It's Up to You: Learn Ten Powerful Leadership Practices

In this dynamic and interactive course, students will have the opportunity to enhance their leadership skills by learning and mastering ten powerful leadership practices. Effective leadership is essential in today's fast-paced and challenging business environment, and this course aims to provide individuals with the tools and knowledge necessary to lead with confidence and success. Throughout this course students will delve into the various leadership practices that are crucial for inspiring and motivating teams, fostering innovation, and driving organizational excellence. Each practice will be explored in detail, providing students with a deep understanding of its importance and practical application in both professional, personal and marketplace ministry. Through engaging discussions, real-life case studies, and practical exercises, students will have the opportunity to apply their learning and develop their own unique leadership style. The course is suitable for students at all levels who aspire to become effective leaders, as well as those seeking to enhance their existing leadership skills.

LDR 407: Harvard Business Review-Emotional Intelligence Series

In this dynamic and fast-paced world. Individuals

with high emotional intelligence (EI) are valued for their ability to navigate interpersonal relationships, manage stress, and lead successful and fulfilling lives. This course serves as an introduction to emotional intelligence, equipping students with knowledge and practical skills necessary to enhance their EI in various personal and professional contexts. Through a combination of theoretical foundations and experiential learning, this course explores the five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Students will gain a deep understanding of these components and learn how to develop and apply them effectively. Throughout the course, the students will engage in a variety of interactive activities, case studies, role plays, and self-assessments aimed at enhancing their emotional intelligence. They will examine their own emotional strengths and weakness and devise strategies for personal growth and improvement. Additionally, students will explore the impact of emotional intelligence on effective communication, conflict resolution, team collaboration, and leadership.

LDR 408: Jack Welch and Leadership

The Jack Welch and Leadership course offers students a comprehensive exploration of the principles and strategies pioneered by Jack Welch, one of the most iconic business leaders of our time. This course aims to provide a deep understanding of the leadership philosophies and techniques that propelled Jack Welch to transform General Electric (GE) into one of the world's most successful and admired companies. Through an engaging blend of lectures, case studies, discussions, and interactive exercises, students will develop a solid foundation in leadership theory and practice, applying key concepts from Jack Welch "Winning" to real-world scenarios. The course emphasizes the development of essential leadership skills, enabling students to enhance their effectiveness as leaders in various professional contexts. By the end of this course, students will be equipped with the knowledge, skills and insight necessary to lead with confidence, inspiring and driving their teams towards sustainable success in today's dynamic and competitive business landscape.

LDR 409: Changing the Game: Negotiations and Competitive and Decision Making

This course is designed to equip the students with the skills, knowledge, and mindset needed to excel in negotiations and strategic decision-making scenarios. Through a combination of interactive lectures, case studies, simulations and role-plays this course will provide students with a deep understanding of key negotiation and decision-making concepts and theories. Students will learn how to apply these principles in real-world settings, honing their abilities to influence, persuade, and negotiate win-win outcomes that create value. Whether you are a business professional seeking to enhance your negotiation abilities or an aspiring leader looking to improve your strategic decision-making skills, the course will provide the tools needed for professional growth.

LDR 410: Harvard Business Review 20-Minute Manager Series

This course provides managers with powerful resources that address their everyday challenges. The series has been developed specifically to meet this need, providing busy managers with actionable insights and strategies in just 20 minutes. In this course, the student will gain access to a collection of practical guides, tools, and advice curated by the Harvard Business Review, one of the most respected authorities in the field of management. Each module in the series focuses on a specific managerial skill or topic, allowing the student to dive deep into areas that are most relevant to their role as a manager. Throughout this course, the student will learn how to effectively manage and lead teams, make crucial business decisions, communicate with impact, and develop strong interpersonal skills.

The Norman Odell Warren, Sr.
School of Masters of DIVINITY

Master Of Divinity

The Norman Odell Warren, Sr. School of Masters of Arts - Christian Leadership is named in honor of the late father of Dr. Annette Wright, OPISOP's founder. Mr. Warren was an advocate, a leader, and a student of the Word of God. His exceptional leadership skills were displayed in the federal sector, in the marketplace, and by partnering with non-profit governmental agencies that trained people to display Kingdom leadership principles.

At the heart of the school is the Masters of Arts - Christian Leadership. The degree program graduates students prepared to exercise wise, courageous, and Christ-centered leadership in ministry, marketplace, educational, governmental, and nonprofit arenas (among others). Its focus on the apostolic and the prophetic means that students learn how to advance the Kingdom of Heaven on the earth by hearing and heeding the voice of God. Students are equipped to exercise the godly influence that changes their environment for Christ.

Duration of Academic Program: **2 years GPA Minimum: 3.5**

Credit Hours: **3 per course**

Total Credit Hours for the Master of Arts two-year program is **36 credit units**.

Graduates of the program will emerge:

• With an apostolic and prophetic education

• With a strengthened Christ-centered worldview

• Better equipped for Kingdom-minded leadership

• As wise, strong, and courageous leaders

Courses

KL 500:   Managerial Accounting

KL 501:   Financial Management

KL 502:   Human Resource Management

KL 503:   Being Leaders: The Nature of Christian Leadership

KL 504:   Religion, Economics, and Public Policy: Ironies, Tragedies, and Absurdities of Contemporary Cultural Wars

KL 505:   Strategic Planning: An Interactive Process of Leaders

KL 506:   Operational Management

KL 507:   Prophetic Warrior: Operating in your Prophetic Authority

KL 508:   Apostolic and Prophetic in the American Culture

KL 509:   Apostolic Leadership 21st Century

KL 510:   Applied Leadership Thesis I

KL 511:   Applied Leadership Thesis II

NOW Course Descriptions

KL500 Managerial Accounting

Managerial accounting is a fundamental course designed to equip students with the knowledge and skills necessary for effective management decision-making. This course focuses on the application of accounting concepts and techniques to assist managers in planning, controlling, and making informed business decisions. Through a combination of theoretical discussions, practical case studies, and hands-on exercises, students will gain a deep understanding of various managerial accounting topics. These topics include cost behavior, cost-volume-profit analysis, budgeting, performance evaluation, and strategic decision-making.

The course also explores different costing systems, such as job order costing, process costing, and activity- based costing, along with their application in different industry contexts. Students will learn how to accurately allocate costs, tracking and evaluating expenses, determining product and service prices, and finding cost-saving opportunities. Additionally, students will develop skills in using managerial accounting tools and software, such as spreadsheet applications, to analyze and interpret financial data. The course will also focus on effective communication of accounting information to stakeholders, including managers, executives, and potential investors.

By the end of the course, students will be able to identify and analyze relevant financial information, present financial data in a clear and concise manner, and make informed managerial decisions based on financial analysis.

KL501 Financial Management

Financial Management is a course that introduces students to the basic principles and techniques of managing finances in businesses and organizations. The course focuses on understanding and utilizing financial statements, analyzing financial data, and making informed decisions based on financial information. Students will learn about various financial management topics such as budgeting, financial planning, cost analysis, and capital budgeting. They will also learn about the time value of money, risk and return, and financial markets.

The course will provide students with the skills and knowledge necessary to assess the financial health of a company, make sound financial decisions, and effectively manage financial resources. Students will also gain an understanding of the role of financial managers in organizations and how they contribute to the overall success of the business.

Throughout the course, students will engage in practical exercises and case studies to apply the concepts and principles learned in real-world scenarios. By the end of the course, students will have a solid foundation in financial management and be equipped to make informed financial decisions in organizations.

KL 502 Human Resource Management

Human Resources Management is a course that provides a comprehensive overview of the field of human resources. The course covers a range of topics including recruitment and selection, employee training and development, performance management, compensation and benefits, and employee relations. Students will learn about the role of human resources professionals in managing and developing the workforce within an organization. The course aims to provide students with a deep understanding of the key principles and practices of human resources management. Students will learn how to effectively attract, select, and onboard new employees, as well as how to design and implement training and development programs to enhance employee performance and career development.

The course also explores strategies for managing employee performance, including setting performance goals, conducting performance appraisals, and providing feedback and coaching.

Students will learn about different compensation and benefits systems, and how to design and administer employee compensation plans. Additionally, the course will cover employee relations, including managing employee grievances and conflicts, and fostering a positive work environment. Students will also learn about legal and ethical considerations in human resources management, including equal employment opportunity and diversity management.

Throughout the course, students will engage in case studies, group discussions, and project work to apply their learning to real-world scenarios. By the end of the course, students will have gained a solid foundation in human resources management and will be equipped with the knowledge and skills to effectively manage human resources within an organization.

KL 503: Being Leaders: The Nature of Christian Leadership

Being Leaders: The Nature of Christian Leadership is a comprehensive course designed to explore the principles and practices of leadership from a Christian perspective. This course delves into the unique qualities, values, and responsibilities of Christian leaders in various contexts, including the church, workplace, and community.

The course begins by examining the biblical foundations of leadership, exploring stories and teachings from both the Old and New Testaments that provide insights into God's vision for leadership. Students will reflect on examples of effective and ineffective leadership in Scripture and learn to apply these lessons to contemporary leadership challenges. Throughout the course, students will also engage with theological perspectives on leadership, exploring topics such as servant leadership, humility, integrity, and the role of the Holy Spirit in guiding and empowering leaders. Attention will be given to the development of character traits that align with Christian values and enable leaders to serve and inspire others effectively.

In addition to the theoretical foundations, this course also emphasizes practical skills and strategies for effective leadership. Students will learn how to cultivate and communicate a compelling vision, build and empower teams, navigate conflict, and make ethical decisions based on biblical principles. Case studies and real-life examples will be used to illustrate these concepts and allow for application and discussion.

Finally, this course addresses the challenges and tensions that Christian leaders may face in the modern world, such as balancing faith and professional responsibilities, leading in multicultural or diverse contexts, and dealing with the pressures of leadership. Students will engage in critical reflection and dialogue to develop their own personal philosophy of Christian leadership and consider how to navigate these challenges with integrity and authenticity. By the end of this course, students will have a deeper understanding of the nature of Christian leadership and the qualities and skills required to be effective leaders in various spheres of influence. Students will be equipped to lead with integrity, compassion, and a commitment to serving others, grounded in a biblical worldview.

KL 504: Religion, Economics, and Public Policy: Ironies, Tragedies, and Absurdities of Contemporary Cultural Wars

This course explores the intricate intersections between religion, economics, and public policy in the context of contemporary cultural wars. It delves into the ironies, tragedies, and absurdities that arise as different ideologies clash, shaping our societal landscape. The course begins by examining the historical foundations and theoretical frameworks that underpin the relationship between religion, economics, and public policy. It explores the role of religion in shaping economic systems and the influence of economic factors on religious beliefs and practices.

Moving forward, the course critically analyzes specific cultural wars that have emerged in recent times, highlighting the complexities and contradictions present in these conflicts. Topics may include debates over reproductive rights, gender equality, immigration, poverty, and environmental policy. Through case studies and current events analysis, students gain a deeper understanding of how religion, economics, and

public policy intersect in these contentious issues.

The course also delves into the inherent ironies, tragedies, and absurdities that arise in contemporary cultural wars. Students critically examine how religious values often clash with economic realities and how public policy decisions can challenge or reinforce these tensions. By exploring these ironies, tragedies, and absurdities, students gain insight into the complexities of navigating cultural wars in the modern world.

Throughout the course, students engage in critical analysis, class discussions, and research projects to develop a nuanced understanding of the complexities inherent in the intersections of religion, economics, and public policy. They are encouraged to think critically about the implications of these cultural wars and to explore potential ways to bridge divides and promote dialogue.

By the end of the course, students will have a comprehensive understanding of the ironies, tragedies, and absurdities that arise in contemporary cultural wars surrounding religion, economics, and public policy.

They will be equipped with the analytical tools to assess these conflicts and to consider potential strategies for resolving or managing them in the pursuit of a more inclusive and cohesive society.

KL 505: Strategic Planning: An Interactive Process of Leadership

Strategic Planning: An Interactive Process of Leaders is a comprehensive course designed to equip leaders with the knowledge and skills necessary to effectively develop and execute strategic plans. In today's dynamic and competitive business environment, strategic planning is essential for organizations to thrive and achieve their goals. This course aims to provide leaders with a deep understanding of the strategic planning process and how it can be applied to drive organizational success. Participants will learn key concepts, frameworks, and tools required to develop a clear and actionable strategic plan.

Through interactive exercises, case studies, and practical examples, participants will develop the ability to identify and analyze internal and external factors that shape strategic decisions. They will learn how to set meaningful and achievable strategic goals, create strategies to achieve those goals, and design implementation plans.

Students will also explore the importance of effective communication and leadership in strategic planning, as well as change management strategies to ensure successful plan execution. Throughout the course, participants will have the opportunity to engage in discussions, share their experiences, and learn from the instructor and fellow learners. By the end of this course, participants will have a comprehensive understanding of the strategic planning process and be equipped with the knowledge and tools to drive strategic growth and success in their organizations. Whether you are a current or aspiring leader, this course will provide you with valuable insights and practical skills to excel in the strategic planning role.

KL 506 Operational Management

Operational management is a critical component of any organization that involves the planning, organizing, and controlling of resources to achieve organizational goals and objectives. This course provides an overview of the principles and techniques involved in operational management and focuses on developing the skills required to effectively manage operations. The course begins by introducing the basic concepts and functions of operations management, including the transformation process, productivity, quality management, and supply chain management. Students will learn how to analyze operations processes, identify opportunities for improvement, and implement strategies for enhanced efficiency.

The course also covers topics such as forecasting and capacity planning, inventory management, project management, and lean management. Students will be introduced to various tools and techniques used in operational management, such as process mapping, value stream mapping, six sigma, and just-in-time inventory control.

Through case studies, group projects, and real-world examples, students will have the opportunity to apply the concepts and techniques learned in the course to analyze and solve operational

management problems. Emphasis will be placed on developing critical thinking, problem-solving, and decision-making skills in the context of operational management.

Upon completion of the course, students will have a solid understanding of the principles and techniques of operational management and will be equipped with the skills necessary to effectively manage operations in various industries and organizational settings.

KL 507: Prophetic Warrior: Operating in Your Prophetic Authority

Prophetic Warrior: Operating in your Prophetic Authority is a course that equips individuals to effectively navigate the realm of prophetic ministry and activate their prophetic gifting. Through a mixture of biblical teaching, practical exercises, and personal reflections, participants will be empowered to walk in their prophetic authority with clarity, confidence, and sensitivity to the leading of the Holy Spirit.

Topics covered in this course include:
Understanding the Prophetic: An overview of the prophetic ministry and its significance in the church today. Participants will learn about the different types of prophetic gifts and how to discern and cultivate their own prophetic calling.

Operating in Prophetic Authority: This module focuses on developing a strong foundation in the Word of God, cultivating intimacy with God, and growing in spiritual maturity. Participants will also learn about the role of prayer, fasting, and spiritual warfare in activating their prophetic authority.
Hearing and Releasing the Prophetic Word: Participants will be taught practical tools and techniques for hearing God's voice and delivering prophetic words with clarity, accuracy, and love. They will also learn how to properly interpret and apply the prophetic word in various contexts, such as personal prophecy, corporate settings, and intercession.

Discernment and Accountability: This module emphasizes the importance of discernment in prophetic ministry and explores strategies for maintaining accountability to ensure the accuracy and integrity of the prophetic word. Participants

will also learn how to handle potential pitfalls and challenges that may arise in prophetic ministry.

Prophetic Activation and Practice: Through hands-on exercises, participants will have the opportunity to activate their prophetic gifts and practice delivering prophetic words in a safe and supportive environment. They will receive feedback and guidance from experienced instructors and fellow classmates, allowing them to grow in confidence and proficiency.

By the end of this course, participants will have a strong foundation in prophetic ministry and be equipped to walk in their prophetic authority, impacting their church, community, and personal lives with the transformative power of the prophetic word.

KL 508 Apostolic and Prophetic in the American Cultural

The course "Apostolic and Prophetic in the American Culture" explores the role of apostolic and prophetic movements within the context of American culture and society. This course delves into the historical origins and development of these movements, their theological foundations, and their impact on various aspects of American life. The course begins by examining the biblical foundations of apostolic and prophetic ministries, with a focus on understanding their significance and purpose within Christian theology. Students will then explore how these movements have evolved and adapted within the American context, and how they have influenced religious practices, beliefs, and expressions.

The course also explores the relationship between apostolic and prophetic movements and other social and cultural phenomena in America. Students will examine the intersections between these movements and issues such as politics, race, gender, and popular culture, and analyze how apostolic and prophetic voices have shaped and been shaped by these aspects of American society.

Throughout the course, students will engage with primary and secondary source materials, including theological texts, historical documents, and cultural artifacts, to deepen their understanding

of the apostolic and prophetic movements in the American culture. They will also have the opportunity to critically evaluate and reflect on the significance and implications of these movements for contemporary American Christianity.

By the end of the course, students will have gained a comprehensive understanding of the apostolic and prophetic movements in the American culture and will be equipped to critically analyze and engage with related issues in contemporary society.

KL 509   Apostolic Leadership in the 21st Century

Apostolic leadership is not limited to those who have been commissioned as apostles nor those blessed with the grace gift of apostle nor those who are engaged in ministry. The Greek "apostolos" means sent one. It was used in ancient Greece to, among other things, refer to admirals sent by the king to distant lands to establish Greece culture. Simply put, to be apostolic means to be sent to establish culture. For Kingdom-minded leaders this means being sent to establish the culture of the Kingdom of God. This course will help students to do just that in their respective spheres of influence. It is designed to help Kingdom-minded leaders to increase the display of Kingdom values, attitudes, and beliefs in those places where they exercise influence whether those places are in ministry arenas or marketplace arenas.

By the end of the course, still have a greater understanding of how to think and lead apostolically, how to lead organizations through changes that create an environment that displays Kingdom values and principles, and to align their environment with the culture of the Kingdom.

KL 510   Applied Leadership Thesis I

In this capstone course, students will:
 • Synthesize prior learning to develop an applied leadership thesis statement related to Kingdom leadership and the student's area of focus.
 • Find and organize primary and secondary sources for research
 • Apply principles of graduate research methodology in developing an approved thesis

 proposal
• Develop an applied ministry thesis outline
• Find and use graduate-level research and writing resources for crafting an acceptable applied ministry thesis

KL 511   Applied Leadership Thesis II

Students will build upon the work they completed in Applied Leadership Thesis I to:
• Write an applied leadership thesis project
• Integrate program content, biblical research, and prior learning to develop an applied leadership thesis as a foundation for implementing a comprehensive strategy for leadership in the student's unique setting.

The Greg and Linda Wallace
School of Advanced Leadership

Leadership is named for the apostolic and prophetic overseers of OPISOP. Dr. Greg Wallace is an influential apostolic thought leader. His book on apostolic governance is used as a textbook in Christian institutions of higher learning in Africa as well as in America. Dr. Linda Wallace has ministered on the prophetic in six of the seven continents of the globe. She is considered a confidante, a coach, and a spiritual influencer by women all over the world.

The certificate program in Transformational Leadership is one of the centerpieces of the School of Advanced Leadership. Societies are governed by laws, but they are influenced by culture. The courses in the program are designed to help experienced professionals to better exercise influence in their respective spheres of culture. The goal of the program is to help leaders become better at leading cultural change by equipping them with the mindset, the methods, the tools, and the techniques, including the spiritual exercise of their apostolic and prophetic gifts, to be thought leaders and cultural architects.

The primary goal of the School of Advanced Leadership is to offer courses that increase the impact and influence of leaders in their current role and increase their capacity to step into higher level roles. Apostolic and prophetic leaders engaged in ministry as well as apostolic and prophetic leaders in the marketplace will be enriched by completing the courses offered by the school.

The school offers two types of courses.

• The first type of course is continuing education. These courses are designed to help leaders increase their performance in their current roles. They recognize the old saying that the best way to get your next job is to do your current job with excellence.

• The second type of course is professional development. These courses are designed to help executives move to the next level in their career progression, e.g., from a director to a C-Suite role. They enlarge the capacity of leaders to lead other leaders, lead networks, and even lead movements.

Continuing Education

Ministry
CE 600:   Agents of Transformation: A Guide to Effective Cross- Cultural Ministry
CE 601:   Kingdom: The Story of Scripture and Living in the Kingdom of God
CE 602:   Unstoppable Kingdom: Apostolic Leadership
CE 603:   Cultural Transformation and Religious Practice
CE 604:   Leading Kingdom Movements

Marketplace
CE 650:   Take Flight Analysis: Chameleon Leadership
CE 651:   Marketing Management
CE 652:   Management and Information Systems
CE 653:   Financial Planning & Strategy
CE 654:   Crucial Accountability
CE 655:   Crucial Conversations
CE 656:   Lead From the Heart: Transformational Leadership for the 21st Century
CE 657:   Radical Transformational Leadership: A Strategic Action for Change Agents

CE 658:   Strength Based Leadership

Professional Development:

Professional Development courses are designed for leaders who seek to advance to higher levels of responsibility, greater impact, and more significant influence.

Ministry
PD 700:   The Church and Its Challenges
PD 701:   Rethinking Church Models
PD 702:   Revival and Social Transformation

Marketplace
PD 703:   Transformational Leadership
PD 704:   Igniting Social Transformation
PD 705:   Kingdom-Minded Leadership in the 21st Century

Course Descriptions

CE 600: Agents of Transformation: A guide to Effective Cross-Cultural Ministry

Agents of Transformation: A guide to Effective Cross-Cultural Ministry is a comprehensive course designed to equip individuals with the knowledge and skills necessary for successful engagement in cross-cultural ministry. This course is specifically tailored for those who are passionate about making a positive impact on different cultures and communities and aims to provide a solid foundation for effective cross-cultural work.

Throughout this course, students will explore various aspects of cross-cultural ministry, examining key concepts, theories, and practical strategies. They will develop an understanding of the importance of cultural intelligence and sensitivity when working in diverse contexts, as well as gaining insights into specific challenges and opportunities that arise in cross-cultural settings.

By the end of this course, students will have gained the knowledge and skills necessary to engage effectively in cross-cultural ministry. They will be equipped to build strong relationships, navigate cultural differences, and contextualize the Gospel message in a meaningful and culturally relevant way. This course serves as a guide for individuals who aspire to be agents of transformation in diverse cultural contexts.

CE 601: Kingdom: The Story of the Scriptures and Living in the Kingdom of God

Kingdom: The Story of the Scriptures and Living in the Kingdom of God is a comprehensive course that explores the biblical concept of the Kingdom of God. The course aims to provide participants with a deep understanding of the Kingdom as it is presented throughout the Scriptures and how it applies to their lives today. The course begins by examining the foundational teachings of the Kingdom of God in both the Old and New Testaments. Participants will explore key passages and themes related to God's Kingdom, including the reign of God, the establishment of the Kingdom, and the role of humanity in the Kingdom.

As the course progresses, participants will delve into the life and teachings of Jesus Christ as the ultimate revelation of the Kingdom of God. They will study Jesus' parables, teachings, and actions that reveal the nature of the Kingdom and its implications for believers.

Moreover, this course will emphasize the application of Kingdom principles to daily living. Participants will learn how to live as citizens of God's Kingdom, seeking His will, embodying His values, and participating in His redemptive mission. Throughout the course, participants will engage in critical reflection, group discussions, and experiential learning activities to deepen their understanding of the Kingdom of God and its significance in their lives. They will also be encouraged to apply the principles learned to their personal spheres of influence, including family, work, and community.

By the end of the course, participants will have a solid grasp of the biblical narrative concerning the Kingdom of God and how it impacts their present reality. They will be equipped to live as Kingdom-minded individuals who contribute to the transformation of their communities and society at large.

CE 603: Cultural Transformation and Religious Practices

The course that explores the intersection between culture, religion, and society. The course is designed to provide students with an understanding of the dynamic relationship between religious practices and cultural transformation throughout history and across different societies. The course begins by examining the key concepts and theories related to culture and religion, including the role of ritual, symbolism, and belief systems in shaping individual and collective identities. Students will learn about various sociological and anthropological approaches to analyzing religious practices and their impact on cultural change.

The course also delves into case studies from different regions of the world to explore specific examples of cultural transformation through religious practices. These case studies may include the impact of Christianity on European

society, the role of Buddhism in shaping East Asian cultures, or the influence of Islam in Middle Eastern societies. Students will analyze these examples to understand how religion can act as a catalyst for social, political, and economic changes. Additionally, the course explores contemporary issues related to cultural transformation and religious practices. Topics such as globalization, secularization, religious pluralism, and the rise of new religious movements will be discussed to understand their impact on societies and cultures around the world.

Throughout the course, students will engage in critical analysis and reflection on the complex relationship between culture and religion. They will develop the skills to analyze and interpret religious practices within their cultural and societal contexts and understand how these practices contribute to cultural change and transformation. By the end of the course, students will have gained a deeper understanding of the role of religion in shaping cultures and societies, and they will be equipped with analytical tools to critically evaluate the impact of religious practices on cultural transformation.
CE 604 Leading Kingdom Movements

The course "Leading Kingdom Movement" is designed to equip and empower individuals with the skills and knowledge needed to lead and advance the Kingdom of God. This course focuses on developing leadership qualities, biblical principles, and strategic planning to effectively lead and mobilize a movement that seeks to impact society and transform lives. Throughout the course, students will explore the characteristics of Kingdom leaders and learn how to cultivate these qualities in themselves. They will examine the principles of effective leadership found in the Scriptures and study the lives of biblical leaders to gain insights and inspiration. Additionally, students will be exposed to various leadership models and theories that can be applied in the context of Kingdom movements.

Strategic planning and implementation are crucial aspects of leading a Kingdom movement, and this course will provide a framework for developing effective strategies. Students will learn how to cast a vision, set goals, and create action plans that align with Kingdom principles. They will also explore different approaches to mobilizing and engaging a diverse group of people, fostering

unity, and creating a culture of collaboration and empowerment. The course will also delve into the importance of spiritual growth and emotional intelligence in leadership. Students will learn how to cultivate their own spiritual life and develop practices that sustain their spiritual well-being. They will also learn strategies for managing emotions, building resilience, and nurturing healthy relationships.

By the end of this course, students will have gained the necessary tools and insights to lead a Kingdom movement effectively. They will be equipped with leadership skills, a strong understanding of biblical principles, and the ability to create and implement strategic plans. Whether students aspire to lead a local church, a community project, or a global movement, this course will provide them with the foundation needed to lead with passion, integrity, and impact.

Marketplace

CE 650:   **Take Flight Analysis: Chameleon Leadership**

This course is designed to help individuals understand and develop their leadership skills using the Take Flight methodology. This course focuses on the concept of Chameleon Leadership, which emphasizes the importance of adaptability and flexibility in leadership. Throughout the course, participants will explore the different bird personalities represented in Take Flight Analysis, including the Eagle, Parrot, Dove, and Owl. These bird personalities represent different leadership styles and behaviors, and participants will learn how to identify their own dominant style as well as the styles of others.

By understanding the different bird personalities and their associated strengths and weaknesses, participants will be able to adapt their leadership approach to effectively work with individuals of different personalities. Through interactive exercises, case studies, and group discussions, participants will also learn how to communicate, motivate, and engage team members based on their unique bird personalities. Additionally, the course will delve into the concept of emotional intelligence and its relevance to leadership.

Participants will learn how to develop emotional intelligence and use it as a tool to enhance their leadership effectiveness. They will also explore the importance of self-awareness and self-management in leadership, as well as the impact of emotional intelligence on building and maintaining strong relationships with colleagues.

By the end of this course, students will have a deeper understanding of their own leadership style, as well as the ability to recognize and adapt to the leadership styles of others. They will have developed important skills in communication, emotional intelligence, and relationship building, which are essential for effective leadership in any setting.

Overall, CE650 Take Flight Analysis: Chameleon Leadership provides a comprehensive and practical approach to developing leadership skills through understanding and adapting to different personalities. This course is suitable for professionals at all levels of leadership and is particularly beneficial for those who work in team-oriented environments.

CE 651:   Marketing Management

Marketing Management is a course that introduces students to the principles and practices of marketing in a business organization. The course covers various topics related to the planning, implementation, and control of marketing strategies and campaigns. During the course, students will learn about the marketing concept, market segmentation, target marketing, and the marketing mix (product, price, place, and promotion). They will also gain an understanding of consumer behavior, market research, and marketing planning.

The course will explore different marketing methods and channels, including digital marketing, social media marketing, and traditional advertising. Students will analyze case studies and engage in discussions to develop their critical thinking and problem-solving skills. Furthermore, students will learn to develop marketing strategies that align with the overall business objectives of an organization. They will also learn how to measure the effectiveness of marketing campaigns and make appropriate adjustments based on market trends and consumer insights.

Overall, this course aims to equip students with the knowledge and skills necessary to effectively manage marketing activities in a business setting. By the end of the course, students should be able to develop comprehensive marketing plans, implement marketing strategies, and evaluate their success.

CE 652:   Management and Information System

Management and Information Systems is a course designed to provide students with the knowledge and understanding of how organizations can effectively manage information to improve decision-making and achieve strategic business goals. The course begins by introducing students to the fundamental concepts and principles of management, including planning, organizing, leading, and controlling. It covers various management theories and models and explores how these theories can be applied in the context of information systems.

The course then delves into the role of information systems in supporting and enhancing organizational performance. Students will learn about different types of information systems, such as transaction processing systems, management information systems, decision support systems, and executive information systems. They will also explore topics like database management, data analytics, and business intelligence.

The course further emphasizes the importance of information security and risk management. Students will study best practices for managing information security and protecting against potential threats and vulnerabilities. They will also learn about legal and ethical issues related to information systems and evaluate the impacts of these issues on organizational decision-making and operations.

Throughout the course, students will engage in case studies and practical exercises to apply the concepts and theories learned to real-world scenarios. They will also have the opportunity to explore emerging trends and technologies in the field of management and information systems, such as cloud computing, big data, and artificial

intelligence.

By the end of the course, students will have developed a solid understanding of how information systems can be effectively managed to drive organizational success. They will be equipped with the skills necessary to analyze, design, and implement information systems solutions and make informed decisions that align with organizational objectives.

CE 653:   Financial Planning & Strategy

Financial Planning & Strategy is a course that provides students with the essential knowledge and skills in developing effective financial plans and strategies for individuals, organizations, and businesses. The course covers various topics related to financial planning, including budgeting, investment management, risk assessment, retirement planning, and tax planning. Through this course, students are introduced to the fundamental principles and concepts of financial planning, such as understanding financial statements, financial goal setting, and cash flow management. They will also learn about the different types of financial instruments and assets, as well as the risks and returns associated with each.

Furthermore, the course delves into investment strategies and portfolio management, educating students on how to analyze and select appropriate investment vehicles based on risk tolerance and financial goals. Students will also acquire knowledge on evaluating investment performance and making investment adjustments. Another important aspect of the course is risk assessment and management. Students will explore various risk management techniques, including insurance planning, liability management, and asset protection strategies. This knowledge will enable them to identify potential risks and implement strategies to mitigate them effectively.

Additionally, the course covers retirement planning, addressing topics such as social security benefits, pension plans, and individual retirement accounts (IRAs). Students will gain an understanding of retirement income needs and various strategies for retirement savings.

Lastly, the course provides an overview of tax planning, focusing on how to minimize tax liabilities and maximize after-tax income. Students will learn about different tax codes, deductions, and credits applicable to individuals and businesses, enabling them to develop tax-efficient financial plans.

Throughout the course, students will engage in various practical exercises, case studies, and simulations to apply their knowledge and skills in real-world financial planning scenarios. By the end of the course, students will have a comprehensive understanding of financial planning principles and strategies that they can apply to personal financial planning or as professionals in the financial services industry.

CE 654:   Crucial Accountability

Crucial Accountability is a course that focuses on developing skills and strategies for holding others accountable in a constructive and productive manner. The course covers essential techniques for addressing difficult conversations, resolving conflicts, and fostering accountability within individuals and teams. The course begins by addressing the importance of accountability in personal and professional relationships, and the negative consequences of avoiding or mishandling accountability conversations. Participants learn how to identify accountability gaps and develop the mindset needed to address these gaps effectively.

The course provides a structured framework for holding others accountable, which includes creating a safe environment for dialogue, clearly establishing expectations and agreements, and understanding the root causes of accountability issues. Participants learn how to engage in honest and respectful conversations, using techniques such as active listening, assertiveness, and empathy. Throughout the course, participants practice applying the skills and strategies learned through real-life scenarios and role- playing exercises. They are given opportunities to receive feedback and guidance from facilitators and peers to strengthen their abilities.

By the end of the course, participants should have a thorough understanding of the principles and techniques necessary to hold others accountable effectively. They should feel confident in their ability

to address accountability gaps in a productive and positive manner, ultimately leading to improved performance, teamwork, and overall organizational success.

CE 655:   Crucial Conversations: Tools for Talking When the Stakes are High

Crucial Conversations: Tools for Talking When the Stakes are High is a course designed to help individuals improve their communication skills in difficult and high-pressure situations. The course provides participants with the necessary tools and strategies to effectively engage in crucial conversations, where emotions run high, opinions differ, and the stakes are significant.

During the course, participants will learn how to identify crucial conversations and understand the negative consequences that can arise from avoiding or mishandling them. They will explore various communication skills, techniques, and frameworks to approach such conversations in a way that encourages constructive dialogue and leads to better outcomes.

Throughout the course, participants will engage in interactive exercises, case studies, and role plays to practice applying the learned tools and techniques. They will receive feedback and guidance from the instructors to enhance their communication skills and address their specific challenges. By the end of the course, participants will have gained the confidence and skills necessary to engage in crucial conversations effectively. They will be equipped to navigate challenging situations, build stronger relationships, and achieve better outcomes in both personal and professional settings.

CE 656:   Lead from the Heart: Transformational Leadership in the 21st Century

In today's rapidly changing and interconnected world, traditional forms of leadership are becoming less effective. To thrive in the 21st century, leaders need to embrace new approaches that inspire and empower their teams to achieve extraordinary results. This course, "Lead From the Heart: Transformational Leadership in the 21st Century,"

equips participants with the knowledge and skills to become transformational leaders who create positive change and drive innovation.

Throughout the course, participants will explore the concept of transformational leadership, which focuses on developing authentic relationships, inspiring others, and fostering a shared vision. They will learn how to leverage empathy and emotional intelligence to connect with their team members on a deeper level, leading to increased trust, engagement, and productivity. Throughout the course, participants will engage in a combination of lectures, group discussions, case studies, and experiential activities. They will have the opportunity to apply their learning to real-world leadership challenges and receive feedback from both instructors and peers.

By the end of this course, participants will have gained the knowledge and skills necessary to become transformational leaders who can navigate change, inspire their teams, and drive innovation in the 21st century.

CE 657:   Radical Transformational Leadership: A Strategic Action for Change Agents

This course is designed to empower individuals to become effective change agents in their organizations and communities. The course explores the principles and practices of radical transformational leadership, which aims to create significant and lasting change by challenging the status quo and promoting innovative solutions. Throughout the course, students will develop a deep understanding of the key concepts and theories behind radical transformational leadership. They will explore the role of leadership in driving change, particularly in complex and dynamic environments. Students will also learn about the various approaches and strategies used by change agents to mobilize others and create a shared vision for change.

The course will provide students with practical tools and techniques to apply in their own leadership practice. They will learn how to analyze complex problems, develop effective change strategies, and implement action plans. Students will also have the opportunity to learn from real-world case

studies and engage in interactive discussions and simulations to enhance their learning experience.

Upon completion of the course, students will be equipped with the knowledge, skills, and mindset required to lead transformative change in various contexts. They will be able to identify and implement innovative solutions, inspire and motivate others, and navigate resistance and challenges that arise during the change process.

Overall, CE657 Radical Transformational Leadership: A Strategic Action for Change Agents is a comprehensive course that prepares individuals to become strategic and influential leaders who can drive meaningful change and create a positive impact in their organizations and communities.

CE 658:   Strength Based Leadership

Strength-based leadership is a course that focuses on developing and enhancing leadership skills by building on individual strengths and assets. This course aims to shift the traditional approach of leadership development that focuses on fixing weaknesses, to a more positive and empowering approach that leverages individual strengths. Through a combination of theory and practical exercises, this course explores the concept of strengths-based leadership and the benefits it provides in enhancing personal and team effectiveness. Participants will learn to identify their own unique strengths and apply them in leadership roles to achieve better outcomes.

The course will cover topics such as positive psychology, self-awareness, and self-reflection, as well as techniques for identifying and developing strengths in others. Participants will be introduced to various leadership models and theories that emphasize the importance of utilizing strengths to create a positive and productive work environment. Throughout the course, participants will engage in practical exercises, such as self-assessments, case studies, and group discussions, to apply the concepts learned and develop practical skills. By the end of the course, participants will have a thorough understanding of strengths-based leadership and will be equipped with the knowledge and tools to become more effective leaders by leveraging individual and team strengths.

Professional Development

Ministry

PD 700:   The Church and Its Challenges

The Church in America is facing various challenges, including the impact of the pandemic, a decline in the percentage of Americans who define themselves as religious, sexual misconduct allegations against some of its most prominent leaders, debates over Christian nationalism, inaccurate prophecies, etc. This course examines some of these challenges and explores the responses and approaches that might be taken by Kingdom-minded leaders to overcome them.

PD701:   Rethinking Church Models

Historical view of the classic church models: The role of women. Recent [mega church] and current [house church] strategies.

The course "Rethinking Church Models" offers a critical examination of traditional church structures and explores innovative approaches to creating meaningful and inclusive communities of faith.

The course begins with an exploration of the history and development of traditional church models, including local churches, mega churches, and small groups. It then examines more recent models, e.g., the house church model, online communities and more. Students will gain insights into the strengths and limitations of these models and be asked to suggest alternative models to achieve a community of believers as illustrated in the New Testament.

PD 702:   Revival and Social Transformation

This course takes a look at the link between certain revivals in America and social transformation. It then asks students to examine the role of Kingdom-minded leaders in lighting revival fires and initiating or furthering social transformation. The course also explores the role of Kingdom-minded leaders as cultural architects; among the concepts to be reviewed in this exploration are the social gospel, social justice, and socialism.

Marketplace

PD 703: **Transformational Leadership**

Increasingly Christian leaders occupy positions that are not ministry related. This course helps these leaders to exercise godly influence in arenas that are not overtly Christian. This course will explore innovative forms of Christian leadership in secular arenas.

PD 704: **Igniting Social Transformation**

Concepts that advanced Kingdom culture which seemed revolutionary at the time, e.g., the Seven Mountain Strategy, Church in the Marketplace, are decades old. How are we to advance Kingdom culture today? This course will examine contemporary concepts, various strategies and new approaches to social transformation. It will challenge students to develop new methodologies that establish Kingdom culture on earth.

PD 705: **Kingdom-Minded Leadership in the 21st Century**

A popular definition of leadership is: leadership is influence, as in influencing people. This course will explore the concept that apostolic and prophetic leadership is more about influencing culture than it is about influencing people. With that perspective students will examine the role of the apostolic and the prophetic in all aspects of leadership.

Tuition and Fees

Admission Fees Undergraduate Graduate Continuing Education Courses Professional Development Courses	**$30.00** Non-Refundable Fee
Information Technology Fee Populi - Learning Management System Microsoft Application Mobile Application	**$30.00** recurring monthly fee for students Enrolled in Courses
Other Fees Graduation Fees	**$1000.00**
Transfer Credit Fees	**$20.00** per credit hour
Lost Diploma	**$50.00**
Transcript Request Non-Sufficient Funds (NSF) Check Fees	**$20.00** **$35.00** per NSF Transaction
Tuition Fees Bachelor of Arts Master of Arts Continuing Education (CE) Professional Development (PD)	**$150.00** **$200.00** **$250.00** [Note: PD courses require significantly more time and effort, and their credit hours should be transferrable]
Bachelor of Arts (Total Costs)	**$ 18,000.00** [Note: According to US News, a bachelor's in ministry degree costs between $37,000 and $64,000.]
Master of Arts (Total Costs)	**$ 6,480.00** [Note: the median cost of an online M.A. is about $12,000]

NOTE: The tuition fees do not include the textbook(s), workbook(s), or reference reading materials. Upon request, additional book fees will be charged to the student's account, based on the particular course criteria. In addition, tuition and fee costs can change at any time without notice from the institution. After three times of unsuccessful payment for any reason, the student's account will be charged a $35.00 fee. This is known as an insufficient funds fee.

Scholarships & Discounts

The school has several scholarship opportunities, as well as discounts for international students from select countries, which may be available for those in need. Students should refer to the school website for more information or contact the Student Services office.

Financial Responsibility

Tuition bills must be paid in full at the beginning of each term, prior to registering for the subsequent term. OPISOP's philosophy is that students should not incur debt to pursue God's calling on their life.

Instead, OPISOP provides quality Christian education at the lowest possible cost. We firmly believe that students seeking and serving God should not be encumbered with debt. Therefore, OPISOP has a pay-as-you-go program.

Refund Policy

Tuition charges are based on the student's program and the total number of hours in which a student is enrolled on the first day of classes (as listed in the Academic Calendar). Refunds or tuition adjustments will be awarded according to the following guidelines.

If circumstances prevent matriculation before a student begins attending the school, monies above $30.00 application fee will be refunded. The $30.00 application fee is a non-refundable fee.
A tuition adjustment will be made when a student officially drops below 10 hours (9 hours or less) during the drop/add period. Official withdrawal is achieved by submitting a completed drop/add form to the Registrar. No adjustments will be made for students dropping individual classes after the drop/add period. The monthly technology fee is non-refundable.

A full tuition adjustment will be made when a student cancels or drops all classes before the drop/add deadline in any full semester term. For students whose initial enrollment occurs on a mid-semester or term, a full tuition adjustment will be made when a student cancels or withdraws from all classes in that initial term of enrollment. In both situations, any term or course related fees associated with classic canceled or dropped prior to the drop/add date will also be adjusted from the account.

Official Withdrawal procedures

Withdrawal is official when a student notifies the office of the Registrar or the VP and Academic Provost. No other college official has the authority to accept official withdrawals. Students who do not officially withdraw will be considered enrolled in courses. If it is determined a student is no longer academically participating at the regular check points, the students will be officially withdrawn by the institution. Students are strongly encouraged to first speak with the School/Department Advisors in order to gain full understanding of the effects that the withdrawal has on their standing and options for future enrollment.

Return of Military Tuition Assistance Programs

For students participating in the Military Tuition Assistance Program, the refund policy will be based on that of the State of Georgia, not by the state of residence of the student. The only exclusion will be for military students who are deployed during a payment period, and then the Student Deployment Policy will be used.

Student Deployment

Military students and their spouses called to active duty or deployed from their home station will be allowed to withdraw from the currently enrolled term/payment period by providing a copy of military orders. Military service means service, whether voluntary or involuntary, in the Armed Forces (including National Guard or Reserve) on active duty, active duty for training, or full-time National Guard duty, or order to active duty. The length of the absence (including all prior absences for military), including only the time the student actually served in the military, cannot exceed five years.

Students who have completed 75 percent of the current term/payment period may earn a grade at the discretion of their instructors. Students without sufficient completion of course work will be withdrawn without grade penalty. Withdrawn courses must be repeated in their entirety. All tuition charges/payments related to the term/payment period that is interrupted will be refunded.

Reentering students should contact the Admissions department for the designated campus of enrollment, who will then guide the student through the re-enrollment process. Current tuition and policies (or policy revisions) for military students will apply to all returning students upon re-entry. Reentry fees will be waived for all returning students.

Online Technical Requirements

The following technical requirements will help you prepare for participation with OPISOP, and the installation of all critical security patches. When installing or updating the software, avoid installing any optional offers or updates that may be promoted:

Hardware Requirements

- A reliable computer.
- PC users should not use a computer running Windows 7, Vista, or earlier operating systems. These systems are no longer supported by Microsoft and are vulnerable to malware attacks without up-to-date security patches. Windows 10 is preferred; Windows 8 is acceptable.
- Mac users should use a computer running a current and supported version of Mac OS X (now Mac OS). Apple no longer supports El Capitan (10.11.2) and earlier versions with security updates.
- Public computers, such as those found in a public library, may not be able to support all of the required functions such as:
- Audio and video for proctored examinations.
- The proper viewing of class presentations and other resources.
- The ability to save files that you are working on.
- A broadband Internet connection with a minimum download speed of 5Mbit/sec is recommended. Your Internet provider should offer direct technical support.
- A video camera and audio microphone are required for most classes and for Personal Enrichment students who take classes that require them.
- Webcam with 720p HD video resolution or higher.
- Headphones or working speakers connected to the computer.
- Microphone connected to the computer. We recommend that you use a microphone built into a headset or webcam.
- Software for General Classroom Use
- For security reasons, please make sure to update all your software on a regular basis and all critical security patches have been installed. When installing or updating the software, avoid installing any optional offers or updates that may be promoted.
- A major brand anti-virus client with daily updates. Work in the on-line classroom environment.
- A current version of Google Chrome, Mozilla Firefox, Microsoft Edge, or Apple Safari.
- The Internet Explorer browser should not be used as it has been phased out and may no longer provide the features necessary to view all content within the classroom and could affect your ability to complete assignments.
- Safari for Windows should not be used since it is no longer supported by Apple.
- Browser setup: Check the Help command in your browser for information on these settings.
- It is important that you enable first-party and "session" cookies. Most browsers are set up by default to do this. If your browser is not, change its settings so you can use all the features of the classroom site. You should block 3rd party cookies for privacy reasons.
- Allow pop-ups permanently for the domain "OPISOP.org."

- The capability to scan paper assignments to create PDF documents may be required on a class-by-class basis. Instructions will be provided in the class as necessary.
- Microsoft Word 2013 with Service Pack 1and earlier versions are no longer supported by Microsoft.
- Personal Enrichment students may use an alternative word processor, as long as it can open, edit, and save in a Microsoft Word compatible format (.doc). Adobe Reader - the "up to date" version is available at this official Adobe website. Please note that Adobe Flash Player product is no longer integrated into any Adobe products and has been phased out. Adobe is advising users to uninstall any Flash product that is installed on their computers due to security risks.
- Student's Email Account: Neither a Yahoo! Nor a Hotmail.com email account is acceptable for classroom use due to long-standing data breaches which compromised accounts. Using one of these accounts may mean that you will miss communications from the classroom, and possibly jeopardize your fellow students' email accounts. If you currently use one of these risky providers, please obtain an alternative email account instead, Gmail or the school email account is preferred.

Learning Management System:

The Populi Software is the Learning Management System used for the delivery of instruction from the institution. Populi Software Information System (SIS) and Learning Module System (LMS) track the student academic achievements from end-to-end and creates an online student I.D. verification process after the admission enrollment procedures are completed. All students have access to a variety of technologies to aid in the delivery of online instruction. The following policies and procedures pertain to the use and administration of the system.

Populi Software is a web-based platform that provides faculty and students with features including:
- Course Content for posting articles, assignments and resources.
- Calendar for posting due dates for assignments and tests.
- Folders for organizing content.
- Assessments for administering quizzes and exams online.
- Assignments for posting assignments areas for student submissions and on-line grade.
- Grade Center for posting grades on Populi Software for students to view.
- Allow students and organizations to view course offerings and register quickly.
- Students complete the application form and pay application fee from the websites.
- Class Scheduling and campus wide announcements.
- Transcripts.
- Invoice & Payment Processing.
- Online Course Materials & Video.
- Online Book Store and Library.
- Online tests, gradebooks and assignments drop box.
- Online assignments, submission, grades & academics.
- Online Library Media that integrates with Amazon.
- Student Information System manages processes from admission through graduation.
- Print I.D. cards and secure Personal Protective Information (PPI)
- Obtain progress reports and classroom announcements.
- Instructor student messaging and support learning tools.
- Google Chrome, Mozilla, Firefox, Microsoft Edge or Apple Safari integration.
- The Internet Explorer browser should not be used as it has been phased out and may no longer provide the features necessary to view all content within the virtual classroom and could affect your ability to complete assignments.

Login Credentials

- Populi Software systems' username and password are drawn directly from the institution Student Information System.

E-learning Platforms Instructional Delivery

- The Information Technology (IT) and Distance Education (DE) departments administer and support the technology platforms that are used to deliver online course materials.

Satisfactory Academic Progress

Whether or not a student is making satisfactory academic progress (SAP) toward the completion of his or her program is evaluated based on the following criteria:

- Maintaining a satisfactory GPA

- Maintaining a minimum course completion pace

- Student records are evaluated regularly against these criteria. The purpose of the SAP policy is to identify and alert students as early as possible if they are not demonstrating satisfactory academic progress and help them develop a plan for accomplishing their academic goals.

Minimum Grade Point Average

- The C, or 2.50 cumulative GPA, is the mark of acceptable work and good standing for undergraduate programs.

- The B, or 3.00 cumulative GPA, is the mark of acceptable work and good standing for graduate programs.

- Transfer credit accepted from other institutions will not count toward quality points (will not impact the student's GPA) at OPISOP.

- Only courses taken at the institution will be considered in GPA calculations.

Academic Discipline

Students who are not maintaining satisfactory academic progress (SAP) are subject to academic discipline as described below. If a student re-establishes SAP at any point, he or she will be returned to good standing and academic discipline will be lifted. Measures of academic discipline include academic warning, academic probation, and academic dismissal. If OPISOP determines at any point during the academic disciplinary process that SAP cannot be reestablished within a reasonable time frame, it reserves the right to dismiss the student. Factors considered as part of this determination include but are not limited to, the number of failing grades, past academic performance, the number of withdrawn or dropped courses, and any academic conduct violations. In particular, students will likely be subject to academic dismissal if their GPA falls below 1.0 or if they withdraw from the majority of their coursework during any stage of academic discipline. See the Academic Dismissal policy below for more information.

Academic Warning

If at any point a student's satisfactory academic progress (SAP) falls below the acceptable minimums, he or she will be placed on academic warning for a period of 9 attempted credits for undergraduate students or 6 attempted credits for graduate students. For the purpose of this policy, courses completed, and courses withdrawn from are considered attempted credits. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to reestablish SAP within the allowed timeframe.

Academic Probation

If after academic warning the student has failed to reestablish satisfactory academic progress (SAP), he or she will be placed on academic probation for a period of 9 units for undergraduate students or 6 units for graduate students. For the purpose of this policy, courses completed, and courses withdrawn from are considered attempted credits. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to reestablish satisfactory progress within the allowed timeframe. If deemed necessary by the advisor, a student's academic course plan may be revised including adjustments in enrollment pace and requiring the student to repeat courses for grade improvement.

Student Progress Plan

An individual student progress plan may be established as an alternative to the standard satisfactory academic progress (SAP) policy under the following conditions:

The student is not maintaining SAP and has already progressed through the warning and probation stages of the Academic Program.

> • Discipline policy.

The student was granted an Academic Suspension Appeal or academic suspension was waived by the student's advisor.

This plan must be established in writing by the student and advisor, and then submitted to and approved by the Registrar's Office, which will then administer the plan on a semester basis. The plan must address how the student will reestablish SAP within an allowable timeframe. Both factors of academic progress must be included (minimum GPA requirements and minimum completion pace).

Throughout the length of the plan, all course enrollments will be subject to review and approval by the student's advisor who shall have the power to require adjustments in enrollment pace and/or to require the student to repeat courses for grade improvement.

If at any point the student fails to meet any plan benchmarks, he or she will be subject to standard academic discipline and may be dismissed. In all cases, a student must reestablish SAP in order to graduate from his or her program.

Academic Dismissal

> • If the student has failed to reestablish satisfactory academic progress (SAP) after the above

stages of academic discipline have been exhausted, the student will be subject to academic dismissal. The Academic Dean or Dean's designee will notify the student in writing of the dismissal.

- A student who is subject to academic dismissal may reapply to the school no sooner than one year after dismissal. The Admissions Committee will be informed of the student's past academic performance with OPISOP and may require additional admission documentation from the student.

- Re-admission will be granted only if there is a strong likelihood that the student possesses the motivation and capacity to successfully complete the academic requirements.

- The institution reserves the right to either reinstate the student in his or her original program or in the version currently available at the time of admission, whichever is mutually beneficial to the student and the School. Coursework previously completed at OPISOP may or may not be carried over to the student's new program depending on the grade earned and its impact on the student's GPA as well as the age of the credit (especially for contemporary application courses taken more than ten years prior to readmission).

Leaves of Absence Policies

Leaves of Absence

If degree students feel that they need to interrupt their academic progress by taking a semester off, they may request a leave of absence. A leave of absence (LOA) must be communicated in writing to the Registrar's Office via a Leave of Absence form. Note that if students require a short leave of absence during a semester but still wish to complete their course(s), they should refer to the Course Extension Policy.

A degree student may not typically request a LOA for more than one semester in any given 12-month period. Any Leave of Absence that exceeds one semester will be considered a program withdrawal unless the extended leave was pre-approved via appeal. Students wishing to appeal for an extended leave may do so using a new Leave of Absence form.

Military Leave of Absence

In accordance with I Georgia state law any member (or spouse of a member if the member has a dependent child) of the National Guard or reserve forces of the United States who is ordered to national guard duty or federal active duty will receive the following Military Leave of Absence (MLOA) accommodations. Students from other states that participate in the State Authorization Reciprocity Agreement (SARA) will receive the same accommodations.

First, since all the classes are taken on-line, students have multiple unique options for completing their coursework. A student may work with the instructor to finish course work early, continue with the course(s) while deployed, or (if deployment is less than one month long) the student may request a course extension (see Course Extension policy). If the student is attempting to complete the course in a timely manner, tuition and fees will not be refunded.

However, if a student is not able to complete coursework via the methods described above, the student may receive an Incomplete (I) grade for the course. If an incomplete grade is assigned, it is understood that the student intends to complete the course at a later time and therefore tuition and fees will still be

collected. Alternatively, students may withdraw their semester registration and receive a full refund of tuition and fees for that semester's coursework. In this case, a pre-Withdrawal-Deadline grade will be assigned regardless of the actual withdrawal date. A Military Leave of Absence (MLOA) may be granted for a period of not more than five cumulative years. Students returning from an MLOA need not apply for readmission. They will be readmitted into the same program they were originally enrolled in or an up-to-date equivalent if a program update is advantageous for them.

For an MLOA to be granted, students must be in good standing in their program, must have met participation requirements, and must be receiving a passing grade at the time of deployment.
Note: When students are taking multiple courses in a semester, any combination of the above options may be applied to each course.

Military LOA Request Process

Students must inform the Registrar's office in writing (email is preferred) as soon as possible after receiving notification of deployment or movement due to military necessity. Communication must include a copy of applicable military orders.

Any withdrawal from courses related to deployment must be explicitly communicated to the Registrar's Office to ensure that a full refund of tuition and fees will be made. If payment for courses has already been made, refunds may first be applied to any outstanding obligations and to any applicable scholarship, grant, or loan the school has directly received on behalf of students.

Reinstatement after a Military Leave of Absence (MLOA).

If an MLOA was not requested prior to the start of the deployment, it will be necessary to send a copy of the student's military orders to the Registrar's Office along with a letter explaining the circumstances in order to ensure that the student will not be required to re-apply for admission to the School. If the MLOA was submitted prior to deployment, it is only necessary for the individual to notify the Registrar of intention to return to studies.
Late Assignment Policy

Assignments and discussions are considered late if not received by Sunday 11: 59 p.m. of the week they are due. However, specific due dates within a class week may apply to individual assignments. A 20% grade penalty will be applied for the first week an assignment is late. An additional 20% penalty (40% total) will be applied for the second week an assignment is late.

Assignments submitted more than two weeks after the due date will not be accepted. Note: Late penalties are not assigned to tests and assignments that are scored by computer. Instructors may choose to adopt a stricter late assignment policy. This will be noted in the course syllabus.

If a student experiences extraordinary circumstances such as illness, emergency, or disaster that prevents him or her from completing an assignment(s) on time, the student may request an assignment extension. Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

Extension requests are to be submitted at least one day before the assignment due date; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via an Assignment Extension Request Form. Informal email requests are not accepted for Course Extensions.

Course **Policies**

Policy

If a student experience extraordinary circumstances such as illness, emergency, or disaster that prevents him or her from completing coursework before the semester end date, the student may request a course extension.

Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

Course Extensions are typically only granted to students who have progressed through at least three-quarters of the total course content. Students who have not reached this threshold should refer to either the Add / Drop Policy (if the withdrawal deadline has not passed) or the Withdrawal.

After Midterm Policy (if the withdrawal deadline has passed). Course extension requests are to be submitted at least one week before the end of the semester; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via a Course Extension Request Form.

Informal email requests are not accepted.

If granted, an incomplete (I) grade will be assigned. After the established due date, which cannot extend beyond the end of the following semester, the student's final grade will be calculated. The earned final grade will be counted in the computation of the GPA.

Withdrawal After Midterm Policy

If after the Withdrawal deadline has passed for a semester, a student finds that he or she is unable to continue in a course, the following options are available:

If the student has not earned a cumulative passing grade for the coursework completed up to the date of withdrawal, he or she will receive a Withdrawal Failing (WF) grade upon withdrawal. A WF will be counted as an F (0.00) in the computation of the student's grade point average, it will impact attempted credit, and will appear on the student's transcript. The student will be required to retake the course in order to receive credit for it.

If the student has earned a cumulative passing grade for the coursework completed up to the date of withdrawal, the student may petition to receive a Withdrawal Passing (WP) grade. A WP grade does not impact grade point average but does impact attempted credit and will appear on the student's transcript. The student will be required to retake the course in order to receive credit for it.
Documentation of extraordinary circumstances such as illness, emergency, or disaster that prevent the student from completing coursework before the semester end date must be submitted to the Registrar's Office and it will be forwarded to the appropriate Dean for consideration. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons. A limited number of WP grades will be granted to a student depending on the student's program of study:

If the student has successfully completed at least 75% of the graded course assignments and extraordinary circumstances are preventing further course completion, the student may request a

course extension. See the Course Extension policy for more information. If the student stops participating in his or her course, but does not officially withdraw, he or she will receive the final letter grade earned including zero points for all assignments not attempted (see Grading Policy).

WP and WF letter grades do not count toward academic credit hours completed. Undergraduate and graduate students may repeat a course one time only to improve a grade of C (2.0) or below. The grade earned in the repeat course, if higher, replaces the original grade.

Repeated courses will count toward the calculation of full-time or part-time enrollment status. Credit hours earned for the course will be assigned only once. Therefore, (1) repeat courses that were previously incomplete will count toward units attempted and completed and (2) repeat courses that were previously completed and are being taken for grade improvement will count toward units attempted but not toward units completed. Failure of a repeated course may affect the student's ability to maintain satisfactory academic progress.

Remedial Course Policy

Students may be required to improve specific skills by taking remedial coursework. Remedial courses are not included in GPA calculations, and they do not count toward units attempted or units completed.

Course Retake Policy

Non-Scheduled Course Policy

In rare cases, when a student's progress towards graduation is significantly impeded by a lack of required course options in a given term, he or she may request a non-scheduled course offering via a Non-scheduled Course Agreement.

A non-scheduled course is not a directed study course: an instructor will be substantially involved on a regular basis, it will be administered through the online classroom, and it must be completed in 15 weeks. Only current courses (those listed in the current Academic Catalog) are eligible. Non-scheduled courses may not be requested in order to bypass portions of the curriculum or for the convenience of the student alone.

In order to be eligible to request a non-scheduled course, students must:

1. Be degree-seeking with Junior or Senior standing (Undergraduate) or 2nd or 3rd year status (Graduate)

2. Meet Satisfactory Academic Progress requirements.

3. Need the course to satisfy his or her graduation requirements.

4. Students may only take one non-scheduled course in a given semester, and no more than two non- schedule courses in a given program.

5. Course contact hours typically completed via discussions or any other student-to-student course components will be adequately replaced so the amended course meets the School's credit hour rules.

Non-Scheduled Course Request Process

To apply for a non-scheduled course offering:

1. The Student must discuss the options with his or her Advisor and then email the appropriate Academic Dean to request approval to submit a Non-Scheduled Course Agreement. If approved, the Academic Dean will select a supervising instructor for the course.
2. The Student will work with the supervising instructor to formulate a plan for addressing or replacing the Discussion Forum requirement and the Tentative Schedule of Instructor/Student Contact (every other detail of the course must follow the course syllabus without modification).
3. The Student approves the plan by completing the Non-Scheduled Course Agreement—and all required enclosures—and forwards it to the supervising instructor.
4. The Instructor approves the plan by forwarding the completed Agreement to the Academic Dean.
5. Upon approval by the Academic Dean, he or she will forward the completed Agreement to info@opisop.org explicitly stating in the email that the Agreement is approved by both the Instructor and Dean.
6. After receipt of registration confirmation, the Student pays the standard course tuition as well as a $55 non-scheduled course fee.
7. Add/Drop Policy

Adding Courses

Courses added after the official registration period (see Academic Calendar) are subject to class availability, class size restrictions, and adequate time for the student to become prepared for the first week of class. A $20 late registration fee will be charged for courses added after the official registration period. To add a class after the close of the official registration period contact the Registrar's Office. As usual, wait to receive a registration confirmation before purchasing any materials.

Dropping Courses

Courses may be dropped through the end of the first week of classes. A dropped course will not hold an academic penalty nor appear on the final transcript. Beginning the second week of classes through the mid-term deadline, drop/withdrawal forms received will be processed as a withdrawal. A withdrawal does not impact grade point average but does impact attempted credit hours and will appear on transcripts. Please consult the Academic Calendar for each semester's specific drop and withdrawal dates. Please consult the Refund Policy for applicable refunds.

Students may notify the Registrar's office of their intention to drop or withdraw from a course in any manner. However, we request that students submit a Drop/Withdrawal Form in order to ensure that all the necessary information has been received and to expedite the refund process. The financial office will follow up regarding any applicable refunds.

Program Withdrawal Policy

If a student wishes to withdraw from the School, he or she may notify the Registrar's office in any manner. However, we request that students submit a Drop/Withdrawal Form in order to ensure that all necessary information has been received and to expedite processing. The student's current enrollment at the time of school withdrawal will be processed according to the Dropping Course Policy Communications sent to instructors, advisers, or Student Services will not be considered an official notification.

Student And School Policies

Grading

Credit/No Credit

- Personal Enrichment classes are offered on a credit/ no credit basis only. No final grades are given beyond credit/no credit. Credit is awarded only if a student earns a cumulative total of 60% or more of the available points in the course. No specific test or assignment is required for credit to be earned. Credit earned is not transferable academic credit; it cannot be applied to a degree program.
- Grade point average (GPA) is the indicator of a student's academic performance.
- The GPA is calculated for all courses taken by the student during enrollment for a specific program. It reflects the student's performance for all semesters up to the latest term of study.
- Grades A through F are counted in the student's cumulative GPA.
- GPAs are calculated up to two decimal digits, with any third decimal digit truncated.
- The GPA is shown on a student's transcript.
- To graduate with a graduate level degree, a cumulative GPA of 3.0 or higher is required.
- To graduate with an undergraduate level degree a cumulative GPA of 2.5 or higher is required.
- Letter grades are assigned for courses taken at a degree level.
- Grades are assigned by the instructor based upon examinations and other course work identified in the syllabus.
- The instructor reserves the right to change or modify the syllabus during the semester. Any such changes will be announced.
- No grade is official until it is published in the student's academic record.
- Undergraduate and Graduate students attaining a D- (0.67 GPA) or better earn credit units for the course.
- Students may repeat a course (one time only) to improve a C or below.

Grading

OPISOP employs letter grades based on a four-point grading system, scaled as follows.

Percent	Rating
93-100	Excellent
90-92.99	
87-89.99	
83-86.99	Above Average
80-82.99	
77-79.99	
73-76.99	Average
70-72.99	
67-69.99	
60-62.699	Passing for Undergraduate and Graduate
0-59.99	Failure-No credit for course work
	Dropped course by drop date (does not impact grade point average and will not appear in final transcript
	Withdrawal permitted after drop date until the midterm deadline (does not impact grade point average but does impact attempted credit and will appear on the transcript
	Withdrawal after midterm deadline will be counted as an F in the computation of grade point average
	Withdrawal after the midterm deadline while the student was passing the course at the time of withdrawal (does not impact grade point average but does not impact attempted credit and will appear on transcript). Requires successful petition by the student. Only administered for extraordinary circumstances and a limited number of times per program
	Incomplete (does not impact grade point average until completion or conversion to grade)
	In-progress is for graduate /master's projects spanning more than one term
	Pass - Satisfactory (does not impact GPA)
	Non-pass – Less than satisfactory (does not impact GPA)

The Registrar reports grades in writing to the students after each quarter. All work submitted to OPISOP for a final grade becomes the property of the institution. Grades are issued at the end of each semester after all financial obligations are met. Grades will not be released until all accounts are paid for in full.

Student **Privacy**

FERPA Statement

Student records are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. Faculty, staff, and student workers have access to education records for the sole purpose of performing their jobs professionally and responsibly. They have a responsibility to protect the confidentiality of education records in their possession, regardless of the medium in which the records are presented.

Student Privacy Policy

Education records are considered confidential and may not be released without the written consent of the student. School officials must protect the privacy of education records and not disclose personally identifiable information about a student or permit inspection of the student's records (by a third party) without his or her written consent. A Student Academic Record Release Authorization form may be obtained from the Registrar's Office. Posting of education records (e.g., grades) using the student's name, student ID number, or any portion of the social security number violates FERPA. For example, it is inappropriate for instructors to display a group list of the grades for a particular test in a way that allows a student to identify another student's grade.

Student Identity

Identity Verification

OPISOP has a responsibility to verify the identification of applicants and students. Considering the online learning nature of OPISOP programs, this will be done as part of the application process and on a periodic basis throughout students' studies.

Proctored Exams

A certain number of proctored exams and assignments are required throughout each program of study. The proctoring process is intended to assure that the student who completes the proctored examination or assignment is the same person who enrolled in the prescribed program, and that the results will reflect the student's own knowledge and competence in accordance with stated educational objectives.

Student Conduct

Academic Integrity and Plagiarism

• Students are encouraged and expected to perform at the highest level possible. This expectation encompasses academic honesty, disinclination to take shortcuts, and refusal to participate in any action that is commonly defined as cheating or plagiarism. OPISOP considers all instances of academic fraud as serious academic misconduct. Cheating on assignments or tests violates academic integrity.

• To cheat on an assignment includes, but is not limited to, using materials or sources explicitly forbidden by the instructor (including the use of ideas and work of other students when forbidden) and assisting

students in cheating as defined above.

- To cheat on an exam includes, but is not limited to, using books, notes, or other materials not explicitly permitted by the instructor when taking the exam; copying another student's work; using copies of examination material (whether stolen or accidentally obtained) in preparing for an examination when the instructor has not made these materials public by prior distribution; helping another student to cheat in any of the aforementioned ways.

Plagiarism is a serious academic offense. Plagiarism is defined as claiming original authorship of intellectual material produced by another person. It includes, but is not limited to, the following:

- Copying of passages from published or unpublished works of others into an assignment, paper, discussion posting, or thesis without proper referencing by citations, quotation marks, and bibliographic references
- Paraphrasing another person's ideas, theories, or opinions without proper referencing
- Using another person's graphics or pictures without proper referencing
- Submitting the same work to more than one course, unless prior permission to do so has been given in writing. If permission is given, the prior work must be cited in the new work.
- Repeated cases of plagiarism or cheating may result in suspension or expulsion from the institution.
- Reporting Plagiarism

If the instructor suspects that plagiarism or cheating has occurred, the instructor will contact the student directly to discuss the incident, confirm whether there was plagiarism/cheating, and determine the course of action.
- If the instructor determines that plagiarism or cheating has occurred,
- The instructor will provide a written notification to the student via the student's School email account.
- The work in question will be assigned a grade of "F," or zero points.

- The student will not be allowed to rewrite or resubmit work to compensate for grades assigned as a result of plagiarism or cheating.
- The instructor will provide a written incident report to the Registrar, who will notify the appropriate Academic Dean.
- The report will include details of the incident along with a summary of related communication between the instructor and the student.
- This documentation will become part of the student's permanent academic record.

Appealing a Decision

As a human community, we all make mistakes. Students at OPISOP have, without fear of penalty or reprisal, the right to pursue an appeal of the academic decision. If the student disagrees with the instructor's decision and the student's concern is not resolved after communicating with the instructor, the student can:

Appeal to the appropriate Academic Dean within two days of receiving a written notification from the instructor.

The appeal shall be done in writing, via the Dean's School email account.

- The appeal must include (1) a summary of the incident and (2) the student's explanation of why the student disagrees with the instructor's determination.
- The Academic Dean will review the student's appeal and notify the student, instructor and Registrar of one of the following possible decisions.
- Student has been cleared of suspicion. The student's assignment will be graded without any penalty

related to plagiarism or cheating.
- Student has admitted guilt and will receive a zero or an "F" for the assignment.
- Student has admitted guilt and will redo the assignment with an appropriate penalty assessed.
- Student does not admit guilt and will be assessed an "F" for the entire course.

If the student disagrees with the Academic Dean's decision, the student can appeal to the Vice- President of Academics, following the same process as the appeal to the Academic Dean.

Code of Conduct

OPISOP is a Christian school. As such, faculty, staff, and students are expected to uphold the school's statement of faith and to behave in a manner reflective of the Gospel of Christ.

Course Conduct and Etiquette

Academic engagement requires a commitment to respecting the opinions of others, remaining open minded to new perspectives, and consistently using personal values to guide decisions. This is not to say that all views are equal—nor that they are all valid. Nevertheless, the ability to thoughtfully and respectfully engage in differing viewpoints is an important aspect of academic growth.

The following etiquettes apply in discussion forum participation and all papers written for OPISOP:

- If you feel the need to agree or disagree with the instructor, your classmates, or the course materials, do so respectfully by acknowledging the valid points in their arguments.

- Acknowledge that everyone is entitled to have his or her own perspective on the issue.

- Refrain from using the on-line classroom as your platform to advocate special causes.

- Avoid angry, sarcastic, or defensive tones. Instead, use a polite and indirect approach when addressing confronting remarks.

- Avoid judging people or their work, even if you strongly disagree with their position—remember that "with the judgment you pronounce you will be judged, and with the measure you use it will be measured to you" (Matt. 7: 2).

In order to ensure that OPISOP courses provide a safe and positive learning environment, students and faculty are expected to be respectful of each other. Any of the following may be grounds for formal warning and possible dismissal:

- Failure to maintain a respectful attitude in School courses and communications.

- Engaging in conduct that is deemed disruptive to the learning of others.

- Making defamatory statements that deliberately misrepresent others.

- Promotion of an attitude or lifestyle that is contrary to the Scriptures and the School's Statement of Faith.

Harassment or Discrimination

OPISOP is a multicultural community sharing the Christian affirmation of the absolute God-given worth and dignity of each individual. The affirmation is expressed in the policy of the institution to forbid harassment or discrimination based on born gender at birth, race, color, national origin, ancestry, age, marital status, physical or mental handicap, disability, or military status.

The School affirms that racially motivated acts of discrimination are contrary to the Christian faith. The School affirms that all forms of discrimination and harassment diminish the dignity and impede the academic freedom of members of the School community. The School is committed to providing and maintaining a positive learning and working environment, free of discrimination and harassment for all students, staff, faculty, and other members of the School community.

Sexual Harassment, Abuse, or Assault

It is OPISOPs policy to provide students and employees with an environment for learning and working that is free of sexual harassment. All students and employees are entitled to be treated with dignity and respect.

School administrators are responsible for assuring that effective measures are taken to implement this policy's procedures. It is a violation of this policy for any member of the School to engage in verbal or physical sexual harassment. It is a violation of this policy for any member of the School community to make an intentionally false accusation of sexual harassment. Any person who has been accused of sexual harassment pursuant to the terms of this policy who retaliates against his or her accuser in any manner will be charged with violating this policy as well.

Non-Academic Dismissal

Individuals who violate the School's stated Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, OPISOP School expects that all relationships among students, staff, faculty, and other members of the School community will be free of discrimination and harassment.

Student Complaint Policies and Procedures

We want you to have the best educational experience possible during your time with OPISOP. If you have a concern about any course or program, please contact our office at studentcomplaints@opisop.org mailto:info@opisop.org. If we determine that your inquiry should go to an instructor or another service unit on campus, we will let you know, and you will need to contact that office. Moreover, if a student has a complaint concerning any of the below matters, the student should refer to the proper resource.

Other Student-Related Complaints

A student who has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of a school staff member that does not fall within any of the categories listed above, the complaint will be handled as follows:

• Informal Resolution: Students are encouraged to speak directly with the staff member most concerned with or responsible for the situation that is the cause of the complaint. If this communication does

not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

- **Informal Complaint:** A student may register an informal complaint within thirty (30) days of the event that triggered the complaint. The earlier the communication is made, however, the more likely it is to resolve the matter satisfactorily. Complaints involving academic matters should be made to the Chief Human Resources Officer. Informal complaints may be made by telephone or email. Appropriate School staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the School's response within 20 days of the informal complaint. If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.

- **Formal Complaint**: A formal complaint must be submitted in writing to studentcomplaints@opisop. org or the head of the appropriate office from which the complaint arises. Formal complaints must be filed within sixty (60) days of the event that triggered the complaint and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described. Receipt of the complaint will be acknowledged within fifteen (15) days. The appropriate school administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within thirty (30) days of the receipt of the complaint. A complete record of formal complaints will be kept by the relevant School office. Records of the final outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

Committed to Equity

OPISOP reaffirms its commitment to equal employment opportunity and affirmative action, and issues the following statement:

- To be considered a world-class institution, OPISOP must (accompanied by many other things) be broadly diverse in its makeup. Specifically, , the School strives to "create an inclusive and diverse academic community that reflects the diversity of the students in which it served." We strongly believe that diversity enriches the educational and scholarly environment by bringing varied interests, perspectives and experiences to the learning, teaching, research and creative activities that make up our core mission.

- The President and Provost have delegated certain key responsibilities for the implementation of equal employment opportunity and affirmative action programs and practices to the Chief Human Resources Officer. Any questions or concerns regarding protections against discrimination as listed above, disability related accommodation matters, or best practices for hiring should be directed to the Chief Administrative Officer.

Effective action requires personal involvement and commitment from all members of OPISOP learning community. In particular, academic administrators, supervisors and managers must individually invest time to accomplish our institutional objectives. While it is true that we are moving in the right direction, there are still areas that require immediate attention, such as the distribution of minorities and women among the ranks of the professoriate and senior administrative positions, and the low representation in certain availability pools of women, minorities and others who would bring diversity to this academic community.

OPISOP therefore reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational and scholarly purposes will be served best if the regional and national diversity population establishes a presence on campus, and we are able to reflect the full range and capacity of this society.

Notice under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act

This notice is provided as required by Title II of the Americans with Disabilities Act. (ADA)

OPISOP is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, gender identity, age, marital status, pregnancy status or genetic information.

OPISOP shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

OPISOP will not discriminate against qualified persons with disabilities on the basis of disability in admission to, access to, and/or operations of, its programs services and activities. OPISOP will not discriminate on the basis of disability in its hiring or employment practices.

OPISOP will communicate effectively with individuals with disabilities so that they can fully participate in its programs, services and activities; providing auxiliary communication aids or services as needed to afford equal opportunity.

Should you wish to review the ADA or its interpretive regulations, ask questions about your rights and remedies under the ADA, request a reasonable accommodation for employment, or make a complaint that a program, service or activity of OPISOP is not accessible to persons with disabilities, please contact the Director of Human Resources.

Accreditation and Exemption

1. Transworld Accrediting Commission International Ordinary People Inc.
School of the Prophets (OPISOP) is accredited by Transworld Accrediting Commission International (TAC).

Transworld Accrediting Commission International
9085 California Avenue
Riverside, California 92503
Email: office@transworldaccrediting.com
Telephone: 951-901-5586

The United States Department of Education does not recognize TAC. However, Transworld has established high standards of excellence and shared Biblical Doctrine. Transworld accredits and assists Theological Schools, Seminaries, Universities, Colleges, and Programs worldwide.
State Licensure

OPISOP is recognized and licensed by the State of Georgia as a post-secondary degree granting institution.

Contact Information:
Georgia Nonprofit Postsecondary Education
Committee 2082 Exchange Place,
Tucker, Georgia 30084
Telephone: **770-414-3300**

2. Georgia Nonprofit Postsecondary

OPISOP is a member institution with the Georgia Nonpublic Postsecondary Educational Committee (GNPEC). The Institutions Act of 1990 provides that a postsecondary educational institution must apply for and be granted a Certificate of Authorization before beginning operation or advertising in Georgia. Each degree program offered by the institution must be authorized by GNPEC. Following initial authorization, the institution's Certificate must be renewed annually. Any institution operating or advertising to begin operation without acquiring the necessary Certificate of Authorization is in violation of Georgia law and shall be subject to civil penalties.

Georgia Nonpublic Postsecondary Educational Committee (GNPEC)
GNPEC Directory Institutions

3. University of North Carolina System Required Public Notices

Required Public Notices:

1. Exemption Statement: The Policies of the Board of Governors requires all institutions conferred exemption with respect to religious education to prominently display the exemption statement in all relevant institutional publications. The statement should read:

Degree programs of study offered by [Name of Institution] have been declared exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

2. Student Complaints: The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at https://studentcomplaints.northcarolina.edu/form.

For more information contact:
North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: http://www.ncdoj.gov/complaint. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

Employment Licensure

School programs are designed to give students a broad and practical education in their field of choice. However, none of its educational programs are designed to prepare students to apply for or take any local, state, or federal licensure exams. Also, completion of a school ministry program is not a guarantee of ministerial employment or ordination.

Revised November 15, 2023

CONTACT US:

Address:1775 Parker
Road, Building 210, Suite C

Conyers, GA 30094

Phone : 1-678-520-0197
Fax :

Email : info@opisop.org
Web: www.opisop.org