KAIROS

UNIVERSITY

Catalog

2025-2026

Table of Contents

General Information
- Accreditation....1
- Mission....1
- Statement of Beliefs....1
- History....1
- Kairos Project....2
- Kairos Community....2
- Library Resources....2

Admissions
- Enrollment Policies....3
  - Admission Standards....3
  - Application for Admission....3
  - Admission Requirements....3
- Undergraduate Equivalency....4
- Undergraduate Exemption....5
- Provisional Admission....5
- Admission of Returning Students....5
- Student Non-Discriminatory Policy....5
- Review of Application Materials....6
- Diploma and Transcript Verification....6
- Transfer of Credit....6
- Prior Learning Credit - Undergraduate....6
- Demonstrated Proficiency - Graduate CBTE....6
- Change of Enrollment Date....7
- Funding Your Education....7
  - Subscription Requirement....7
  - Self-Support....7
- Financial Aid....7
  - Federal....7
  - Other....7
- Accommodations....7
  - Accommodations for Disabilities....7

Doctoral Programs
- Doctor of Ministry....9
- Doctor of Professional Counseling....10
- Doctor of Theology....11
- Doctor of Philosophy....12

Master's Programs
- Master of Divinity....13
- Master of Arts....14
- Master of Arts in Leadership....15
- Master of Arts in Counseling....16
- Master of Arts in Marriage and Family Therapy....17

Bachelor's Programs
- Bachelor of Arts in Christian Thought and Practice....18
- Bachelor of Arts in Leadership....19

Associate's Programs
- Associate of Arts in Christian Thought and Practice....20
- Associate of Arts in Leadership....21

Graduate Certificate
- Graduate Certificate....22

Certificates of Completion
- Listening People to Life - Spiritual Direction....23
- Directing the Spiritual Exercises....24

Course Descriptions
- Undergraduate....25
- Graduate....27
- Doctoral....35

Faculty and Administration
- Faculty and Administration....39
- Kairos Affiliate Professors....41
- Emeritus Faculty....47

Curriculum, admission and degree requirements, tuition and fees, or other policies may be subject to change.

General Information

Accreditation

The university is accredited by:

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275-1103
412-788-6505
www.ats.edu

The Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604-1413
1-800-621-7440
www.hlcommission.org

Programs are approved by the Commission on Accrediting:

- Doctor of Ministry
- Doctor of Theology
- Doctor of Professional Counseling
- Doctor of Philosophy
- Master of Divinity
- Master of Arts
- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Leadership~

Approved for a comprehensive distance education program.

Programs are approved by the Higher Learning Commission:

- Doctor of Ministry
- Doctor of Theology
- Doctor of Philosophy
- Doctor of Professional Counseling
- Master of Divinity
- Master of Arts
- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Leadership~
- Bachelor of Arts in Christian Thought and Practice
- Bachelor of Arts in Leadership~
- Associate of Arts in Christian Thought and Practice
- Associate of Arts in Leadership~
- Graduate Certificate

~Pilot program (cohort by invitation only)

Approved for distance courses & programs.

The Master of Arts in Marriage and Family Therapy program is approved by the Commission on Accreditation for Marriage and Family Therapy Education
112 S. Alfred Street
Alexandria, VA 22314
www.coamfte.org

Other

Evangelical Council for Financial Accountability
440 West Jubal Early Drive
Suite 100
Winchester, VA 22601
www.ecfa.org

National Council for State Authorization Reciprocity Agreement
Kairos University has been approved by South Dakota to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.
www.nc-sara.org

Kairos University is a member of the Association for Clinical Pastoral Education and is qualified and approved to prepare students for service in the chaplaincy of the United States Armed Forces. The university is also a member of the Associated Schools of the Jerusalem University College.

Mission

We cultivate followers of Jesus who flourish in their vocations for the sake of the world.

Kingdom Calling

Kairos serves in the kingdom by providing systems of theological education and integrative counseling that are affordable, accessible, relevant, and faithful for the purpose of empowering people where they are, thereby offering a journey toward God's hope.

Kairos believes theological education is too important to be accomplished solely through the work of a seminary. The university partners with churches, nonprofits, ministry training organizations, kingdom-minded ministries, and other schools to create an integrated system of theological education in which all components enhance the others.

Kairos seeks to help students grow where God has planted them by helping them fully integrate their life, vocation, and calling into their educational journey.

Statement of Beliefs

Kairos University is a cooperating organization of the North American Baptist Conference. This means it uses the Statement of Beliefs of the North American Baptist Conference, which was adopted by the 1982 NAB Conference in Niagara Falls, NY. The statement can be found here. As we follow Jesus in community, we practice Theological Hospitality.

History

In 1858, a small group of church leaders in Rochester, New York,

saw the need to develop followers of Jesus to serve their local communities. Nearly 170 years later, with the advent of partners and by the grace of God, that vision has grown into Kairos University–one of the largest and most diverse accredited systems of competency-based theological education in the world.

1858
Kairos University's oldest legacy school opened its doors to students in Rochester, NY. Over the next several years, other legacy partner institutions open in Alberta, Pennsylvania, and Texas.

2014
The Kairos Project launches. This pioneering approach to theological education begins blazing the trail for affordable, accessible, relevant, and faithful education for individuals around the world.

Today
Kairos University is one of the largest and most diverse accredited systems of competency-based theological education in the world. It offers certificate, bachelor's, master's, and doctoral programs.

Kairos Project

The Kairos Project is an innovative approach to theological education that provides students with the opportunity to take an active role in their education.

Kairos launched in 2014 through a vision to create something different.

It blends some of the best aspects of competency-based learning with opportunities for traditional learning experiences, customized educational pathways, and relevant learning rooted in the student's local community–all the while students grow in their understanding of what it means to faithfully follow Jesus in their specific context.

Kairos Community

Global and Local

Globally networked. Locally connected. Contextually framed. Competency based. Jesus Centered. Kingdom focused. Mentor driven.

Every student who enrolls at Kairos University is joining a movement that is transforming theological education worldwide. It's a movement that spans over sixty countries on six continents involving students from over seventy different Christian denominations. It's a movement that involves an expanding global partnership of Jesus-centered, Kingdom-minded organizations and people that are committed to living out the one Great Commission.

Kairos is growing worldwide. Yet, Kairos University is as local to each student as their own church, their own parachurch ministry, their own police station, their own firehouse, their own youth ministry, their own marketing agency, their own community, their own neighborhood. Each student's context is the primary classroom within which their educational journey is developed, and their faith formation is shaped.

Each student's journey of discipleship, therefore, is built around a mentor team that assists the student in customizing their unique context-driven, competency-based degree program. The mentor team is at the heart of what makes Kairos' educational model unique, relevant, and successful.

Library Resources

The university has a diverse range of library resources available to students. These include the Digital Theological Library, Mikkelsen Library, and the Internet Archive Open Library.

Kairos University is a co-owner of the Digital Theological Library (DTL), which is one of the world's largest digital libraries of religious and theological studies. It includes digitally available resources such as ebooks, articles, journals, subject guides, and databases. Databases include JSTOR Religion Collections 1-3 (ebooks), the Religion & Theology Collection (journals), Project MUSE Philosophy and Religion, and ProQuest One. The DTL has more than 1,500,000, 104,000,000 articles, 61,000 journals, 150 databases, and 30 subject guides. PDF reserves are easily made available to students and an interlibrary loan service is offered.

Mikkelsen Library, which is located on campus in Sioux Falls, SD, provides library services and support to students and faculty. The library is a member of the South Dakota Library Network (SDLN), a statewide library cooperative providing access to books, government documents, media, and journal articles. A variety of electronic resources including ATLA Religion with ATLAS Serials, ATLA Historical Monographs I & II, PsycInfo, PsycArticles, New Testament Abstracts, Old Testament Abstracts, Catholic Periodical and Literature Index, JSTOR, Logos Seminary Collection, Project MUSE, Oxford Reference, ebrary, Films on Demand, and CREDO Reference are made available electronically.

The library's program of information literacy features librarians collaborating with faculty to ensure that seminary students know how to locate, evaluate, synthesize and utilize information, regardless of format. Librarians are available to assist students individually in the use of all library resources.

In addition, use of the Internet Archive Open Library, a digital public library, is also encouraged. Partners of Kairos University have recently added their collections to the Open Library and it is a growing and helpful resource for students and faculty.

Admissions

Kairos University seeks to enroll persons with spiritual maturity, emotional stability, intellectual strength, and ethical integrity. The university welcomes individuals of all ages from all ethnic, cultural, and denominational backgrounds.

The university is in agreement with and follows closely the recommendations of the Association of Theological Schools regarding its admissions policies.

All enrollment decisions made by the admissions committee are final.

Any questions regarding admissions policies and procedures may be directed to the Office of Enrollment Management.

Call: 1-800.440.6227

Write: Office of Enrollment Management
Kairos University
2100 South Summit Avenue
Sioux Falls, SD 57105

Fax: 605.335.9090

E-mail: admissions@kairos.edu

Enrollment Policies

Admission Standards

Admission to any degree program at Kairos University is based upon the following considerations:

- Completion of all application materials.
- An authentic faith in Jesus Christ as the foundation for responsible life and service.
- Christian character as evidenced by a moral life that exhibits the fruits of the Spirit, confirmed by the applicant's church and its pastoral leadership and reflected in such characteristics as honesty, respect for others, obedience to the law, and a commitment practicing the way of Jesus.
- A call to Christian service and exercise of gifts for ministry as explained in a statement from the applicant and confirmed by his/her church.

Application for Admission

An application will be considered complete when the following items have been received:

- The completed application for admission;
- Responses to autobiographical questions;
- An official transcript from each college and graduate school attended (or high school transcript for Bachelor's and Associate's students). Applicants who have not yet graduated should request a current transcript at the time of application as well as a final transcript after graduation;
- Interviews (required for some programs) - if applicable;
- Additional requested documentation - if applicable;
- References - upon request;
- Signed signature page;
- Set up of tuition subscription;
- A nonrefundable application fee payable in U.S. funds.

The Office of Enrollment Management may also request additional materials or information for admission. Complete applications should be submitted at least two weeks prior to the beginning of the month or semester for which entry is sought. In case of late application, students may be admitted conditionally. If admission to a degree program follows, full credit for work done during the period of conditional admission will be granted. Applications must be completed in full and acceptance complete before registering for the next semester. All correspondence concerning admissions should be addressed to the Office of Enrollment Management.

Admission Requirements

Non-Degree/Audit:
A completed application for admission and additional admissions material as requested. Contact admissions for details.

Associate's Level:
A high school degree or its equivalent, with a grade point average of at least 2.5 on a 4.0 scale.

- Completed Application for Admission
- Official high school diploma (or transcript) or documentation for passed GED or HiSet. Other equivalents will be considered on a case-by-case basis.

Bachelor's Level:
A high school degree or its equivalent, with a grade point average of at least 2.5 on a 4.0 scale.

- Completed Application for Admission
- Official high school diploma (or transcript) or documentation for passed GED or HiSet. Other equivalents will be considered on a case-by-case basis.

Graduate Certificate:
A baccalaureate degree, with a grade point average of at least 2.5 on a 4.0 scale.

- Completed Application for Admission
- Official transcript for each college attended and/or graduate school attended

Master's Level:
A baccalaureate degree or its equivalent from an accredited institution* with a grade point average of at least 2.5 on a 4.0 scale (3.0 for M.A. in Counseling & M.A. in Marriage and Family Therapy).

- •Completed Application for Admission
- •Official transcript for each college attended and/or graduate school attended

**An applicant possessing a baccalaureate degree from an institution not holding accreditation from a recognized accrediting agency may be considered for admission under the undergraduate degree exemption.*

Doctoral Level:
Doctor of Ministry
An accredited Master of Divinity degree* with at least a 3.0 grade point average and significant ministry experience.

- Completed Application for Admission
- Official transcript for each college attended and/or graduate school attended
- Significant ministry experience

**Applicants without an accredited Master of Divinity degree may be admitted upon fulfillment of the six criteria developed by the Association of Theological Schools: (a) the ability to thoughtfully interpret scripture and the theological tradition of one's ministry context, (b) the capacity to understand and adapt one's ministry to the cultural context, (c) a basic self-understanding of one's ministerial identity and vocational calling, (d) a readiness to engage in ongoing personal and spiritual formation for one's ministry, (e) an accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and (f) significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.*

Doctor of Professional Counseling
An accredited master's degree in counseling, psychology, social work, or school counseling, with a minimum 3.0 grade point average; at least three years of experience in the field subsequent to completion of the master's degree; and involvement in field work related to the program.

- Completed Application for Admission
- Official transcript for each college attended and/or graduate school attended
- Three+ years of counseling field related work
- Proof of licensure (LPC, LMFT, LPA, LMSW, LCSW, LSC) with expiration date noted or school counselor certification with expiration date noted
- Proof of liability insurance (12-month policy)
- Completion of mandatory background check

**Applicants with earned master's degrees from non-accredited schools may be accepted on a case-by-case basis by meeting additional requirements and demonstrating evidence of expertise and readiness for the program.*

Doctor of Theology and Doctor of Philosophy*
An accredited master's degree in a discipline or field related to the specialization one plans to pursue with at least a 3.0 grade point average.

- Completed Application for Admission
- Official transcript for each college attended and/or graduate school attended
- Evidence of graduate-level writing ability in English (a TOEFL score may be requested for those whom English is a second language)
- If applicable - language requirements* as determined by the mentor team and the specialization one plans to pursue.

Additional ThD requirements:

- Significant experience as a ministry practitioner^ with a commitment to utilizing your theological acumen for the improvement of ministry practice in the wider Church.

**Applicants without prerequisite languages required as determined by the mentor team and the specialization one plans to pursue may be asked to acquire such before entering the dissertation phase of the program.*

^Applicants without evidence of theological education or expertise may be asked to acquire or demonstrate such prior to full admission.

Undergraduate Equivalency and Exemption

Equivalency

Students who have not completed baccalaureate degrees, but who are able to demonstrate through

other means that they possess the qualities and skills necessary to complete graduate level work and a readiness for ministry or vocational service, may be admitted to the university on the basis of equivalency. Equivalency does not grant a bachelor's degree but merely shows that the person possesses similar understanding, skills, and knowledge as someone with a degree. Equivalency allows the university to extend the benefits of theological education to those who can benefit from it, but who have not had the opportunity and advantage of obtaining a formal baccalaureate degree.

There is no set standard or profile that exists for equivalency. All submissions are examined on a case-by-case basis. In addition to the standard application materials, an applicant may show evidence of equivalency by submitting at least three of the following:

- Official results from the Graduate Record Examination (GRE) with a score at the 50th percentile or higher.
- A transcript showing completion of at least 60 semester hours of undergraduate work from an accredited school with a GPA of 2.5 or higher or a transcript showing completion of at least 30 semester hours of undergraduate work from an accredited school with a GPA of 3.75 or higher.
- Documentation of an interview with a faculty member with the faculty member's full approval.
- Documentation showing completion of one or more Kairos University courses with a grade of B or higher.
- A research paper of at least 20 pages, to be evaluated by faculty as acceptable for graduate work or three short papers (3 pages in length), expository, narrative, analytical, to be evaluated by faculty as acceptable for graduate work.
- A portfolio or resume which gives evidence of the person's life experience, including work experience and training, involvement in the life of the church, and personal experiences and development.
- Applicants are encouraged to submit additional evidence if it can help demonstrate or support experiences which may be considered for equivalency. Students are not guaranteed admission merely upon submission of materials but only after evaluation and approval by the Office of Enrollment Management. The university reserves the right to call for additional requirements before making a decision.

Exemption

Undergraduate degree exemption is ideal for those who do not meet the requirements for equivalency but still show the potential for ministry/vocational service and aptitude for graduate level work. A limited number of students may be considered for certain programs. Applicants follow the same application process as those applying for equivalency.

Provisional Admission

An applicant for admission who does not have a baccalaureate degree, but who meets all other admissions requirements, or an applicant possessing a baccalaureate degree from an unaccredited institution, may be considered for provisional admission after submitting three of the following items: Graduate Record Examination results, a transcript with work completed, an interview with a faculty member, a completed three-or six-hour Kairos University course, a 20-page research paper, or a portfolio of evidence of the applicant's life experience. The provisional admission may extend up to a year or until at least two outcomes have been completed and may then be removed at any time after the student has demonstrated ability to do acceptable graduate work in individual and/or classroom settings.

Other students admitted provisionally will be given the opportunity to demonstrate their ability to function at the appropriate degree level for a designated period of time, after which the provisional status will be removed. The terms and designated period of time for such provisional admission will vary on a case-by-case basis.

Admission of Returning Students

If more than one year lapses after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit new application materials. Students who are readmitted are subject to the requirements of the catalog that is current at the time they re-enroll.

A student desiring re-admission prior to the lapse of one year should send a letter stating his/her desire to the admissions office. The Admissions Committee reserves the right to require additional documents.

Kairos University will promptly re-admit a service member to the same degree program with the same academic status they had when last admitted or attending Kairos. This requirement applies to any student who could not attend school due to military service.

Student Non-Discriminatory Policy

It is the policy of Kairos University, as required by law, not to discriminate on the basis of gender, disability, race, color, or national and ethnic origin in its admissions policies, educational programs, activities, administration of its educational poli-

cies, scholarship and loan programs, employment, recognition of rights, or granting of privileges generally accorded or made available to students at the university.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Brandi Pohlmeier, Kairos Advisor and Registrar, 2100 S. Summit Avenue or 605-336-6588 or registrar@kairos.edu. For additional information, visit www.kairos.edu/section504.

Review of Application Materials

Students are not guaranteed admission merely upon submission of materials but only after evaluation and approval by the Office of Enrollment Management. The university reserves the right to call for additional requirements before making a decision.

While desiring to maintain flexibility and reflect goodwill to all persons who apply for admission to its programs, Kairos University will exercise its right to expressive association by admitting only individuals whose religious viewpoints and behavioral commitments are consistent with the values it seeks to instill.

Likewise, the university reserves the right to draw conclusions regarding the evangelical Christian profession of all applicants. The university Office of Enrollment Management has no legal obligation to give specific reasons to an applicant denied acceptance into any of its degree programs.

Diploma and Transcript Verification

The Office of Enrollment Management is required to ensure the validity of high school diplomas and transcripts that are submitted by potential students seeking undergraduate admission to Kairos University. If questions about the validity of a high school diploma arise, the steps noted below will be followed.

1. Review the documents (diploma and/or transcript) provided by the student

2. Contact the school or individual listed on the document

3. Request direct written communication (preferably in the form of an official transcript) from the school validating the graduation of the student in question.

After completing the process noted in steps 1-3, the application evaluator will be able to assess the validity of any documentation provided by the student. In the case of students applying for transfer admission to Kairos University from another accredited institution, high school transcripts and diplomas are assumed to have been previously validated by the previous collegiate institution. If a diploma or transcript is found to be invalid or cannot be validated, the university reserves the right to deny admission or render the application incomplete.

The diploma and transcript validation process listed above can also be followed to ensure the validity of diplomas and transcripts being submitted by applicants at all other degree levels.

Students submitting international transcripts should, at their expense, use World Education Services (WES), Foreign Academic Credentials Service (FACS), SpanTran Evaluation Services, or Global Credential Evaluators (GCE) to have their transcript sent directly to the university. Prospective students should have official transcripts sent from the institution directly to the evaluation services. In some cases, transcripts that have already been verified by the evaluation services may be accepted, and transcripts from some well-known international schools may be exempted from evaluation. Transcripts for coursework being considered for transfer credit must be evaluated. Transcripts issued in languages other than English, the student may be required to have the transcript translated by a certified translator at the student's expense.

Transfer Credit

Undergraduate Level

On a case-by-case basis at the Undergraduate level, Kairos University will accept up to 90 credit hours of transfer credit for its Bachelor of Arts programs and up to 45 credit hours for its Associate of Arts programs. See the Student Handbook for details.

Graduate Level (Select Programs Only)

Transfer credits for the MACO and MFT programs are accepted on a case-by-case basis. No more than two-thirds of the program's credits may be granted through the transfer process. Only in rare circumstances are transfer credits for doctoral programs considered. See the Student Handbook for details.

Prior Learning - Undergraduate Level

On a case-by-case basis, up to 60 credits of prior learning credit can be awarded for the Bachelor of Arts programs or up to 30 credit in the Associate of Arts programs. Details regarding the process for prior learning credit can be found in the Student Handbook.

Demonstrated Proficiency - Graduate Level

Graduate students in competency-based programs may demonstrate proficiency in program outcomes for coursework or prior learning (i.e., courses taken from a fully-accredited university or other graduate-level

institution or related coursework at the same degree level as a previously earned degree conferred by the university). Details are available in the Student Handbook.

Change of Enrollment Date

An accepted student may defer enrollment for up to one year from the date of their initial acceptance. If an enrollment deferment of more than one year is necessary, the student will be required to submit new application materials. A student accepted at the graduate level without an undergraduate degree may defer, but the enrollment date will not be guaranteed.

A student's program of study will be governed by the catalog that is in effect at the time of enrollment.

Funding your Education

Subscription Requirement

Kairos University programs are subscription-based programs because tuition is charged at a flat monthly rate that varies depending on the program in which a student is enrolled. The monthly rate remains the same regardless of the number of credit hours a student chooses to take. Students are required to use a credit card to set up the monthly subscription payments in order to become active students. The subscription date is the date an admitted student becomes an active student, however, enrollment status for aid and deferment purposes is not established until a student officially registers for coursework using the Outcome Registration Form. View the Student Handbook for important details on subscriptions and Financial Aid and/or Military Benefits.

Self-Support

Students are expected to provide a major share of their expenses through savings, employment, and other means of support.

Financial Aid

Federal

Loans

The university participates in the Federal Stafford Loan Program at the graduate level. Please refer to the university website for more information.

Veterans Benefits

Kairos University is fully approved for the training of veterans. Information for veterans is available through the Office of Enrollment Management.

Other

Additional financial aid may be acquired through churches, congregations, denominations, or other organizations.

For more information, contact the financial aid office by e-mailing admissions@kairos.edu or calling 800-440-6227.

Accommodations

Accommodations for Disabilities

Kairos University is committed to providing equal access and reasonable accommodations for students with physical, psychological, and learning disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), SFS does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in university programs and activities.

Kairos University is aware of the importance of remaining current with any of the laws regarding the American with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act. Therefore every attempt will be made to keep policies formulated to include any changes that may occur in the law.

Required Documentation

Students with disabilities seeking reasonable accommodations must identify their needs to the Office of Enrollment Management. To fully evaluate request for accommodations, the Office of Enrollment Management requests documentation to verify a student's disability.

The minimum guidelines listed below are developed to assist students in working with their treating/diagnosing professional to prepare the information to evaluate requests. Submitted documentation should include the following:

- A diagnostic statement identifying the disability. When appropriate, include International Classification of Diseases (ICD) of Diagnostic Statistical Manual (DSM) codes, the date of the most recent evaluation and a comprehensive description of the diagnostic assessment method utilized. If the most recent evaluation was not a full evaluation, indicate when the last full evaluation was conducted.

- Current functional impact of the condition. The current relevant functional limitations on physical (mobility, dexterity, endurance, etc.), perceptual, cognitive (attention, distractibility, communication, etc.), and behavioral abilities should be described.

- Specific recommended accommodations. Explain how these accommodations address the functional limitations of the disability.

Additional guidelines may exist for learning and psychological disabilities. If a student has multiple conditions, sufficient information confirming the presence of each disability is needed, as well as information regarding how the conditions may interact. Finally, documentation should contain the professional's signature and list his or her credentials.

Students are encouraged to consult with the Office of Enrollment Management for additional information and assistance. Documentation that is shared with the Office of Enrollment Management is kept

confidential and separate from a student's academic record.

A student who believes he/she has a disability requiring accommodation should contact:

Brandi Pohlmeier
Kairos Advisor and Registrar
2100 S. Summit Ave.
Sioux Falls, SD 57105
Phone 605-336-6588
Fax 605-335-9090
registrar@kairos.edu

Disability Grievance Policy and Procedures

It is Kairos University's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any university program, service or activity. Kairos University aims to provide reasonable accommodations to students with qualified disabilities. A student has the right to file an informal complaint or a formal grievance if he/she believes equal access to an academic program, activity, resource or other service has been denied because of a disability.

Students are always encouraged to seek the assistance of the Office of Enrollment Management in order to resolve any complaint informally. The Office of Enrollment Management will make every effort to resolve the disagreement informally between the student and whomever (faculty member, department, service) the dispute involves and will do so in a timely manner. It is our hope to resolve concerns and find an acceptable solution before the situation intensifies. Should the informal process not satisfactorily address the student's concerns or the grievance arises out of a decision made by the Office of Enrollment Management regarding a student's eligibility for academic or other accommodations, the student may choose to proceed with the formal grievance process. A formal grievance must include the following information in writing: student's name, address, home/cell number, e-mail address, and student's identification number.

Please provide a detailed response to the following:

- Information about the alleged discrimination including a specific description regarding the action(s) or inaction(s) that precipitated the grievance as well as the date, place, and names of the persons involved;
- Efforts made to settle the complaint informally;
- Any documentation that supports the grievance;
- Remedy sought.

The Chief Academic Officer and Dean or designee will convene a Disability Grievance Committee for the purpose of completing a thorough investigation of the complaint of discrimination based on a qualified disability. All relevant individuals including the complainant and other persons involved in the grievance may be in attendance to provide information.

After the investigation is complete, the Chief Academic Officer and Dean or designee shall issue a written response to the student/complainant within 15 working days from completion of the meeting(s) with the student and other persons involved in the grievance. This is the first institutional level of appeal.

The student then has the right to appeal the investigation to Greg Henson, President of Kairos University (ghenson@kairos.edu). The same guidelines regarding submission of information applicable to the incident apply. The President shall then review the student's complaint as well as the findings of the Disability Grievance Committee and respond to the student in writing within 15 working days. This is the final institutional level of appeal.

While it is hoped the complainant can resolve a grievance within the campus process, he/she has the right to file any grievance directly to the U.S. Office of Civil Rights at any time. The Statute of Limitations for filing a complaint with OCR is 180 day from the time the incident occurred.

OCR's contact information is:
Office for Civil Rights – Region VII
One Petticoat Lane
1010 Walnut St, Ste 320
Kansas City, MO 64106
Phone: (816) 268-0550
Email: OCR.KansasCity@ed.gov

Further information regarding disability and the law is available online at www.kairos.edu/section504.

Doctor of Ministry





The Doctor of Ministry is a practical and professional degree program. It is centered around a praxis model of theological reflection that stresses the continual interaction and integration of the biblical, theological, and cultural disciplines in ministry. It is designed for individuals who have exhibited exceptional leadership and academic ability and are seeking continued development that is rooted in their ministry context.

The Doctor of Ministry is 36 credit hours. Students will reflect critically upon their vocations, engage in rigorous theological reflection advanced learning experiences, and grow in their ministry competence.

Program Breakdown

Program Entry Phase

Students begin the program in the preliminary Starting Well course and the required Foundations Seminar.

Starting Well (3)

Effective Project Design (6)
Foundations Seminar/Project Proposal

The student's mentor team helps them finalize their project proposal. Effective Project Design is complete once the Foundations Seminar has been taken and the project proposal is approved.

Integration and Directed Learning Phase

After successful completion of the Foundations Seminar and the project proposal is approved, students move onto Integration Seminars and Directed Learning Experiences.

Integration Seminars are required. They may be taken in any order after completion of the Foundations Seminar. However, the Bible/Theology Integration Seminar is typically taken first. Prior to each seminar, students will do extensive background reading and then prepare a 30-40 minute presentation (in consultation with their mentor team) that will be presented to and evaluated by peers.

Directed Learning Experiences significantly contribute to the final project and allow for concentration in a particular area of ministry in relationship to the final project. Planning for these experiences takes place within the Foundations Seminar and as part of the project proposal.

Biblical and Theological Understanding (6)
Integration in Ministry Context (6)
Directed Learning Experience I
Directed Learning Experience II

Sociological and Cultural Understanding (6)

Program Completion Phase

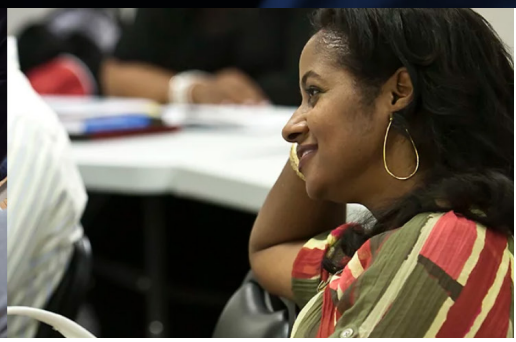
The program comes to a close with the successful completion of a final project and Continuing Well.

Final Project Completion (6)

Continuing Well (3)

Doctor of Professional Counseling





The Doctor of Professional Counseling is an advanced professional program. It is designed to meet the educational, spiritual, and professional needs of licensed and certified therapists who are seeking to build upon a counseling-related master's degree in order to better meet the demands of this ever-evolving field.

The program is 42 credit hours. It provides opportunities for supervised specializations, will help students develop greater cognitive understanding of their field.

Program Breakdown

Program Entry Phase

Students begin in January or July. After successfully completing Starting Well and forming a mentor team, students develop a specialization and await the next scheduled learning experience.

Starting Well (3)

Integration and Learning Phase

Scheduled learning experiences are offered on a rotating basis each fall and spring. Students join the rotation in progress. Study within the specialization/area of focus and ongoing project or thesis work take place throughout the entire integration and learning phase.

Culture and Theology
Culture and Theology with the Six Great Traditions of the Faith (3)
Specialization/Area of Focus I (3)

Evidence-Based Assessment
Evidence-Based Assessment with the Spiritual Disciplines (3)
Specialization/Area of Focus II (3)

Advanced Counseling Skills
Advanced Counseling Skills and Techniques with the Journey of Becoming (3)
Specialization/Area of Focus III (3)

Legal and Ethical Practice
Legal and Ethical Practice with the Deadly Thoughts and Godly Virtues (3)
Specialization/Area of Focus IV (3)

Spiritual Development and Formation
Spiritual Development and Formation with the Integration of Retreat Work (3)
Specialization/Area of Focus V (3)

Program Completion Phase

Upon approval of your project report or thesis by your mentor team, you will complete your project report or thesis and reflect on ongoing learning and knowledge creation throughout your lifetime of study and service.

Effective Project Design, Implementation, and Reflection
Project Report or Thesis (3)
Specialization/Area of Focus: Future Learning and Service (3)

Continuing Well (3)

Doctor of Theology





The Doctor of Theology is a research degree focused on rich theological reflection on ministry practice. The 42 credit hour program helps theological reflective practitioners develop and deepen their knowledge of theological content and generate new understandings of the craft of ministry. The program encourages students to engage in rich theological reflection on practice, with the goal of enhancing and creating biblically faithful, theologically coherent, and contextually relevant ministry practices for the Church at large.

Program Breakdown

Program Entry Phase

This phase prepares students for doctoral-level reading and writing, assists them in identifying a tentative research focus, and building a mentor team. It must be completed prior to beginning other coursework.

Starting Well (3)

Core Learning Phase

The program consists of four asynchronous core courses that provide a common foundational content and context for learning in the program. Core learning experiences can be taken in any order.

Imagining Well: Macro Context
Imagining Well: Imagining Community (3)
Imagining Well: Imagining Mission (3)

Imagining Well: Micro Context
Imagining Well: Imagining Knowing (3)
Imagining Well: Imagining Formation (3)

Simultaneous with the completion of the core courses students are engaged either individually, or with a group of fellow students, in specialized inquiry (consisting of intentional, guided learning) within their chosen discipline, ministry practice, or area of research, under the direct supervision of their mentor team.

Specialized Inquiry: Literature and History
Specialized Inquiry: Literature (3)
Specialized Inquiry: History (3)

Specialized Inquiry: Concepts and Models
Specialized Inquiry: Concepts (3)
Specialized Inquiry: Models (3)

Specialized Inquiry: Practices and Methods
Specialized Inquiry: Practices (3)
Specialized Inquiry: Methods (3)

Generative Learning Phase

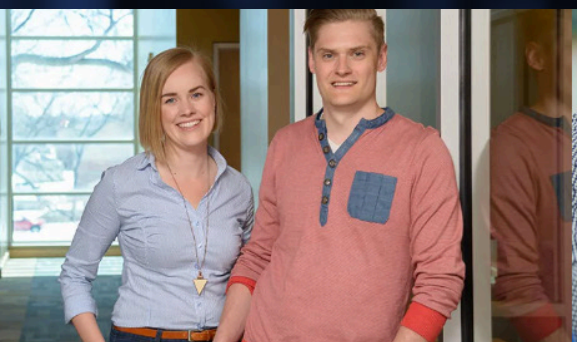
Upon completion of core learning experiences and asynchronous special inquiry, students take a comprehensive exam to demonstrate the capacity to integrate and apply across the content of the program. Following the comprehensive exam, students begin the process of creating a full-length disseminable dissertation or, with approval, a related artifact that accomplishes the same learning objectives.

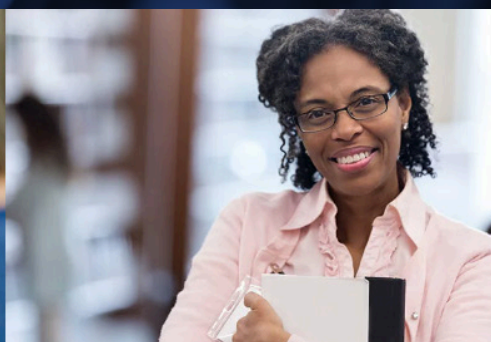
Comprehensive Exam (0)
Generative Learning: Research Design (3)
Generative Learning: Dissertation (3)

Program Completion Phase

Continuing Well (3)

Doctor of Philosophy





The Doctor of Philosophy is a research degree that enables deep, faith-informed reflection on questions that are relevant to professional practice. The 42 credit hour program creates and supports scholar-practitioners who contribute to the mission of human flourishing. This program is designed for individuals in secular vocations. Examples of specialized fields of inquiry include transformative leadership, business, trauma-informed care, historical studies, ethics, semiotics, etc.

Program Breakdown

Program Entry Phase

The program consists of four asynchronous core courses that provide a common foundational content and context for learning in the program. Core learning experiences can be taken in any order.

Starting Well (3)

Core Learning Phase

The program consists of four asynchronous core courses that provide a common foundational content and context for learning in the program. Core learning experiences can be taken in any order.

Imagining Well: Macro Integration
Imagining Well: Imagining Community (3)
Imagining Well: Imagining Mission (3)

Imagining Well: Micro Integration
Imagining Well: Imagining Knowing (3)
Imagining Well: Imagining Formation (3)

Simultaneous with the completion of the core courses students are engaged either individually, or with a group of fellow students, in specialized inquiry (consisting of intentional, guided learning) within their chosen discipline, ministry practice, or area of research, under the direct supervision of their mentor team.

Inquiring Well: Literature and History
Inquiring Well: Literature (3)
Inquiring Well: History (3)

Inquiring Well: Concepts and Models
Inquiring Well: Concepts (3)
Inquiring Well: Models (3)

Inquiring Well: Practices and Methods
Inquiring Well: Practices (3)
Inquiring Well: Methods (3)

Generative Learning Phase

Upon completion of specialization and core learning experiences, students take a comprehensive exam to demonstrate the capacity to integrate and apply across the content of the program. Following the exam, students begin the process of creating a full-length disseminable dissertation or, with approval, a related artifact that accomplishes the same learning objectives.

Creating Well
Comprehensive Exam (0)
Creating Well: Research Design (3)
Creating Well: Dissertation (3)

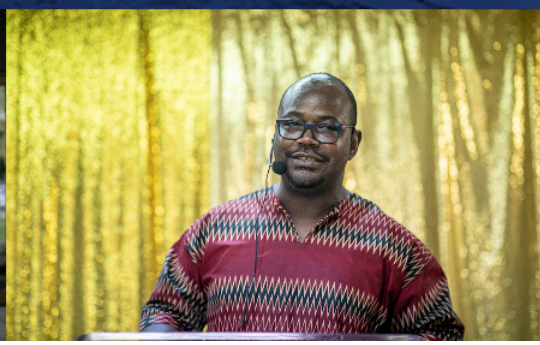
Program Completion Phase

Continuing Well (3)

Master of Divinity







The Master of Divinity develops individuals for participation in the kingdom mission and in various forms of ministry. The 72 credit hour, context-based program prepares students for leadership in faith-based settings, ordination in most denominations, doctoral studies, and personal growth. Students will develop personal resources and integrated proficiency in the content, character, and craft required of spiritual leaders.

Program Breakdown

Starting Well (3)
Areas of focus: journey preparation, mentor team development

Christian Spirituality (6)
Areas of focus: spiritual formation, life in Christ, fruit of the spirit

Skillful Biblical Exegesis (6)
Areas of focus: Old and New Testaments, Bible interpretation, Biblical exegesis

Cultural Exegesis and Gospel Proclamation (6)
Areas of focus: mission of the church, ethnohermeneutics, gospel communication, gospel communication in practice

Theology and Worship (6)
Areas of focus: God, Christ, humanity, creation, spirit, church, Christian worship

Christian Tradition (6)
Areas of focus: early church history, the reformation, modern church history, denominational heritage, Christianity

Christian Ethics (6)
Areas of focus: ethical reasoning, Christian ethical reflection, Christian leadership

Collaboration and Care (6)
Areas of focus: collaborative leadership, care, counseling, human and organizational systems

Reflection in Community I (6)
Reflection in Community II (6)
Areas of focus: high-level integration, diversity of perspectives, empathetic listening

Contextual Project (6)
Areas of focus: ethnohermeneutics, project research, project/thesis, doing theology in context, cross-cultural immersion

Mentored Life (6)
Areas of focus: Christian discipleship, walking with fellow Christians, vocational resilience

Continuing Well (3)
Areas of focus: program reflection, building a community of support, and lifelong learning preparation

Master of Arts





The Master of Arts helps students gain a deeper understanding of the Christian faith while developing expertise in a chosen area of specialization. This 48 credit hour, context-based program highlights the classic theological disciplines. It also provides space for students to craft a program of study that helps them understand what God is doing in the world as they develop vocational expertise informed by that understanding.

Program Breakdown

Starting Well (3)
Areas of focus: journey preparation, mentor team development

Christian Spirituality (6)
Areas of focus: spiritual formation, life in Christ, fruit of the spirit

Biblical Literacy (6)
Areas of focus: Old and New Testaments, Bible interpretation

Contextual Project (6)
Areas of focus: ethnohermeneutics, project research, project/thesis, doing theology in context, cross-cultural immersion

Reflection in Community I (6)
Areas of focus: high-level integration, diversity of perspectives, empathetic listening

Christian Theology (6)
Areas of focus: God, Christ, humanity, creation, Spirit, church, global theology

Culture and History (6)
Areas of focus: early church history, the reformation, modern church history, historical theology

Mentored Life (6)
Areas of focus: Christian discipleship, walking with fellow Christians, vocational resilience

Continuing Well (3)
Areas of focus: program reflection, building a community of support, and lifelong learning preparation

Master of Arts in Leadership





The Master of Arts in Leadership, a new program open by invitation only, helps students gain a deeper understanding of the principles and practices of effective leadership while developing expertise in their chosen vocation. This 48 credit hour, context-based program provides the opportunity for students to engage in real-time projects and situational learning while developing personal resources.

Program Breakdown

Starting Well (3)
Areas of focus: journey preparation, mentor team development

Holistic Well-Being (6)
Areas of focus: personal formation and development, holistic development and the function of spirituality in the process

Developmental Leadership (6)
Areas of focus: aiding formation and development in others, acquiring personal integrative, management, and critical thinking skills and how to develop those in others

Culture and Context (6)
Areas of focus: cultural perspectives, worldview, personal identify in vocation and world, understanding of traditions and cultures

Collaborative Leadership (6)
Areas of focus: vocation-specific collaborative leadership practices, self-awareness and emotional-relational intelligence, organizational systems, strategy development

Reflection in Community I (6)
Areas of focus: high-level integration, diversity of perspectives, empathetic listening

Contextual Project (6)
Areas of focus: ethnohermeneutics, project research, project/thesis, doing theology in context, cross-cultural immersion

Mentored Life (6)
Areas of focus: hospitality, whole-life stewardship, holistic practice of leadership, vocational resilience

Continuing Well (3)
Areas of focus: program reflection, building a community of support, and lifelong learning preparation

Master of Arts in Counseling





The Master of Arts in Counseling is an integrative academic and clinical program. The 63 credit hour program brings together guidance from faculty with participation in learning experiences, formation groups, and clinical work Graduates will be prepared to pursue^ (additional work may be required) licensure as a qualified therapist or counselor in a variety of settings.

Program Breakdown

Core Curriculum

Orientation to the Profession* (3)

Human Growth and Development* (3)

Theories* (3)

Counseling Research, Statistics, and Professional Writing* (3)

Appraisal, Assessment, and Diagnosis* (3)

Counseling Skills and Practice* (3)

Psychopathology* (3)

Psychopharmacology* (3)

Addictions Counseling* (3)

Consultation and Counseling for Crisis and Trauma* (3)

Marriage and Family Dynamics* (3)

Counseling Diverse Populations* (3)

Group Counseling Process and Practice* (3)

Professional, Legal, and Ethical Issues* (3)

Lifestyle and Career Counseling* (3)

Practicum, Internship, and Specialization

Students work with their faculty mentor to choose six courses based on state licensure plans. A combination of practicum~ and internship are required.

Counseling Practicum I (3)~

Counseling Practicum II (3)

Counseling Practicum III (3)

Counseling Internship I (3)

Counseling Internship II (3)

Counseling Internship III (3)

Marriage and Family Therapy (3)

Sexual Function and Systemic Sex Therapy (3)

Cognitive Behavioral Therapy (3)

Counseling Children and Adolescents (3)

Grief Counseling (3)

Expressive Therapies (3)

Aging and Elder Care (3)

Family Mediation and Conflict Resolution (3)

Interpersonal Neurobiology and Counseling Practice (3)

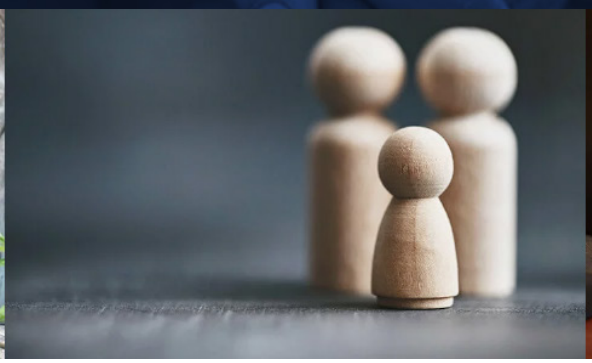
Self-Care for Mental Health Professionals (3)

*Prerequisites to practicum.

~Students are *required to pass the Counselor Preparation Comprehensive Examination (CPCE) before entering their first practicum.*

^ *Prepares students to pursue licensure as a* Licensed Professional Counselor in South Dakota, Iowa, Nebraska, North Dakota, Minnesota, Texas, Pennsylvania, and other several other states. Students may also be eligible in other states that allow for "equivalent coursework." Visit kairos.edu/disclosures for additional details.

Master of Arts in Marriage and Family Therapy


The Master of Arts in Marriage and Family Therapy prepares students for service as effective clinicians within diverse communities. The 65 credit hour program is accredited by The Commission on Accreditation for Marriage & Family Therapy Education (COAMFTE). It fosters a distinctive cohort model and encompasses academic, clinical, and personal development. Graduates will be prepared to pursue^ licensure as a beginning professional marriage and family therapist.

Program Breakdown

Faith Foundations
History and Theology of MFT (3)

Spiritual Foundations
Spiritual Disciplines and Practices (3)

Human Development
Assessment in Marriage and Family Therapy (3)
Dynamics of Bio-Psychosocial-Spiritual Dev. (3)
Psychological Tests and Measurements (1)
Children and Adolescents in Family Therapy (3)
Diversity and Cultural Attunement (3)

Marriage and Family Studies
Foundations for Marriage and Family Therapy (3)
Theories of Marriage and Family Therapy I (3)
Theories of Marriage and Family Therapy II (3)

Marriage and Family Therapy
Family Therapy – Skills and Practice (3)
Marriage Therapy – Theory and Practice (3)
Trauma, Resilience, and Resistance (3)
Abusive and Addictive Family Systems (3)
Advanced Marriage and Family Therapy Seminar (1)
Sexual Function and Systemic Sex Therapy (3)
Relevant Issues in the Practice of MFT (1)

Professional Studies
Ethical, Legal, and Professional Issues in FT (3)
Teletherapy Practice and Ethics (1)

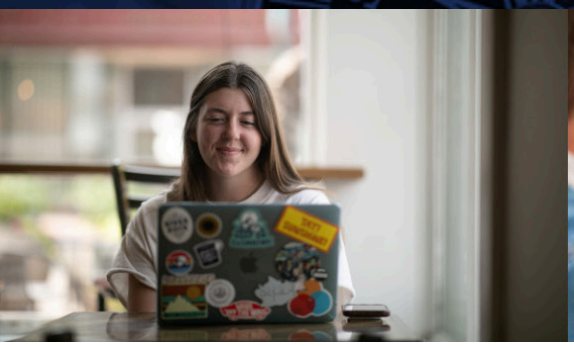
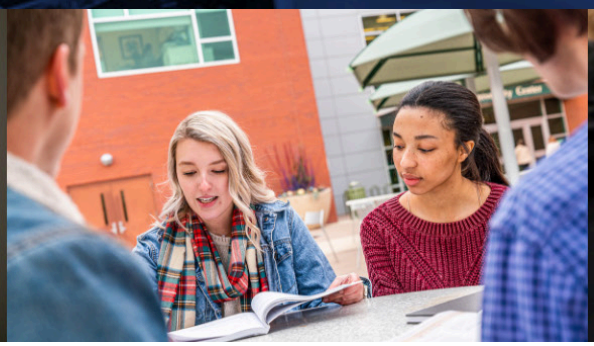
Research
Research in Marriage and Family Therapy (3)

Personal Enrichment
Personal Growth Plan (0)

Internship
Counseling Internship for MAMFT Students I-III (3 ea.)
Counseling Internship for MAMFT Students IV (4)

^ *Meets all educational requirements for licensure as a Marriage and Family Therapist in South Dakota, Minnesota, Iowa, Nebraska, Pennsylvania, Texas, and several other states.* Visit kairos.edu/disclosures for additional details.

Bachelor of Arts in Christian Thought and Practice


The Bachelor of Arts in Christian Thought and Practice helps students discern their vocational goals and/or develop vocational excellence . This 120 credit hour program is designed to give students maximum flexibility as they prepare to flourish in a chosen vocation or engage further study. Students planning to pursue Master's level work upon completion of this program may pursue the blended program track.

Program Breakdown

General Education Core

Starting Well (3)
Continuing Well (3)
Life Skills: Personal Finance (3)
Life Skills: Critical Thinking (3)
Research and Communication I: Research Skills (3)
Research and Communication II: Written Communication (3)
Understanding and Working with Others I: Exploring Psychology (3)
Understanding and Working with Others II: Exploring Sociology (3)
Context and Culture I: Exploring Culture (3)
Context and Culture II: Exploring Context (3)

Personal Development Core

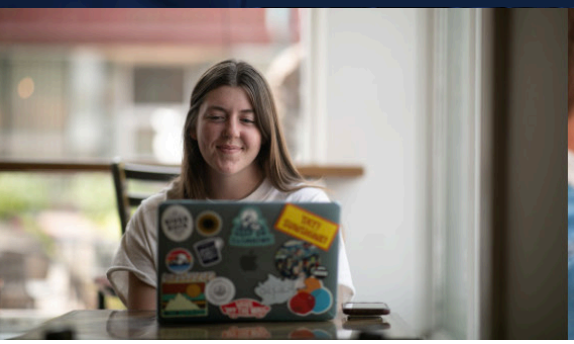
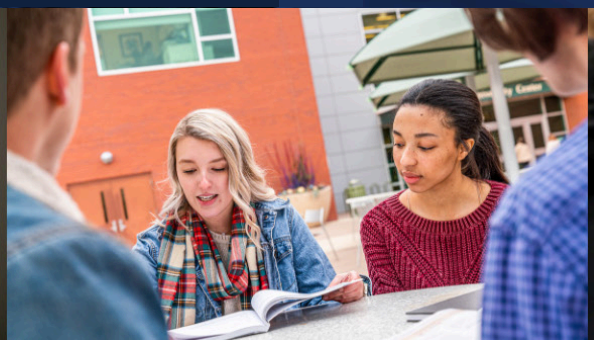
Contextual Project I (3)*
Contextual Project II (3)*
Vocational Project I (3)
Vocational Project II (3)
Personal Initiative I (3)
Personal Initiative II (3)
Context for Vocation I (3)
Context for Vocation II (3)
Context and Interpretation I (3)
Context and Interpretation II (3)
Reflection in Community: BA I (3)*
Reflection in Community: BA II (3)*
Knowing Yourself I (3)
Knowing Yourself II (3)

Christian Thought and Practice Major

Vocation I (3)
Vocation II (3)
Learning and Thinking Skills I (3)
Learning and Thinking Skills II (3)
Christian Spirituality I (3)
Christian Spirituality II (3)
Interpreting Biblical Texts I (3)
Interpreting Biblical Texts II (3)
Biblical Literacy I (3)*
Biblical Literacy II (3)*
Coherent Theology I (3)*
Coherent Theology II (3)*
Christian Tradition I (3)*
Christian Tradition II (3)*
Christian Ethics I (3)
Christian Ethics II (3)

**Master's-Level Integration - This program integrates with the MDiv or MA. The first 30 hours at the master's level also count for the corresponding BA courses.*

Bachelor of Arts in Leadership


The Bachelor of Arts in Leadership is a new program and is open by invitation only. It is focused on helping students explore their formation as an emerging leader and discern and develop their vocational goals. The 120 credit hour program is designed to give students maximum flexibility as they prepare to flourish in a chosen vocation or engage further study.

Program Breakdown

General Education Core

Starting Well (3)
Continuing Well (3)
Life Skills: Personal Finance (3)
Life Skills: Critical Thinking (3)
Research and Communication I: Research Skills (3)
Research and Communication II: Written Communication (3)
Understanding and Working with Others I: Exploring Psychology (3)
Understanding and Working with Others II: Exploring Sociology (3)
Context and Culture I: Exploring Culture (3)
Context and Culture II: Exploring Context (3)

Personal Development Core

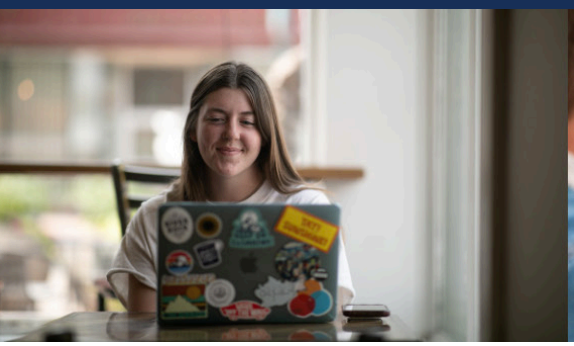
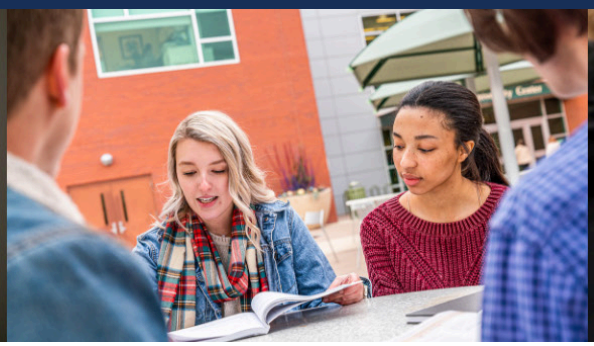
Contextual Project I (3)*
Contextual Project II (3)*
Vocational Project I (3)
Vocational Project II (3)
Personal Initiative I (3)
Personal Initiative II (3)
Context for Vocation I (3)
Context for Vocation II (3)
Context and Interpretation I (3)
Context and Interpretation II (3)
Reflection in Community: BA I (3)*
Reflection in Community: BA II (3)*
Knowing Yourself I (3)
Knowing Yourself II (3)

Leadership Major

Vocation I (3)
Vocation II (3)
Learning and Thinking Skills I (3)
Learning and Thinking Skills II (3)
Exploring the Field I (3)
Exploring the Field II (3)
Historical Imagination I (3)
Historical Imagination II (3)
Exploring Frameworks I (3)*
Exploring Frameworks II (3)*
Resource Review I (3)
Resource Review II (3)
Imbricating Disciplines I (3)*
Imbricating Disciplines II (3)*
Integrated Practice I (3)*
Integrated Practice II (3)*

**Master's-Level Integration - This program integrates with the MAL. The first 30 hours at the master's level also count for the corresponding BA courses.*

Associate of Arts in Christian Thought and Practice


Program Breakdown

General Education Core

Starting Well (3)
Continuing Well (3)
Research and Communication I: Research Skills (3)
Research and Communication II: Written Communication (3)
Understanding and Working with Others I: Exploring Psychology (3)
Understanding and Working with Others II: Exploring Sociology (3)
Context and Culture I: Exploring Culture (3)
Context and Culture II: Exploring Context (3)

Personal Development Core

Contextual Project I (3)
Contextual Project II (3)
Vocational Project I (3)
Vocational Project II (3)
Context for Vocation I (3)
Context for Vocation II (3)

Christian Thought and Practice Major

Choose any three of the following eight sets:

Vocation I (3)
Vocation II (3)

Learning and Thinking Skills I (3)
Learning and Thinking Skills II (3)

Christian Spirituality I (3)
Christian Spirituality II (3)

Interpreting Biblical Texts I (3)
Interpreting Biblical Texts II (3)

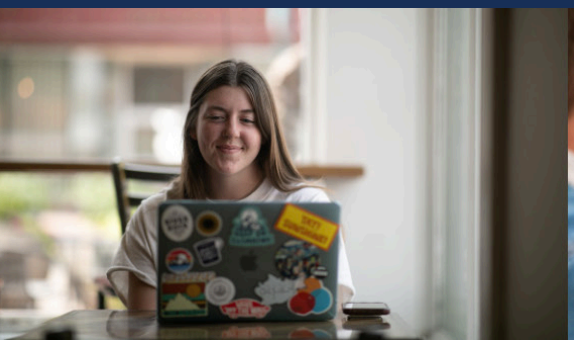
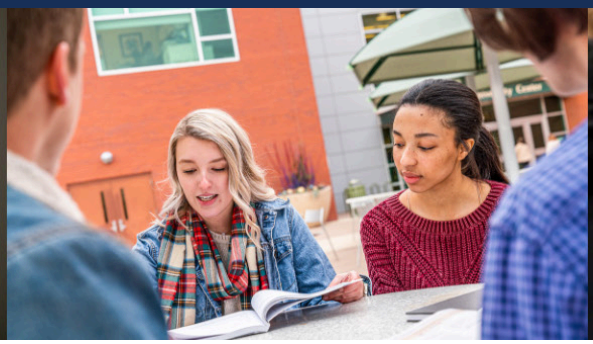
Biblical Literacy I (3)
Biblical Literacy II (3)

Coherent Theology I (3)
Coherent Theology II (3)

Christian Tradition I (3)
Christian Tradition II (3)

Christian Ethics I (3)
Christian Ethics II (3)

Associate of Arts in Leadership


Program Breakdown

General Education Core

Starting Well (3)
Continuing Well (3)
Research and Communication I: Research Skills (3)
Research and Communication II: Written Communication (3)
Understanding and Working with Others I: Exploring Psychology (3)
Understanding and Working with Others II: Exploring Sociology (3)
Context and Culture I: Exploring Culture (3)
Context and Culture II: Exploring Context (3)

Personal Development Core

Vocational Project I (3)
Vocational Project II (3)
Context and Interpretation I (3)
Context and Interpretation II (3)
Knowing Yourself I (3)
Knowing Yourself II (3)

Leadership Major

Choose any three of the following eight sets:

Vocation I (3)
Vocation II (3)

Learning and Thinking Skills I (3)
Learning and Thinking Skills II (3)

Exploring the Field I (3)
Exploring the Field II (3)

Historical Imagination I (3)
Historical Imagination II (3)

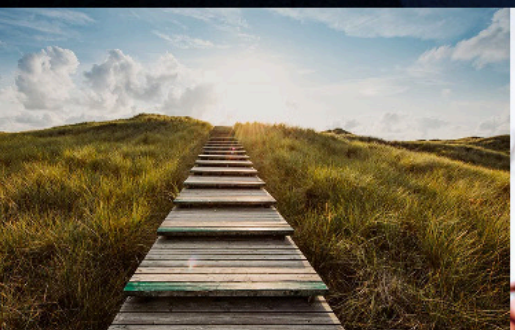
Exploring Frameworks I (3)
Exploring Frameworks II (3)

Resource Review I (3)
Resource Review II (3)

Imbricating Disciplines I (3)
Imbricating Disciplines II (3)

Integrated Practice I (3)
Integrated Practice II (3)

Graduate Certificate





The Graduate Certificate is designed to help students grow personally and professionally.

The flexible, context-based 24 credit hour program is highly customizable. It can be structured as an intensive year of theological study, as continuing education in an area or areas of choice, or as an opportunity for additional training to enhance a current or desired vocational role.

All students take Starting Well, Continuing Well, and then choose three outcome-level courses to best fit their needs and goals. The list of outcome-level courses offered by Kairos are listed within this catalog.

Program Breakdown

Starting Well (3)
Areas of focus: journey preparation, mentor team development.

Outcome-Level Course of Choice (6)*
Areas of focus can include Christian spirituality, Bible, leadership, theology, contextual project, Biblical exegesis, gospel proclamation, Christian tradition, Christian ethics, collaboration and care, culture and history, and more.

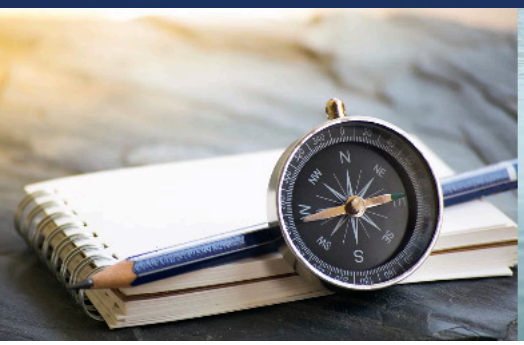
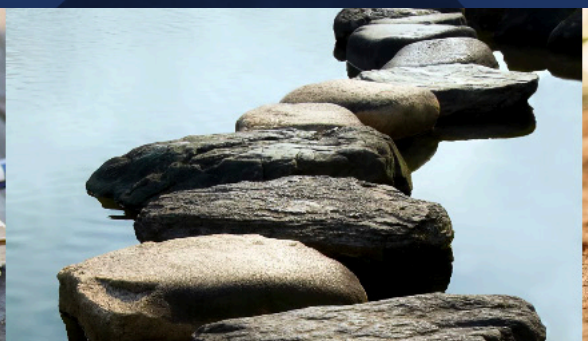
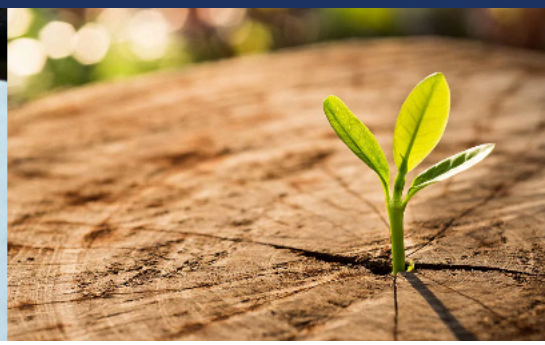
Outcome-Level Course of Choice (6)*
Areas of focus can include Christian spirituality, Bible, leadership, theology, contextual project, Biblical exegesis, gospel proclamation, Christian tradition, Christian ethics, collaboration and care, culture and history, and more.

Outcome-Level Course of Choice (6)*
Areas of focus can include Christian spirituality, Bible, leadership, theology, contextual project, Biblical exegesis, gospel proclamation, Christian tradition, Christian ethics, collaboration and care, culture and history, and more.

Continuing Well (3)
Areas of focus: program reflection, building a community of support, lifelong learning preparation.

**In rare circumstances, the graduate certificate can be awarded through the completion of eight three-credit classic courses.*

Training in Spiritual Direction

Develop skills to "listen people to life" through discernment and prayer. This non-credit bearing certificate of completion provides unique training for anyone desiring to "listen people to life" on their spiritual journeys. There is no residency requirement for this program. It is offered online via Zoom. Cohorts are typically offered annually. Meeting days/times vary.

This Training in Spiritual Direction program helps individuals notice God in the middle of everyday life. It is designed to help individuals go deeper with God and learn how to walk with others in a thoughtful and prayerful way. The certificate program is offered in a reflective, adult learner model that values the experience, insight, and perspective that each participant brings.

This training program is designed for individuals who meet two of the following requirements:

--Currently meeting with a certified spiritual director, preferably for 4-6 months. Consider finding a spiritual director at www.graftedlife.org.

--Accepted into a Kairos degree program and are working on, or have completed, the Christian Spirituality outcome.

--Completed spiritual formation training with either Apprentice Institute, Renovare, Transforming Center, VantagePoint3, or others.

Program Breakdown

One-Year Cohort

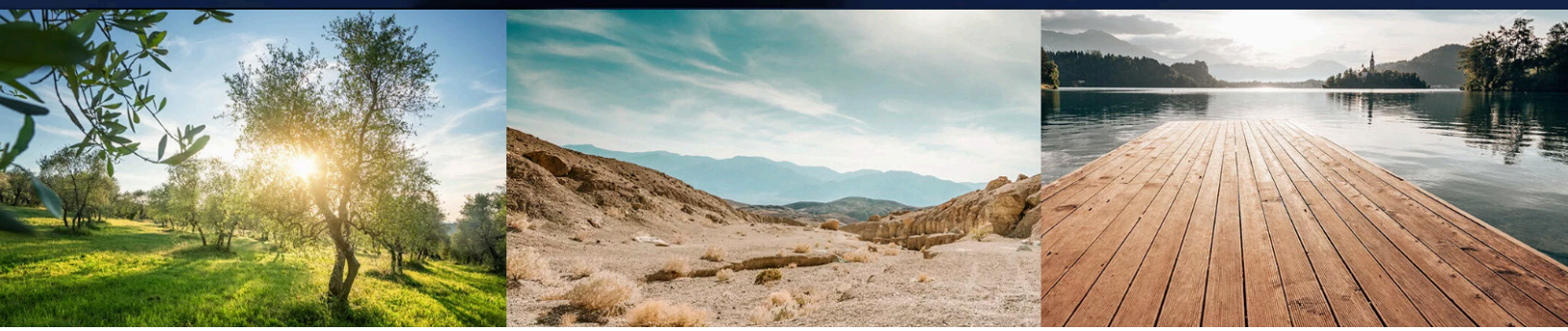
Session I
History of Spiritual Direction
The Human Experience of God
Spiritual Formation
Spiritual Narrative
Discernment
Evaluating Experiences of God

Session II
Spirituality and Personality
Contemplative Listening
Prayer Methods
Scripture in Spiritual Direction
Spiritual Classics
Gender and Spirituality
Spirituality and Sexuality

Session III
Faith Development Stages
Suffering and Direction
Psychology and Spiritual Direction
Resistance and Transference
Spiritual Direction and Ethics
Noticing Theological Themes
Developing a Spiritual Direction Practice
Scriptural Skills in Sacred Listening

Session IV
Verbatim Tools for Spiritual Direction
Self-Care
Creating Meaningful Questions
Peer Group Supervision
Spiritual Formation in the Church
Preparing and Leading Retreats
Sabbath and Celebration Retreat

Directing the Spiritual Exercises



Deepen your understanding of the dynamics of the spiritual exercises so you can discerningly guide others through the experience. This non-credit bearing certificate of completion is designed for spiritual directors who have experienced the Ignatian Spiritual Exercises and desire the specialized knowledge and skills necessary to guide others through this pilgrimage of prayer and discernment.

The program requires that entering students have been practicing spiritual directors for at least one year and have done the spiritual exercises themselves in full and extended form.

Program Overview

This 10-month certificate program is designed to provide spiritual directors with a deepened understanding of the dynamics of the exercises in order to discerningly guide others through the experience. In addition to in-depth instruction, students will participate in a supervised practicum by guiding two “retreatants” through the Spiritual Exercises.

Cohorts for this 10-month online training program typically begin each fall and start by meeting weekly for two hours and then shift to meeting every other week.

In addition to the program tuition of $300 per month, a one-time $500 administrative fee is paid to Oasis Ministries for Spiritual Development for their role in the program.

Undergraduate

CT 410 Vocation I
This course addresses the foundation of career and vocation. Students will develop a framework for understanding their own personal vocation and identity. 3 hours.

CT 415 Vocation II
This course introduces students to the various tools and practices of self-assessment. Emphasis will be placed on the student's understanding of their own personal skills, dispositions, and capacities. Students will develop an understanding of their personal and vocational identities. 3 hours.

CT 420 Learning and Thinking Skills I
This course evaluates specific works of theology as contextual theology. In particular, the work of theologians in the tradition of liberationist and feminist theologies will be analyzed to understand the social, political, personal or other influences that inform them. 3 hours.

CT 425 Learning and Thinking Skills II
This course explores the development and expression of personal conviction and humility as appropriate to one's vocational context. 3 hours.

CT 430 Christian Spirituality I
This class explores historic Christian practices related to spiritual growth, as well as evaluating insights from across Christian history related to fostering a desire to conform to the image of Christ. Practices associated with spiritual growth will also be evaluated and students will participate in personal reflection and assessment to help them in deepening their faith. 3 hours.

CT 435 Christian Spirituality II
This course provides students with a theological framework for the discipleship ministries of the church. Students will evaluate various forms of discipleship, as well as the manner in which discipleship intersects with education. 3 hours.

CT 440 Interpreting Biblical Texts I
This course considers the various books of the Protestant canon and their genres. The Bible is studied as a window into a conceptual world different from our own. Focus will be placed on understanding the manner in which the various literary techniques employed in the Scriptures convey the theological perspective of the writers and the communities of which they are a part. The course will also address the process by which the various biblical books were combined to form the Protestant canon. 3 hours.

CT 445 Interpreting Biblical Texts II
This course provides students with an introduction to the methods and techniques employed in the study of the Old and New Testaments. Emphasis is placed on basic hermeneutical principles ranging from matters related to interpreter bias to the use of Scripture in contemporary life. 3 hours.

CT 450 Biblical Literacy I
This course examines the content of the Old Testament, its broad theological themes, and literary genres of the Old Testament. Key works from the field of Old Testament theology will also be addressed. Emphasis is placed on the theological content of the Old Testament. 3 hours.

CT 455 Biblical Literacy II
This course examines the content of the New Testament, its broad theological themes, and literary genres of the New Testament. Key works from the field of New Testament theology will also be addressed. Emphasis is placed on the theological content of the New Testament. 3 hours.

CT 460 Coherent Theology I
This course seeks to convey an understanding of the nature and purpose of worship from theological, historical, biblical, and contemporary perspectives. The focus will be placed on the development of skills associated with planning and leading God's people in worship. 3 hours.

CT 465 Coherent Theology II
This course evaluates major doctrinal convictions of the Christian faith. Special attention will be given to the doctrines of God, Christ, and humanity as explored from a biblical and theological perspective. The development of those doctrines through history will also be addressed. 3 hours.

CT 470 Christian Tradition I
This course explores key events and socio-religious developments in the history of Christianity and the resulting theology. Special focus will be given to the historical period ranging from the origins of the church to the Protestant Reformation. 3 hours.

CT 475 Christian Tradition II
This course explores key events and socio-religious developments in the history of Christianity and the resulting theology. Special focus will be given to the historical period ranging from the Protestant Reformation to the present. 3 hours.

CT 480 Christian Ethics I
This course examines Christian ideals and biblical discernment in relation to contemporary ethical issues. Specific ethical questions and the character required to address them in a Christian manner will be explored as will the skill set needed to advise others with regard to ethical action. 3 hours.

CT 485 Christian Ethics II
This course continues to examine contemporary ethical issues. Specific ethical questions and the character required to address them in a Christian manner will be explored as will the skill set needed to advise others with regard to ethical actions. 3 hours.

GE 110 Life Skills I: Personal Finance
This course will explore the basics of personal finance, setting a budget, and setting financial goals. Students will also consider the ways in which their own Christian faith impacts their understanding of finances and the role of financial stewardship in Christian thought and practice. 3 hours.

GE 115 Critical Thinking
This course examines methods for analyzing and evaluating information, ideas, and arguments. 3 hours.

GE 120 Research and Communication I: Research Skills
This course will explore the skills needed for conducting research; finding, analyzing, and using credible information; and for communicating those findings. 3 hours.

GE 125 Research and Communication I: Written Communication
This course will help students begin to clearly communicate to various audiences, in various contexts, and for various purposes to accomplish an intended outcome (to inform, persuade, argue). 3 hours.

GE 130 Understanding and Working with Others I: Exploring Psychology
This course surveys the field of psychology. Emphasis is placed on the evaluation of various psychological theories. Integration with Christian Thought will also be addressed as appropriate. 3 hours.

GE 135 Understanding and Working with Others I: Exploring Sociology
This course surveys the field of sociology. Topics addressed include social institutions, process of social change, and identity formation. Special emphasis will be placed on the social role of religious institutions. 3 hours.

GE 140 Context and Culture I: Exploring Culture
This course explores and evaluates the role of Christianity in the formation of culture, symbols, and identities throughout the history of the world. 3 hours.

GE 145 Context and Culture I: Exploring Context
This course helps students explore their own context, especially as it relates to their vocation. 3 hours.

LE 430 Exploring the Field I
This course will explore basic leadership principles and help students choose a specific area of focus. Students will be introduced to leadership as an area of disciplined study, become familiar with leadership skills and principles, and explore distinctly Christian formulations of leadership and leadership principles. 3 hours.

LE 435 Exploring the Field II
Building upon the elements explored in Introduction I, Students will explore further leadership as an area of disciplined study, leadership skills and principles, and Christian formulations of leadership and leadership principles. 3 hours.

LE 440 Historical Imagination I
This course will explore the history of leadership thought and practice in general and also in the student's specialization. 3 hours.

LE 445 Historical Imagination II
Building upon the elements explored in Historical Imagination I, students will continue to explore the history of leadership thought and practice in general and in their chosen area of specialization. 3 hours.

LE 450 Exploring Frameworks I
This course will explore a few different leadership models and how they might be used in the student's area of focus. 3 hours.

LE 455 Exploring Frameworks II
Building upon the elements explored in Frameworks I, this course will further explore leadership models and how they might be used in one's area of focus. 3 hours.

LE 460 Resource Review I
This course will examine various resources related to leadership in general. 3 hours.

LE 465 Resource Review II
This course will explore leadership resources specific to the student's contextual needs. 3 hours.

LE 470 Imbricating Disciplines I
This course will explore how various elements within a system (e.g., management, stewardship, logistics) come together in leadership. 3 hours.

LE 475 Imbricating Disciplines II
Building from Imbrication I, this course will continue to examine how various disciplines can be integrated through leadership. 3 hours.

LE 480 Integration I
This course will examine how to integrate critical thinking and theory with practice. 3 hours.

LE 485 Integration II
Continuing the study in Integration I, this course will further explore the integration of thinking and theory with practice. 3 hours.

KA 300 Starting Well
This course provides students with an introduction to situated, continuous learning. Focus is on the principles and practices of such learning, as well as on the development of appropriate dispositions and disciplines for such learning. 3 hours.

KA 400 Continuing Well
This course explores basic concepts and skills of information literacy. Focus placed on the introduction of standard research processes, appropriate choice, use, and citation of information, and critical thinking skills. The will also address basic skills related to composition, thesis writing, and the use of library resources. 3 hours.

PD 310 Contextual Project I
This course prepares students to develop vocational skills through various pathways, including field education, coursework, and enhanced self-awareness. It includes development of basic research skills for a project or thesis appropriate to a vocational context, and helping students begin to reflect biblically, theologically, and culturally on a particular area of a chosen vocation. 3 hours.

PD 315 Contextual Project II
Similar to Contextual Project I, this course focuses on deepening and refining a student's vocational skills through various pathways, including field education, coursework, and enhanced self-awareness. It includes further developing research skills for a project or thesis appropriate to a vocational context and reflecting biblically, theologically, and culturally on the student's chosen vocation. 3 hours.

PD 320 Vocational Project I
In this course students will work to identify, plan, and complete a project that is contextually relevant to a vocation of their choice. This will include critical reflection and assessment of the project and feedback from others related to different aspects of the project. 3 hours.

PD 325 Vocational Project II
Building upon understanding gained in Vocational Project I, students will complete an additional contextually-relevant project. This will include critical reflection and assessment of the project and feedback from others related to different aspects of the project. 3 hours.

PD 330 Personal Initiative I
This course introduces students to personal initiative and responsibility. Students will develop basic skills related to each through assignments, project management, communication, and self-advocacy. Students will take the lead in areas related to communication, meetings, planning, seeking critical feedback from others, and collecting and presenting examples of their work related to a chosen vocation. 3 hours.

PD 335 Personal Initiative II
Continuing the work of Personal Initiative I, this course helps students continue developing personal initiative and responsibility through assignments, project management, communication, and self-advocacy. Students will take the lead in areas related to communication, meetings, planning, seeking critical feedback from others, and collecting and presenting examples of their work related to a chosen vocation. 3 hours.

PD 340 Context for Vocation I
In this course students will explore how context (religious, historical, cultural, geographic, political) influences one's vocation. Students will develop and carry out plans to learn about their context and relate it to a vocation. 3 hours.

PD 345 Context for Vocation II
Continuing the work done in Context for Vocation I, this course deepens a student's understanding of the various contexts (religious, historical, cultural, geographic, political) that shape and influences one's vocational journey. Students will develop and carry out plans to better understand their context and relate it to a vocation. 3 hours.

PD 350 Context for Interpretation I
This course helps the student recognize and analyze their own background and presuppositions, especially as they relate to questions of thought, interpretation, and practice in their vocational context. 3 hours.

PD 355 Context for Interpretation II
This course introduces the student to cultural interpretation which explores multi-generational, multi-cultural, and cross-cultural contexts. The focus will be on the development of a culturally appropriate dynamic in communicating with others. 3 hours.

PD 360 Reflection in Community: BA I
This course provides space for students to demonstrate the integration of thought and practice specific to their vocational contexts and that of others. Focus is given to developing the skills of listening, reflection, hospitality, and constructive feedback. 3 hours.

PD 365 Reflection in Community: BA II
This course provides space for students to demonstrate the integration of thought and practice specific to their vocational contexts and that of others. Focus is given to developing the skills of listening, reflection, hospitality, and constructive feedback. 3 hours.

PD 370 Knowing Yourself I
This course explores various ways the student's strengths, skills, and traits can be used for exploring various academic, professional, and personal pursuits. Attention is given to understanding one's gifts, abilities, and personality, and how they may contribute to the Kingdom of God. 3 hours.

PD 375 Knowing Yourself II
This course continues the exploration begun in Knowing Yourself I. Students will explore, develop, and carry out plans for enhancing their strengths and minimizing weaknesses. Attention is given to exploring one's unique contributions to the Kingdom of God. 3 hours.

Graduate

Master's Level Courses

CC 525 Foundations for Marriage and Family Therapy
Presents an evaluation of the personal life of the minister or counselor with a focus on self-understanding, self-care, differentiation, integrity, and enrichment. Looks at Bowenian theory and the Inter-System Model of exploring individual, interactional and intergenerational dynam-

ics. Helps students evaluate their self-image, relational skills, and family of origin dynamics through the "Family Voyage" class project. 3 credits 3 hours.

CC 527 Theories of Marriage and Family Therapy I
Presents a basic theoretical foundation for the "classic" modern marriage and family therapy theories. The following sub-schools are examined: Psychodynamic, Structural, Contextual, Strategic, Experiential, and Cognitive-Behavioral. Students continue to develop treatment plans and to conceptualize a systemic therapeutic approach, integrated with biblical constructs. Includes the conceptualization of family and couple dynamics, and the theory and application of interventions according to various therapeutic modalities. Contrast between theories will be explored as well as integration with the Christian worldview. Students will begin to conceptualize their own therapeutic frameworks out of a deepening self-awareness. Quizzes and exams will facilitate preparation for the MFT licensure exam. 3 credits 3 hours.

CC 528 Theories of Marriage and Family Therapy II
This course examines contemporary theories and approaches in marriage and family therapy (MFT), focusing on the integration of postmodern philosophies in therapeutic practice. Topics include Cognitive Behavioral Family Therapy (CBFT), Cognitive Processing Therapy (CPT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Collaborative Dialogue, Narrative Therapy, Solution-Focused Therapy, Postmodern Feminist Family Therapy, Social and Cultural Constructivism, and Relational Cultural Theory (RCT). Students will also engage with some Christian perspectives on MFT, exploring how faith-based principles align with modern therapeutic methods. These approaches will emphasize cultural attunement, equipping students to work effectively within diverse multicultural family settings. Quizzes and an exam will support preparation for the MFT licensure exam. Prerequisites: CC525 and CC527. 3 hours.

CC 617 Personal Growth Plan
Students must participate in a program for personal or relational growth during their second year of study, for part-time students, and during their first year for full-time students. Both married and single students are expected to participate in a minimum of six therapy sessions for individual, marital, or family concerns. Students must submit a written proposal of the PGP to the Marriage and Family studies Assistant for what they expect to do, when they plan to begin and end, what issue(s) they hope to address, and with whom they hope to do therapy. Proposals will be approved and monitored by the Marriage and Family Studies Assistant and upon completion of the PGP, students must submit a written summary of their PGP and what they learned to the Marriage and Family Studies Assistant. A grade of S will be given when the PGP is completed. Enrollment is limited to MFT students only. Not for credit.

CC 625 Assessment in Marriage and Family Therapy
Provides an overview of the Diagnostic and Statistical Manual (DSM-5-TR) with a family systems perspective, regarding both etiology and treatment of various clinical disorders. Case conceptualization, assessment, diagnostic, and treatment planning skills will be developed in both individual and relational arenas. Various assessment measures will be reviewed and Crisis Intervention will be addressed. Students will also receive training to become a ThriveSphere facilitator. Enrollment limited to MAMFT students only. Prerequisites: CC525 and CC527. 3 hours.

CC 627 Research in Marriage and Family Therapy
Provides an overview of the purpose, methodology, and process of marital and family therapy research. Specific attention is given to the scholarly writing of a literature review, to various methods of research design, to a process for evaluation and critique of research articles, and to becoming meaningful consumers of research through an application of effectiveness-based research and progress research. Ethical issues will be addressed as well as what it means to view research through a theological lens. Prerequisites: CC525, CC527 and CC528.. 3 hours.

CC 633 Dynamics of Bio-Psychosocial-Spiritual Development Across the Life Span
This course addresses individual and family development, human sexuality, and the interconnectedness of biopsychosocialspiritual health across the life span. Practices of "Integrated Care Providers" will also be explored, such as: prevention and engaging the consumer in taking initiative for wellness through motivational interviewing; using screening tools for assessment (protective, as well as risk factors); participating in interdisciplinary health teams; and resilience and recovery models. Health psychology, digital literacy, and telehealth, as well as the impact of technology in a person's life and relationships will be reviewed. The voice of the consumer concerning healthcare will be integrated in various ways throughout the course. Prerequisite: CC525/PM515. 3 hours.

CC 637 Family Therapy - Skills and Practice
Focuses on learning the basic skills of communication that are essential to conducting therapy. Special focus is placed on the skills in the initial therapy session. Students learn case conceptualization, some basic intervention techniques, and begin to implement theoretical concepts with the practice of therapeutic skills. Students will also have the option of becoming CORE instructors. Prerequisites: Part-time MFTs: CC525, CC527 and CC528; accelerated part time MFTs: enrolled in CC525 and CC527; MDiv-MFCs: CC525 and CC527. 3 hours.

CC 646 Psychological Tests and Measurements
Provides an overview of the procedures and validity of psychological testing. A conceptual understanding of major statistical procedures is noted with practical application to the Myers-Briggs Type Indicator. This course meets the statistical requirements for students to become an MBTI practitioner. This is provided as a hybrid online course: one week in the classroom and

two weeks asynchronously online. Prerequisite: CC525/ PM515. 1 hour.

CC 647 Teletherapy Practice and Ethics
Presents therapeutic skills necessary for completing client paperwork, storing/accessing HIPAA related data on online platforms, assessing HIPAA compliance, teletherapy etiquette, and discussion on the suitability of a client to participate in online therapy. Ideally students will take this course before starting internship or within the first rotation of internship. The course will cover teletherapy best practices, ethical considerations, and risk management. 1 hour.

CC 648 History and Theology of Marriage and Family
Addresses the historical treatment (both secular and ecclesiastical) and theological perspectives of gender, singleness, marital covenant and marital responsibilities, divorce and remarriage, sexuality and homosexuality, and children and parenting. This is provided as an asynchronous online course. 3 hours.

CC 713 Children and Adolescents in Family Therapy
Focuses on child and adolescent difficulties that are experienced within the family, from a family systems perspective. Child and adolescent development will be covered. How the child and adolescent influence the family, and vice versa, will be discussed. Assessment and treatment skills will be explored and developed for working with children and adolescents alone and within the context of the family therapy. Special focus will be given to play therapy. Prerequisites: CC525, CC527, CC528, CC625 and CC637. 3 hours.

CC 726 Marriage Therapy - Theory and Practice
Evaluates theoretical models of marital therapy along with the skills of marital assessment. Students learn basic approaches to marital therapy along with systemic intervention techniques. Presents a variety of marital issues that focus on sharpening skills in formulating theoretical assessment, therapeutic goals, joining techniques and systemic strategies for change. Prerequisites for part time MFTs: CC525, CC527, CC528 and CC637; for accelerated part time MFTS: CC525, CC527, CC637 and enrolled in CC528; for MDIV-MFC students: CC525, CC527 and CC637. 3 hours.

CC 728 Ethical, Legal, and Professional Issues in Marriage and Family Therapy
Explores the development of professional attitudes, integrity, and identity of the marriage and family therapist. Issues including professional socialization, professional organizations, licensure, family law, and confidentiality are noted. The American Association for Marriage and Family Therapy (AAMFT) code of ethics is highlighted along with various legal issues and liabilities related to marriage and family therapy. For all students, this course must be taken prior to beginning CC845. Enrollment limited to MAMFT students only. This is provided as a hybrid online course: a few weeks in the classroom and the rest asynchronously online. 3 hours.

CC 729 Abusive and Addictive Family Systems
This course explores the assessment and treatment of abuse and addiction through a systemic, trauma-informed lens. Topics include child abuse and neglect, intimate partner violence, sexual abuse, and both chemical and behavioral addictions. Students will learn evidence-based, family-centered approaches to treatment, grounded in current clinical science and systemic theory. We also recognize that healing involves the whole person; mind, body, and spirit. Together, we'll explore how faith, spiritual identity, and the presence of God can play a powerful role in the healing process for both clients and clinicians. Students will reflect on their own stories and spiritual beliefs, considering how these shape their ability to show up fully and authentically in the therapy room. In addition to clinical content, students will actively research and present on different forms of abuse and addiction. This course encourages students to use their voices, sharpen their critical thinking, and engage their peers in meaningful dialogue around these complex and often painful topics. By the end of the course, students will be equipped not only with clinical knowledge and tools, but with a deeper, spiritually rooted awareness of how to bring compassionate, whole-person care into their work. Prerequisites for part time MFTs: CC525, CC527, CC528, and CC637; for accelerated part time MFTs: CC525, CC527, CC637 and enrolled in CC528. 3 hours.

CC 784 Relevant Issues in the Practice of Marriage and Family Therapy
This course will help facilitate student's developing competencies in current and emerging contemporary clinical theories/applications, challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice. Topics may change from year to year in order to address relevant issues. The course will cover three areas, each area covered by one of the three core MFT faculty. A pass/fail grade will be given 1 hour.

CC 826 Advanced Marriage and Family Therapy Seminar
The capstone course to the MFT program is taught through a learner-centered format. Participants will practice dialogical engagement which will entail implementation of the principles of self-delineation, due consideration, and multi-lateral ethical imagination as articulated in the integrative model of Contextual Therapy. In addition, each student will develop his or her advanced personal theory of therapy which will include attention to diversity, self of the therapist, integration of Christian faith, and a plan of ongoing professional development. Enrollment limited to MAMFT students only. 1 hour.

CC 827 Diversity and Cultural Attunement
This course explores the dynamics of diversity, power, and privilege across multiple dimensions (i.e. gender, ethnicity, race, class, sexuality, religion, and intersectionality). It facilitates the development of culturally competent therapeutic skills in attentive address, in assessment (including Cultural Formulation Interview), and in

treatment modalities. The work begins with a study of relational theological anthropology seeing the heart of God as steadfast love for every person. Skills for dialogical engagement of both self and other will be practiced. Each student will research their own ethnic and cultural heritage, identifying biases and prejudices along with strengths and resources. Students will engage a diverse, multicultural, marginalized, and/or underserved community, and practice trauma informed ways of being with self and others. Enrollment limited to upper level MAMFT students only (meaning all 1st and 2nd year courses must be completed). 3 hours.

CC 837 Sexual Function and Systemic Sex Therapy
Presents an analysis of human sexuality in view of biblical theology, historical and cultural attitudes. Healthy and pathological sexual functioning are noted along with a study of a systemic approach to sex therapy in the context of marriage counseling. Enrollment limited to upper level MAMFT students only (meaning all 1st and 2nd year courses have been taken). 3 hours.

CC 845 Counseling Internship for MAMFT Students I
Provides direct counseling experience with individuals, couples, and families for MAMFT students. Students will be given the choice of doing either a 300-hour or more internship, and must accrue these contact hours, over the four internships, spanning 21-24 months, in order to complete their degree requirements. These hours are usually, but not necessarily completed in Seminary provided clinical settings. Additionally, students register for and receive regular weekly supervision of their cases through review of videotaped sessions. Group supervision will occur during the first week of each month, and dyadic/individual supervision will occur each week following the first week. Internship also assists students in the development of their professional skills as marriage and family therapists, including self-of-the-therapist issues, as well as the integration of marriage and family theory and praxis with Christian faith and biblical principles when possible. More specifically, this 21-24 months sequence is designed to progressively build toward each student's development of a competent clinical presentation of the application of his/her stated orientation/theory during the third internship (CC847), and a written personal theoretical orientation of treatment (completed during the final capstone course CC826). Internship evaluations will be completed at the end of each supervisory rotation/internship. This internship spans six months, usually February through July. Successful performance will be demonstrated at the end of this internship by having a cumulative score of 2.0 or higher in each of the five "skill areas." The student will receive a grade of "pass/fail" upon completion. Prerequisites: Part-time students - CC525, CC527, CC528, CC545, CC625, CC633, CC637, CC646, CC728, and registered for CC726 and CC729; Accelerated part time students - CC525, CC527, CC545, CC633, CC637, CC646, CC728, and registered for CC528, CC625, CC726, and CC729 3 hours.

CC 846 Counseling Internship for MAMFT Students II
See the course description for CC845. During this internship, dates for student's Oral/Written Clinical Case Presentations during CC847 will be determined during group supervision, and given to the Program Director, who will make a list available to all to be included. Successful performance will be demonstrated at the end of this internship by showing some progression in theoretical competency and skills development from the previous internship evaluation (ideally demonstrated in most categories).The student will receive a grade of "pass/fail" upon successful completion. This internship spans six months, usually August through January. Prerequisite: CC845. 3 hours.

CC 847 Counseling Internship for MAMFT Students III
See the course description for CC845. During this internship, students will focus on preparing and presenting, during group supervision, a competent application of their theory of therapy to one of their relational clinical cases (family or couple), to show evidence of their professional development and competency, as well as to show progression toward their goals while using their theory. [A competent application of a theory of therapy will include the following aspects: contextual/diversity issues, ethical and professional issues, and self-of-the-therapist issues.] A pass/fail grade will be given, and students must pass this evaluation in order to graduate from the MAMFT Program. If a student fails the first time, they will be allowed to redo this presentation a second time, during the fourth internship (CC847). Successful performance of this internship will be demonstrated at the end of this internship by showing some progression in theoretical competency and skills development from the previous internship evaluation, and/or maintaining competency once attained. The student will receive a grade of "pass/fail" upon successful completion. This internship spans six months, usually February through July. Prerequisite: CC846. 3 hours.

CC 848 Counseling Internship for MAMFT Students IV
See the course description for CC845. Successful performance of this final internship will be demonstrated by attaining the program level competency score in at least four of five "skill areas" of the evaluation. The student will receive a grade of "pass/fail" upon completion of acquiring all of the chosen 300 or more hours required for the whole internship, and upon successful performance of the evaluation. This internship spans six months, usually August through January. Prerequisite: CC847. 4 hours.

CC 857 Trauma, Resilience, and Resistance
This course presents neurobiology, trauma protocols, introduction to trauma treatment modalities within the context of clinical work as a marriage and family therapist. The objective of this course is to provide the foundational understanding of trauma-informed care when conducting assessments and treatment plans in clinical practice. Additionally, this class will expose students to the variety of trauma training options post-graduation and to begin the formational journey to embody safety well. The course is structured in three phases: stabilization, processing and

integration. This is intentional, as students will experientially also stabilize, process and integrate the material. Enrollment limited to upper level MFT students only. 3 hours.

CO 501 Orientation to the Profession~
An introduction to the mental health counseling profession, its history, philosophy, and theoretical foundations. The scope of the practice of counselors, state licensure processes, and other professional issues are explored. The focus is an overview of the counseling program, the profession, and professional competencies. 3 hours.

CO 502 Human Growth and Development~
A study of the processes and stages of human intellectual, physical, social, and emotional development from prenatal origins through senior adulthood, in individuals and families, with attention to Christian perspectives on the issues, implications for ministry and counseling, and how developmental issues impact the work of the counselor. 3 hours.

CO 503 Theories~
An introduction to the history of mental health counseling and to current postmodern schools of theoretical and clinical research, with attention to individual therapy, family systems theory, marriage and family therapy theories, and the relationship between mental health counseling and spirituality. 3 hours.

CO 504 Counseling Research, Statistics, and Professional Writing~
An overview of the scientific methods proven and respected in the field of psychological theory and research. The tools explored can be used to measure the success of counseling interventions, analyze the relevance of research presented in counseling journals, and address the knowledge base needed to pass the National Counseling Exam. Statistical mathematical theories will be explored as they relate to quantifying psychological research and client treatment plans. Professional writing skills will be enhanced through interaction with the APA Manual. 3 hours.

CO 505 Appraisal, Assessment, and Diagnosis~
An overview of individual and group approaches to assessment, diagnosis, and treatment of mental disorders used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties. Multicultural awareness, sensitivity, and competence within the assessment process are also highlighted. 3 hours.

CO 506 Counseling Skills and Practice~
A study of principles, methods, and techniques for the counseling of individuals with attention to ways of fostering reflection and insight for the counselee, resolution of problematic issues, personal resolve, initiative, and personal growth within the context of the counselee‘s various dynamic relationships. 3 hours.

CO 507 Psychopathology~
A systematic study of mental disorders, applying scientific methods in an effort to understand disturbed or abnormal behavior and applying this knowledge to clinical assessment and therapy with clients. The student will be able to recognize symptoms of a mental disorder and define abnormal behavior and the classification system, according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Cultural determinants of what is considered abnormal will be discussed. The treatment, mental health, and legal aspects of abnormal behavior are included. 3 hours.

CO 508 Psychopharmacology~
Psychopharmacology refers to the scientific understanding of the medications used in the treatment of mental disorders and psychological distress. It also refers to the practical use of these medications in clinical practice. This course on psychopharmacology is designed for non-medical, mental health and counseling professionals. As such, it emphasizes the clinical use of psychopharmacologic agents, including their indications, expected benefits, and adverse effects. It also considers their use in conjunction with, and in light of, the known efficacy of nonpharmacologic interventions in the treatment of mental disorders. The broader social context in which medications are prescribed will also be considered. 3 hours.

CO 509 Addictions Counseling~
TA study of the factors that contribute to addictive behavior and substance abuse and the various treatment modalities. Includes a history of addiction in North America, predisposing and sociocultural dimensions, screening and diagnosis, pharmacology of substances, legal issues, family systems, and prevention and treatment approaches, including the role of spirituality and the AA movement. 3 hours.

CO 510 Consultation and Counseling for Crisis and Trauma~
An exploration of counselor roles in prevention, intervention, and consultation endeavors with specific populations in specific settings. Various approaches to addressing these three domains of counseling will be explored and, using an action research model, students will prepare a crisis and trauma blueprint for a prevention, intervention, or consultation project for a community, agency, or organization. Planning, implementation, and program evaluation for PTSD, resilience, and major traumatic events will be developed. 3 hours.

CO 511 Marriage and Family Dynamics~
A survey of marriage and family dynamics and basic models of family therapy. Emphasis is on family systems theories/therapies such as psychodynamic, experiential, transgenerational, structural, strategic, cognitive/behavioral, solution oriented, postmodern/constructionist, and narrative and will utilize a variety of related tools and resources. 3 hours.

CO 512 Counseling Diverse Populations~
This course explores diversity and its impact on personal Student awareness, knowledge, and skills related to multicultural counseling will be enhanced through explo-

ration of one's own cultural development, biases, and values, and those of diverse client populations. Topics include age, race, gender, sexual orientation, religion and spiritual orientation, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and assessment, and family patterns. 3 hours.

CO 513 Group Counseling Process and Practice~
An examination of the developmental stages of groups and theoretical approaches to group work. Topics include types of groups, group dynamics and processes, group leadership and membership roles, ethical considerations in group work, and crisis management within groups.
3 hours.

CO 514 Professional, Legal, and Ethical Issues~
An exploration of the ethical and legal issues in professional counseling, including developing and applying ethical decision-making models. Topics addressed include the philosophical underpinnings of codes of ethics; understanding and applying the American Counseling Association Code of Ethics and adhering to state statutes related to professional counseling; understanding the relationship between ethics and law; and protecting consumers of counseling services. 3 hours.

CO 515 Lifestyle and Career Counseling~
A study of vocation, lifestyle, and career development with attention to calling and career choice, sources of occupational and educational information, career decision-making processes, motivation, creativity, and leadership. 3 hours.

CO 600 Marriage and Family Therapy
A study of the principles, methods, and techniques used in marriage and family therapy with attention to fostering healthy family dynamics, resolution of problematic issues, relational dysfunction, and personal growth within the context of the family unit. 3 hours.

CO 601 Sexual Function and Systemic Sex Therapy
An exploration of normal sexual development and function across the human lifespan. Emphasis will be placed on theological, spiritual, psychological, and physiological issues related to human sexuality, including an evaluation of sexual disorders and relational disconnectedness. Appropriate basic clinical interventions from a systemic perspective will be addressed. 3 hours.

CO 602 Cognitive Behavioral Therapy
Cognitive Behavioral Therapy (CBT) has been endorsed by a number of research studies as a highly effective method of psychotherapy and counseling. CBT assumes that cognitions, that is, beliefs, determine feelings and behavior. In this course, students will articulate the basic principles of cognitive behavioral therapy (CBT) including its history as a leading model of therapeutic intervention. 3 hours.

CO 603 Counseling Children and Adolescents
An overview of theoretical and practical approaches in working with children and adolescents. Treatment approaches (e.g., play therapy, problem solving approaches, dynamic perspectives) to various psychological and relational disorders found in children and adolescents will be learned and practiced during the course. Community resources for addressing compromised children and adolescents will be discussed. 3 hours.

CO 604 Grief Counseling
An introduction to the history, study, and processes related to death, dying, grief, and bereavement. It includes the development of major clinical, theoretical, and spiritual positions with attention to the individual, family, community, institutions, and church. The study includes individual, group, family, institutional, community, pastoral, and spiritual aspects of the counseling process. 3 hours.

CO 605 Expressive Therapies
An experiential introduction to the creative process in counseling, as a way to explore the literal and figurative contexts in which creativity emerges and to identify through the use of metaphor, imagery, and poetry the power of creative expression. Participants will find ample opportunity to discuss, reflect, and process with peers, while drawing on a range of literature and clinical practice. 3 hours.

CO 606 Aging and Elder Care
A study of the psychological, developmental, and sociological aspects of aging and ways to use community resources and programs in the counseling of senior adults and their nuclear and extended families, with an emphasis on appropriate therapeutic interventions relevant to the unique challenges for this age group. 3 hours.

CO 607 Family Mediation and Conflict Resolution
A study of mediation within the context of families as a means of resolving conflicts without resorting to adversarial means such as litigation; attention is given to family dynamics, child development, the Family Code of the student's State or Province, family violence, and facilitation of communication and dispute resolution. 3 hours.

CO 608 Interpersonal Neurobiology and Counseling Practice
An introduction to the emerging field of Interpersonal Neurobiology (IPNB), exploring the embodied nature of the human mind, the intersection of neuroscience and human formation, and implications for professional counseling. Drawing from psychotherapy, attachment theory, and theological anthropology, students will be exposed to the concepts of IPNB through didactic and experiential means. The final course project will provide an interdisciplinary engagement of IPNB with clinical mental health counseling and spiritual formation. 3 hours.

CO 609 Self-Care for Mental Health Professionals
Self-Care is an ethical necessity in the life of the mental health or counseling professional, and necessarily includes the process of spiritual development for counselor and client. Participants will understand and assess their own self-care habits and apply knowledge gained to create and implement an intentional plan for ongo-

ing self-care. Models of spiritual development, compassion fatigue, and other important topics will be addressed as they relate to mental health or counseling professionals and clients in clinical settings. 3 hours.

CO 680 Counseling Practicum I^
One hundred (100) to one hundred fifty (150) clock hours of supervised experience in counseling (depending upon State requirements) with an approved supervisor in an approved clinical or counseling center setting. The course includes weekly meetings with a faculty mentor and peer group for case study presentations. 3 hours.

CO 681 Counseling Practicum II
A continuation of CO 700 with an additional one hundred (100) to one hundred fifty (150) clock hours of supervised experience in counseling (depending upon State requirements) with an approved supervisor in an approved clinical or counseling center setting. The course includes weekly meetings with a faculty mentor and peer group for case study presentations. 3 hours.

CO 682 Counseling Practicum III
A continuation of CO 701 with an additional one hundred (100) to one hundred fifty (150) clock hours of supervised experience in counseling (depending upon State requirements) with an approved supervisor in an approved clinical or counseling center setting. The course includes weekly meetings with a faculty mentor and peer group for case study presentations. 3 hours.

CO 683 Counseling Internship I
One hundred fifty (150) to three hundred (300) clock hours of supervised experience in counseling (depending on State requirements) with an approved supervisor in an approved clinical or counseling center setting. The course includes meetings with a campus supervisor and peer group. Prerequisite Counseling Practicum. 3 hours.

CO 684 Counseling Internship II
One hundred fifty (150) to three hundred (300) clock hours of supervised experience in counseling (depending on State requirements) with an approved supervisor in an approved clinical or counseling center setting. The course includes meetings with a campus supervisor and peer group. Prerequisite Counseling Practicum. Students needing a 600-clock hour internship, for example in South Dakota, will fulfill the maximum clock hours and requirements for Internships I and II. During the 600-clock-hour internship, the student will complete at least 240 hours of face-to-face lead therapy, receive at least an hour of dyadic supervision with an on-site supervisor each week, and receive at least two hours of group supervision each week at/with seminary counseling supervisors. In many cases, internship sites will offer the student intern ample added professional experiences (staff meetings, related research, workshops, professional activities) to complete the 600 required hours. Sometimes students may explore a particular area of interest, and internship sites may be willing to work with the student and the University to allow this to happen.
3 hours.

CO 685 Counseling Internship III
One hundred fifty (150) to three hundred (300) clock hours (depending on State requirements) of supervised experience in a clinical setting with clients; to include work with family systems and the use of family therapy counseling approaches. The course includes meetings with a campus supervisor and peer group and requires oversight by a Marriage and Family Therapy Supervisor. 3 hours.

KA 500 Starting Well
As with most things in life, one key to success is starting well. This course is designed with that in mind. It will help you get started on your journey through Kairos. Focus is placed on helping you demonstrate a functional understanding of the Kairos system and exploration of available resources for taking responsibility for your educational journey. Areas of focus include journey preparation and mentor team development. 3 hours.

KA 505 Christian Spirituality*
This course is designed to help you articulate how your life in Christ exhibits the gifts and fruits of the Holy Spirit as formed in your Christian community and devoted to the glory of God the Father. Understanding that God created you is an important first step. Through this course, you will explore what it means to know yourself in relationship to the triune God and to the community. Christian spirituality is intended to foster greater sensitivity to the presence of the triune God in the many dimensions of our individual, community, and vocational lives. Areas of focus include spiritual formation, life in Christ, and fruits of the spirit. 6 hours.

KA 506 Holistic Well-Being*
In order to help others flourish on their own journeys, it is necessary to understand and intentionally engage in an experience of holistic formation and development. This course will help you exhibit intentional progress toward well-being in all aspects of your personal life (spiritual, career, social, financial, physical, and emotional). 6 hours.

KA 510 Skillful Biblical Exegesis*
The importance of reading Scripture well cannot be overstated for any Christian. No matter what vocation you are called to, a solid understanding of the Bible and how to interpret it is essential. This course will help you demonstrate skillful exegesis through in-depth biblical study and awareness of methodological frameworks. 6 hours.

KA 520 Biblical Literacy*
Biblical literacy is important for any Christian. The Bible is essential for the life of a Christian. This course will help you demonstrate skillful, in-depth biblical study and awareness of interpretive frameworks. 6 hours.

KA 525 Cultural Exegesis and Gospel Proclamation*
This course is designed to help you demonstrate effective cultural exegesis and awareness of cultural frameworks, empowering you for effective, faithful, dynamic, and culturally appropriate communication of the Gospel. Knowing how to do effective cultural exegesis in your vocational context is crucial for empowering you for dynamic and culturally appropriate communication of the Gospel. No matter what vocation you are called to, a solid understanding of the cultural context and how to read it will help you. 6 hours.

KA 530 Culture and History*
This course is designed to help you demonstrate appreciative and critical awareness of cultural worldviews and Christian heritage, empowering you for competent ministry. A solid understanding of your own cultural context as well as that of others will be invaluable to you no matter your vocational context. Additionally, the study of history helps us understand where we came from and who we are. Christian history, specifically, provides witness to how our ancestors in faith addressed topics contemporary to their time and yet which are still relevant today. 6 hours.

KA 531 Culture and Context*
The focus of this course is to help you build an understanding of both the culture(s) in which you serve and the culture(s) with which you come into contact through your vocational work and service. The course is designed to help you demonstrate appreciate and critical awareness of your own culture and context and those of others. 6 hours.

KA 535 Contextual Project*
This course is designed to help you demonstrate effective cultural exegesis through empathetic reflection on worldviews in a particular academic area of study. Knowing how to conduct academic research and communication, while demonstrating cultural exegesis through worldview reflection, is crucial for clear and relevant communication of the Gospel in specific vocational contexts. This is especially true when doing advanced academic research in the areas of Bible, theology, anthropology, and other academic disciplines. 6 hours.

KA 540 Theology and Worship*
This course is designed to help you demonstrate a coherent Christian theological understanding and awareness of theological frameworks, informing your life and ministry, including corporate worship of the Triune God. As Christians we participate in a long tradition of thinking about the Christian faith in its doctrinal expression, and all of reality in light of this faith. Theology is essential in the life of a Christian. At the heart of all Christian theology is worship of the Triune God. 6 hours.

KA 545 Christian Theology*
This course is designed to help you articulate a coherent Christian theological understanding that informs your vocation. As Christians we participate in a long tradition of thinking and talking about God, Jesus Christ, and the Holy Spirit -- the discipline of theology. Theology is essential in the life of a Christian. 6 hours.

KA 550 Christian Tradition*
The study of history helps us understand where we came from and who we are. Christian history, specifically, provides witness to how our ancestors in faith addressed topics contemporary to their time and yet which are still relevant today. This course is designed to help you demonstrate appreciative and critical awareness of your own and other Christian traditions as implemented in strategies for ministry. 6 hours.

KA 560 Christian Ethics*
This course is designed to help you articulate your understanding of Christian ethics and demonstrate how it informs daily living and your philosophy of leadership. It is a truism to say that we live in a world of moral chaos. Over the course of history, and certainly including our time, Christians have struggled with what it means to be ethical and to make moral decisions. Given all the changes we are experiencing in the world today, what does it look like to live as a Christian? 6 hours.

KA 565 Collaboration and Care*
This course is designed to help you demonstrate competent care and collaborative leadership informed by integrative reflection, an understanding of human and organizational systems, and emotional-relational intelligence. Care and leadership are essential for any vocational context. The foundations of human care and collaborative leadership are important in both individual and group settings. 6 hours.

KA 570 Collaborative Leadership*
The focus of this course is to help you demonstrate collaborative leadership informed by integrative reflection, an understanding of human and organizational systems, and emotional-relational intelligence. Collaborative leadership is essential for any vocational context and is important in both individual and group settings. Such collaborative leadership is built upon elements such as emotional-relational intelligence, team building skills, appropriate conflict mediation, cooperative governance, and the like. 6 hours.

KA 571 Developmental Leadership*
This course covers the skills and strategies of organizational development that apply to organizations and communities. It is designed to help you demonstrate leadership that is characterized by an understanding of organizational systems and practices as well as the capacity for the development of others within them. 6 hours.

KA 575 Mentored Life*
Effectiveness in any vocational context is a learned skill. It is something we learn through community and mentorship. These relationships shape us as individuals and in our vocational contexts; and they provide

us opportunity to both receive and provide insight, guidance, and support. This course is designed to help you articulate and engage your vocation in a mentored life, intentional Christian community, and whole-life stewardship. 6 hours.

KA 590 Reflection in Community I*
This course is designed to help you demonstrate competence in the integration of content, character, and craft specific to your vocational context. Integrating the various components of content, character and craft into your vocational context is crucial for effective ministry. As you learn to do so you will deepen it in yourself, encourage it in others, and more faithfully witness to the reality of God's Kingdom. 6 hours.

KA 591 Reflection in Community II*
This course is designed to help you demonstrate competence in the integration of content, character, and craft specific to your vocational context. Integrating the various components of content, character and craft into your vocational context is crucial for effective ministry. As you learn to do so you will deepen it in yourself, encourage it in others, and more faithfully witness to the reality of God's Kingdom. 6 hours.

KA 600 Continuing Well
This course is designed to help you close your Kairos journey by reflecting on your experiences and preparing to continue well on a path of lifelong learning. The development and discovery you experienced during your educational journey will continue. Taking time to reflect on the things you have learned and the growth and challenges you have experienced will help you continue well on a path of lifelong learning and discipleship in the future. 3 hours.

SF 511 Spiritual Disciplines and Practices
This course is a focused study of the classic spiritual disciplines and historical practices of Christian spirituality. To inform the study, leading spiritual masters will be surveyed, along with their contributions to Christian spirituality. The practice of spiritual disciplines, including a personal silent retreat, will supplement study as part of the course. 3 hours (asynchronous).

~Prerequisite to practicum.

^Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE) before entering their first practicum. There is a cost of $150 per exam.

**Students are not allowed to register for this course until the faculty-led mentor team agrees that the student is ready to attempt the course and the Master Assessment. Once registered, students must complete the course within that semester.*

Doctoral-Level Courses

KM 100 Starting Well
As with most things in life, one key to success is starting well. This course is designed with that in mind. It will help you get started on your journey through Kairos. Focus is placed on helping you demonstrate a functional understanding of the Kairos system and exploration of available resources for taking responsibility for your educational journey. Areas of focus include journey preparation and mentor team development. 3 hours.

KM 200 Continuing Well
This course is designed to help you close your Kairos journey by reflecting on your experiences and preparing to continue well on a path of lifelong learning. The development and discovery you experienced during your educational journey will continue. Taking time to reflect on the things you have learned and the growth and challenges you have experienced will help you continue well on a path of lifelong learning and discipleship in the future. 3 hours.

KM 701 Effective Project Design
This course, which includes the Foundations Seminar, is designed to help you demonstrate the ability to develop a project proposal that will present new knowledge about the practice of ministry in your particular context. The heart of the Doctor of Ministry program is the final project. This is an individual enterprise that is carefully planned and designed to achieve a specific aim for your vocational context. There are several steps to the final project and effective project design is the key. 6 hours.

KM 702 Integration in Ministry Context
This focus of this course is to help you demonstrate a high level of competence in the integration of content, character, and craft specific to your ministry context. Acquiring a body of knowledge pertaining to the final project is essential for its successful completion. This is accomplished through two Directed Learning Experiences (DLEs) that typically involve a combination of archival and field research. 6 hours.

KM 703 Biblical and Theological Understanding
This course is designed to help you articulate a biblical/theological analysis and understanding of your particular ministry context and practice. A deeper grasp of how the Bible and theology inform and shape your vocation is critical for the final project. 6 hours.

KM 704 Sociological and Cultural Understanding
This course is designed to help you articulate the sociological and cultural realities that impact your particular ministry context and practice. A deeper grasp of how sociology and culture inform and shape your vocation is critical for the final project. 6 hours.

KM 705 Final Project
The focus of this course is to help you present new knowledge about the practice of ministry in your particular context through completion of doctoral-level research and a project. The culmination of the

Doctor of Ministry program is the completion of the final project. After careful planning, design, and research, the final project is completed in a manner that is appropriate for your vocational context. 6 hours.

KM 761 Culture and Theology with the Six Great Traditions of the Faith
Counselor education provides therapists with a wide range of knowledge, skills, and dispositions for helping people with high levels of professional care. In the Christian tradition, these resources and capacities include biblical insight, sound theology, wisdom from church tradition, ministry practice, and spiritual formation. This learning experience explores a wide range of these sources to deepen the therapist's theological convictions, biblical awareness, and ministry skills, as well as greater understanding of socio-cultural dynamics, formation, and trends. The objective is to enhance the counselor's own spiritual formation and to hone the counselor's existing gifts and calling to serve others more faithfully and effectively. 3 hours.

KM 762 Specialization/Area of Focus: Integration and Practice I
Students work with faculty mentors each semester in a specialized area of clinical focus. Opportunities for peer and mentor team input are included within the specialization. Some areas in which students have specialized include addictive and compulsive behavior, relational dynamics, life cycle, sex and sexuality, and trauma, grief, and loss. In addition, the practical research project or thesis integrates student learning, research, and professional practice with the specialization area of focus. 3 hours.

KM 763 Evidence-Based Assessment with the Spiritual Disciplines
This study enables students to evaluate clients appropriately using psychometrically valid assessments, with an emphasis on a positive, strength-based approach. Direct applications for measures of spiritual disciplines, emotional intelligence, self-esteem, faith, morality, love, coping, empathy, and forgiveness will be studied for application in professional practice settings. Critical review of the psychometric properties of assessments is explored. 3 hours.

KM 764 Specialization/Area of Focus: Integration and Practice II
Students work with faculty mentors each semester in a specialized area of clinical focus. Opportunities for peer and mentor team input are included within the specialization. Some areas in which students have specialized include addictive and compulsive behavior, relational dynamics, life cycle, sex and sexuality, and trauma, grief, and loss. In addition, the practical research project or thesis integrates student learning, research, and professional practice with the specialization area of focus.
3 hours.

KM 765 Advanced Counseling Skills and Techniques with the Journey of Becoming
This learning experience provides doctoral counseling students with advanced skills and techniques, allowing them to practice professional counseling at the highest levels of proficiency and excellence. The experience is designed for both didactic and experiential learning, with a lab component requiring students to practice the skills being taught, covering three categories of skills and techniques: faith integration, individual psychotherapy, and couple therapy. Additionally, the journey of human "becoming" through the lens of Christian spirituality as a way to move toward individual and corporate spiritual transformation will be explored. 3 hours.

KM 766 Specialization/Area of Focus: Integration and Practice III
Students work with faculty mentors each semester in a specialized area of clinical focus. Opportunities for peer and mentor team input are included within the specialization. Some areas in which students have specialized include addictive and compulsive behavior, relational dynamics, life cycle, sex and sexuality, and trauma, grief, and loss. In addition, the practical research project or thesis integrates student learning, research, and professional practice with the specialization area of focus.
3 hours.

KM 767 Legal and Ethical Practice with the Deadly Thoughts and Godly Virtues
This learning experience is designed to expand legal, ethical, and management principles by application to a variety of specific scenarios requiring ethical and legal considerations, including risk management, counseling, and technology, and avoiding lawsuits. A best practices model will be useful for integration into counseling practice. Additionally, students will review ethics through the Christian paradigm of deadly thoughts and godly virtues for application and integration as counseling practitioners. 3 hours.

KM 768 Specialization/Area of Focus: Integration and Practice IV
Students work with faculty mentors each semester in a specialized area of clinical focus. Opportunities for peer and mentor team input are included within the specialization. Some areas in which students have specialized include addictive and compulsive behavior, relational dynamics, life cycle, sex and sexuality, and trauma, grief, and loss. In addition, the practical research project or thesis integrates student learning, research, and professional practice with the specialization area of focus. 3 hours.

KM 769 Spiritual Development and Formation with the Integration of Retreat Work
This learning experience focuses on self-care as an ethical necessity in the life of the professional counselor, as well as processes of spiritual development for both counselors and clients. Participants will undergo reflective processes during a spiritual

retreat experience to create and implement an intentional plan for ongoing self-care. Various models of Christian spiritual formation will be examined. Participants will articulate a model of spiritual development as it relates to self and client in the counseling process.
3 hours.

KM 770 Specialization/Area of Focus: Integration and Practice V
Students work with faculty mentors each semester in a specialized area of clinical focus. Opportunities for peer and mentor team input are included within the specialization. Some areas in which students have specialized include addictive and compulsive behavior, relational dynamics, life cycle, sex and sexuality, and trauma, grief, and loss. In addition, the practical research project or thesis integrates student learning, research, and professional practice with the specialization area of focus. 3 hours.

KM 771 Project Report of Thesis
Shows evidence of the student's integration of content, character, and craft through effective design, reflection, implementation, and assessment of a practical research project or thesis at the completion of the degree program. The approved project or thesis report will be a formal document suitable for publication and/or presentation. 3 hours.

KM 772 Specialization/Area of Focus: Future Learning and Service
Demonstrates the student's ability to critically evaluate and address a relevant problem in counseling practice while contributing to the body of knowledge within one's chosen specialization. 3 hours.

KM 811 Imagining Well: Imagining Community
Exploration of the reasons and rationale for humans having been created to live in community; that is, in relationships with each other, as well as some of the ways in which community has been envisioned and lived out through the centuries and across cultures. 3 hours.

KM 812 Imagining Well: Imagining Mission
The concept of human mission in light of God's mission will be explored—its sources and motivations, its ends and objectives, its opportunities and challenges.
3 hours.

KM 821 Imagining Well: Imagining Knowing
This course explores the concept of human knowing–the sources of our knowledge, the means by which we come to know, the certainty with which we can claim knowledge, and the difference between knowledge and truth.
3 hours.

KM 822 Imagining Well: Imagining Formation
Students will explore some of the ways in which human personal growth has been envisioned and lived out through the centuries and across cultures, and particularly how we are (or can be) formed, re-formed, and/or transformed by God, despite whatever universal human brokenness that we all experience. 3 hours.

KM 831 Specialized Inquiry: Literature
Specialized reading and research on the literature of the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 832 Specialized Inquiry: History
Specialized reading and research on the history of the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 841 Specialized Inquiry: Concepts
Specialized reading and research on the concepts the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 842 Specialized Inquiry: Models
Specialized reading and research on the models of the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 851 Specialized Inquiry: Practices
Specialized reading and research on the practices of the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 852 Specialized Inquiry: Methods
Specialized reading and research on the research methods of the chosen specialization, resulting in an article-length paper or other appropriate deliverable. 3 hours.

KM 861 Comprehensive Exam
Provides opportunity for the student to demonstrate readiness for generative learning through an intentional conversation that demonstrates advanced skills in integration and application. Not for credit.

KM 862 Generative Learning: Research Design
Provides opportunity and support for the student to create a comprehensive proposal for one's dissertation, including concept paper, literature review, methodology, and intended outcomes. 3 hours.

KM 863 Generative Learning: Dissertation
Building upon the comprehensive proposal completed, the student will complete the research and present one's findings in a formal dissertation or other form approved by the faculty, such project to be submitted for publication or presentation upon completion of the program. 3 hours.

KM 911 Imagining Well: Imagining Community
This course explores the reasons and rationale for humans having been created to live in community; that is, in relationships with each other, as well as some of the ways in which community has been envisioned and lived out through the centuries and across cultures. 3 hours.

KM 912 Imagining Well: Imagining Mission
The concept of human mission in light of God's mission will be explored—its sources and motivations, its ends and objectives, its opportunities and challenges. 3 hours.

KM 921 Imagining Well: Imagining Knowing
This course explores the concept of human knowing–the sources of our knowledge, the means by which we come to know, the certainty with which we can claim knowledge, and the difference between knowledge and truth. 3 hours.

KM 922 Imagining Well: Imagining Formation
Students will explore some of the ways in which human personal growth has been envisioned and lived out through the centuries and across cultures, and particularly how we are (or can be) formed, re-formed, and/or transformed by God, despite whatever universal human brokenness that we all experience. 3 hours.

KM 931 Inquiring Well: Literature
An introductory mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 932 Inquiring Well: History
A guided mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 941 Inquiring Well: Concepts
An exploratory mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 942 Inquiring Well: Models
A discovery-oriented and mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 951 Inquiring Well: Practices
A critical and mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 952 Inquiring Well: Methods
An advanced, annotated, and mentored experience of appreciatively inquiring into and developing an advanced understanding of the history of an area of focused inquiry. 3 hours.

KM 961 Creating Well: Research Design
This learning experience invites the student to generate for initial review rich scholarly research within a focused field of inquiry in such a way as to change human understandings, human behaviors, and the human condition for the better, in light of God's vision for humanity. 3 hours.

Faculty and Administration

Gregory Henson
President and Chief Executive Officer; Kairos Lead Partner

D.Min., Sioux Falls Seminary; M.B.A., Benedictine University; B.S., William Jewell College

Larry Caldwell
Chief Academic Officer and Dean; Professor of Intercultural Studies and Bible Interpretation; Kairos Executive Partner

B.A., Bethel College; M.Div., Bethel Theological Seminary; Th.M.; Ph.D., Fuller Theological Seminary

Nathan Helling
Executive Vice President; Chief Financial Officer; Kairos Executive Partner

M.Div., Sioux Falls Seminary; B.A., Augustana University

Shanda Stricherz
Executive Vice President; Chief Creative Officer; Kairos Executive Partner

B.A., University of South Dakota

Nora Alsum
Community Engagement Coordinator

BS, University of Wisconsin-La Crosse

Douglas Anderson
Professor of Counseling

Psy.D., Rosemead School of Psychology, Biola University; M.A.C.O., Sioux Falls Seminary; M.Div., Denver Seminary; B.A., Northwestern College

Gary Bailey
Kairos Executive Partner; Biblical Life Institute Legacy President, Professor of Biblical Studies

Ph.D., Amridge University; M.A.R., Evangelical Seminary; B.A., Messiah College

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