Kairos Pacific University

2025-2026 Catalog

For July 1, 2025 to June 30, 2026

Kairos Pacific University

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Kairos Pacific University is a branch campus of America Evangelical University (AEU).

Catalog Reviewed & Updated: August 2025

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Kairos Pacific University (KPU)

Preliminary Information about KPU and this Catalog

KPU's Right to Revise this Catalog

While it is KPU's intention to maintain considerable stability in its programs, this Catalog and the requirements listed in it for any given degree do not constitute a formal contract between the University and its students. The contents of this Catalog may be deleted, revised, or otherwise changed at any time at the sole discretion of Kairos Pacific University, and its Board of Directors. If there is a change to a program, students who entered under a previous catalog will either be grandfathered in, or may elect to use the revised program curriculum.

KPU is Approved to Operate by the California Bureau for Private Postsecondary Education (BPPE) as an Approved campus of America Evangelical University

America Evangelical University is a private institution and is approved to operate by the California Bureau for Private Postsecondary Education (BPPE). As per the California Education Code, section 94897 (l), approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009, and the regulations of the CEC section given above.

Any questions a student may have regarding this Catalog that have not been satisfactorily answered by the University may be directed to the Bureau for Private Postsecondary Education. The BPPE has a formal complaint process. A student or any member of the public may file a complaint about this institution with the BPPE by calling toll-free telephone number or by completing a complaint form, which can be obtained on the Bureau's internet website in the following:

> Bureau for Private Postsecondary Education
> 1747 N. Market Blvd., Ste. 225
> Sacramento, CA 95834
> Phone: (916) 574-8900   Toll Free: (888) 370-7589
> Fax: (916) 263-1897
> Online: http://www.bppe.ca.gov

General Information

University Mission

Kairos Pacific University (KPU) is a private, evangelical institution of biblical higher education. Under the guidance of the Holy Spirit, the KPU community is committed to the advancement of the Kingdom of God by preparing dedicated and qualified men and women for the ministry of Christ in the world, whether in Christian service, the marketplace, or the home.

Mission Statement

> *The Mission of Kairos Pacific University, as a branch campus of America Evangelical University, is to prepare students for ministries in the church of Jesus Christ by equipping them with the knowledge of the Word of God, academic competence, professional skills, and cultural sensitivity.*

Statement of Faith; Commitment to the Scriptures

Kairos Pacific University is committed to the authority of the 66 books of the Christian Scriptures. We believe that they are trustworthy and truthful. We seek to incorporate their teachings and insights into all of our teaching, and to both facilitate and encourage our students to be students of the written Word. Our statement of faith, which follows, reflects our understanding of the fundamental tenets that the Scriptures affirm to be true.

KPU's Statement of Faith:

- We believe the Bible is the inspired Word of God is the only standard for faith and life.

- We believe in the Holy Triune God, existing eternally in three persons, the Father, the Son, and the Holy Spirit.

- We believe that whoever believes in Jesus Christ will be saved.

- We believe that the church is the body of Christ and that the people of God are called to mission, education, and service.

- We believe in the second coming of Jesus Christ.

***Grace, Patrick, Brian, & Dean: Please review this section. The revised words are in blue font.**
University / Institutional Learning Objectives (ILO's)

Our mission provides the foundation for the following University Learning Objectives that all undergraduate and graduate degree programs are designed to support.

1a. All students will understand that the teachings of the Bible are foundation of the values, doctrines, and practices affirmed by Kairos Pacific University, and also of the biblical worldview from which we understand, evaluate, and approach the world.

1b. All students in our undergraduate programs, and in our graduate Bible, theology & ministry programs or our graduate leadership programs, will be equipped with at least a fundamental knowledge of the Bible as well as a sound foundation of Christian doctrine.

2. All students will be culturally sensitive, and will have acquired cross-cultural competence.

3. All students will be motivated to be, and have the skills to be, lifelong learners.

4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts.

5. All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society.

6. All students will have acquired the essential knowledge and the practical skills necessary to serve effectively, even successfully, in their chosen field.

State Approval, and Academic Accreditation

California Bureau for Private Postsecondary Education

Our parent school, AEU, is approved by the California Bureau for Private Postsecondary Education (BPPE) to operate an accredited institution. The University maintains compliance with the California Private Postsecondary Education Act of 2009 and Title 5, California Code

of Regulations 7.5 Private Postsecondary Education. Kairos Pacific University is an approved campus under AEU.

If you wish to contact the BPPE for any concerns, please contact them at:

Bureau for Private Postsecondary Education
1747 N. Market Blvd., Ste. 225
Sacramento, CA 95834
Phone: (916) 574-8900   Toll Free: (888) 370-7589
Fax: (916) 263-1897
Online: http://www.bppe.ca.gov

Association for Biblical Higher Education (ABHE)

Our parent school, America Evangelical University, holds institutional accreditation with the Association for Biblical Higher Education (ABHE) Commission on Accreditation. America Evangelical University first received full accreditation from ABHE in February 2015. Then in February of 2022, AEU's accreditation was reaffirmed for a full accreditation cycle (until 2030). Kairos Pacific University, as an approved branch campus of America Evangelical University, is also recognized and approved by ABHE.

The ABHE Commission on Accreditation is recognized as a national, faith-related accrediting agency by the Council for Higher Education Accreditation (CHEA) and is also listed by the United States Department of Education as a recognized national, institutional accrediting agency.

If you wish to contact ABHE, please contact them at:

The Association for Biblical Higher Education
5850 T. G. Lee Blvd., Suite 130
Orlando, FL 32822
(407) 207-0808

See the ABHE website for additional information: https://www.abhe.org.

Association of Theological Schools (ATS)

Kairos Pacific University operates as an authorized location for America Evangelical University (AEU). AEU's accrediting information, including its approved degree programs, can be found at: https://aeu.edu ; click on "Why Us," and then on "Accreditation and Title IV."

The February 2023 letter from ATS announcing the accreditation of the approved programs at AEU specifically names Kairos [Pacific] University as a location authorized to offer these programs.

If you wish to contact ATS, please contact them at:

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15272-1110
(412) 788-6505

See the ATS website for additional information: https://www.ats.edu.

A Brief History of Kairos Pacific University, a Campus of America Evangelical University

The primary goals of Kairos Pacific University are to provide high-quality university-level education for Christians which is taught from a biblical perspective, to enable them to serve in a variety of capacities – from the marketplace to education to counseling, and especially to

provide solid biblical, theological, and ministry training for pastors and church leaders to serve the church and the kingdom of God faithfully until the Lord returns.

Kairos Pacific University was initially organized under the name "Kairos University," as an extension campus of America Evangelical University in 2018, and began holding classes in January 2019. Our initial campus location was in Garden Grove, CA. The persons who provided the primary leadership were Dr. Grace Choi Kim, Campus Director; Dr. Daniel Lane, Academic Dean; and Mr. Brian Kim, Website Manager, Admissions Coordinator, and Director of University Operations. They were assisted by Professor Edith Lozano, Recruitment and Student Relations, and Dr. Fred Jose, Recruitment and Cohort Leadership.

We held classes in person at Garden Grove until February 2020, when the COVID-19 pandemic caused us to suspend in-person classes. We quickly transitioned to teaching online, offering our first online courses in April of 2020. We have taught courses online steadily since then.

Kairos University was formally recognized as an approved extension campus of America Evangelical University by ABHE in a letter to AEU dated May 12, 2020. An excerpt of the letter:

May 12, 2020

To Whom It May Concern:

America Evangelical University . . . is an accredited member in good standing of the Association for Biblical Higher Education (ABHE). The university was granted accredited status by the ABHE Commission on Accreditation in 2015. The institution has been continuously accredited since that time and is scheduled for its next reaffirmation review in 2020. America Evangelical University holds institutional accreditation with ABHE; consequently, all degree and certificate programs offered at the main campus and by distance education (online), are part of the institution's accreditation profile, including the additional location at Kairos University, a campus of America Evangelical University.
[. . .]

If you have questions, please do not hesitate to contact me.
Sincerely,

Ronald C. Kroll, Ed.D.
Director, Commission on Accreditation

Kairos Pacific University (as Kairos University) moved to our present location in Tustin, CA, in August of 2021.

We began returning to limited in-person teaching in October of 2021, but are also continuing our online courses, which allow us to serve a larger student body.

Kairos University was specifically upgraded from an extension site ("additional location") to a **branch campus** of America Evangelical University by ABHE in November 2022 (ABHE letter dated Nov 9, 2022). An excerpt of the letter:

> November 9, 2022
>
> Dr. Sanghoon Lee, President
> America Evangelical University
> 1204 W 163rd Street
> Gardena, CA 90247
> c/o president@aeu.edu
>
> Dear President Lee:
>
> Greetings in the name of our Lord Jesus Christ. This letter is your official notification of ABHE Commission on Accreditation actions relative to America Evangelical University.
>
> The ABHE Commission on Accreditation reviewed your institution at its November 1, 2022, meeting and took the following action:
>
> > **Approve the substantive change request of America Evangelical University (CA) to change the Kairos campus at 2681 Walnut Avenue, Tustin, CA 92780 from an additional location to a branch campus. [. . .]**
> > **A site visit is required to be conducted at the branch campus within six months of initiation of classes subsequent to this approval.**
>
> The effective date of this action is November 1, 2022. Please see the Report Guide at www.abhe.org/accreditation/accreditation-documents/ for assistance in formatting and submitting any reports required by the Commission.
>
> Please do not hesitate to contact me or your Commission Staff Representative with any questions that arise regarding this communication. May God bless your continued engagement in biblical higher education!
>
> Sincerely,
>
> <signature>
>
> Lisa L. Beatty, Ph.D.
> Executive Director, Commission on Accreditation

In academic year 2024-2025, KPU added a new concentration to its MDiv program (a Chaplaincy concentration), two new concentrations the AALS and BALS programs (Early Childhood Education, and Certified Alcohol and Drug Counselor), and three new programs: an Associate of Arts in Computer Science, a Bachelor of Arts in Computer Science, and a Master of Counseling with Marriage and Family Therapy. These new programs and concentrations became available in the fall of 2024.

Name Change from "Kairos University" to "Kairos Pacific University"
Kairos Pacific University was organized in 2018 under the name "Kairos University," and began teaching classes in January 2019. However, in October of 2021 a consortium of theological schools in the upper Midwest combined under the name "Kairos University" (with main offices in Sioux Falls, SD), producing two schools with the same name. In a world in which people's primary way to learn information about a school is a web-search over the internet, the schools were often confused. After much reflection and prayer, in late 2024 we chose the name "Kairos Pacific University" to distinguish us from Kairos University of Sioux falls, SD.

[The name "Kairos *Pacific* University" reflects our location on the west coast (southern California), as well as an earlier heritage of teaching courses in SE Asia.]

Diplomas issued by our school from 2020 – 2024 read "Kairos University"; those degrees and diplomas are fully recognized by Kairos Pacific University, and transcripts for those students are available through Kairos Pacific University.

In 2025, we added new programs taught through the Kairos branch, among them: The Assoc. of Arts in General Studies (AAGS), the Master of Arts in Counseling with an emphasis in Marriage & Family Therapy (MAC/MFT), and a Doctor of Ministry (DMin) program.

Academic Programs Currently Offered by Kairos Pacific University

For the 2025-2026 academic year, Kairos Pacific University currently offers 14 programs:

Undergraduate Programs:
- A two-year Associate of Arts in General Studies (AAGS) program.
- A two-year Associate of Arts in Leadership Studies (AALS) program.
- A four-year Bachelor of Arts in Leadership Studies (BALS) program.
- A two-year Associate of Arts in Computer Science (AACS) program.
- A four-year Bachelor of Arts in Computer Science (BACS) program.

Graduate Programs:
- A 40-credit Master of Arts in Ministry Leadership (MAML) program.
- A 72-credit Master of Divinity (MDiv) program.
- A 40-credit Master of Arts in Counseling,
      emphasis Marriage & Family Therapy (MAC/MFT)
- A 40-credit Master of Arts in Counseling,
      emphasis: Substance Use Disorder (MAC/SUD)
- A 66-credit Master of Arts in Counseling Psychology,
      emphasis: Marriage & Family Therapy (MACP/LMFT)
- A 66-credit Master of Arts in Counseling Psychology,
      emphasis: Professional Clinical Counseling (MACP/LPCC)
- A 40-credit Doctor of Counseling program.
- A 40-credit Doctor of Ministry program.
- A 40-credit PhD in Organizational and Global Leadership.

Nondiscrimination Statement

Recognizing that all persons are God's creation, Kairos Pacific University is committed to providing equal opportunity and access in its educational and spiritual programs and activities. The institution provides full compliance with the provision of Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.
Kairos Pacific University does not discriminate on the basis of race, color, national origin or ethnic origin, gender, or disability in any of its policies, practices, or procedures.

Admissions Procedures & Policies

Admission Requirements

Kairos Pacific University has a convenient "Application Checklist," to walk you through step-by-step what you need to do to apply. You can find it under the entry, "Admission Forms," at KPU's website (***www.kairos.aeu.edu***). That is also where you can find all of the forms you will need to apply to Kairos Pacific University.

Here are the common requirements: (The "Application Checklist" lists all of them.)
The specific requirements vary modestly from program to program; they are listed with each program.

1. Completion of the Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
   All students who are eligible for aid through FAFSA must complete and submit a FAFSA application form.
3. A statement of the applicant's Christian faith (*for the Bible, theology & ministry programs*).
4. Two letters of recommendation from faculty, employers, or church leaders.
5. For undergraduate degree programs: Possession of or candidacy for a high school diploma or GED. [Completion of high school or the GED is required before formally enrolling in the university.]
6. For master's-level degree programs: a completed accredited bachelor's degree.
7. Transcripts:

   For undergraduate degree programs: An official transcript from high school, as well as from any post-high school education.

   For master's-level degree programs: An official transcript from the school from which you received your bachelor's degree, as well as from any other formal post-high school education.

8. One recent photograph.
9. A personal interview with a representative of the university (in person, online, or by phone).
10. Active church participation.
11. Payment of the $100.00 application fee (this fee is non-refundable).

Re-applying After Cancelling a Submitted Application

For students who did not complete the enrollment process: If they later choose to enroll into KPU, they will need to re-accomplish the application process. An application fee must accompany the re-submission of their application (this fee is non-refundable).

For students who cancelled their enrollment after completing it: They must check with the university Admission Coordinator's office and re-submit anything that the university requests. They must insure that any information in their application is current. An application fee must accompany the re-submission of their application (this fee is non-refundable).

Transferring Credits into KPU

Kairos Pacific University accepts transfer credits from other institutions. However, the credits must be from a college that is approved by the Bureau for Private Postsecondary Education (BPPE) or is accredited by an accrediting association that is recognized by the U.S. Department of Education. Also, the student must have received a grade of "C" or higher for KPU to accept a course / the credits for that course.

In brief, the normal maximum amount of credits that a student can transfer into a Kairos Pacific University degree program is 50% of the amount of credits in that program.

However, please note:

No matter how many credits a student has that might qualify to be acceptable to KPU, their courses must nonetheless satisfy the specific component requirements of their program.

[For example, for KPU's 120-credit BALS degree, a student's courses must specifically satisfy the required 30-credit core of Bible & theology course, as well as the required 30 credits of Gen Ed courses. Those components are specifically required by our accrediting agency.]

Guidance from ABHE on Transferring Credits:

In their Manual on Accreditation, ABHE gives the following requirements as regards the percentage of courses that must be taken from the degree-granting institution: For an undergraduate degree, at least 25% of the credits must be earned through the degree-granting institution; for a master's degree, at least 33% of the credits must be earned through the degree-granting institution (ABHE's 2025 COA Manual, p. 33, under **STANDARD 7: ACADEMIC PROGRAMS AND POLICIES,** Essential Element 13). ABHE also gives extended general guidance for an institution accepting courses / credits from another institution. In brief, what they require is this: A school's transfer policies must be reasonable, easy to understand, and clearly posted in the school's documents (typically, in the school's catalog). Also, they must be applied consistently an equitably for all students (see ABHE's 2025 COA Manual, pp. 89-92, esp. p. 91).

Guidance from ATS on Transferring Credits:

[*ATS guidance pertains to KPU's graduate programs, not its undergraduate programs.*]
The Association of Theological Schools (ATS) requires that any credits transferred into a graduate-level program accredited by ATS must come from an accredited institution. Also, they must be from graduate-level courses. ATS does not allow credits from undergraduate courses to count towards a graduate program accredited by ATS.
ATS specifies that the maximum amount of transfer credits which a school accepts for its degree programs may not exceed two-thirds of the program's total credits (ATS *Standards of Accreditation*, June 2020, § **3.12**).
Kairos Pacific University follows the ATS standard for all of our graduate-level programs: no undergraduate course may count toward a graduate degree at KPU.

Possibly Transferring Credits from a Non-accredited Institution:

Kairos Pacific University will also consider granting some transfer credit for undergraduate courses taken at colleges and universities that are not accredited. Kairos Pacific University will do so in accordance with the guidance and requirements set forth by our accrediting agency, the Association for Biblical Higher Education (ABHE), in their *Commission on Accreditation Standards and Polices Manual*.

[To Note: Again, this is not an option for KPU's graduate-level programs. Any credits transferred into a graduate-level program at KPU must come from an accredited institution.]

If a student wants to transfer credits from another postsecondary school to Kairos Pacific University, **an official transcript** stating the course(s) and grade(s) must be submitted to the Admissions Office prior to beginning courses.

Again, the normal maximum amount of credits that a student can transfer into a Kairos Pacific University degree program is 50% of the amount of credits in that program. The following illustrates the normal maximum amount of credits that can transferred in for several of KPU's programs:

Program / Semester Credits Required:	Normal Maximum Amount of Semester Credits that can be Transferred:
AAGS / 60 Credits	30
AALS / 60 Credits	30

BALS / 120 Credits	60
AACS / 60 Credits	30
BACS / 120 Credits	60
MAML / 40 Credits	20
MAC / 40 credits	20
MACP / 66 credits	33
MDiv / 72 Credits	36

For students for whom their previous coursework at another institution overlaps considerably with the KPU program into which they are enrolling, they may submit a request in writing to KPU's Academic Dean to be granted more than the normal maximum of 50% of that program's credits. An official transcript is required. The decision rests with KPU's Academic Dean's office.

Transcripts from foreign educational institutions can be confirmed by letter. Kairos Pacific University can ask to evaluate the schools in foreign countries through the American Council for Education.

Transferring Credits from KPU to Other Institutions

Although KPU's programs are all accredited, the transferability of credits you earn at KPU to another academic institution is at the complete discretion of the institution to which you seek to transfer. This is standard policy in the academic world.

Similarly, acceptance of any degree you earn from KPU is also at the complete discretion of any institution to which you are seeking to apply. If the degree that you earn at KPU is not fully accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.
[For example, if you have earned a bachelor's degree from KPU, and are applying to a master's degree program at another school, that school has the right to ask to you repeat some of your KPU courses at their school, or to take specified additional undergraduate coursework through their school before you are formally accepted into the master's degree program.]

For these reasons students should carefully consider whether their attendance at KPU will meet their overall educational goals. This may include contacting an institution to which they may later wish to transfer credits, or similarly to contact an institution through which they may wish to pursue a further degree, to ascertain if their credits or degree from KPU will be accepted by that institution.

Possible Credit for Prior Experiential Learning / Prior Ministry Experience

For undergraduate programs:
Kairos Pacific University will consider the life and vocational experience of adult students (usually age 30 and above) as possibly satisfying some of the course requirements for its undergraduate programs. For example, students who have years of experience in the ministry, at the discretion of the university, may be granted credit for that experience. Such experience needs to be directly pertinent to the courses in the degree program the student is pursuing.

For graduate programs:
Students with extensive ministry experience do not need to take the internship courses; however, for graduate programs, this does not reduce the total number of courses / credits they must take. Instead of taking internship courses, they will take other courses from their program's curriculum to satisfy the total number of courses / credits required by their program.

Maximum Credit Limits for Prior Experiential Learning   (undergraduate programs)

(1) Of the first 60 semester credits awarded a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.

(2) Of the second 60 credits (credits 61 to 120) awarded a student in an undergraduate program, no more than 15 credits may be awarded for prior experiential learning. [So the combined maximum for a bachelor's degree is 30 semester credits.]

(3) Of the first 30 semester credits awarded a student in a graduate program, no more than 6 semester credits may be awarded for prior experiential learning.

(4) Of the second 30 semester credits (i.e., credits 31 to 60) awarded a student in a graduate program, no more than 3 semester credits maybe awarded for prior experiential learning.

(5) No credit for experiential learning may be awarded after a student has obtained 60 semester credits in a degree program.

Determination of What Sort of Prior Experiential Learning Might Qualify

Students must submit a written summary of their pertinent prior experience. Credit for Prior Experiential Learning also requires a written recommendation from a faculty member to the Academic Dean. Credit may be granted only if all of the following conditions apply:

(1) The prior learning is equivalent to a university or university-level of learning.

(2) The learning experience demonstrates a balance between theory and practice.

(3) The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of the degree requirements.

(4) The student has documented each university or university-level learning experience for which credit is sought in writing.

In evaluating prior experiential learning, the university staff may factor in the assessment of certain external organizations based on published guidelines.

The Kairos Branch of AEU relies on the internal evaluation of academic credit from foreign institutions of higher education.

For Students with Both Transfer Credits and Prior Experiential Learning

For students who are enrolling into Kairos Pacific University's BALS program (120 credits), and who wish to receive credit for their prior experiential learning, and who also have coursework from another school that they wish to transfer into their program, the normal combined maximum for the BALS would be: up to 60 total credits for transfer courses and credits for prior experiential learning. The Academic Dean's office will evaluate each such request individually; the decision of the Academic Dean's office is final.

Academic Policies

General Academic Guidelines & Policies

The Nature of KPU's Academic Schedules

KPU does not operate as a traditional in-residence campus with 15-week semesters. Nonetheless, we do group our courses into fall and spring semesters. We commonly teach four undergraduate courses each semester, and three graduate-level courses.

Since we do not operate on a 15-week semester schedule, we do not have a conventional <first day of the semester> and <last day of the semester>. Rather, we have start dates for each course we teach.

We teach courses in three main schedule formats:

1. In-person classes that are commonly taught over a 10 to 14-week period.
   In these classes, students meet three to four hours each week, on a specific day, usually in the evening. The final exams are taken later.

2. Intensive in-person classes that meet over a 10 to 12-day period, meeting in the evenings and all-day Saturdays.

3. Online courses that commonly run five or six weeks.
   Most of our courses are taught in this format. Students take one online course at a time. Again, we schedule four undergraduate online courses each semester, and three graduate online courses each semester.

While students may enroll in individual courses if they wish, most of students enroll into a set of online courses that will be taught over a semester.

Full-time / Part-time Status

Undergraduate Students: Undergraduate students who register for 12 credit-hours in a semester are considered full-time. Students who register for less than 12 hours are considered part-time. To maintain half-time status, undergraduate students must register for at least 6 hours.

Graduate Students: Graduate students who register for 9 credits or more in a semester are considered full-time. To maintain half-time status, graduate students must register for at least 6 (six) hours.

Kairos Pacific University's Standard Grading Scale:

The following is Kairos Pacific University's standard grading scale:

-                     A (94-100)   A- (90-93)
- B+ (87-89)   B (83-86)   B- (80-82)
- C+ (77-79)   C (73-76)   C- (70-72)
- D+ (67-69)   D (63-66)   D- (60-62)
- F: Fail: 0

Notes:

1. The only courses we commonly offer on a Credit / No Credit basis are our Internships. Normally, all other courses must receive a grade.

2. While the above scale is Kairos Pacific University's standard grading scale, we allow professors the final decision on the grading scale to be used in their courses.

Letter Grades and Corresponding GPA Values

KPU uses letter grades. The letter grades and their corresponding Grade Point Average (GPA) values are as follows:

Grade	GPA
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3

D   1.0
D-   0.7
F   0.0

AU   Audit (does not affect a student's GPA.)
CR   Credit ("CR" will not be included in the computation of grade point average.)
I / Inc Incomplete (the student is given a deadline for completing further work, and is
        informed of the range of possible grades that may result).
IP   In process (means the student is currently taking the course).
NC   No Credit
NP   Not Passing
P   Pass
TBD   To be determined (student has completed the course, awaiting final grade)
W   Withdrawal (does not affect a student's GPA.)

Time Limits for Completing a Degree Program

The maximum time limit for completing a program at KPU is twice the length of the standard timeframe for completing that program. All courses and examination requirements must be completed within the time limit.

The large majority of our courses are taught online to students who are often employed full-time. In view of that, we have found that a realistic time-frame for our students to complete a "2-year" academic program is 2.5 years (five semesters). Similarly, our time frame for completing a "4-year" undergraduate academic program is five years (10 semesters).

As a result, KPU's maximum time limit for finishing a program is based on KPU's realistic timeframe for completing a degree, as described in the previous paragraph; it is twice the length of KPU's standard timeframe.

To Note! *The time-limits for eligibility for Federal Student Aid (FSA) are different.*
        [Example: KPU's time-limit for completing a "2-year" associates degree is 5 years.
        But the time-limit for eligibility for FSA for a 2-year program is (3) years.
        See further below, under "Satisfactory Academic Progress Re: Federal Student Aid
        (FSA)."]

For any student enrolled in a degree program at KPU, the start-date for figuring their time limit is the first day of class of the first course in which that student was enrolled at Kairos Pacific University. Examples:

    For a "two-year" associate's degree, the time limit is five years.

    For a "four-year" bachelor's degree, the time limit is ten years.

    For the MDiv (a three-year program), the time limit is six years.

Any extension beyond these time limits can be granted only for significant extenuating circumstances, and must be approved by the Academic Dean's office.

Definition of "Credit Hour"

The meaning of an academic "credit hour" is based on the definition established by the U.S. Dept. of Education.

One credit hour requires one 50-minute class-session per week over a semester of classes. [A 50-minute class session is considered one academic hour.] A semester at a traditional on-campus program commonly consists of 14 weeks of class, excluding finals.

Further, for each hour in class, students are expected to complete two hours of academic work (study, preparation, etc.) outside of class. Thus one credit would require at least 14 academic hours of class time, plus approximately 28 hours of study and preparation outside of class. [For example, at a traditional on-campus college, a 3-credit course would involve 3 x 14 = 42 academic hours in class, and approximately 84 hours of study and preparation outside of class.]

For online courses or intensive courses, the schedules will be different, but the total workload should be equivalent.

Policies Re: Registering for Courses   [Registration]

Students who have been admitted to the university need to register and pay their tuition for courses each successive semester.

[Students will commonly register for a set of courses that they are taking with a "cohort" of fellow-students who are taking the same courses that semester.]

Cancelling Registration
Registration constitutes a kind of contract between students and the school, nonetheless, it may be canceled at any time by students without hindrance by contacting the university office. Concerning possible tuition refunds, see the Financial Information section later in this catalog.

Dismissal for Failure to Continue to Enroll
Any student who goes two consecutive semesters without registering for any courses without providing the university with advance written notice in which they request that they be maintained as a student will be dismissed for failure to continue to enroll in their program. Any student who was dismissed for failure to continue but who later desires to be re-admitted must go through the normal application process again in order to be re-admitted, including submitting the application fee.

Leave of Absence
A student who notifies the Academic Dean's office that they intend to continue their studies through KPU and wish to remain a student, but cannot do so for the present, may be granted a Leave of Absence. This permits them to resume enrolling in courses at KPU without having to go back through the application process again.

Auditing
A person may "audit" a KPU course by registering as an auditor for that specific course. Students who are enrolled into KPU may audit courses, if they wish. Persons who are not enrolled into KPU may also audit courses as a guest. Both KPU students and guests must pay the audit fee listed in the Tuition and Fee Schedules near the end of this catalog.

Auditors are <u>not</u> required to do the assignments that are required for students who are taking the course for credit. However, they may choose to do so, and if they choose to do so, they have the right to have their work evaluated and graded because they have registered as an auditor and paid the audit fee. Nonetheless, even if an auditor does all of the work for a course, they do not receive credit for that course, because they did not enroll for credit, and did not pay the full tuition.

Class Attendance Policies

Regular classroom attendance is vital for academic success and for preparation for ministry. Students are expected to attend class sessions. Class absences may be penalized at the discretion of the professor. Consequences for missing classes will be specified in the course syllabus. For online courses, professors may stipulate consequences for missing required elements such as video lectures or live group sessions. Such consequences will be specified in the course syllabus.

A student who has been absent due to illness or family crisis, and who requests a reduction of the penalties specified in the course syllabus, must notify the professor of those circumstances.

In cases such as an extended illness or family crisis which make it impossible for a student to complete a semester's work, he or she may present a written request to the Academic Dean's office for permission to withdraw from all courses in the semester without academic penalty.

To Note: For students on **Federal Student Aid (FSA),** absences exceeding one-third of the total scheduled class periods will result in the student being placed on Financial Aid Warning (see "Being Placed on Financial Aid Warning Status", below).

Policies on Granting Extensions for Finishing Coursework

(1) Informal extensions which may be granted by the professor:
In view of the fact that many of our students are employed full-time, we grant our professors some discretion in granting informal extensions to students. This would be the case for students in good standing, who have been ill or unusually busy, and who simply need a few more days to complete an assignment or take a quiz/exam. We also grant the professor the discretion as to whether to impose the penalties for late work stated in the course syllabus, or to forgive them.

(2) Formal extensions for extenuating circumstances:
For cases in which a student will need more time, and in which there is a substantial amount of the coursework remaining be completed, here are the guidelines and the factors to consider:

- We communicate with the student and together we make a judgement - Can the student realistically complete the rest of the coursework (or, at least enough to pass the course) in a sensible amount of time, typically four to six weeks? Or, is it more realistic to let the student withdraw from the course, and take it again later?

- If the course has a TA, we will also check with the TA to get their assessment as to how the student is doing in the course, in general.

- If they have done more than half of the course work we will usually grant an extension to let them finish the rest. But if they have actually only completed 20% or 30% of the coursework, we will have them withdraw and take the course again later.

- If they <u>can</u> realistically finish the coursework in four to six weeks, we will typically grant an extension. Although extensions are granted by the Academic Dean's office, we value the judgment of the professor (and the TA) in making that decision.

- If we do not grant an extension, we will permit the student to withdraw ("W") from the course.

- If we grant a formal extension, we send an email to the student to specify:
  - -- How long is the extension (usually four to six weeks). We specify the date by which all work must be completed.
  - -- What is the range of grades the student might receive for completing the work, as well as what grade they will get if they do not complete anything more. If pertinent, we identify how much work needs to be done successfully in order to simply pass the course.
  - -- That email comes from the Academic Dean's office; it will be copied to the professor and any TA involved.

Time Limit for Grade Notification for Online Courses

For courses taken online, students will receive the evaluation of their work and be notified of their course grade within 45 days of the last day of the course, as defined by the course syllabus and schedule.

Transferring Out of, or Withdrawing from, the University

Any KPU student is free to withdraw from the university at any time. Depending on the time and the circumstances of their withdrawing, a student who withdraws from the university might be eligible for a refund of some or all of the tuition they have paid. The schedule and policies governing that are in the section labelled "Refund Policies" under the larger section, "Financial Information / Tuition & Fee Schedules," near the end of this catalog.

Students who are transferring to another school may request a copy of their transcript from the university office; such personal copies are useful but are unofficial. The school into which they are enrolling will commonly request that an official transcript be sent to them directly from Kairos Pacific University.

Satisfactory Academic Progress Required for Federal Student Aid (FSA)

A Preliminary Note of Clarification:

- *This present section addresses academic standards required to be eligible to receive Federal Student Aid (FSA). The issue of **academic probation**, and possible dismissal from the university on academic grounds, is addressed separately, in a separate major section after the present one.*

Federal financial aid for students (Federal Student Aid, "FSA") for higher education is authorized by **Title IV of the Higher Education Act of 1965**. "FSA" and "Title IV financial aid" are the same thing.

The U.S. Department of Education has set academic standards that students must meet in order to receive Federal Student Aid (FSA), either grants or loans. Meeting those standards is referred to as **"Satisfactory Academic Progress."** KPU follows those requirements.

Satisfactory Academic Progress is comprised of two Standards: **(1) Qualitative Standard,** and **(2) Quantitative Standard,** explained in the next paragraph. Students who do not continue to meet those two standards may become ineligible for FSA, as explained further below.

[*For the procedures for applying for FSA, see the* **Financial Information** *section near the end of this catalog.*]

FSA Satisfactory Academic Progress Standards: Description & Explanation

FSA Satisfactory Academic Progress Standards apply to all students, whether they are full-time, part-time, and whatever program they are enrolled in. Again, those standards consist of two specific standards, a "Qualitive Standard," and a "Quantitative Standard."

1. The Qualitative Standard   (= the required GPA)

    The "Qualitative Standard" refers to a student's overall GPA. Students must maintain the minimum GPA for their program as defined by the current University Catalog, in order to continue to receive FSA.

    In specific, undergraduate students must maintain a "C" (2.0) GPA, and graduate students must maintain a "B-/C+" (2.5) GPA.

    A student whose GPA falls below the required minimum will be placed on "Financial Aid Warning"; see below.
    [To Note: A grade of "W" does not affect a student's GPA ("qualitative standard"). But by its nature, it does affect the Quantitative Standard = it constitutes a course not completed. See the next paragraph.]

2. The Quantitative Standard

The "Quantitative Standard" measures whether a student is successfully completing enough courses (earning enough credits) to complete his or her degree program within the time limit allowed by the Dept. of Education for that program.

a. Standard Timeframe, and FSA Time Limit, for Completing an Academic Program.

The school will define a **standard timeframe** for completing each program.
[The typical standard timeframe for a bachelor's degree is four years. For master's degrees, the standard timeframes are commonly two or three years.]

The maximum amount of time (= the **time limit**) for which a student may receive FSA is **150% of the standard timeframe** for the program in which they are enrolled as defined by the school's catalog.
[E.g.: The maximum of time for which a student can receive FSA for a four-year bachelor's degree is six years.]

However, a student WILL NOT BE ELIGIBLE for additional Title IV federal financial aid once he/she has received aid for the total number of credit hours required in the program.

b. Satisfactory Progress.

A student must be completing enough courses each semester in order to complete their program within the time limit allowed by the Dept. of Education.

[Example: A student enrolled in a 4-year 120-credit bachelor's degree must be completing enough courses to complete that degree **within six years.**
That means that such a student must be completing 10 credits each semester / 20 credits each academic year, in order to remain eligible for FSA.
For courses that are 3 credits, a student must complete at least 7 courses a year (= 21 credits) to remain eligible.]

The school must monitor a student's progress toward completing their program. Students whose course-completion progress fails to meet the above required Quantitative Standards will be placed on "Financial Aid Warning"; see below.

Possible Loss ("Suspension") of Federal Student Aid

A student who fails to maintain Satisfactory Academic Progress (SAP) as explained above will be placed on **Financial Aid Warning** status, and if they do not return to meeting Satisfactory Academic Progress requirements, they may have their FSA suspended.

Being Placed on Financial Aid Warning Status

The university will monitor the progress of students who are receiving FSA to confirm that they are making Satisfactory Academic Progress as required by the Dept. of Education to continue to receive FSA.

Students who fall below the above standards for Satisfactory Academic Progress will be placed on **Financial Aid Warning** status. A student can also be placed on Financial Aid Warning status for missing more than one-third of his or her scheduled classes for that semester.

The length of the Financial Aid Warning period is up to one academic year.
[However, if a student returns to making Satisfactory Academic Progress after one semester, they will be in good standing and will be removed from Financial Aid Warning status.]

The school will promptly notify any student who has been placed on Financial Aid Warning status.

Students who are placed on Financial Aid Warning status continue to remain eligible for FSA while they are on Warning status.

A student can be placed on Financial Aid Warning status more than once; however, **the warning periods can never be consecutive**.

At the end of the period of warning, a student will either: (1) achieve SAP and/or satisfy KPU's attendance requirements, and therefore be removed from Warning status, or, (2) fail to do so, and become ineligible for FSA.

Being Removed from Financial Aid Warning Status

If by the end of the period of Warning (or before) a student has achieved SAP, they will be removed from Financial Aid Warning status, and will be in good academic standing.

Likewise, for a KPU student who was placed on Warning status due to inadequate attendance, if their attendance is satisfactory during the period of Warning, they will be removed from Warning status. **But please note:** Such students <u>must</u> also maintain SAP standards for their GPA and their progress toward completing their degree during their period of Warning status.

Becoming Ineligible for FSA = Having FSA Suspended

If by the end of the Warning period a student has either: (1) not brought their overall GPA and/or their progress toward completing their program up to SAP standards, or, (2) if they were placed on Warning due to inadequate attendance, but has not met KPU's class attendance standards while on Warning status, then the student will become ineligible for FSA = their FSA will be suspended. The student will be notified by KPU that their FSA has been suspended = that they are not currently eligible for Federal Student Aid.

Appealing a Suspension of FSA

A student whose FSA has been suspended for failing to meet SAP standards or attendance requirements while on Warning status may appeal to have their FSA continued. To appeal, **a student must file a written request within 5 working days of receiving written notification that their federal financial aid has been suspended**. The student's appeal should explain any mitigating circumstances as to why the student failed to make SAP, and should also include what has changed that will now allow the student to make SAP at the next evaluation period (usually = by the end of the next semester).

A student may submit an appeal if their suspension resulted from one of the following:

- Extenuating Circumstances, such as: verified cases of accident, illness, or other personal circumstances.
- Military services obligations: Student must provide military orders.

<u>If the appeal is denied</u>, the student's FSA remains suspended; the only way the student can again become eligible for FSA is to again fully meet the standards for Satisfactory Academic Progress (SAP).

<u>If the appeal is successful</u>, the student will be placed on **Financial Aid <u>Probation</u> Status** (see below), and the student's aid will be reinstated.

Financial Aid Probation Status

A student whose FSA was suspended (as described above), but who wins their appeal to have it reinstated, will be placed on **Financial Aid Probation**. They may receive financial aid while on probation status.

A student on probation status may receive financial aid in this status for only <u>one</u> semester.   If a student fails to meet SAP by the end of their financial aid probation period, then that student will be placed on financial aid suspension. **A student who has failed to meet SAP requirements while on financial aid probation status may not file another appeal.** The only way such a student can become eligible for financial aid is to once again met SAP requirements.

Reestablishing Eligibility for Federal Student Aid (FSA)

A student who has become ineligible for FSA may regain eligibility for FSA when the student is again meeting the SAP qualitative and quantitative standards (described above). A student who is again meeting SAP standards may again apply for FSA.

Academic Probation, and Possible Dismissal on Academic or Other Grounds

Please Note:

*This present section discusses polices & procedures related to **academic probation** and **possible dismissal from the university** on academic or other grounds. These policies apply to <u>all</u> students enrolled at KPU, whether or not they are receiving Federal Student Aid (FSA). Policies and requirements related to students receiving FSA are discussed in the section, "**Satisfactory Academic Progress Standards Required for Receiving Federal Student Aid (FSA),**" above.*

Academic Probation

Please Note:

Academic Probation *is <u>not</u> the same thing as* "**Financial Aid Probation**." "Financial Aid Probation" *pertains to students who are receiving Federal Student Aid; it is discussed separately, above.*

1. **The Primary Factor involved in Academic Probation: GPA**
    Academic Probation at KPU is concerned with a student's **overall GPA**. The minimum GPA requirements are as follows:
    - For undergraduate programs: a 2.0 average (a "C").
    - For master's degree programs: a 2.5 average (a "C+/B-").

    A student whose overall GPA falls below what is required for their program will be placed on Academic Probation for the following semester. They will be promptly notified by KPU that they are on academic probation. Students who are placed on probation will be given an appointment with either the Dean of Students or the Academic Dean to assess the situation.

2. **Attendance as a Possible Factor concerning Academic Probation:**

    Students will not be placed on academic probation for poor attendance, in and of itself. However, individual professors may stipulate attendance as a grading factor in their course syllabus. Therefore, poor attendance can negatively affect a student's grades, and may contribute to a student being placed on academic probation.

3. **Continuing to Enroll while on Academic Probation:**

    A student who is on academic probation may continue as a student at KPU as long as they maintain the required minimum GPA in their subsequent coursework. However, they remain on academic probation until their overall GPA meets or exceeds the required minimum for their program. If their overall GPA rises to the required minimum level, they will be removed from academic probation.

    To Note: Even though a student on academic probation may continue to enroll in courses at KPU as long as they maintain the required minimum GPA on their subsequent coursework, nonetheless, in order to graduate, they must eventually raise their overall GPA to meet their program's minimum GPA standard.

4. **Progress toward Completing a Degree Program, and Maximum Time Limits:**

    For KPU students who are <u>not</u> receiving FSA, there is no *academic progress* standard they must meet in order to avoid being placed on academic probation. A student may

take just one or two courses per semester, and as long as their overall GPA meets their program's minimum requirement, they will not be placed on academic probation.

However: **KPU's maximum time-limit for completing one of its academic programs still applies.** Again, an KPU student whose overall GPA meets or exceeds the minimum requirement for their program will not be placed on academic probation. But in order to receive a degree for the program in which they are enrolled, a student must complete the entire program of required courses within the maximum time limit for that program. The maximum time limits for KPU's programs are equal to twice the "standard timeframe" for completing that program.

[For a two-year associate's or master's degree, the maximum time limit is four years. For a four-year bachelor's degree, the maximum time limit is eight years, etc.]

A student may continue to enroll and to take courses in their program after they have exceeded the maximum time limit for that program. But starting from the current semester and working backwards, any courses that were taken before the length of time allowed to complete their program will not apply, and must be repeated.

[Example: A student is enrolled in a bachelor's degree program The maximum time limit for bachelor's degrees is eight years. The student does not complete the program within the eight-year time limit, and enters the first semester of a ninth year. Any courses taken in that student's first semester of their first year at KPU no longer count toward their degree, and must be repeated.]

Possible Dismissal on Academic Grounds:

As mentioned above, a student who is on academic probation may continue to enroll at KPU as long as they meet the required minimum GPA standards in their subsequent coursework. However, in order to graduate, they must eventually raise their overall GPA to meet their program's minimum GPA standard.

If a student who is on academic probation does not achieve the required minimum GPA for their program in their subsequent coursework, they will be dismissed from the school on academic grounds. However, they may appeal for a one-semester extension, as described next.

Appealing for a One-Semester Extension

For a student who is on academic probation, if his or her GPA for the courses they take while on academic probation does not meet the required minimum for their program, **but is better than their previous overall GPA**, they may appeal for a one-semester extension of their academic probation. The appeal must be submitted to the Academic Dean's office in writing. During that one-semester extension, their coursework **must** meet or exceed the required GPA for their program. If it does not, they will then be dismissed from the school on academic grounds, with no further option to appeal.

Re-applying to KPU after a Student has been Dismissed on Academic Grounds

If a student has been dismissed from KPU on academic grounds, they must wait two years to apply again to enroll in KPU, and they must go through the normal application process.

Possible Dismissal for Other Reasons

In addition to dismissing a student for academic grounds, the institution reserves the right to dismiss any student who violates academic honesty standards or the moral and/or conduct standards set forth in the **Student Conduct Expectations** section of this catalog, and/or fails to meet his/her financial obligations to the school.

Academic Freedom & Academic Ethics

Academic Freedom Policies

The content of these policies reflects and is compatible with the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure.

The fundamental goals of institutions of higher education are served by the free search for truth and its free exposition. KPU's academic freedom policy involves four spheres, set forth below: (1) courses & the classroom, (2) research & publications, (3) public statements by faculty, and (4) the academic freedom of students.

(1) Courses & the Classroom

In a confessional religious university (such as KPU), academic freedom for faculty is substantial, but not absolute. All KPU faculty members, prior to their employment, are to have read and freely signed KPU's Statement of Faith, and by their signature, they attest that they affirm it personally and will do so in the classroom. The following gives practical guidance:

- Faculty members are fully permitted to present and discuss views and positions that are not in line with the university's convictions, and they may explain their logic and point out their merits.

- It is acknowledged that classroom discussions sometimes move beyond the immediate topic & focus of the course; this is well within a university academic environment. But faculty should be careful not to introduce controversial matters which have no relation to the subject.

- Faculty members may not use their position or classroom as a platform to demand adherence by students to a personal theological viewpoint, political preference, or social agenda.

(2) Research & Publications

(*This paragraph pertains only to KPU's regular full-time faculty.*)
Teachers are free to conduct research and to publish their results, subject to the adequate performance of their other academic duties; but research which may result in monetary return requires a written agreement with the university stipulating the division of any possible monetary return.

(3) Statements by Faculty in the Public Arena

Instructors bring three social roles to their work: they are citizens, members of a learned profession, and representatives of Kairos Pacific University. When they speak or write as private citizens, they should be free from institutional censorship or discipline; however, their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may well judge their profession and our institution by what they say in public. Therefore, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make it clear whether they are speaking in their capacity as a representative or employee of the university, or as a private citizen.

(4) Academic Freedom of Students

Students also have academic freedom to address topics and to express their views in class. However, common courtesy and the rights of other students to express their views should be respected when classroom discussions touch on topics about which there is a diversity of opinion.

Academic Ethical Standards for Students

KPU students are expected to conduct themselves in a manner that accords with Scriptural principles and with commonly accepted academic ethical standards.

In general, KPU reserves the right to dismiss any student whose conduct is found to be unsatisfactory on the basis of the moral, spiritual, or ethical principles found in Scripture or otherwise set forth by the university.

In the sphere of academic work, academic ethics has three main concerns; they go hand-in-hand:

(1) Doing your own academic work, and thus truly learning the content and concepts in one's courses.

(2) Respecting the work and the rights of others; giving proper attribution to the work of others, and not presenting someone else's work as if it were your own.

(3) Engaging *the ideas* of others, which may well involve challenging them, but not attacking the person, the author.

Violations of academic ethics include dishonesty, cheating, or plagiarism in any form (failing to give proper credit to someone else's work). Improper ethical conduct also includes: furnishing false information to the school with prior knowledge, and also the forgery, alteration, or misuse of any KPU documents. KPU reserves the right to deny admission to any student who knowingly submits false information on their application to KPU.

KPU students who appear to have breach of academic ethics will be reminded of them and admonished to respect them. Any student who appears to have violated KPU's academic ethical standards will be given due process and have the opportunity to explain and defend themselves. Students who continue to violate these ethical principles are subject to discipline and possible dismissal from the school.

General KPU Graduation Requirements

- Students must satisfactorily complete the full course of study (the required courses and the full number of credit hours, and any thesis or dissertation) required for the program in which they are enrolled.

- Students must achieve the minimum overall GPA required by their program.
  [On a four-point scale: Bachelor degrees require a minimum overall GPA of 2.0; master's degrees require a minimum overall GPA of 2.5; doctoral programs require a minimum overall GPA of 3.0.]

- Students who are approaching graduation should coordinate with the university office to verify that they will be completing their course of study at the end of the current term.

- All financial obligations to the university must be satisfied, including the graduation fee.

- Students are strongly encouraged to be present for graduation, but this may not always be possible for online students who live a considerable distance from KPU's campus. Attendance at graduation is strongly encouraged, but is not a formal requirement to graduate.

Retention & Availability of KPU Student Records

Kairos Pacific University maintains all records for each student as required by the California state regulations. Important documents including student registrations, transcripts, and finances are preserved by the university. Student academic and financial records will be maintained for five years; student transcripts are kept for fifty years. Hard-copies are kept in the university office, and electronic copies are kept on computers and backed up in "the cloud." All records are kept strictly confidential, with only students and authorized university personnel having

access to them. In the case of the permanent closing of Kairos Pacific University, America Evangelical University will preserve the documents.

KPU students have the right to review their KPU records, and to request consideration and possible correction of any information they believe to be inaccurate.

Student Life & Services / Conduct Expectations / Complaints

Student Life and Services

Although most of our courses are taught online, KPU students have significant opportunities to get to know each other and to encourage each other through the small groups built into our classes, and by virtue of the fact that many of our cohorts come from the same church or region.

The university staff and faculty, as well as fellow-students in their cohorts and small groups, can provide helpful guidance and contacts for concerns such as personal counseling needs, internships, career guidance, and ministry opportunities.

Student Conduct Expectations

KPU students are expected to conduct themselves in a manner that accords with Scriptural principles and with commonly accepted academic ethical standards. Academic ethical standards are discussed above, in the section titled "Academic Ethical Standards for Students."

In general, KPU reserves the right to dismiss any student whose conduct is found to be unsatisfactory on the basis of the moral, spiritual, or ethical principles found in Scripture or otherwise set forth by the university. The following summarizes KPU's morals and conduct expectations for its students (and staff), and the consequences of violating them:

> Students enrolled in Kairos Pacific University should lead lives that reflect biblical standards of morality and conduct. Ephesians 5:3 tells us that there should not even be the appearance of serious sin among believers. In specific, KPU students should not be characterized by drunkenness, violence, open hostility, vulgarity, theft, or vandalism. They should be respectful of the law, and of those officers who maintain it. They should respect that sexual intimacy is reserved for a man and woman married to each other, and should acknowledge that sexual intimacy outside those bounds is condemned by Scripture.

> KPU students who appear to have violated these standards will be contacted by a senior administrator of the university. They will be given due process and permitted to defend themselves. For accusations that are substantiated, and based on the seriousness of the conduct and the nature of the student's response, the university reserves the right to choose between issuing the student a formal warning that a repeat of such conduct will result in the student being dismissed from the university, or to dismiss the student at that time.

Sexual Harassment and Sexual Assault Policy

KPU's Sexual Harassment Policy, which follows, addresses both <u>sexual harassment</u> and <u>sexual assault</u>.

A. Sexual Harassment Policy

Kairos Pacific University (KPU) is committed to providing a safe learning and working environment. In keeping with this commitment, the school prohibits unlawful harassment including sexual harassment by any of its employees, students, staff, faculty, or anyone

conducting business on any University premises, including any off-campus site being used for a school function.

Sexual harassment is commonly defined as:

> Any unwelcome or unsolicited attention of a sexual nature, including but not limited to verbal, physical, or visual contact, that makes the recipient uncomfortable. This would include the unwelcome or inappropriate promise of rewards in exchange for sexual favors, or pressure to provide sexual favors in exchange for some benefit.

Simple teasing, an off-hand comment, minor isolated incidents, simply asking someone out, or complimenting a person's appearance, do not constitute sexual harassment. However, failing to respect a person's wishes that they be left alone, or that such comments or conduct be discontinued, can constitute sexual harassment.

Any person who observes or is subject to an act of sexual harassment should report it immediately to the nearest faculty or staff member, who will notify the Academic Dean or the Dean of Students. Sexual harassment does not need to be reported to the police (*sexual assault is a different matter, which should be reported to the police immediately, as detailed in the next section*).

Confidentiality is required in order to protect all parties involved in allegations of sexual harassment.

In the case of a reported incident of sexual harassment, the Academic Dean, Dean of Students, or other senior KPU administrators will contact all parties involved to look into the matter, and to discern the facts. All parties involved will be able to state their case. If the issue can be resolved by appropriate apologies and/or clarifications, and by the offender (if so) being clearly reminded of the seriousness of sexual harassment and of KPU's policy against it (i.e., the present policy), the matter can rest there.

It is our desire, if possible, to reach a constructive resolution to such matters. KPU will make a written record of the report which it will retain in its confidential files.

If any person is the subject of repeated accusations of sexual harassment, and if those accusations are substantiated, the following consequences may be imposed by the university:

- If they are KPU students, they may be dismissed from the university.
- If they are KPU employees, their employment may be terminated.
- If they are parties conducting business on university premises, KPU may notify the company / the organization that the individual involved is no longer permitted to be on university premises, or, KPU may choose to discontinue its involvement with that company or organization.

B. Sexual Assault Policy

Sexual assault is a criminal act.

As required by California EDC § 94385, Kairos Pacific University prohibits any act involving sexual assault by any of its employees, students, staff, faculty, or anyone conducting business on University premises, which includes University's classrooms and classroom buildings, and any location used for an off-site school function.

"Sexual assault" includes but is not limited to:

> Rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

If you, as the victim, believe a sexual assault act has been committed, report the assault immediately to the police. If university personnel believe they have witnessed a sexual assault, they also should contact the police. University personnel should act in good faith to protect the victim until the police can arrive, and to support and affirm the victim's right to report the matter to the police.

The police will arrive to review the incident, take a description of the alleged attacker, etc., and ensure that the victim and his or her escort are transported to a medical facility.

Confidentiality is required in order to protect all parties involved with the alleged assault. Any inquiries from newspapers, employees, parents, or other students should be immediately forwarded to the university's senior administrators to avoid misrepresentation of the facts or breach of confidentiality.

Efforts will be made by the school staff and faculty members to help the victim deal with academic difficulties resulting from the assault.

Should a KPU student, faculty member, or staff member be accused of the crime, the university retains the right to suspend them as a student, a faculty member, or an employee, until the criminal case is resolved. The individual involved will be informed in writing of the suspension. The university will endeavor to take no action which could compromise or complicate the investigation or possible trial related to the alleged assault. KPU reserves the right to dismiss any KPU student or to terminate the employment of any KPU faculty or staff member who is convicted of sexual assault during their affiliation with KPU.

The following local counselling center has counselors in English, Korean, and Chinese, and is recommended for victims of sexual assault:

> **KFam Services**
> **3727 W 6th St., Suite #320**
> **Los Angeles, CA 90020.**
> **213-389-6755**
> **213-338-0472   Crisis Hotline (24 hours)**
> *(www.KFamLA.org)*

KPU staff, faculty, and students should take all steps necessary to prevent sexual assault from occurring, such as increasing awareness of what sexual assault means, expressing strong disapproval of it, and if necessary, using self-defense techniques.

Student Complaint Procedure

Students with a complaint or a particular concern about a university matter should first of all seek to clarify or resolve the matter by addressing the person(s) directly connected with it, or who are in the natural orbit of the issue. Complaints concerning a course, a grade, or a professor should be addressed to the professor, perhaps with the involvement of the TA or the class cohort leader or their small group leader. Likewise, complaints regarding an administrative matter should be initially addressed to the university staff person involved, or to that person's supervisor. If possible, the matter should be resolved in that informal sort of manner.

Making a Formal Complaint

However, if the complaint or concern was not resolved informally, the student can make a formal complaint to the appropriate senior KPU administrator (Academic Dean, Dean of Students, Cohort Director, etc.). The administrator will review he complaint, and talk with all

parties involved; he or she may confer with other senior KPU administrators for their judgment on the matter. The administrator(s) will make a formal recommendation. They might decide that the complaint is not valid or is unreasonable, and dismiss it. They might recommend a mediating position as a resolution. If the complaint is deemed valid, they will recommend appropriate action to resolve the matter and to satisfy the student. If the complaint concerns an academic course, they might recommend adjusting the grade, relieving the students of an assigned component of the course, or perhaps returning some or all of the tuition for that course.

> [To Note: *If the student did not pay the tuition personally, any such refund will either be returned to the party who actually paid it, or, will be held in the student's account to apply to a future course at KPU.*]

It is the university's desire that any such complain can be resolved within the university community. However, if the student is not satisfied with the university's response, they have the right to take the matter to the California Bureau for Private Postsecondary Education (next paragraph).

Filing a Complaint with the California Bureau for Private Postsecondary Education (BPPE)

If a student is not satisfied with the university's response to a complaint they have lodged against it, they have the right to file a complaint with the following California agency:

> **Bureau for Private Postsecondary Education**
> 1747 N. Market Blvd., Ste. 225
> Sacramento, CA 95834
> Phone: (916) 574-8900   Toll Free: (888) 370-7589
> Fax: (916) 263-1897
> Online: *http://www.bppe.ca.gov*

Learning & Educational Resources

On-Campus Library

KPU has a library in its office & classroom facilities at its campus in Tustin, CA.
The library has a substantial amount of Bible commentaries, theological works, volumes on ministry, and devotional works. It is available to students during the normal workweek, and also whenever we are teaching courses in the evening or on Saturday.

EBSCO Online Library

The main educational resource for our student is the EBSCO online library. Kairos Pacific University has contracted with EBSCO to be available to our students as an online library.

KPU students and faculty are given an EBSCO account # and an initial password, from which they set up an account.

EBSCO website reports that their database includes over a million ebooks and 90,000 audiobooks from over 1500 publishers.

[*"EBSCO" is an acronym for the Elton B. Stephens Company.*]

Kairos Pacific University
Academic Programs

The academic programs offered through Kairos Pacific University are identical to or very similar to programs of the same name listed in AEU's Catalog. If there are minor differences between them, it is because the programs for the Kairos Pacific University branch campus have been adjusted to better suit the needs of its student body. All of KPU's undergraduate and graduate programs have been approved by the Association for Biblical Higher Education (ABHE). KPU's Master of Arts in Ministry Leadership (MAML) and its Master of Divinity (MDiv) graduate programs are also accredited by the Association of Theological Schools (ATS)

[*From time to time, Kairos Pacific University may offer courses not listed in the curriculum lists in this catalog. Such courses can count as free electives, or, Kairos Pacific University may determine that a given such course will be accepted as a substitute course for a regular course in the program.*]

Associate of Arts in General Studies (AAGS)
(20 courses / 60 credits, 2 academic years; typically 2½ years to complete.)

AAGS Program Description & Highlights:
The Associate of Arts in General Studies (AAGS) is a 60-credit program. It is the equivalent of two full-time academic years. When taken mainly online through KPU, the AAGS typically takes five semesters to complete.

The AAGS provides a broad-based foundation of liberal arts and science courses designed to prepare students for success in the workforce and in further academic pursuits.

Transferring from the AAGS into KPU's 4-year BALS Program:
For students who contemplate possibly transferring into KPU's 4-year BALS program, there is a recommended selection of courses in the AAGS which will allow all of them to transfer to the BALS. A curriculum chart showing **the recommended courses** is posted just after the main AAGS curriculum chart, below.

AAGS Program Learning Outcomes
Upon completing the **Associate of Arts in General Education Studies**, students will have gained:

1. **Foundational knowledge of the Bible and theology** Understand and demonstrate a meaningful and foundational knowledge of the Bible and Christian theology.
2. **Written and Oral Communication** Demonstrate effective communication through clear writing and/or oral presentations.
3. **Quantitative Reasoning** Apply mathematical and statistical methods and interpret data and to solve problems.
4. **Scientific Literacy** Understand fundamental natural and physical science concepts and apply scientific reasoning to real-world situations.
5. **Critical Thinking** Evaluate arguments, identify problems, and develop solutions using analytical and critical thinking skills.
6. **Cultural Awareness** Recognize and appreciate the diversity of human experience, history, and cultural expressions in local and global contexts.
7. **Ethical Awareness** Apply ethical reasoning to personal, professional, and societal issues.

8. **Technological Proficiency** Demonstrate competency in using digital tools and information systems in academic and professional contexts.

9. **Preparation for Transfer** Meet the requirements for transfer to a California State University or other four-year institution or for entry-level employment in various fields.

AAGS Admission Requirements

The criteria for entrance to the Associate of Arts in General Studies are:

1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. A statement of the applicant's Christian faith.
4. Two letters of recommendation from faculty, employers, or church leaders.
5. Possession of or candidacy for a high school diploma or GED.
   [Completion of high school or the GED is required before formally enrolling in the university.]
6. An official transcript from high school, as well as from any post-high school education.
7. One recent photograph.
8. A personal interview with a representative of the university.
9. Active church participation.
10. Payment of $100.00 application fee.

Learning Community Setting / Cohort Option

A practical and flexible classroom setting, as well as an online cohort option, is offered in order to accommodate leaders and working adults whose responsibilities and schedules do not permit enrollment in a traditional on-campus college degree program. The cohort approach allows students to engage directly with their professors, and to benefit from the insights and the encouragement of fellow-students as they study together; it can also result in a valuable and long-lasting support network.

Methods of Instruction

Our courses incorporate a variety of instructional approaches, among them: lectures, instructional work and in-class practice assignments, discussions, demonstrations, one-on-one tutorials, library research, assignments, quizzes, and exams. Our online courses consist of a mix of instructional videos which students can watch at times that are convenient for them, and also live group Zoom sessions with the professor.

AAGS Graduation Requirements   (60 credits required)

The Associate of Arts in General Studies requires the completion of a minimum of 60 semester credits of courses. The courses taken must satisfy the specific requirements of the program's components as well as the overall requirements of the program. The credits can be a combination of transfer credits and completion of course work through KPU. Normally, up to 50 percent of the 60 semester credits (i.e., 30 semester credits) may be satisfied through transfer credit. Likewise, normally a minimum of 50 percent of the credits must be completed through Kairos Pacific University.

AAGS – Transfer to 4-year University Programs

The AAGS is particularly well designed to allow students to be accepted into 4-year academic programs at other universities.

AAGS Potential Fields of Employment:

The AAGS program prepares graduates for employment in the general marketplace, where skills such as communication, writing, ethical sensitivity, understanding human nature & social functioning, and analytic thinking, are valuable. Graduates may go on to work in various fields, including:

- Business
- Education
- Social Services
- Government
- Nonprofit Organizations

AAGS Program Components:

The AAGS program has three main components:

(1) A Biblical/Theological Studies Core   4 courses / 12 credits
(2) A General Education Core   8 to 10 courses / 24 – 30 credits
(3) Elective Courses: 6 to 8 courses / 18 – 24 credits

The total must add up to 20 courses / 60 credits.

(The curriculum for the AAGS follows on the next page.)

AA in General Studies Curriculum   20 courses / 60 credits

(Reviewed and finalized, July 2025.)

*To Note: For students who contemplate possibly **transferring into KPU's 4-year BALS program**, there is a recommended selection of courses in the AAGS which will allow all of them to transfer to the BALS. It is posted below, just after the **Curriculum for the AAGS Program** chart, here.*

Curriculum for the AAGS Program

Biblical/Theological Studies Core   **12 Credits**

  BS 101 Bible Panorama   (*or, BS 104, NT Survey*)
  BS 102 Biblical Interpretation   (*required*)
  BS 103 Old Testament Survey   (*required*)
  [BS 104 New Testament Survey]
  TH 201 Christian Foundations   (*required*)

Elective Courses   **18 to 24 Credits**

  Students should select courses from the following options that complement their academic or professional interests. Elective credits can also be selected to meet prerequisites for transfer to a four-year institution.

  General Electives
    BUS 101 Introduction to Business
    PSY 201 Developmental Psychology
    ENG 201 English Literature
    INTL 110 Introduction to International Studies

  Technological Literacy
    CS 101 Introduction to Computer Science
    GE 310 Digital Literacy

  Capstone or Internship Experience
    GEN 299 General Education Capstone Project
    INT 290   Internship in a Related Field

Kairos Pacific University

General Education Courses   **24 to 30 Credits**

  1. Communication / English Writing / Critical Thinking & Writing (6 credits)
    GE 101 English Composition   (*if needed*)
    GE 221 Academic Writing   (*required*)*
      *GE 221 is required unless a student has good college-level English skills and has taken a course comparable to GE 221 at another college or university.
    COMM 101 Introduction to Communication
    COMM 103 Interpersonal Communication

  2. Social / Behavioral Sciences (6 credits)
    GE 104 Introduction to Sociology
    GE 118 Introduction to Psychology
    GE 234 Economics
    GE 106 Introduction to Cultural Anthropology**

  3a. Mathematical Concepts and Quantitative Reasoning   (3 credits)
    MATH 101   College Algebra
    MATH 105   Quantitative Reasoning
    MATH 110   Introduction to Statistics**
    MATH 270   Calculus**

  3b. Physical and Biological Sciences (3 credits)
    GE 242   Health Studies
    SCI 115   Fundamentals of Physics**

  4a. Arts and Humanities (3 to 6 credits)
    GE 127   Introduction to Philosophy
    GE 216   Ethics and Worldview
    ART 101 Introduction to Visual Arts
    MUS 101 Music Appreciation

  4b. History, and American Government (3 to 6 credits)
    HS 325   Western History I
    HS 326   Western History II
    POL 101 American Government**
    RS 312   Christian Heritage

  **Offered on demand.

(The recommended curriculum for AAGS students who contemplate possibly transferring into KPU's 4-year BALS program follows on the next page.)

Recommended AAGS Curriculum for Students who Might Transfer into KPU's 4-year BALS Program

- Courses highlighted in yellow are strongly recommended, and will all transfer into the BALS.

- Courses in reduced font / strikethrough are not recommended / do not align well with the BALS.

- Students may choose among courses in <plain font>, as long as they satisfy the following:
    (1) All AAGS students must take a math course.
    (2) Students must satisfy the three components of the AAGS program.

The total must come to 20 courses.

Biblical/Theological Studies Core   12 Credits

BS 101 Bible Panorama   (*or, BS 104, NT Survey*)
BS 102 Biblical Interpretation   (*required*)
BS 103 Old Testament Survey   (*required*)
[BS 104 New Testament Survey]
TH 201 Christian Foundations   (*required*)

Elective Courses   18 to 24 Credits

Students should select courses from the following options that complement their academic or professional interests. Elective credits can also be selected to meet prerequisites for transfer to a four-year institution.

General Electives
BUS 101 Introduction to Business
PSY 201 Developmental Psychology
ENG 201 English Literature
INTL 110 Introduction to International Studies

Technological Literacy
CS 101 Introduction to Computer Science
GE 310 Digital Literacy

Capstone or Internship Experience
GEN 299 General Education Capstone Project
INT 290   Internship in a Related Field   (cross-listed
                as PM 301)

General Education Courses   24 to 30 Credits

1. Communication / English Writing / Critical Thinking & Writing (6 credits)
GE 101 English Composition (*if needed*)
GE 221 Academic Writing   (*required*)*
   **GE 221 is required unless a student has good college-level English skills and has taken a course comparable to GE 221 at another college or university.*
COMM 101 Introduction to Communication
COMM 103 Interpersonal Communication

2. Social / Behavioral Sciences (6 credits)
GE 104 Introduction to Sociology
GE 118 Introduction to Psychology
GE 234 Economics
GE 106 Introduction to Cultural Anthropology**

3a. Mathematical Concepts and Quantitative Reasoning   (3 credits)
MATH 101   College Algebra   ←*One of these*
MATH 105   Quantitative Reasoning   ←*two courses.*
MATH 110   Introduction to Statistics**
MATH 270   Calculus**

3b. Physical and Biological Sciences (3 credits)
GE 242   Health Studies
SCI 115   Fundamentals of Physics**

4a. Arts and Humanities (3 to 6 credits)
GE 127   Introduction to Philosophy
GE 216   Ethics and Worldview
ART 101 Introduction to Visual Arts
MUS 101 Music Appreciation

4b. History, and American Government   (3 to 6 credits)
HS 325   Western History I
HS 326   Western History II
POL 101 American Government**
RS 312   Christian Heritage

***Offered on demand.*

Kairos Pacific University

Associate of Arts in Leadership Studies (AALS)

(20 courses / 60 credits, 2 academic years; typically 2½ years to complete.)

AALS Program Description & Highlights:

The Associate of Arts in Leadership Studies program (AALS) is a two-year program designed to equip students to serve as effective Christian leaders in a variety of capacities, especially in Christian ministry. This program is a concise, well-balanced shorter program in biblical and leadership studies for students who may not be able to commit to a longer program. [However, for AALS students who later decide to transfer into Kairos Pacific University's four-year BALS program, any & all courses taken in the AALS program will apply to the four-year BALS.]

In addition to providing practical leadership skills, the AALS program provides students with significant knowledge of the Bible, a sound interpretive approach to the Scriptures, and a biblically-based theology. It does so because *Christian* leadership involves not only having leadership skills, but also the biblical & theological knowledge necessary to live and to lead as a Christian.

The AALS program typically takes five semesters to complete.

The AALS program offers five different concentrations:
- Pastoral Ministry
- Christian Counseling
- Early Childhood Education
- Certified Alcohol and Drug Counselor
- Worship, Media & Creative Arts

The AALS program includes an apprenticeship / internship, which may be completed in a church or a marketplace setting, as well as at a non-profit, or a mission organization. It allows students to integrate their studies and to clarify their personal calling in a supervised setting, helping them to forge valuable relationships and to foster their growth in their chosen field.

AALS Program Learning Outcomes

1. Students will have a significant knowledge of the Bible and have a meaningful introduction to Christian theology.
2. Students will be able to share and explain the gospel.
3. Students will understand the importance of personal spiritual disciplines & growth, as well as the importance of Christian character, and will be motivated to actively participate in Christian service or ministry.
4. Students will be motivated to be, and have the skills to be, life-long learners.
5. Students will be culturally sensitive, and will have acquired cross-cultural competence.
6. Students will demonstrate meaningful practical skills in the area of their concentration (pastoral, counseling, or worship/media/arts).

AALS Admission Requirements

The criteria for entrance to the Associate of Arts in Leadership Studies are:
1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. A statement of the applicant's Christian faith.
4. Two letters of recommendation from faculty, employers, or church leaders.
5. Possession of or candidacy for a high school diploma or GED.

[Completion of high school or the GED is required before formally enrolling in the university.]

6. An official transcript from high school, as well as from any post-high school education.
7. One recent photograph.
8. A personal interview with a representative of the university.
9. Active church participation.
10. Payment of $100.00 application fee.

Learning Community Setting / Cohort Option

A practical and flexible classroom setting, as well as an online cohort option, is offered in order to accommodate leaders and working adults whose responsibilities and schedules do not permit enrollment in a traditional on-campus college degree program. The cohort approach allows students to engage directly with their professors, and to benefit from the insights and the encouragement of fellow-students as they study together; it can also result in a valuable and long-lasting support network.

Methods of Instruction

Our courses incorporate a variety of instructional approaches, among them: lectures, instructional work and in-class practice assignments, discussions, demonstrations, one-on-one tutorials, library research, assignments, quizzes, and exams. Our online courses consist of a mix of instructional videos which students can watch at times that are convenient for them, and also live group Zoom sessions with the professor.

AALS General Education Course Requirements

The AALS program requires that 15 credits out of the required 60 credits be earned in General Education courses. General Education courses include courses in psychology, history, sociology, philosophy, and other fields. These Gen Ed courses provide students a broader educational spectrum from which to better understand and interact with contemporary society.

AALS Graduation Requirements   (60 credits required)
(To Note: *The CADC concentration of the AALS program requires at least 63 credits*.)

The Associate of Arts in Leadership Studies requires the completion of a minimum of 60 semester credits of courses. The courses taken must satisfy the specific requirements of the student's chosen concentration, as well as the overall requirements of the program. The credits can be a combination of transfer credits and completion of course work through KPU. Normally, up to 50 percent of the 60 semester credits (i.e., 30 semester credits) may be satisfied through transfer credit. Likewise, normally a minimum of 50 percent of the credits must be completed through Kairos Pacific University.

To Note: The **CADC concentration** within the AALS program requires at least **21 courses = 63 credits,** due to the requirements of the CADC concentration and internship (listed below). However, for CADC students who need to take GE 101 (English Comp.), their program will require 66 total credits.

AALS Potential Fields of Employment:

Depending on the concentration chosen, the AALS program prepares graduates for employment in:

- Ministry leadership (youth pastor, small group leader, Bible teacher, etc.)
- Missions
- Christian non-profit Organizations
- Christian Education

- Working in a Pre-school program (*the Early Childhood Ed. concentration*)
- Teaching at a private (Christian) grade school (*the Early Childhood Ed. concentration*)
- Being a CADC I Counselor* (*the CADC concentration*)
    - *Students who complete the AALS with a CADC concentration will begin at the first level, CADC I, and may eventually advance to the next level, CADC II, with further training.*
    [*To advance to the CADC III level requires a completed bachelor's degree.*]

AALS Program Components
(60 credits total; for CADC students, at least 63 credits):

The AALS program consists of two main portions: (1) Common curriculum components required for all AALS students, and, either: (2a) A student's chosen program concentration, or, (2b) Additional courses sufficient to complete the required 60 credits.

(1a) Program Components Required for AALS Students (*other than CADC students*):

Biblical/Theological Studies Core:	5 courses / 15 credits
General Education Courses:	5 courses / 15 credits
Ministry & Leadership Courses:	4 courses / 12 credits
Selected Concentration	5 courses / 15 credits
Internship (*if needed*) *	1 course / 3 credits

* AALS students with significant prior ministry experience do not need to take an internship. They may select another course from the program instead.

(1b) Program Components Required for CADC students: (at least 63 credits)

Biblical/Theological Studies Core:	4 courses / 12 credits
General Education Courses:*	5 courses / 15 credits
Ministry & Leadership Courses:	3 courses / 9 credits
CADC Concentration	7 courses / 21 credits
CADC Supervised Fieldwork Internship**	2 courses / 6 credits

*For CADC students who need to take GE 101 (English Comp.), they will take a total of six Gen Ed courses, and their program will require 66 total credits.

**The CADC Supervised Fieldwork Internship requirement is six credits taken in two courses (CADC 108 & CADC 109), commonly spread over two semesters.

(2a) Five AALS Concentrations to Choose from:

Pastoral Ministry:	5 courses / 15 credits
Christian Counseling:	5 courses / 15 credits
Early Childhood Education	5 courses / 15 credits
Worship, Media, & Creative Arts:	5 courses / 15 credits
Certified Alcohol & Drug Counselor (CADC)	7 courses / 21 credits*

* AALS students in the CADC concentration need to take all seven courses in the CADC concentration; they will take a total of at least 21 courses / 63 credits.

(2b) Additional Courses Sufficient to Complete the Required 60 Credits:

After completing the program components required for all AALS students, most students will choose one of the five structured concentrations listed above to complete their AALS program. *However, students are not required to do so*. They may instead choose to take courses from the overall AALS curriculum that satisfy their personal interests and their vocational needs. They need to take enough courses to complete the required 60 credits for the AALS program.

Notes Re: GE 101 (English Comp.) and GE 221 (Academic Writing)

GE 101: Students who need GE 101 (English Comp.) will be enrolled into it. Students who

have good college-level English skills do not need to take GE 101; they may enroll in GE 221 (Academic Writing) when it is offered.
[However: *Students who do not need to take GE 101 might need to enroll in another course in order to maintain full-time status that semester*.]

GE 221: Students who have successfully completed a course comparable to GE 221 (Academic Writing) at another college of university do not need to take GE 221. They will be given credit for GE 221.
[However: *They might need to enroll in another course in order to maintain full-time status. They are welcome to enroll into GE 221, if they wish.*]

(*The AALS curriculum begins on the next page.*)

AA in Leadership Studies Curriculum   20 Courses / 60 Credits

(Reviewed & slightly revised, June 2025.)

Any & all of these courses can apply to the 4-year BALS program.

[*The CADC concentration requires 63 total credits; if students need GE 101, it requires 66.*]

Common Curriculum Components for all AALS Students

Biblical/Theological Studies Core 15 Credits*

* *All students in the CADC concentration, as well as non-CADC students who need to take GE 101, will take **12 credits** in Bible & Theology (rather than 15). They will take four of the following courses:*

BS 101 Bible Panorama   (*or, BS 104, NT Survey*)
BS 102 Biblical Interpretation   (*required*)
BS 103 Old Testament Survey   (*required*)
[BS 104 New Testament Survey]

TH 201 Christian Foundations   (*required*)

All other AALS students will take one additional Bible & Theology course; those courses are listed in the AALS Pastoral Ministry Concentration, below.

Ministry & Leadership Courses 12 Credits*

*Students in the CADC concentration will take <u>three</u> ministry & leadership courses (9 credits).

PT 101 Inner Healing and Prayer   **[DTS]**
PT 102 Essentials of Spiritual Formation*
PT 103 Communion with God*
   *Students will normally take either PT 102 or PT 103.

PT 219 Evangelism and Discipleship   **[DTS]**
PT 245 Fundamentals of Christian Leadership**
PT 301 Organizational Leadership**
  **Students will normally take either PT 245 or PT 301.

General Education Courses 15 Credits

RS 312 Christian Heritage   (*required*)
GE 101 English Composition*   (*if needed*)
   Students who need to take GE 101 will take **four Bible & Theology courses, instead of five.*
GE 221 Academic Writing**
  **GE 221 is required unless students have taken a comparable course at another college or university.
GE 104 Introduction to Sociology   (*required*)
GE 127 Introduction to Philosophy
GE 216 Ethics and Worldview   **[DTS]**
GE 242 Health Studies   (*required*)
GE 310 Digital Literacy Essentials

Internships 3 Credits, or 6 Credits

* *Students who have little or no ministry experience need to take at least one internship course.*
* *Students who have years of ministry experience do not need to take an internship, and may take a different course from the AALS program instead.*

PM 301   Internship I (*usually required, 3 credits*)

For students in the Early Childhood concentration:
ECE 205   Field Experience I (*required, 3 credits*)

Students in the CADC concentration *are required to have 255 hours of supervised fieldwork internship; this constitutes 6 credits worth of work.*
CADC 108 Supervised Fieldwork Internship I (*3 credits*)
CADC 109 Supervised Fieldwork Internship II (*3 credits*)

To Note: *The three courses marked with* **[DTS]** *are commonly taught together in a semester-long Kairos DTS combined course, usually in the first semester of the program.*

The five AALS Concentrations are listed on the next page.

AALS Concentrations

Pastoral Ministry Concentration
15 Credits (choose 5 courses)

BS 115 Introduction to the Pentateuch
BS 204 Survey of the Gospels
BS 212 OT Historical Books
BS 217 The Acts of the Apostles

BS 314 Survey of the OT Major Prophets
BS 419 Introduction to the OT Wisdom Books
BS 427 Survey of the New Testament Epistles

MS 313 Theology and Practice of Mission

TH 211 Theological Foundations:
        The Doctrines of God and Scripture

PT 345 Foundations of Preaching

WM 305 Worship in the Life of the Church

Christian Counseling Concentration
15 Credits (choose 5 courses)

CC 301 Life Development & Change
CC 302 Marriage & Family Counseling
CC 303 Models of Counseling & Practice
CC 304 Child and Adolescent Counseling
CC 305 Foundations of Crisis & Trauma Counseling

CC 406 Holistic Healing and Spirituality
CC 407 Creative Drama Therapy
CC 408 Drama Therapy and Identity
CC 409 Difference Counseling
CC 410 God-shaped Brain and Heart
CC 411 Transformation with Addictive Populations

Early Childhood Education Concentration
15 Credits (choose 5 courses)

ECE 101 Introduction to Early Child Development
ECE 102 Early Childhood Education Curriculum and
        Pedagogy
ECE 103 Child Psychology
ECE 104 Observation and Assessment in Early
        Childhood Education
ECE 201 Family and Community Engagement in Early
        Childhood Education
ECE 202 Early Literacy and Language Development
ECE 203 Health, Safety, and Nutrition in Early Childhood
        Education
ECE 204 Planning for Teaching and Learning

Early Childhood students will also take one Early Childhood internship course, ECE 205.

Certified Alcohol and Drug Counselor (CADC) Concentration   21 Credits (7 courses)
Students in the AALS CADC program will take all seven of the courses in their concentration. // The AALS CADC requires 21 courses / 63 credits; if CADC students need GE 101, it requires 66 credits.

CADC 101 Cultural, Social, and Historical Overview of
          Drug and Alcohol Addiction
CADC 102 Physiology and Pharmacology of Alcohol
          and Other Drugs
CADC 103 Law and Ethics
CADC 104 Case Management
CADC 105 Individual, Group, and Family Counseling
CADC 106 Personal and Professional Growth
CADC 107 Supervised Practicum

CADC students will also take six credits of Supervised Fieldwork Internship, CADC 108 & 109.

Worship, Media, and Creative Arts Concentration
15 Credits (choose 5 courses)

WM 301 Foundations of Music Ministry
WM 302 Using Creative Arts in Worship
WM 303 History of Worship Arts
WM 304 Innovative & Creative Worship and Media.
WM 305 Worship in the Life of the Church

WM 406 Audio Production
WM 407 Video Production
WM 408 Worship Leadership & Administration
WM 409 Music Theory
WM 410 Music in Worship

Kairos Pacific University

Bachelor of Arts in Leadership Studies (BALS)

(40 courses / 120 credits, 4 academic years; typically 5 years to complete.)

BALS Program Description and Highlights

The Bachelor of Arts in Leadership Studies is a four-year, 120 credit program, designed to equip students for pastoral ministry or other leadership capacities within the local church, or for leadership in mission organizations, or in Christian or secular non-profit organizations, as well as in the marketplace.

Christian leadership involves not only having leadership skills, but also the biblical & theological knowledge necessary to live and to lead as a Christian. Therefore the BALS program provides students with an extensive knowledge of the Bible and a biblically-based theology, as well as leadership and interpersonal skills. In specific, the Pastoral Ministry concentration of the BALS develops the skills to communicate God's word effectively.

The BALS program typically takes five calendar years to complete.

The BALS program offers five different concentrations:
- Pastoral Ministry
- Christian Counseling
- Early Childhood Education
- Certified Alcohol and Drug Counselor
- Worship, Media & Creative Arts.

All BALS students will take an apprenticeship / internship, which is an integral component of the program. It may be completed in a church or a marketplace setting, as well as at a non-profit or a mission organization. This valuable component allows students to integrate their studies with their calling in a supervised supportive setting in which their practical skills can grow.

BALS Program Learning Outcomes

1. Students will have a substantial knowledge of the Bible and be well-grounded in Christian theology.
2. Students will be able to explain and share the gospel.
3. Students will understand the importance of Christian character, as well as personal spiritual disciplines, and will be motivated to actively participate in some form of Christian service or ministry.
4. Students will be motivated to be, and have the skills to be, life-long learners.
5. Students will be culturally sensitive, and will have acquired cross-cultural competence.
6. Students will demonstrate substantial practical skills in the area of their concentration (pastoral, counseling, worship/media/arts, or the secular marketplace).

BALS Admission Requirements

The criteria for entrance to the Bachelor of Arts in Leadership Studies are:

1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. A statement of the applicant's Christian faith.
4. Two letters of recommendation from faculty, employers, or church leaders.
5. Possession of or candidacy for a high school diploma or GED.
   [Completion of high school or the GED is required before formally enrolling in the university.]
6. An official transcript from high school, as well as from any post-high school education.
7. One recent photograph.
8. A personal interview with a representative of the university.

9. Active church participation.
10. Payment of $100.00 application fee.

Learning Community Setting / Cohort Option

A practical and flexible classroom setting, as well as an online cohort option, is offered in order to accommodate leaders and working adults whose responsibilities and schedules do not permit enrollment in a traditional on-campus college degree program. The cohort approach allows students to engage directly with their professors, and to benefit from the insights and the encouragement of fellow-students as they study together; it can also result in a valuable and long-lasting support network.

Methods of Instruction

Our courses incorporate a variety of instructional approaches, among them: lectures, instructional work and in-class practice assignments, discussions, demonstrations, one-on-one tutorials, library research, assignments, quizzes, and exams. Our online courses consist of a mix of instructional videos which students can watch at times that are convenient for them, and also live group Zoom sessions with the professor.

BALS General Education Course Requirements

The Bachelor of Arts in Leadership Studies requires that 30 credits out of the required 120 credits be earned in General Education courses. General Education courses include courses in psychology, history, sociology, philosophy, and other fields. These Gen Ed courses provide students a broader educational spectrum from which to better understand and interact with contemporary society.

BALS Graduation Requirements (120 credits required)

The Bachelor of Arts in Leadership Studies requires the completion of a minimum of 120 semester credits. The courses taken must satisfy the specific requirements of the student's chosen concentration, as well as the overall requirements of the program. The BALS has five concentrations to choose from (see below).

The credits can be a combination of transfer credits and the completion of course work through Kairos Pacific University. Normally, up to 50 percent of the 120 semester credits (i.e., 60 semester credits) may be satisfied through transfer credit. Likewise, normally a minimum of 50 percent of the credits must be completed through Kairos Pacific University.

For the BALS program, 30 credits out of the required 120 credits must be earned in General Education courses.

Students must achieve a minimum overall Grade Point Average of "C" (2.0) to graduate with a BALS degree.

BALS Potential Fields of Employment:

Depending on the concentration chosen, the BALS program prepares graduates for employment in:

- Ministry leadership (associate pastor, youth pastor, director of small group ministry, etc.).
- Preaching or Bible teaching ministry in a church.
- Eventual senior pastor positions
- Missions
- Christian non-profit Organizations
- Christian Education

- Working in a Pre-school program (*the Early Childhood Ed. concentration*)
- Teaching at a private (Christian) grade school (*the Early Childhood Ed. concentration*)
- Being a CADC III Counselor* (*the CADC concentration*)
  CADC III requires a completed bachelor's degree.

BALS Program Components (120 Credits Total):

The BALS program consists of two main portions: (1) Common curriculum components required for all BALS students, and either: (2a) A student's chosen program concentration, or, (2b) Additional courses sufficient to complete the required 120 credits.

(1a) Common Components Required for all BALS Students (*other than ECE students)*:

- Biblical/Theological Studies Core: 10 courses / 30 credits
- General Education Courses: 10 courses / 30 credits
- Ministry & Leadership Courses: 5 courses / 15 credits
- Free Electives: 4 courses / 12 credits
- Internships–
  All BALS students are required to satisfy an internship requirement. The specific requirements and options vary somewhat depending on a student's concentration. [For ECE students, see Paragraph (1b), below.]

  Internship in the CADC Concentration: 2 courses / 6 credits (CADC 109 & 108)

  Internships for BALS students who
  are not CADC or ECE students:[1]

	Required:[2]	2 courses / 6 credits (PM 301 & 302)
	Optional:	2 courses / 6 credits (PM 403 & 404)

  1. *BALS students who take precisely two internship courses will need to take* **two other courses** *from their concentration (or from elsewhere in the BALS curriculum) to fulfill the required 40 courses / 120 credits for the BALS program.* **Exception***: ECE students; see Paragraph (1b), just below.*

  2. *BALS students are normally required to take at least two internship courses (six credits).* **However, BALS students with extensive prior ministry experience** *may apply to receive credit for the two required internship courses (PM 301 & 302), based on their prior experiential learning. They must submit a written request to the Academic Dean's office that describes the specifics of their prior ministry experience. The final decision rests with the Academic Dean's office. [This option does not apply to ECE or to CADC students.]*

(1b) Program Components Required for ECE students:

- Biblical/Theological Studies Core: 10 courses / 30 credits
- General Education Courses: 10 courses / 30 credits
- Ministry & Leadership Courses: 5 courses / 15 credits
- Free Electives   4 courses / 12 credits
- ECE Concentration   8 courses / 24 credits
- ECE Field Experience (internship)   2 courses / 6 credits (ECE 205 & 206)

Beyond the program components listed here, for ECE students to fulfill the required 40 courses / 120 total credits for the BALS program, they will need to take **one more course** *from the BALS curriculum (not two). This is because the ECE concentration in the BALS requires eight courses, rather than the seven courses which the other concentrations require.*

(2a) Five BALS Concentrations to Choose from: *

Pastoral Ministry:	7 courses / 21 credits
Christian Counseling:	7 courses / 21 credits
Early Childhood Education:	8 courses / 24 credits**
Worship, Media, & Creative Arts:	7 courses / 21 credits
Certified Alcohol & Drug Counselor (CADC):	7 courses / 21 credits

** As noted above, BALS students who take precisely two internship courses will need to take **two other courses** from their concentration or from other courses in the BALS program to fulfill the required 40 courses / 120 credits for the BALS program. (But for students in the Early Childhood Education concentration, the requirement is different; see next.)*

*** Again, for students in the Early Childhood Education concentration: Since there are 8 courses (24 credits) required in the Early Childhood Education concentration, ECE students only need to take **one other course** from the BALS curriculum to reach a total of 40 courses / 120 credits for their BALS program.*

(2b) Additional Courses Sufficient to Complete the Required 120 Credits:

After completing the program components required for all BALS students, most students will choose one of the five structured concentrations listed above to complete their BALS program. *However, students are not required to do so*. They may instead choose to take courses from the overall BALS curriculum that satisfy their personal interests and their vocational needs. They need to take enough courses to complete the required 120 credits for the BALS program.

Notes Re: GE 101 (English Comp.) and GE 221 (Academic Writing)

GE 101: Students who need GE 101 (English Comp.) will be enrolled into it.
Students who have good college-level English skills do not need to take GE 101; they may enroll in GE 221 (Academic Writing) when it is offered.
[However: *Students who do not need to take GE 101 might need to enroll in another course in order to maintain full-time status that semester*.]

GE 221: Students who have successfully completed a course comparable to GE 221 (Academic Writing) at another college of university do not need to take GE 221. They will be given credit for GE 221.
[However: *They might need to enroll in another course in order to maintain full-time status. They are welcome to enroll into GE 221, if they wish.*]

(*The curriculum for the BALS program begins on the next page.*)

BA in Leadership Studies Curriculum 40 Courses / 120 Credits
(Reviewed & slightly revised, July 2025.)

Common Curriculum Components for all BALS Students

Biblical/Theological Studies 30 Credits

BS 101 Bible Panorama   (*or, BS 104, NT Survey*)
BS 102 Biblical Interpretation
BS 103 Old Testament Survey
[BS 104 New Testament Survey]
BS 115 Introduction to the Pentateuch
BS 204 Survey of the Gospels
BS 217 The Acts of the Apostles*
  *Students may take BS 435 (Revelation)
   in place of BS 217.*
BS 427 Survey of New Testament Epistles
TH 211 Theological Foundations:
        The Doctrines of God and Scripture
TH 313 Theological Foundations:
        The Doctrines of Christ and Salvation
TH 322 Theological Foundations: The Holy Spirit

Ministry & Leadership Courses 15 Credits.

PT 101 Inner Healing and Prayer   **[DTS]**
PT 102 Essentials of Spiritual Formation*
PT 103 Communion with God*
  Students will normally take either PT 102 or PT 103.

PT 219 Evangelism and Discipleship   **[DTS]**
PT 245 Fundamentals of Christian Leadership**
PT 301 Organizational Leadership**
  **Students will normally take either PT 245 or PT 301.*

PT 456 Basics of Church Planting   (DCPI course)

CC 406 Holistic Healing and Spirituality

Free Electives 12 Credits
*Free electives may come from a student's concentration,
from the other concentrations, or from other Bible,
theology, or ministry courses listed in the catalog if they
are offered.*

General Education 30 Credits

GE 101 English Composition   (*if needed*)
GE 221 Academic Writing*
  **GE 221 is required unless students have taken a
   comparable course at another college or university*
GE 104 Introduction to Sociology**
GE 118 Introduction to Psychology**
  ***Students must take either GE 104 or GE 118;
   students may take both, if they are offered.*
GE 127 Introduction to Philosophy
GE 216 Ethics and Worldview   **[DTS]**
GE 234 Economics
GE 242 Health Studies   (*required*)
GE 310 Digital Literacy Essentials
HS 325 Western History I   (*required*)
HS 326 Western History II

Internship   from 6 to 12 Credits

PM 301 Internship I   (*required*)
PM 302 Internship II   (*required*)
PM 403 Internship III   (*optional*)
PM 404 Internship IV   (*optional*)

  *Students who take two Internship courses (six credits)
  will take **two** additional courses in their concentration
  or from other courses in the BALS program.*

  *Students who take three Internship courses will take
  one additional course in their concentration.*

For students in the Early Childhood concentration:
ECE 205   Field Experience (*required, 3 credits*)
ECE 206   Field Experience (*required, 3 credits*)

Students in the CADC concentration *are required to
have 255 hours of supervised fieldwork internship;   this
constitutes 6 credits worth of work.*
CADC 108 Supervised Fieldwork Internship I (*3 credits*)
CADC 109 Supervised Fieldwork Internship II (*3 credits*)

To Note: The three courses marked with **[DTS]** are commonly taught together in a semester-long
        Kairos DTS combined course, usually in the first semester of the program.

The five BALS Concentrations are listed on the next page.

BALS Concentrations

Pastoral Ministry Concentration
21 Credits (choose 7 courses)

BS 212 OT Historical Books
BS 314 Survey of the OT Major Prophets
BS 335 Introduction to the Psalms
BS 419 Introduction to the OT Wisdom Books
BS 435 The Book of Revelation

MS 313 Theology and Practice of Mission

TH 409 Current Theological Issues
TH 444 Introduction to Christian Apologetics
TH 445 Apologetics II

CC 302 Marriage & Family Counseling

PT 345 Foundations of Preaching
PT 456 Basics of Church Planting   (DCPI course)
PT 457 Church Planting II   (DCPI course)

WM 305 Worship in the Life of the Church

Christian Counseling Concentration
21 Credits (choose 7 courses).

CC 301 Life Development & Change
CC 302 Marriage & Family Counseling
CC 303 Models of Counseling & Practice
CC 304 Child and Adolescent Counseling
CC 305 Foundations of Crisis & Trauma Counseling

CC 406 Holistic Healing and Spirituality
CC 407 Creative Drama Therapy
CC 408 Drama Therapy and Identity
CC 409 Difference Counseling
CC 410 God-shaped Brain and Heart
CC 411 Transformation with Addictive Populations

Early Childhood Education Concentration
24 Credits (take all 8 courses)

*Students in this concentration will need to take **one** more course from the BALS curriculum to reach a total of 40 courses / 120 credits for their BALS program.*

ECE 101 Introduction to Early Child Development
ECE 102 Early Childhood Education Curriculum and
            Pedagogy
ECE 103 Child Psychology
ECE 104 Observation and Assessment in Early
            Childhood Education
ECE 201 Family and Community Engagement in Early
            Childhood Education
ECE 202 Early Literacy and Language Development
ECE 203 Health, Safety, and Nutrition in Early Childhood
            Education
ECE 204 Planning for Teaching and Learning

Early Childhood students will also take the Early Childhood internship courses, ECE 205 & ECE 206 (3 credits each).

Certified Alcohol and Drug Counselor (CADC) Concentration 21 Credits (take all 7 courses)

*Students in the CADC concentration will need to take **two** more courses from the BALS curriculum to reach a total of 40 courses / 120 credits for their BALS program.*

CADC 101 Cultural, Social, and Historical Overview of
              Drug and Alcohol Addiction
CADC 102 Physiology and Pharmacology of Alcohol
              and Other Drugs
CADC 103 Law and Ethics
CADC 104 Case Management
CADC 105 Individual, Group, and Family Counseling
CADC 106 Personal and Professional Growth
CADC 107 Supervised Fieldwork Practicum

CADC students will also take six credits of Supervised Fieldwork Internship, CADC 108 & 109.

Worship, Media, and Creative Arts Concentration
21 Credits (choose 7 courses)

WM 301 Foundations of Music Ministry
WM 302 Using Creative Arts in Worship
WM 303 History of Worship Arts
WM 304 Innovative & Creative Worship and Media.
WM 305 Worship in the Life of the Church

WM 406 Audio Production
WM 407 Video Production
WM 408 Worship Leadership & Administration
WM 409 Music Theory
WM 410 Music in Worship

Kairos Pacific University

AAGS, AALS, and BALS Course Descriptions

Bible & Theology Courses (BS and TH)

BS 101 Bible Panorama (3 credits)
This course is designed to enable students to gain an overarching bird's-eye view of Scripture as God's Word, seeing both its variety and its overall unity. It will lay out the main events and the overall flow of the Bible. It will explain where each book fits into the Bible, as well as noting what each book contributes to what Christians believe and how we live. This course lays a foundation that prepares students to pursue a thorough-going study of the Bible.

BS 102 Biblical Interpretation (3 credits)
This course sets forth the basic principles and insights by which we interpret the Bible soundly. It is the foundational course for all other Bible & theology courses in the BALS program. It will develop skills in, and appreciation for the value of, such features as: the vital importance of context, the subtle importance of genre, and the value of knowing where a passage falls in the larger flow of the Bible, as well as being aware of the history & culture of the times in which the books of the Bible were written.

BS 103 Old Testament Survey (3 credits)
This course will survey all of the books of the OT as well as outlining the overall history of the Old Testament. It will set forth the larger picture of the Old Testament as a basis for developing an integrated understanding of it. The course will give students the skills and the basic information necessary to read the Old Testament productively on their own, so that they may perceive its ongoing theological and practical implications for our contemporary era.

BS 104 New Testament Survey (3 credits)
This course introduces and overviews the New Testament. It will provide a basic orientation to each of the New Testament books, and will equip students to read and understand them. The course will examine some of the passages that are the basis for fundamental doctrines and concepts taught by the New Testament.

BS 115 Introduction to the Pentateuch (3 credits)
A study of the first five books of the Bible, showing that the Pentateuch is the foundation from which we understand the rest of the Bible. The course will compare and contrast the Old Testament's understanding of God & the cosmos to the pagan / Ancient Near-Eastern understanding of it. The course will also emphasize the importance of correctly distinguishing between God's covenant with Abraham versus God's covenant with the nation of Israel (the "Sinai covenant," entered at Mt Sinai), as the key to understanding how the Old Testament does, and does not, still apply to Christians today.

BS 204 Survey of the Gospels (3 credits)
This course addresses the messages, the ministry, and the life, death, and resurrection of Jesus as presented in the four Gospels. In particular, it will bring out how this lays the foundation for what we believe about Christ ("Christology"), and about salvation ("soteriology").

BS 212 OT Historical Books (3 credits)
A study of the Historical Books of the Old Testament (Joshua, Judges, Ruth, Samuel-Kings, Chronicles, Ezra, Nehemiah, & Esther). The course will emphasize the essential contents of those books, as well as a sound interpretive method for understanding them. The course will further consider how these books contribute to the overall message of the Old Testament, and finally, how they apply to Christians today.

BS 217 The Acts of the Apostles (3 credits)
This course works through the Book of Acts, focusing on events and sermons it records that were vital to the development & direction of the early church. The course will also bring out its multiple connections to history, and will show how a knowledge of the history and the cultures of that day helps bring the Book of Acts alive.

BS 314 Survey of OT Major Prophets (3 credits)
This course first points out the historical setting of these books within the Old Testament, which is vital for understanding them. It considers what manner of men these prophets were, and then focuses on the profound messages which they first brought to OT Israel, and still bring to the church today.

BS 335 Introduction to the Psalms (3 credits)
When Christians first read the Book of Psalms thoroughly for themselves, they are often surprised and even bewildered by what they encounter. This course emphasizes how to understand the Psalms, with a view toward how they still speak to Christians today. The course will highlight how a basic knowledge of Israel's history and of the main Old Testament covenants can help us understand many of the psalms better.

BS 419 Introduction to the OT Wisdom Books (3 credits)
This course introduces students to the OT Wisdom Literature, focusing on Job, Proverbs, & Ecclesiastes. It will develop insights for reading and understanding them as *wisdom literature*. It will set forth their fundamental ideas, as well as considering how they still provide wisdom for living for God's people today.

BS 427 Survey of the New Testament Epistles (3 credits)
This course is designed to equip students with a working knowledge of Paul's epistles and the NT General Epistles (Hebrews, James, 1 & 2 Peter, 1, 2, & 3 John, and Jude), and to appreciate the vital role that these epistles have for determining Christian doctrine and conduct.

BS 435 The Book of Revelation (3 credits)
This course studies the Book of Revelation using the sound interpretive approach to the Bible that has been developed in prior Bible & hermeneutics courses. It will emphasize interpreting Revelation in view of its many connections to other passages in the Bible, and will also survey the major differing views of Revelation that have been set forth by the Bible-believing community.

TH 201 Christian Foundations (3 credits)
An introduction to Christian faith and life, embracing the primary theological tenets and fundamental values that empower a Christian to address contemporary cultural issues, seek integrity in personal behavior, and respond to the great commission to reach the world.

TH 211 Theological Foundations: The Doctrines of God and Scripture (3 credits)
This course addresses two fundamental issues: (1) What is the biblical concept of God? What are true and false ideas about the nature of God? (2) How do we know what we know about God? What do we mean by "revelation"? These two issues are not merely academic; they affect everything we believe and they ultimately affect how we live as Christians.

TH 313 Theological Foundations: The Doctrines of Christ and Salvation (3 credits)
Who is Jesus Christ? *What* is his nature? *How* did he save those who believe in him? This course addresses these questions biblically and theologically. It will consider the Bible's teachings concerning Christ's pre-existence, his incarnation, his deity, his sinless life, and his

saving work. In particular, it will examine how the early church wrestled and eventually developed its answers to these questions. Is Jesus truly human? Is he fully divine? Is he co-equal with God the Father? Did he need to die in our place to save us?   These issues are at the heart of the Christian faith.

TH 322 Theological Foundations: The Holy Spirit (3 credits)
This course is an introduction to the person and work of the Holy Spirit, drawing upon both the biblical teachings and the theological conclusions developed over history of the church. The course will address: the role of Holy Spirit in the Old and New Testament eras, the question of how and when Christians receive the Holy Spirit, the nature of the fruit of the Spirit, and the question of the modern-day manifestation of the gifts (esp. tongues, healing, and spiritual deliverance).

TH 409 Current Theological Issues (3 credits)
Sincere Christians disagree and debate over what the Bible teaches. Those disagreements sometimes become divisive. This course examines selected theological issues, and encourages students to hear and to understand the "other" positions carefully and patiently, and to bear in mind not only their theological logic, but also the history involved. Finally, it encourages students to consider whether, on some issues, the Scriptures should be understood as teaching "both-and," rather than a stark "either-or."

TH 444 Introduction to Christian Apologetics / Apologetics I (3 credits)
If "theology" is the study and description of *what* Christians believe to be true, **"apologetics"** explains *why* we believe it to be true. In particular, apologetics addresses questions and objections raised by non-believers about the Christian faith. This course is designed to equip students to proclaim and to defend the Christian faith in the multi-cultural setting of the postmodern world.

TH 445 Apologetics II
Thinking well about Scripture also means being able to answer the hard questions posed in the culture and church today. This course pays special attention to Old Testament controversies that in today's conversation provoke criticism of the Bible as a reliable source of spiritual, theological, and historical truth. The goal is to expose how scholarly discussions, as well as amateur discussions (those in the media or online environments), often misrepresent these controversial biblical topics.

Western History I & II (HS 325 & HS 326) may be found under the General Education courses.

Ministry Courses:
Practical Theology / Missions / Christian Education (PT, MS, and CE)

PT 101 Inner Healing and Prayer (3 credits)
This course addresses the vital need for Christians to be spiritually and emotionally healthy. This often involves healing and recovery from life's wounds, especially if they are deep. In this course, students learn biblically-based concepts and more than one practical approach to understanding and practicing inner healing. They will further learn how to minister to others as an inner healing practitioner.

PT 102 Essentials of Spiritual Formation (3 credits)
"Spiritual Formation" is not merely learning more information about God and Christ. Rather, it is a life-long process in which believers deepen their personal relationship with the Father through the indwelling of the Son by the Spirit, resulting in a dynamic ongoing personal

spiritual development in order to reflect "the whole measure of the fullness of Christ" in our lives. The course will set forth the biblical foundations of Spiritual Formation, and will also explore and learn from devout Christian voices from the past. It will emphasize: the importance of a healthy prayer life as the base for all ministry and personal growth, the ongoing transformation of the heart, the value of regular spiritual reflection, and the value of participating in corporate worship.

To Note: *Students will normally take either PT 102 or PT 103.*

PT 103 Communion with God   (3 credits)
A ministry elective course on how to recognize God's voice and differentiate it from all of the other voices that bombard our hearts and minds. This course will help you discern the voice of the Lord within your heart, clearly and consistently, leading to a deeper intimacy with Him as well as greater faith, hope, and joy.

PT 219 Evangelism and Discipleship   (3 credits)
Drawing on biblical foundations, this course is designed to give students practical evangelism skills so they can effectively communicate the Christian faith in our postmodern multi-cultural world. From there, it moves to the essential ideas and insights needed to encourage and to help new believers to become growing disciples of Jesus Christ.

PT 245 Fundamentals of Christian Leadership   (3 credits)
This course may also be titled "Introduction to Church Leadership."
This course is focused on the fundamental biblical principles of Christian leadership. It addresses the theological, ecclesial, and ethical dimensions of their application in diverse contemporary contexts, whether in ministry, or in the marketplace. The course will examine various leadership styles related to church polity, governance, and contemporary issues impacting the 21st century church. Students will gain practical ministry skills, including leading multiple departments and auxiliaries in the church.

To Note: *Students will normally take either PT 245 or PT 301.*

PT 257 Strategic Planning for Church Administration (3 credits)
Students will receive foundational principles of effective church management, strategic implementation of church operations, communications, human resource management, financial, and moral and ethical considerations aligned with practical case studies focused on volunteer staff. Authentic analysis will include small, medium, and large churches in diverse communities.

PT 301 Organizational Leadership   (3 credits)
This course is designed to provide insight into the human dynamics in modern organizations. Students will explore what leaders need to know about organizations and people within organizations. This class will develop an understanding of the key issues leaders need to master in order to lead the interface between people and the organization. The course begins with a focus on the individual within the organization, including topics of attitudes, motives, and personality. The course then progresses to a broader focus on groups in organization, decision making, and the dynamics of change in the organization as a whole.

PT 342 Social Justice and the Church (3 credits)
This course explores the Biblical foundations of justice, equity, and advocacy, while empowering pastors and leaders to act as agents of reconciliation within the local church and community. Using Scripture, church history, and Pentecostal doctrine, students will examine Biblical narratives, theological concepts, and historical religious, church, and spiritual movements to understand the role of faith in promoting justice and advocacy. Special

attention will be given to contemporary social issues, such as poverty, systemic oppression, migration, and environmental stewardship, as well as the dynamics of power across race, gender, and class. Students will learn about different advocacy strategies, including community engagement and organizing, influencing public policy, and initiating grassroots movements to create ministry initiatives that promote justice and compassion.

PT 345 Foundations of Preaching   (3 credits)
This course lays practical foundations for effective biblical preaching. It presents the biblical basis for why we do what we do, and reviews & reinforces a sound interpretive approach to Scripture as essential to biblical preaching. The course shares practical wisdom drawn from experience. Students will practice and receive feedback on elements of sermon building. The course stresses certain essentials as foundational, but allows flexibility in style and delivery.

PT 438 Organic Church   (3 Credits)
This course will start with an overview of societal trends that demonstrate clearly this world is changing rapidly and we cannot stop or change that, but must adapt to an expression of church that can thrive in chaos. Then it will explain how the body of Christ can emerge naturally and more fully represent Christ to the world. // *This course may be substituted for PT 456, Basics of Church Planting.*

PT 456 Basics of Church Planting and Growth   (3 credits)
This course equips students with the theology and with many basic skills needed to plant a church and to facilitate church growth, in light of the biblical mandate to make disciples of all the people groups around the world. This course is commonly taught in coordination with Dynamic Church Planters International (DCPI; their 'Healthy Church Dynamics' and their 'Church Planting Essentials' segments).

PT 457 Church Planting II   (3 credits)
This course develops particular skills and insights for equipping churches to become <church planting churches>.   This course is commonly taught in coordination with Dynamic Church Planters International (DCPI; their 'Churches Planting Churches' and their 'Mentoring Church Planters' segments).

MS 313 Theology and Practice of Mission (3 credits)
This course will provide students a comprehensive study of the theological concepts which have shaped the Christian missionary movement. It will show their basis in the biblical imperative of mission in the NT, as well as their implications for the ongoing work of the church in our multi-cultural contemporary world.

CE 307 Christian Education   (3 credits)
An introduction to its biblical and theological foundations, with practical implications for developing an effective Christian Education ministry.

CE 319 Church Ministry to Children and to Youth   (3 credits)
This course addresses the mental, social, and emotional characteristics of children and of youth, and sets forth insights and methods for reaching them with the gospel, and then for promoting their spiritual growth and overall well-being.

General Education Courses

General Education courses offered primarily for the AALS and BALS programs:
(*Gen Ed courses specifically for the AAGS program are listed separately, below.*)

GE 101 English Composition (3 credits)
This course is designed to enable students to write more clearly, effectively, and accurately for a variety of purposes. Whether it is a response to a writing assignment, preparation for a sermon, or a desire to write a book, the goal of this course is to move you toward greater writing fluency and expression. Some of the objectives include: writing in detail, using powerful verbs to communicate, using a thesaurus, proper punctuation use, understanding sentence structure and paragraph structure, making every word count, more-advanced literary techniques, and learning how to best manipulate the elements in a sentence to communicate what you want to say most effectively.

GE 104 Introduction to Sociology (3 credits)
This is an introduction to sociological concepts with emphasis on group life, culture, socialization, social institutions, social processes, and change. This study includes theoretical as well as practical dimensions of people's social interaction, and will emphasize current sociological issues in light of biblical principles.

GE 105 Intercultural Communication (3 credits)
This course focuses on the principles and processes of communicating from one culture to another, finding its relevance in the Incarnation as the model for an effective intercultural communication of the gospel of Christ.

GE 106 Introduction to Cultural Anthropology (3 credits)   *Offered on demand.*
This course examines human cultures and societies worldwide, exploring kinship, religion, economics, and social change. Emphasis is placed on cross-cultural comparison and anthropological research methods.

GE 118 Introduction to Psychology (3 credits)
This course addresses the subtle issue of the factors that affect how we think, and subsequently, how we behave. It will highlight psychological insights that are relevant to the teaching of the Bible, to the Christian life, and to social care.

GE 127 Introduction to Philosophy (3 credits)
This course explores the nature and scope of philosophy through an examination of some of its academic concerns, including diverse approaches to the epistemological realms of reality. In this course, students are expected to learn the ways to relate philosophical ideas and concepts to their understanding of the Christian faith based on God's revelation in Scripture.

GE 216 Ethics and Worldview (3 credits)
This course is an introduction to moral concerns that underlie social, political, and religious issues in the field of ethics. The course explores the unique challenges of engaging today's technological, post-Christian culture in light of biblical models for Christian life and ethics. Students will demonstrate comprehension of emergent technologies, the impact of those technologies on the church, ethical and theological implications of worldviews in conflict, and practical principles to lead and disciple others in today's world.

GE 221 Academic Writing (3 credits)
This course is designed to introduce students to the essentials of doing independent research and to the fundamental principles of critical academic writing. It will set forth the qualities of proper academic writing, as well as giving guidance and practice for organizing a larger academic paper or a thesis.

GE 222 Academic Writing II   (3 credits)

This course is specifically for students who have taken one or more of KPU's English or academic writing courses, but who desire further review and practice developing good academic writing skills. *This course will be offered when needed*.

GE 234 Economics   (3 credits)
This is an introduction to the important principles of economics, and offers a set of concepts with which to understand and analyze a wide range of economic theories.

GE 242 Health Studies   (3 credits)
This course deals with a general knowledge of medical science, including the basic understandings of physiology, the proper use of medicine, and the basic skills of emergency measure, with some practical training.

GE 310 Digital Literacy Essentials (3 credits)
This course is designed to equip students with a practical knowledge of diverse IT tools that can facilitate their research and ministry in their academic and their ministry settings.

GE 399 Introduction to World Religions (3 credits)
This course engages in the fundamentals of religion that are basic to a comparative study of world religions. This class includes a comprehensive study of the phenomena of religious experience that are both unique and comparable to each other. Those findings can have their bearings on understanding a person's acceptance or rejection of the gospel.

RS 312 Christian Heritage (3 credits)
This course explores our Christian heritage, showing how the community of believers has evolved over time, from the timeless creeds developed in the early Christian era, to the split between Rome and Eastern Orthodoxy, to the Protestant Reformation and the proliferation of denominations down to the twentieth century. The recent period highlights the rise of Pentecostalism and its place in the past century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. The last section deals with the challenges and prospects of the twenty-first century and the roles available to our students.

HS 325 Western History I (3 credits)
This course surveys Western history from its roots in ancient Greece & Rome until the end of the Middle Ages. It points out of the importance that religious movements played in major developments during those centuries (among them: Christianity and the Roman empire, the rise of Islam, the "Dark Ages," the Crusades, the fall of Constantinople, the Renaissance), with attention to major debates within Christianity that are significant to Western society to this day.

HS 326 Western History II (3 Credits)
This course surveys Western history from the pivotal 16th century developments of the Reformation and early modern science until modern times. It examines the influence that both traditional religion and the rising tide of secular humanism had on developments of this era such as the English Puritans, the migration of the Pilgrims to the New World, the 30 Years War, the Ottoman Turkish empire, early modern science, the Enlightenment, and the American & French revolutions, on in to the 20th century.

General Education courses offered specifically for the AAGS program:
 (Several of these courses are also offered in the AALS and BALS programs.)

ART 101 Introduction Visual Arts   (3 credits)
A survey course that introduces students to significant works of art, art history, and artistic techniques. Emphasis is placed on analyzing and appreciating visual arts across different cultures and time periods.

BUS 101 Introduction to Business (3 credits)
An introductory course covering business principles, including management, marketing, finance, and entrepreneurship. Students will explore the role of business in society and the global economy.

COMM 101 Introduction to Communication (3 credits)
This course introduces students to the fundamental principles of human communication, including verbal and non-verbal communication, listening skills, and public speaking. Students will engage in individual and group presentations.

COMM 103 Interpersonal Communication (3 credits)
This course explores communication dynamics in personal and professional relationships. Students will develop active listening, conflict resolution, and relationship-building skills.

CS 101 Introduction to Computer Science (3 credits)
This course covers the basics of computer hardware, software, and applications. Topics include word processing, spreadsheets, databases, and internet technologies, emphasizing their use in business and education.

ENG 201 English Literature (3 credits)
A survey of significant works in English literature from colonial times to the present. Especially in American literature, students will explore themes such as identity, race, gender, and the American Dream in literary texts.

GE 101 English Composition (3 credits)
This course is designed to enable students to write more clearly, effectively, and accurately for a variety of purposes. Whether it is a response to a writing assignment, preparation for a sermon, or a desire to write a book, the goal of this course is to move you toward greater writing fluency and expression. Some of the objectives that will be discussed include: writing in detail, using powerful verbs to communicate, using a thesaurus, proper punctuation use, understanding sentence structure and paragraph structure, making every word count, more-advanced literary techniques, and learning how to best manipulate the elements in a sentence to communicate what you want to say most effectively.

GE 104 Introduction to Sociology (3 credits)
This is an introduction to sociological concepts with emphasis on group life, culture, socialization, social institutions, social processes, and change. This study includes theoretical as well as practical dimensions of people's social interaction, and will emphasize current sociological issues in light of biblical principles.

GE 106 Introduction to Cultural Anthropology (3 credits) *Offered on demand.*
This course examines human cultures and societies worldwide, exploring kinship, religion, economics, and social change. Emphasis is placed on cross-cultural comparison and anthropological research methods.

GE 118 Introduction to Psychology (3 credits)
This course addresses the subtle issue of the factors that affect how we think, and subsequently, how we behave. It will highlight psychological insights that are relevant to the teaching of the Bible, to the Christian life, and to social care.

GE 127 Introduction to Philosophy   (3 credits)
This course explores the nature and scope of philosophy through an examination of some of its academic concerns, including diverse approaches to the epistemological realms of reality. In this course, students are expected to learn the ways to relate philosophical ideas and concepts to their understanding of the Christian faith based on God's revelation in Scripture.

GE 216 Ethics and Worldview   (3 credits)
This course is an introduction to moral concerns that underlie social, political, and religious issues in the field of ethics. The course explores the unique challenges of engaging today's technological, post-Christian culture in light of biblical models for Christian life and ethics. Students will demonstrate comprehension of emergent technologies, the impact of those technologies on the church, ethical and theological implications of worldviews in conflict, and practical principles to lead and disciple others in today's world.

GE 221 Academic Writing   (3 credits)
This course is designed to introduce students to the essentials of doing independent research and to the fundamental principles of critical academic writing. It will set forth the qualities of proper academic writing, as well as giving guidance and practice for organizing a larger academic paper or a thesis.

GE 234 Economics   (3 credits)
This is an introduction to the important principles of economics, a set of concepts with which to analyze a wide range of economic theories.

GE 242 Health Studies   (3 credits)
This course deals with a general knowledge of medical science, including the basic understandings of physiology, the proper use of medicine, and the basic skills of emergency measure, with some practical training.

GE 310 Digital Literacy   (3 credits)
This course is designed to equip students with a practical knowledge of diverse IT tools that can facilitate their research and ministry in their academic and their ministry settings.

GEN 299 General Education Capstone Project   (3 credits)
This course allows students to integrate and apply knowledge from their general education courses through a research project or community-based experience. Students will demonstrate their ability to think critically and communicate effectively.

HS 325 Western History I   (3 credits)
This course surveys Western history from its roots in ancient Greece & Rome until the end of the Middle Ages. It points out of the importance that religious movements played in major developments during those centuries (among them: Christianity and the Roman empire, the rise of Islam, the "Dark Ages," the Crusades, the fall of Constantinople, the Renaissance), with attention to major debates within Christianity that are significant to Western society to this day.

HS 326 Western History II   (3 credits)
This course surveys Western history from the pivotal 16th century developments of the Reformation and early modern science until modern times. It examines the influence that both traditional religion and the rising tide of secular humanism had on developments of this era such as the English Puritans, the migration of the Pilgrims to the New World, the 30 Years War, the Ottoman Turkish empire, early modern science, the Enlightenment, and the American & French revolutions, on in to the 20th century.

INT 290 Internship in a Related Field   (3 credits)
> [*INT 290 assumes the internship is <u>not</u> in a pastoral or ministry field.*
> *For internships in a pastoral or ministry field the course codes are: PM 301/302/304.*]

Students will gain practical experience in a professional setting related to their academic interests. The internship provides an opportunity to apply academic knowledge in real-world situations and develop professional skills.

INTL 110 Introduction to International Studies   (3 credits)
This course introduces students to studying international relations and global issues, such as war, diplomacy, human rights, and international trade. Students will examine the role of international organizations and global governance.

MATH 101 College Algebra   (3 credits)
This course covers fundamental algebraic concepts, including linear equations, functions, polynomials, and graphing. Emphasis is placed on problem-solving and real-world applications of algebra.

MATH 105 Quantitative Reasoning   (3 credits)
An introductory course in statistical concepts and techniques. Topics include descriptive statistics, probability, hypothesis testing, and data analysis. Students will use statistical software for hands-on applications.

MATH 110 Introduction to Statistics (3 credits)   *Offered on demand.*
An introductory course in statistical concepts and techniques. Topics include descriptive statistics, probability, hypothesis testing, and data analysis. Students will use statistical software for hands-on applications.

MATH 270 Calculus   (3 credits)   *Offered on demand.*
This course introduces the foundational concepts of calculus, including limits, continuity, derivatives, and integrals of functions of one variable. Applications of calculus to real-world problems in physics, engineering, and economics are explored. Students will learn to compute derivatives and integrals, analyze functions, and apply these concepts to solve practical problems. The course emphasizes the development of mathematical reasoning and problem-solving skills.

MUS 101 Music Appreciation   (3 credits)
This course introduces students to the fundamentals of music, including rhythm, melody, harmony, and form. Students will explore music from various cultures and historical periods and develop listening skills for music appreciation.

POL 101 American Government   (3 credits)   *Offered on demand.*
This course provides an overview of the structure and functions of the U.S. government, including the Constitution, federalism, civil rights, and the roles of the executive, legislative, and judicial branches.

PSY 201 Developmental Psychology   (3 credits)   *Offered on demand.*
This course focuses on human development from infancy to adulthood, examining cognitive, emotional, and social changes throughout the lifespan. Emphasis is placed on the role of environment and culture in development.

RS 312 Christian Heritage   (3 credits)
This course explores our Christian heritage, showing how the community of believers has evolved over time, from the timeless creeds developed in the early Christian era, to the split

between Rome and Eastern Orthodoxy, to the Protestant Reformation and the proliferation of denominations down to the twentieth century. The recent period highlights the rise of Pentecostalism and its place in the past century, the increasingly global sweep of the Church, and the relative decline of the European role in Christianity. The last section deals with the challenges and prospects of the twenty-first century and the roles available to our students.

SCI 115 Fundamentals of Physics (3 credits)   *Offered on demand.*
This introductory physics course covers the fundamental principles of classical mechanics, electromagnetism, thermodynamics, and waves. Topics include motion, forces, energy, electricity, magnetism, and heat. Students will learn to apply mathematical concepts to analyze physical systems and understand the laws that govern the physical world. The course includes theoretical instruction and practical applications, focusing on problem-solving and scientific reasoning.

Christian Counseling Courses (CC)

CC 301 Life Development & Change (3 credits)
The course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. This course focuses on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

CC 302 Marriage & Family Counseling (3 credits)
This course is designed to offer the student training in conceptual and intervention skills. The focus will be a general overview of both modern and postmodern family therapy approaches. Attention will be given to the conceptualization and application of these models through appropriate therapeutic technique. There will be emphasis in the integration of faith and learning in order that students may utilize their skills for Christian service and professional leadership.

CC 303 Models of Counseling & Practice (3 credits)
An overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques is presented in this course. It includes the useful tool of role-playing in the practice of fundamental counseling.

CC 304 Child and Adolescent Counseling (3 credits)
This course is designed to give students an overview of theoretical and practical approaches in working with children and adolescents. The course provides an understanding of a broad range of childhood and adolescent problems and disorders. Special populations and issues identified by course participants will be explored.

CC 305 Foundations of Crisis and Trauma Counseling (3 credits)
The course will teach students practical interventions to reduce anxiety using a realistic blend of relaxation techniques and clinically-proven cognitive-behavioral techniques. Students will get an overview of the various anxiety disorders and the criteria for each diagnosis. Furthermore, students will develop skills to help others and will gain insight on how to implement the techniques for themselves. They will learn what crisis intervention is and how it works as well as how trauma impacts individuals and the various ways to work with trauma victims.

CC 406 Holistic Healing and Spirituality (3 credits)
This course is designed to help students learn the basic foundation of the holistic relationship between body, mind, and spirit through the inter-workings of the heart and the brain. The course also specifically explores the functions of the heart and the brain and helps students gain insight on how these work together through personal experiences.

CC 407 Creative Drama Therapy (3 credits)
As an introduction to the field of therapy using creative drama, this course demonstrates and offers experiential practice in using the techniques of story dramatization, ongoing drama, pantomime, theatre games, and other informal drama processes with a therapeutic purpose to help groups and individuals deal with personal and social problems and thereby promote their personal development and healing. Emphasis will be placed on creative ideas and practical, hands-on application of creativity in drama therapy concepts as well as the development of specific drama therapy skills.

CC 408 Drama Therapy and Identity (3 credits)
This course is an introduction to the field of drama therapy that explores identity. Students will be presented with tools and skills to facilitate creative ideas and the practical application of creativity in drama therapy. They will also be equipped with specific drama therapy concepts and skills that promote healthy identity. Students will learn activities that aim to bring together the body and the mind and will be taught skills to use stories, myths, play, puppetry, masks, improvisation, and role play in helping individuals discover their unique and true identity.

CC 409 Difference Counseling (3 credits)
The course is designed to provide the students with a basic understanding of the three factors of Difference. Throughout the course, students will discover and learn their own innate difference. Students will gain insight on the difference of surrounding people; giving them an opportunity to expand their receptivity of those unlike themselves. Students will also learn practical tools that will enable them to grow in their ability to show empathy and patience toward others. This course will equip students to understand their own innate disposition and may lead them to discover and more fully embrace their future career or ministry direction. It will encourage students to develop a closer relationship with God as they understand their own shortcomings in their difference and establish a healthy identity.

CC 410 God-Shaped Brain and Heart (3 credits)
This course is designed to help students understand the neuroscience of the brain and will teach students how our view of God actually changes the brain, and how that affects us both physically and spiritually. Students will be able to explore how the Biblical record of God's law and tradition slowly changed humanity's conception of God and His law. They will be presented concepts regarding religious natural law and imposed law. Students will discover how neuroscience and Scripture come together to bring healing and transformation to the hearts and lives of individuals.

CC 411 Transformation with Addictive Populations (3 credits)
The course covers the factors that contribute to addictive behavior and substance abuse and the various treatment modalities. It 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 transformational processes for holistic health.

Early Childhood Education Courses (ECE)

These core courses provide a comprehensive foundation in Early Childhood Education, equipping students with the knowledge, skills, and perspectives needed to support the optimal development and learning of young children.

ECE 101 Child Development   (3 credits)
This course explores the physical, cognitive, social, and emotional development of children from infancy through adolescence. Topics may include developmental milestones, theories of child development, and factors influencing development such as family, culture, and environment.

ECE 102 Early Childhood Education Curriculum and Pedagogy (3 credits)
This course focuses on designing developmentally appropriate curriculum and effective teaching strategies for young children. Topics may include play-based learning, literacy development, numeracy skills, art and creativity, and assessment methods.

ECE 103 Child Psychology (3 credits)
This course delves deeper into the psychological principles underlying children's behavior, emotions, and cognition. Topics may include attachment theory, socio-emotional development, language acquisition, and cognitive development theories such as Piagetian and Vygotskian perspectives.

ECE 104 Observation and Assessment in Early Childhood Education (3 credits)
This course teaches students how to systematically observe and assess young children's development and learning. Students learn about different assessment methods, tools, and techniques, as well as ethical considerations in assessment practices.

ECE 201 Family and Community Engagement in Early Childhood Education:
This course explores the importance of building partnerships with families and communities to support children's learning and development. Topics may include effective communication with families, cultural competence, family dynamics, and community resources.

ECE 202 Early Literacy and Language Development (3 credits)
This course focuses on promoting language and literacy skills in young children. Topics may include emergent literacy, phonological awareness, vocabulary development, storytelling, and supporting English language learners.

ECE 203 Health, Safety, and Nutrition in Early Childhood Education (3 credits)
This course covers essential knowledge and practices for promoting children's health, safety, and nutrition in early childhood education settings. Topics may include illness prevention, injury prevention, nutrition guidelines, and creating safe indoor and outdoor environments.

ECE 204 Planning for Teaching and Learning
This course equips students with the skills and knowledge necessary to design, implement, and evaluate early childhood education curricula. Emphasizing the importance of developmental appropriateness and cultural responsiveness, the course covers a range of strategies for creating effective learning environments, selecting materials, and planning lessons that engage young learners and support their cognitive, social, emotional, and physical development.

ECE 205 Field Experience / Practicum I (3 credits)
Many Early Childhood Education programs include a field experience or practicum component where students gain hands-on experience working with young children under the supervision

of experienced educators. This allows students to apply theoretical knowledge in real-world settings and develop practical teaching skills. KPU will help Early Childhood students arrange their field experience training.

ECE 206 Field Experience / Practicum II (3 credits)
A second session of Early Childhood internship. This second ECE internship course is required for students in the BALS program. KPU will help Early Childhood students arrange their field experience training.

Certified Alcohol and Drug Counselor Courses (CADC)

CADC 101 Cultural, Social, and Historical Overview of Drug and Alcohol Addiction (3 credits)
This course will examine the history of alcohol and other mood-changing drugs in the United States, the myths and stereotypes of alcohol/drug use, sociocultural factors that contribute to the use of drugs, and the patterns and progression of alcoholism.

CADC 102 Physiology and Pharmacology of Alcohol and Other Drugs (3 credits)
This course will examine the effects of alcohol and similar legal psychoactive drugs on the body and behavior, including damage to the brain, liver, and other organs.

CADC 103 Law and Ethics (3 credits)
This course will examine ethics related to the client and the counselor, protection of clinical information, and confidentiality. It will introduce the national and state standards for alcohol and drug counselors

CADC 104 Case Management (3 credits)
This course will examine initial intake and case management: administrative requirements for admission, the interpersonal dynamics and potential influence of client behaviors; signs and symptoms of physical disabilities, assessment of potential violence and self-harm; and activities that bring agencies and resources together within a planned framework of action toward the achievement of established goals. These may include alcohol/drug history, vocational, cultural, educational background, lifestyle, living situation, medical, strengths and weaknesses for the development of a treatment plan.

CADC 105 Individual, Group, and Family Counseling (3 credits)
This course will examine and present various counseling approaches, best practices for working with individuals, effectively facilitating groups (including family groups), and practical role-play applications.

CADC 106 Personal and Professional Growth (3 credits)
This course will help the beginning counselor recognize personal strengths, limitations, and knowledge to promote professional growth.

CADC 107 Supervised Practicum (3 credits)
The course includes supervision by a qualified instructor and includes direct supervision of the student. The instructor must also be available for consultation while the student is completing fieldwork requirements (CADC 108 & 109, next).

CADC 108 Supervised Fieldwork Internship I (3 credits)
CADC 109 Supervised Fieldwork Internship II (3 credits)
Certification as a CADC counselor requires a minimum of **255 hours of practical experience performed at an approved agency**. 255 hours is the equivalent of six semester credit hours, so it is built into two internship courses. Over the course of their internship courses, students must complete all 12 Core functions at an internship site (see the course syllabus). Each core

function requires a minimum of 21 hours of practicum (= 252 hours). [Beyond that, three additional hours are designated for agency orientation, for a total of 255 hours.] Applying knowledge and skills in a practice setting is essential to professional counseling. Fieldwork is how students learn to use and integrate acquired knowledge and values and to refine skills taught in the classroom.

Worship, Media, and Creative Arts Courses (WM)

WM 301 Foundations of Music Ministry (3 credits)
A worship experience cannot exist without community-building, bonding, and creating an atmosphere that only music can create. This course is designed to equip students with the theological foundations and the practical skills of music ministries of a church.

WM 302 Using Creative Arts in Worship (3 credits)
This course is designed to help students to learn the richness of a worship experience by employing creative arts such as worship dance, drama, diverse genre of music in a worship service. Students are also expected to come up with concrete ways to incorporate the diversity of artistic/cultural media into their worship services.

WM 303 The History of Worship Arts (3 credits)
This course focuses on the theological foundations and the history of artistic media adopted by the global churches in diverse cultural contexts.

WM 304 Innovative and Creative Worship and Media (3 credits)
This course introduces students to the up-to-date media technology that can be put into use in their worship services.

WM 305 Worship in the Life of the Church (3 credits)
This course addresses attitudes toward and practices of worship in the church today, in light of biblical, theological, and historical perspectives on worship. It will also address the practical aspects and spiritual dynamics of leading a worship ministry in a local church.

WM 406 Audio Production (3 credits)
This course focuses on teaching students how to utilize software-based sequencing, synthesis techniques, advanced musical and rhythmic programming, digital audio editing, and applications in musical content creation with the aim to take the quality of the audio media used in worship to the next level.

WM 407 Video Production (3 credits)
This course is designed to equip students with a hands-on knowledge of video-making and editing skills. By utilizing video-creating software, these media-creating skills will enrich their worship experience in their local church settings.

WM 408 Worship Leadership and Administration (3 credits)
This course is focused on training students to be equipped with a biblically and theologically well-rounded knowledge of worship leadership and its practice in leading a praise band or a church choir.

WM 409 Music Theory (3 credits)
In this course, students learn the basic characteristics of scales, modes, phrase, cadence, intervals, primary and secondary chords, and inversions. In terms of musical skills, students will learn ear-training, sight-singing, simple keyboard harmony, and four-part writing.

WM 410 Music in Worship (3 credits)
This course introduces to students the musical essentials of public worship in the history of diverse Christian traditions and in the contemporary world.

Internships (PM)

Students enrolled in the BALS will normally take two semesters of supervised internship in the area of their concentration; they may take up to four semesters of internship. Internship courses are usually taken during a student's second, third, or fourth years.

[*Internships for the Early Childhood concentration and the CADC concentration are described above with the course descriptions for the courses in those respective concentrations.*]

Internship course #'s for the Pastoral Ministry and the Christian Counseling concentrations are as follows:

PM 301   Internship I   (3 credits / required, AALS and BALS)

PM 302   Internship II (3 credits / required in the BALS)

PM 304   Internship (4 credits; for some certificate programs)
[For students who can devote enough hours to an internship to complete 4 credits of internship in one semester or over one summer.]

PM 403   Internship III (3 credits / optional, in the BALS)

PM 404   Internship IV (3 credits / optional, in the BALS)

(The Computer Science programs begin on the next page.)

Computer Science Programs

Kairos Pacific University offers two programs in computer science: a 60-credit AACS, and a 120-credit BACS. The descriptions of those two programs follow.

Associate of Arts in Computer Science (AACS)

(60 credits required / 20 courses; typically 2 years to complete)

Area of Study:	Computer Science Courses	Core Required Courses in Bible	General Education	Three Concentration Options:			Total
				Web Development	Data Science	Cloud Computing	
AACS. Number of Credits Required (3 credits per course)	15	15	15	15	15	15	60

AACS General Description and Program Objectives

Kairos Pacific University, a campus of AEU, offers an Associate's degree program in Computer Science consisting of 60 semester credits, which can be completed in approximately two calendar years. This program provides students with foundational knowledge in computer science, enabling them to pursue entry-level positions in the field. The curriculum emphasizes hands-on learning, integrating state-of-the-art programming techniques and tools. Students will engage with project-based coursework and hands-on labs offering real-world experience with relevant software applications.

The faculty members of Kairos Pacific University possess practical, in-field experience to guide students through core concepts, transferable skills, and ethical practices. Upon graduation, students will be prepared with a solid understanding of computer science principles and the importance of lifelong learning. The Associate's program is also aligned with industry demands and certifications, providing graduates with a competitive edge as they enter the workforce.

The AACS program offers three different concentrations:

- Web Development
- Data Science
- Cloud Computing

AACS Program Learning Objectives / Educational Outcomes

At Kairos Pacific University, a campus of AEU, our Computer Science Program ensures graduates are well-rounded professionals. They gain up-to-date industry skills while mastering communication and collaboration, preparing them for success in today's tech landscape.

At graduation, Computer Science students are expected to possess the following skills:

- Proficiency in developing significant software projects, covering analysis, design, implementation, and testing phases.
- A solid foundation encompassing both software and hardware aspects of computing, complemented by a thorough grasp of the mathematics and algorithm principles underlying the discipline.
- Opportunities for in-depth exploration and specialization in selected areas of computer science.

- A robust understanding of Christian theology, ethics, and morals, alongside substantial knowledge of the Bible - fosters character development and moral grounding.
- Recognition of the societal impacts of technology, including computers, and an awareness of the ethical considerations associated with emerging technologies.
- Equipping students with the knowledge and skills required for employment upon graduation - Or further academic pursuits in computer science at a higher level.

AACS Admissions Requirements

The criteria for entrance to the Associate of Arts in Computer Science are:

1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. Two letters of recommendation from faculty, employers, or church leaders.
4. Possession of or candidacy for a high school diploma or GED.
   [Completion of high school or the GED is required before formally enrolling in the university.]
5. An official transcript from high school, as well as from any post-high school education.
6. One recent photograph.
7. A personal interview with a representative of the university.
8. Payment of $100.00 application fee.

Learning Community Setting / Cohort Option

We provide a practical and adaptable learning environment tailored to accommodate leaders and working adults with busy schedules. Our offerings include both traditional classroom settings and an online cohort option. This flexibility ensures accessibility for those unable to commit to a conventional college program due to their responsibilities.

Our cohort model fosters meaningful engagement with professors and peers, facilitating the creation of a supportive community. This network enhances the learning experience and provides valuable support that extends beyond graduation, enriching students' personal and professional lives.

Methods of Instruction

Classes at Kairos Pacific University seamlessly blend various instructional methods to enhance learning outcomes. Through a combination of lectures, online instruction, hands-on exercises, demonstrations, one-on-one tutorials, and project-based learning, students receive a comprehensive education.

Our curriculum ensures students engage deeply with course material. The majority of instruction occurs in a structured classroom or online environment. This multifaceted approach caters to diverse learning styles and prepares students for success in their academic and professional endeavors.

AACS General Education Course Requirements

The Associate of Arts in Computer Science requires that at least 15 credits be earned in General Education courses. General Education courses include studies in history, psychology, sociology, philosophy, and other fields.

AACS Bible & Theology Course Requirements

The Associate of Arts in Computer Science requires that at least 15 credits be earned in Biblical Education courses. Kairos Pacific University, a campus of AEU believes in core Biblical Education as the foundation of students' education.

AACS Graduation Requirements (60 credits for the AACS)

The Associate of Arts in Computer Science requires the completion of 60-semester credits at Kairos Pacific University, a campus of AEU. Up to 30-semester credits, or 50 percent, may be fulfilled through transfer credits. To graduate with an AACS degree, students must achieve a minimum Grade Point Average of "C" (2.0).

Potential Fields of Employment for AACS Graduates:

1. Data Entry Specialist for AI Training
2. Digital Accessibility Tester
3. Remote Learning Technology Coordinator
4. Cryptocurrency Support Specialist
5. Remote IT Support Specialist
6. E-commerce Customer Support Representative
7. Healthcare IT Support Technician
8. IoT Support Specialist
9. Virtual Event Technician
10. Social Media Content Moderator
11. Cybersecurity Awareness Trainer
12. EdTech Support Specialist
13. Cloud Computing Technician
14. Virtual Assistant Developer
15. Digital Marketing Analyst
16. Junior Web Developer
17. Data Entry Specialist for Data Science Projects
18. Cloud Support Technician
19. IT Sales Support Specialist
20. Web Content Management Specialist

(*The course descriptions for the computer science courses in the AACS program follow the Program Description and the Curriculum List for the BACS program.*)

AA in Computer Science Curriculum   20 Courses / 60 Credits
(Reviewed May 2024.)   *Any & all of these courses will apply to the 4-year BACS program*

Common Curriculum Components for all AACS Students

CS Computer Science Core Courses   15 credits
(choose 5 courses)

CS 101 Computer Science: Intro
CS 110 Introduction to Cloud Computing
CS 130 Intro to Programming
CS 140 Introduction to Networking
CS 150 Intro to HTML and CSS
CS 160 Intro to Operating System
CS 171 SQL & Database Design
CS 173 Introduction to Cybersecurity
CS 280 Algorithms and Data Structure

GS 270 Precalculus and Trigonometry

General Education Courses 15 Credits
HS 325 Western History I   (*required*)
GE 101 English Composition*   (*if needed*)
GE 104 Introduction to Sociology   (*required*)
GE 221 Academic Writing*
GE 242 Health Studies   (*required*)
   * *Students must take either GE 101 or GE 221; they*
      may take both. Students who take only one of
      those two courses will take one of the following:
GE 118 Introduction to Psychology
GE 216 Ethics and Worldview

Biblical/Theological Studies Core 15 Credits
BS 102 Biblical Interpretation
BS 103 Old Testament Survey
BS 104 New Testament Survey
TH 211 The Doctrines of God and Scripture
TH 313 The Doctrines of Christ and Salvation

AACS Concentrations

Web Development Concentration   15 credits
(choose 5 courses)

GS 310 Linear Algebra

CS 230 Assembly Language
CS 235 Java Basic
CS 240 Python Basic
CS 250 JavaScript
CS 270 Git
CS 320 Web Server
CS 330 Relational Database Design
CS 335 Java Advance
CS 340 Python Advance
CS 370 C#
CS 410 UI/UX
CS 420 C# Advance

Cloud Computing Concentration   15 credits
(choose 5 courses)

CS 180 Serverless Concepts
CS 227 Development and Scripting in the Cloud
CS 232 Microsoft Azure
CS 241 Google Cloud Platform
CS 244 Cloud Infrastructure
CS 252 Linux System Administration
CS 262 Advanced Windows Server
CS 263 Routing and Switching
CS 289 AWS Essentials
CS 321 Advanced Cloud Security
CS 355 Advanced Database Concepts
CS 364 Security Testing for Cloud Applications
CS 367 Advanced Networking Concepts
CS 376 Migrating Data and Applications to the Cloud
CS 389 AWS Architectures

Data Science Concentration   15 credits
(choose 5 courses)

CS 151 Data Analysis and Statistics
CS 161 Database Systems
CS 221 Data & Data Analytics
CS 231 Data Mining & Natural Language Processing
CS 242 Data Processing with Python
CS 276 Advances SQL for Data Analysis
CS 320 Machine learning
CS 330 Big Data
CS 345 Artificial Intelligence
GS 275 Discrete Math

Kairos Pacific University

Bachelor of Arts in Computer Science (BACS)
(120 credits required / 40 courses; typically 2½ years to complete)

Area of Study:	Computer Science Courses	Core Require Courses in Bible	General Education	Free Elective / Internship (up to 6 credits)	Three Concentration Options:			Total
					Web Development	Data Science	Cloud Computing	
BACS. **Number of Credits Required (3 credits per course)**	30	30	30	12	18	18	18	120

BACS General Description and Program Objectives

Kairos Pacific University, a campus of AEU, offers a comprehensive Bachelor's degree program in Computer Science designed for completion in four academic years, comprising 120 semester credits. The program focuses on hands-on learning and integrates cutting-edge programming techniques and tools throughout the curriculum. Students will engage in project-based coursework and hands-on labs, gaining practical experience with relevant software applications.

The faculty members of Kairos Pacific University possess practical, in-field experience and are committed to guiding students through core concepts in computer science. They focus on system analysis, project management, and organizational support, equipping students with the necessary skills to apply and synthesize real-world concepts and communicate effectively. The program is aligned with industry-relevant skills and certifications, providing graduates with a competitive edge in the job market.

The AACS program offers three different concentrations:
- Web Development
- Data Science
- Cloud Computing

BACS Program Learning Objectives / Educational Outcomes

At Kairos Pacific University our Computer Science Program ensures graduates are well-rounded professionals. They gain up-to-date industry skills while mastering communication and collaboration, preparing them for success in today's tech landscape.

At graduation, Computer Science students are expected to possess the following skills:
- Proficiency in developing significant software projects, covering analysis, design, implementation, and testing phases.
- A solid foundation encompassing both software and hardware aspects of computing, complemented by a thorough grasp of the mathematics and algorithm principles underlying the discipline.
- Opportunities for in-depth exploration and specialization in selected areas of computer science.
- A sound understanding of Christian theology, ethics, and morals, alongside a substantial knowledge of the Bible - fosters character development and moral grounding.

- Recognition of the societal impacts of technology, including computers, and an awareness of the ethical considerations associated with emerging technologies.
- Equipping students with the knowledge and skills required for employment upon graduation - Or further academic pursuits in computer science at a higher level.

BACS Admissions Requirements

The criteria for entrance to the Associate of Arts in Computer Science are:

1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. Two letters of recommendation from faculty, employers, or church leaders.
4. Possession of or candidacy for a high school diploma or GED.
   [Completion of high school or the GED is required before formally enrolling in the university.]
5. An official transcript from high school, as well as from any post-high school education.
6. One recent photograph.
7. A personal interview with a representative of the university.
8. Payment of $100.00 application fee.

Learning Community Setting / Cohort Option

We provide a practical and adaptable learning environment tailored to accommodate leaders and working adults with busy schedules. Our offerings include both traditional classroom settings and an online cohort option. This flexibility ensures accessibility for those unable to commit to a conventional college program due to their responsibilities.

Our cohort model fosters meaningful engagement with professors and peers, facilitating the creation of a supportive community. This network enhances the learning experience and provides valuable support that extends beyond graduation, enriching students' personal and professional lives.

Methods of Instruction

Classes at Kairos Pacific University seamlessly blend various instructional methods to enhance learning outcomes. Through a combination of lectures, online instruction, hands-on exercises, demonstrations, one-on-one tutorials, and project-based learning, students receive a comprehensive education.

Our curriculum ensures students engage deeply with course material. The majority of instruction occurs in a structured classroom or online environment. This multifaceted approach caters to diverse learning styles and prepares students for success in their academic and professional endeavors.

BACS General Education Course Requirements

The Associate of Arts in Computer Science requires that at least **30** credits be earned in General Education courses. General Education courses include studies in history, psychology, sociology, philosophy, and other fields.

BACS Bible & Theology Course Requirements

The Bachelor of Arts in Computer Science requires that at least **30** credits be earned in Biblical Education courses. Kairos Pacific University, a campus of AEU believes in core Biblical Education as the foundation of students' education.

BACS Graduation Requirements (120 credits for the BACS)

The Bachelor of Arts in Computer Science requires the completion of 120-semester credits through Kairos Pacific University. Up to 60-semester credits, or 50 percent, may be fulfilled through transfer credits. To graduate with a BACS degree, students must achieve a minimum Grade Point Average of "C" (2.0).

Potential Fields of Employment for BACS Graduates:

1. Data Science Analyst
2. Cloud Solutions Architect
3. Web Developer
4. Data Engineer
5. Cloud Security Engineer
6. Full-Stack Developer
7. Machine Learning Engineer
8. Cloud DevOps Engineer
9. Front-End Web Developer
10. Data Scientist
11. Cloud Solutions Consultant
12. Back-End Web Developer
13. Big Data Engineer
14. Cloud Administrator
15. Web Development Project Manager
16. Data Visualization Specialist
17. Cloud Operations Engineer
18. Web Accessibility Specialist
19. Cloud Sales Engineer
20. Web Development Instructor

(The curriculum for the BACS begins on the next page.)

BA in Computer Science Curriculum   40 Courses /120 Credits
(Reviewed May 2024.)

Common Curriculum Components for all BACS Students

CS Computer Science Core Courses   30 credits
(take all 10 courses)

CS 101 Computer Science: Intro
CS 110 Introduction to Cloud Computing
CS 130 Intro to Programming
CS 140 Introduction to Networking
CS 150 Intro to HTML and CSS
CS 160 Intro to Operating System
CS 171 SQL & Database Design
CS 173 Introduction to Cybersecurity
CS 280 Algorithms and Data Structure

GS 270 Precalculus and Trigonometry

Free Electives 12 Credits
  Free electives may come from a student's concentration, from the other concentrations, or from other courses listed in the catalog if they are offered.

General Education Courses 30 Credits
(take 10 courses)

GE 101 English Composition*   (*if needed*)
GE 104 Introduction to Sociology**
GE 118 Introduction to Psychology**
    ***Students must take either GE 104 or GE 118; they may take both, if they are offered.*
GE 127 Introduction to Philosophy
GE 216 Ethics and Worldview
GE 221 Academic Writing*
    **Students must take either GE 101 or GE 221; they may take both.*
GE 234 Economics
GE 242 Health Studies   (*required*)
GE 399 Introduction to World Religions
HS 325 Western History I   (*required*)
HS 326 Western History II

Biblical/Theological Studies Core 30 Credits
(take 10 courses)

BS 101 Bible Panorama   (*or, BS 104, NT Survey*)
BS 102 Biblical Interpretation
BS 103 Old Testament Survey
[BS 104 New Testament Survey]
BS 115 Introduction to the Pentateuch
BS 204 Survey of the Gospels
BS 217 The Acts of the Apostles*
  **Students may take BS 435 (Revelation) in place of BS 217.*
BS 427 Survey of New Testament Epistles

TH 211 Theological Foundations:
        The Doctrines of God and Scripture
TH 313 Theological Foundations:
        The Doctrines of Christ and Salvation
TH 322 Theological Foundations: The Holy Spirit

The three BACS concentrations are on the next page.

BACS Concentrations

Web Development Concentration   18 credits
(choose 6 courses)

GS 310   Linear Algebra

CS 230   Assembly Language
CS 235   Java Basic
CS 240   Python Basic
CS 250   JavaScript
CS 270   Git
CS 320   Web Server
CS 330   Relational Database Design
CS 335   Java Advance
CS 340   Python Advance
CS 370   C#
CS 410   UI/UX
CS 420   C# Advance

Cloud Computing Concentration   18 credits
(choose 6 courses)

CS 180   Serverless Concepts
CS 227   Development and Scripting in the Cloud
CS 232   Microsoft Azure
CS 241   Google Cloud Platform
CS 244   Cloud Infrastructure
CS 252   Linux System Administration
CS 262   Advanced Windows Server
CS 263   Routing and Switching
CS 289   AWS Essentials
CS 321   Advanced Cloud Security
CS 355   Advanced Database Concepts
CS 364   Security Testing for Cloud Applications
CS 367   Advanced Networking Concepts
CS 376   Migrating Data and Applications to the Cloud
CS 389   AWS Architectures

Data Science Concentration   18 credits
(choose 6 courses)

CS 151   Data Analysis and Statistics
CS 161   Database Systems
CS 221   Data & Data Analytics
CS 231   Data Mining & Natural Language Processing
CS 242   Data Processing with Python
CS 276   Advances SQL for Data Analysis
CS 320   Machine learning
CS 330   Big Data
CS 345   Artificial Intelligence
CS 351   GIS and QGIS
CS 425   Deep Learning

GS 275   Discrete Math
GS 330   Statistics

(The AACS and BACS course descriptions begin on the next page.)

AACS and BACS Course Descriptions

Computer science courses are prefixed: "CS."
Mathematics courses that are part of the Computer Science programs are prefixed "GS."

Computer Science Core Courses
BACS students will take all 10 of these courses; AACS students will take 5.

CS 101 Computer Science: Intro (3 credits)
Present basic concepts of software programming, fundamentals of databases, mobile apps, and cloud computing. Write basic software programs and web applications. The course aims to be an introduction to students with limited Computer Science background to explore the basics of Computer Science and software programming. This intro course will cover the fundamental understanding of the Computer Science concepts.

CS 110 Introduction to Cloud Computing (3 credits)
Introduction to Cloud Computing is discovering delivery of computing services in the most basic form - including servers, storage, databases, networking, software, analytics, and intelligence. You will learn about evolution of the concept and where it is going. The Course will cover the basics to cloud services like IaaS, PaaS, and SaaS. Class will cover popular cloud platform providers like Google Cloud, Amazon AWS, and Microsoft Azure.

CS 130 Intro to Programming (3 credits)
Introduction to Programming is designed to give you the foundational skills that will prove important for any type of programming students want to pursue. Class will review creating web pages, mobile application, and connecting to popular external data sources. This course, which includes lectures, lab exercises, and projects to prepare students for advance programming.

CS 140 Introduction to Networking (3 credits)
Introduction to Networking focuses on understanding how computer network works. Review the protocols, standards, and processes to effectively plan and design a computer network. This course will lay the foundation required for a solid approach to advanced course in the mathematical analysis of networks, understand TCP/IP Architecture, and ISO/OSI model.

CS 150 Intro to HTML and CSS (3 credits)
Intro to HTML and CSS will introduce basic HTML and CSS to students. Students will learn how to create static and dynamic websites using HTML and CSS. And review progression of HTML versions and CSS. Class then gradually move to further topics like Forms and Tables and the future of HTML and CSS.

CS 160 Intro to Operating System (3 credits)
Intro to Operating System will introduce students to fundamentals of computer operating systems. Students will review core concepts of Operating System and understand how process is created and managements of Thread. The course covers all the aspects and concepts of Operating System. The course starts with an introduction of Operating System and covers the topics such as Types of Operating System, process and their management, CPU Scheduling Algorithm, Synchronization and their need, Deadlock, Memories and their management, and File Systems. It will help you to understand the importance of the Operating System in the computer science field. And after completion of this course, students will be able to solve the questions related to Operating System easily.

CS 171 SQL & Database Design (3 credits)
SQL & Database Design will cover writing basic and advanced SQL Queries using CRUD operations, understand normalization of data, recognize and create Database Schemas. Class will also cover understanding Database Design and create working model. Students will also learn best practice for efficiency and popular built-in functions using industry popular Database.

CS 173 Introduction to Cybersecurity (3 credits)
Introduction to Cybersecurity will cover the basics in defensive and offensive cybersecurity in network, systems, web, and database from unauthorized access or hacking. This is a broad topic that influences all aspects of information technology and software development. In this course, student will develop fundamental skills and ability to apply in the workforce to identify Cyber Threats, attacks, and system vulnerability to prevent intrusions, explore cyber risk management, and understand basics in security architecture.

CS 280 Algorithms and Data Structure (3 credits)
Algorithms and Data Structure will introduce student to data structures and algorithms which is one of the most important topics in software development. They are the fundamental understanding of logical instructions required by every computer programmer. Class will expose the students to different design techniques and types through logical problems and sub-problems – which will develop logical problem-solving skills. Successful completion of this class will be a huge leap forward programming journey and it will certainly pave the way for a successful programming career. The topics in this course will also cover data structures that have revolutionized the field of computing.

GS 270 Pre-Calculus and Trigonometry (3 credits)
The course will introduce student in Pre-Calculus and Trigonometry. Pre-Calculus and Trigonometry are all important topics of math. "Calculus" is the mathematics of change and because everything in the world is changing, calculus helps us track those changes. It is used in many major fields of modern era like Computer Science, Game Designing, Animation, Mathematical Researches, Statistics & Probability, etc. "Trigonometry" deals with the measurement of sides and angles of triangles and is used many fields including Video Game Designing, Constructions, Flight Engineering, Satellite Navigation System, Oceanography, Astronomy, etc. Knowledge of "Pre-Calculus" helps us to understand Calculus better and is good to learn before learning Calculus.

Web Development Concentration Courses:

GS 310 Linear Algebra (3 credits)
Advanced Linear Algebra will cover concepts and applications of theories and concepts. Computer science has contributed great benefits in modern decades and solving new problems in many diverse paths has its root in understanding and using mathematical skills. And Linear Algebra plays a significant role in many important computer science undertakings - in machine learning, AI, data science, and many others. Class will review applications in search engine, machine learning, data mining and many other popular areas for optimizations and advanced algorithms.

CS 230 Assembly Language (3 credits)
Assembly Language covers x86 Processor History, Architecture, and Practical Assembly Programming. Class will cover the x86 Core Instruction Set, along with other extension sets. Students will develop complex mathematical Algorithms and understand complex processing algorithms Understand about low level concepts and assembler, hardware manipulation and review how to address performance issues.

CS 235 Java Basic (3 credits)
Learn foundational programming concepts (e.g., functions, for loops, conditional statements) and how to solve problems like a programmer. In addition, learn basic web development as you build web pages using HTML, CSS, JavaScript. By the end of the course, will create a web page where others can upload their images and apply image filters that you create. After completing this course, you will be able to: 1. Think critically about how to solve a problem using programming; 2. Write JavaScript programs using functions, for loops, and conditional statements; 3. Use HTML to construct a web page with paragraphs, divs, images, links, and lists; 4. Add styles to a web page with CSS IDs and classes; and 5. Make a web page interactive with JavaScript commands like alert, onClick, onChange, adding input features like an image canvas, button, and slider.

CS 240 Python Basic (3 credits)
The goal of the course is to introduce students to Python Version 3.x programming using hands on instruction. It will show how to install Python and use the Spyder IDE (Integrated Development Environment) for writing and debugging programs. The approach will be to present an example followed by a small exercise where the learner tries something similar to solidify a concept. At the end of each module there will be an exercise where the student is required to write simple programs and submit them for grading. It is intended for students with little or no programming background, although students with such a background should be able to move forward at their preferred pace

CS 250 JavaScript (3 credits)
In this course students will learn the JavaScript language as well as learn how to program. Students will learn how to solve problems and structure and organize code using common JavaScript patterns. The course will also cover all the JavaScript and programming fundamentals: things like variables, data types, Boolean logic, if/else statements, loops, functions, objects, arrays, and more. Student will gain a deep understanding of how JavaScript works behind the scenes: execution contexts, hoisting, scoping, the 'this' keyword, and more. Complex JavaScript features such as function constructors, prototypal inheritance, first-class functions, closures, the bind and apply methods, and more.

CS 270 Git (3 credits)
This course cover all topics in Git. Learning Git, GitHub, and command-line basics to collaborate with other developers and deploy your sites live up onto the web. Leveraging Node.js tools like NPM and webpack to save time by automating tasks. Enhancing your CSS knowledge with techniques (BEM & Post CSS) to keep your styles super-organized and manageable even on larger sites. Speeding up your sites with the mobile-first performance philosophy. Understanding JavaScript basics like Object-oriented Programming, and how to write well-structured code using the ES6 module pattern (Babel & webpack). Using the Netlify service to not only host your website but also learn the very basics of cloud (or AWS Lambda) functions. Discovering tips to get more job interviews, do well in interviews, and continually progress in your career (avoid burnout & stagnation).

CS 320 Web Server (3 credits)
This course offers a comprehensive look into the entire web development process - from local server configuration using WAMP and MAMP (Apache, MySQL, PHP) to production deployment using the latest web technologies including: LAMP Stack (Linux, Apache, PHP and MySQL) for Ubuntu, HTML5, CSS, Bootstrap, JavaScript, jQuery, XML, and AJAX. The content is ideal for those interested in working as a web developer, launching a web application, or devoted enthusiasts. The concepts explored in this course are suitable for individuals of all skill levels. Each module starts with the fundamental concepts and gradually transitions into more advanced material.

CS 330 Relational Database Design (3 credits)
Relational Database Design covers history of the Modern database and applications development software is so easy to use that many people can quickly learn to implement a simple database and develop simple applications within a week or so, without giving design much thought. A good database design not only avoids data redundancy but also improves database performance over period of time as the database volume grows and when business changes are requested , it would be far more easier to understand as where to make the appropriate changes in the Database. The data modelling and database design is like a building blueprint and ultimately it would make application users happy and business would benefit.

CS 335 Java Advance (3 credits)
Build on the software engineering skills you learned in Java Basic: Solving Problems with Software by learning new data structures. Use these data structures to build more complex programs that use Java's object-oriented features. At the end of the course, you will write an encryption program and a program to break your encryption algorithm. After completing this course, you will be able to: 1. Read and write data from/to files; 2. Solve problems involving data files; 3. Perform quantitative analyses of data (e.g., finding maximums, minimums, averages); 4. Store and manipulate data in an array or Array List; 5. Combine multiple classes to solve larger problems; 6. Use iterables and collections (including maps) in Java.

CS 340 Python Advance (3 credits)
In this course students learn from basic knowledge of Python to using more advanced features of the language. We will make some advanced Python Applications like Download Manager using advance concepts to make you a professional programmer able to get good jobs in this field. This course is for those who have learnt some Basics Python and want to deepen their knowledge of Python and are looking for the next step. You will never be able to succeed in the Programming Field until you learnt   Advance concepts so that is why i have made this course to make you guys capable to design your own Applications and be a successful Programmer.

CS 370 C#   (3 credits)
In this course you are going to discover how to become a C# developer - one of the best programming languages on earth. C# is one of the few programming languages which allows you to create amazing cross platform Mobile Apps, Games and PC Programs. This course will start off by learning the C# basics and C# programming concepts in general: variables, methods, arrays, if statements, loops. Then you learn the three pillars of Object-oriented programming: Classes and Objects, Inheritance, Polymorphism. Once you mastered them you will go into advanced C# Topics, such as Databases and LINQ.

CS 410 UI/UX (3 credits)
UI/UX brings a design-centric approach to user interface and user experience design. And the class offers practical, skill-based instruction centered around a visual communications perspective, rather than on one focused on marketing or programming alone. In this course, students will summarize and demonstrate all stages of the UI/UX development process from research to completed site wireframes, relying on defined sitemap, defined project's strategy scope, and provided information architecture. Students will learn current best practices and conventions in UX design and apply them to create effective and compelling screen-based experiences for websites or apps.

CS 420 C# Advance (3 credits)
In this advanced C# programing course covers in-dept analysis and methods for programming in C#. Topics covered are: Collections and Generics, Assemblies and GAC, Exception Handling, IO Streams, Unsafe Code Reflection, Attributes Partial Classes and Methods, Extension Methods, Anonymous Types app., Config Debugging and Diagnostics

Data Science Concentration Courses:

CS 151 Data Analysis and Statistics (3 credits)
Exploration of Data Science requires certain background in probability and statistics. This course introduces you to the necessary sections of probability theory and statistics, guiding you from the very basics all way up to the level required for jump starting your ascent in Data Science. The core concept of the course is random variable — i.e. variable whose values are determined by random experiment. Random variables are used as a model for data generation processes we want to study. Properties of the data are deeply linked to the corresponding properties of random variables, such as expected value, variance, and correlations. Dependencies between random variables are crucial factor that allows us to predict unknown quantities based on known values, which forms the basis of supervised machine learning. We begin with the notion of independent events and conditional probability, then introduce two main classes of random variables: discrete and continuous and study their properties. Finally, we learn different types of data and their connection with random variables. While introducing you to the theory, we'll pay special attention to practical aspects for working with probabilities, sampling, data analysis, and data visualization in Python.

CS 161 Database Systems (3 credits)
Mastering the concepts of Database Management System is very important to get started with Computer Science because Database Management System is the program which is responsible for the ease with which we are able to fetch the data from the database and that is the backbone of internet today. The concepts which we are going to study is going to give a very good understanding of Database Management System and by the end of it you will be able to answer any interview question on Database Management System. Without using Database Management Systems ,it is extremely difficult to communicate with the data in the server. Every server today has Database Management System installed in it. Through this course you will not only master the basics of Database Management Systems but also get ready for venturing into advanced concepts of Database Management Systems.

CS 221 Data & Data Analytics (3 credits)
In this course, you will develop and test hypotheses about your data. You will learn a variety of statistical tests, as well as strategies to know how to apply the appropriate one to your specific data and question. Using your choice of two powerful statistical software packages (SAS or Python), you will explore ANOVA, Chi-Square, and Pearson correlation analysis. This course will guide you through basic statistical principles to give you the tools to answer questions you have developed. Throughout the course, you will share your progress with others to gain valuable feedback and provide insight to other learners about their work.

CS 231 Data Mining & Natural Language Processing (3 credits)
This course teaches you the fundamentals of clinical natural language processing (NLP). In this course you will learn the basic linguistic principals underlying NLP, as well as how to write regular expressions and handle text data in R. You will also learn practical techniques for text processing to be able to extract information from clinical notes. Finally, you will have a chance to put your skills to the test with a real-world practical application where you develop text processing algorithms to identify diabetic complications from clinical notes.

CS 242 Data Processing with Python (3 credits)
This course teaches you to fetch and process data from services on the Internet. It covers Python list comprehensions and provides opportunities to practice extracting from and processing deeply nested data. You'll also learn how to use the Python requests module to interact with REST APIs and what to look for in documentation of those APIs.   The course is well-suited for you if you have already taken the "Python Basics" and "Python Functions, Files, and Dictionaries"

CS 276 Advances SQL for Data Analysis (3 credits)
Advance Concept and learning of SQL Server. Student Would be able to learn and resolve advance level of SQL Server issues facing with their production System.

CS 320 Machine learning (3 credits)
Machine learning is the science of getting computers to act without being explicitly programmed. In the past decade, machine learning has given us self-driving cars, practical speech recognition, effective web search, and a vastly improved understanding of the human genome. Machine learning is so pervasive today that you probably use it dozens of times a day without knowing it. Many researchers also think it is the best way to make progress towards human-level AI. In this class, you will learn about the most effective machine learning techniques, and gain practice implementing them and getting them to work for yourself. More importantly, you'll learn about not only the theoretical underpinnings of learning, but also gain the practical know-how needed to quickly and powerfully apply these techniques to new problems. This course provides a broad introduction to machine learning, datamining, and statistical pattern recognition. Topics include: (i) Supervised learning (parametric/non-parametric algorithms, support vector machines, kernels, neural networks). (ii) Unsupervised learning (clustering, dimensionality reduction, recommender systems, deep learning). (iii) Best practices in machine learning (bias/variance theory; innovation process in machine learning and AI).

CS 330 Big Data (3 credits)
In this course students will learn some basic technologies of the modern Big Data landscape, namely: HDFS, MapReduce and Spark; be guided both through systems internals and their applications; learn about distributed file systems, why they exist and what function they serve; grasp the MapReduce framework, a workhorse for many modern Big Data applications; apply the framework to process texts and solve sample business cases; learn about Spark, the next-generation computational framework; build a strong understanding of Spark basic concepts; develop skills to apply these tools to creating solutions in finance, social networks, telecommunications and many other field

CS 345 Artificial Intelligence (3 credits)
This course provides a broad introduction to machine learning, datamining, and statistical pattern recognition. Topics include: (i) Supervised learning (parametric/non-parametric algorithms, support vector machines, kernels, neural networks). (ii) Unsupervised learning (clustering, dimensionality reduction, recommender systems, deep learning). (iii) Best practices in machine learning (bias/variance theory; innovation process in machine learning and AI). The course will also draw from numerous case studies and applications, so that you'll also learn how to apply learning algorithms to building smart robots (perception, control), text understanding (web search, anti-spam), computer vision, medical informatics, audio, database mining, and other areas

CS 351 GIS and QGIS (3 credits)   (*This course is only in the BACS.*)
Explore the world of spatial analysis and cartography with geographic information systems (GIS). In this class you will learn the basics of the industry's leading software tool, ArcGIS. In the course student will learn how to define core geospatial concepts, practice with subset

data using selections and feature attributes, create map books using advanced mapping techniques, create layer and map packages

CS 425 Deep Learning (3 credits)   (*This course is only in the BACS.*)
In this course, students will learn the foundations of deep learning. When students finish this class, they will:
- Understand the major technology trends driving Deep Learning
- Be able to build, train and apply fully connected deep neural networks
- Know how to implement efficient (vectorized) neural networks
- Understand the key parameters in a neural network's architecture

GS 275 Discrete Math (3 credits)
Discrete Math is needed to see mathematical structures in the object you work with, and understand their properties. This ability is important for software engineers, data scientists, security, and financial analysts (it is not a coincidence that math puzzles are often used for interviews). We cover the basic notions and results (combinatorics, graphs, probability, number theory) that are universally needed. DM is the study of topics that are discrete rather than continues, for that, the course is a MUST for any Math or SC student. The topics that are covered in this course are the most essential ones, those that will touch every Math and Science student at some point of their education. Discrete Mathematics gives students the ability to understand Math language and based on that, the course is divided into 8 sections. The sections are: Sets, Logic, Number Theory, Proofs, Functions, Relations, Graph Theory, Statistics, and Combinatorics

GS 330 Probability and Statistics (3 credits)   (*This course is only in the BACS.*)
This course introduces you to sampling and exploring data, as well as basic probability theory and Bayes' rule. Your GIS and QGIS will examine various types of sampling methods, and discuss how such methods can impact the scope of inference. A variety of exploratory data analysis techniques will be covered, including numeric summary statistics and basic data visualization. You will be guided through installing and using a free statistical software, and will use this software for lab exercises and a final project. The concepts and techniques in this course will serve as building blocks for the inference and modeling courses in the Specialization.

Cloud Computing Concentration Courses:

CS 180 Serverless Concepts (3 credits)
This course will introduce students to serverless computing and then quickly dive into how to build serverless apps with Amazon Web Services (AWS). Specifically, students will learn:
how you can build a REST API without worrying about servers, using AWS API Gateway
to set up your on-demand code via AWS Lambda
how to execute that Lambda code whenever incoming requests reach your defined REST endpoints how you can store data in a database - naturally without managing any database servers!

CS 227 Development and Scripting in the Cloud (3 credits)
Managing systems is a very important activity for any organization or business. All applications benefit from having a simple user interface, and many tasks require 24-hour support. This calls for a systematic approach to managing the systems and solutions efficiently. Big businesses require continual improvements to manage these tasks efficiently. Linux and Unix systems can coordinate and automate such operations to manage the tasks efficiently. Shell scripting, AWK and SED command provide effective ways to use the Linux and Unix system to automate the complex tasks in programmatic way.

CS 232 Microsoft Azure (3 credits)
This course curriculum is as follows: Azure Fundamentals; Analyze Resource Utilization and Consumption; Create and Configure Storage Accounts; Create and Configure Virtual Machines; Azure Virtual Networking;
Managing and Securing Identities; Governance and RBAC Controls; Create and Deploy Apps; Serverless Computing; Design and Develop Apps that Run in Containers; Server Migrations; Automation

CS 241 Google Cloud Platform (3 credits)
In this course student will learn to design and plan a cloud solution architecture, manage and provision the cloud solution infrastructure, Design for security and compliance, analyze and optimize technical and business processes, Manage implementations of cloud architecture, Ensure solution and operations reliability,
Course content: Configuring Storage & Database, Networking, Auto scaling/HA – Core Platform and Infrastructure Services – In Depth, IAM and Security, Management - Logging and Monitoring, Developer and Management Tools - Supporting Services

CS 244 Cloud Infrastructure (3 credits)
This course covers broad topics in fundamental understanding of what is cloud computing, the evolution from traditional IT to cloud services, the 5 basic characteristics of cloud computing, the 3 main service models - SaaS, PaaS, IaaS, the 4 cloud deployment models - private, public, hybrid, community, understand the key benefits of public cloud services.

CS 252 Linux System Administration (3 credits)
This course starts with an introduction to the Linux system administration, as well as familiarizing you with the Bash Shell and even Unix and Linux shell scrips. It follows up with topics such as package management, Linux shell scripting guide, Unix and Linux commands, user management, and so on. The focus of this course is to cover everything that is required to become a great systems programmer. Topics and exercises will also cover: where to start with Linux, its basic components such as Unix scripting, package management, kernel, Unix and Linux shells, how to boot the system, control access, working with controlling processes, the file system, log files, adding new users, storage, etc. We will also cover security and how to secure your system, along with managing the network and debugging it.

CS 262 Advanced Windows Server (3 credits)
This course is designed to prepare the student to prepare for administering, deploying, configuring, & monitoring network servers as well as various advanced files. Key topics are
    Deploy, manage, and maintain servers
    Configure File and Print Services
    Configure network services and access
    Configure a Network Policy Server (NPS) infrastructure
    Configure and manage Active Directory
    Configure and manage Group Policy

CS 263 Routing and Switching (3 credits)
In this course, we deal with the general issues regarding packet switching networks. We discuss packet networks from two perspectives. One perspective involves external view of the network, and is concerned with services that the network provides to the transport layer that operates above it at the end systems. The second perspective is concerned with the internal operation of a network, including approaches directing information across the network, addressing and routing procedures, as well as congestion control inside the network.

CS 289 AWS Essentials (3 credits)
Introduction to AWS Core Services introduces you to AWS products, services, and common solutions. It provides IT technical end users with basic fundamentals to become more proficient in identifying AWS services so that you can make informed decisions about IT solutions based on your business requirements.

CS 321 Advanced Cloud Security (3 credits)
This course is intended for intermediate level learners with basic programming skills and basic cybersecurity knowledge. Through this course learner will learn about advanced secure software techniques such as those for cloud computing, TOR, web-based cryptography, and geo-location/context-based access control. With these techniques, learners will be better prepared to implement new security and privacy preserving data security features, to perform secure system design and implementation, vulnerability analysis, and Securely Provision (SP), Operate and Maintain (OM), Oversee and Govern (OV), Protect and Defend (PR), Analyze (AN), Collect and Operate (CO), and investigate (IN) task

CS 355 Advanced Database Concepts (3 credits)
Write advanced SQL queries to explore and analyze databases with MySQL Workbench
Learn how to use subqueries and temporary tables to handle complex multi-step data problems. Solve practical hands-on assignments and real-world eCommerce use cases
Analyze data across multiple tables with powerful MySQL JOIN statements
Master unique tips and tools that you won't find anywhere else

CS 364 Security Testing for Cloud Applications (3 credits)
This course will cover all the major topics on security testing for cloud applications. Throughout this course, you will learn concepts around cybersecurity tools and processes, system administration, operating system and database vulnerabilities, types of cyber-attacks and basics of networking. You will also gain knowledge around important topics such as cryptography and digital forensics. Assess Web applications insecurities; Audit OWASP Top 10; Penetrate web applications; Perform web security audits; Perform bug hunting; Burp suite advanced; Analyzing web apps with Burp suite

CS 367 Advanced Networking Concepts (3 credits)
This course is about strengthening the Networking concepts and fundamentals with assignments side by side with theory. Through this course student will learn in the Functioning of TCP/IP Stack (OSI Model). Understand the function of each layer in TCP/IP stack in good detail. 2. the L2 routing concepts - Mac Addresses and ARP 3. the L3 routing concepts - IP Addresses and IP protocol 4. Understand various ways to design a Linux TCP/UDP server program in C 5. Understand Socket programming in C 6. Understand the Networking devices functioning - L2 switch and L3 router 7. Understand packet Journey through the layers of TCP/IP stack 8. Design and implement HTTP Webservers from scratch 9. Read and manufacture the network packets from scratch 10. Understand the concept of TLVs 11. Concept of packet Encapsulation

CS 376 Migrating Data and Applications to the Cloud (3 credits)
This course focuses on migrating workloads to AWS. We will focus on analyzing your current environment, planning your migration, AWS services that are commonly used during your migration, and the actual migration steps.

CS 389 AWS Architectures (3 credits)
In this course student will master AWS Lambda, API Gateway, DynamoDB, and Step Functions from the ground up (Full of Demos and Hands On) and be able to streamline development and deployment with AWS SAM as well as the Serverless Framework. Also it

will cover automate serverless deployment with AWS CI/CD tools like CodeCommit, CodeBuild and CodePipeline, Build Serverless REST API, Web App, Android and iOS Mobile Apps, Alexa Skill, IoT App.   Learn Serverless Best Practices

<u>Master of Arts in Ministry Leadership (MAML)</u>
(40 credits required; 13 courses + a 1-credit internship; typically 2 years to complete)

General Description of the MAML and the Options within It

The Purpose & Intent of the MAML: The Master of Arts in Ministry Leadership is designed to prepare persons for leadership roles in a variety of Christian ministries. The program provides considerable academic preparation for persons who desire to serve as missionaries, cross-cultural workers, pastors, teachers, and in particular for those whose churches or denominations do not require an MDiv to serve in those capacities.

The MAML is also a good fit for students who are already have significant experience in ministry, and who wish to strengthen their Bible & theology knowledge, or their specific ministry skills. It is also a viable option for people who are in other career fields, but who desire to have significant graduate-level training in Bible, theology, or ministry skills.

The MAML's core of Bible & theology courses is an essential element in preparing students for *Christian* leadership, because Christian leaders need to be both biblically and theologically sound in the way they lead people in their respective ministries.

Total # of Credits Required: The MAML program requires a minimum of 40 semester credits, which may be completed in two academic years. Normally, up to 20 semester credits of graduate work (50% of the program) may be transferred in from another school.

The Bible & Theology Core for all MAML Students: The MAML program has a core of foundational Bible & theology courses (7 courses / 21 credits) that all MAML students take.

Three Designed Track Options: After completing the Bible & theology core, many MAML students (especially those preparing to enter ministry) will select from a choice of three designed tracks / concentrations, which specifically prepare them for their chosen field of ministry or service. Each track has 19 credits. The three tracks / concentrations are:
- Missions/ICS Emphasis Track
- Ministry & Leadership Track
- Christian Counseling Track

A Fourth Option, the "Open Track" Option: For MAML students who already have significant ministry & leadership experience, and who wish to round out that practical experience with further Bible, theology, or specific ministry training, they do not have to select one of the three designed tracks listed above. Instead, they may choose their remaining 19 credits from any of the ministry or leadership courses offered in the MAML concentrations, or from the Bible & theology electives listed at the end of the MAML curriculum; this is the "Open Track" option.

Students who choose and qualify for the Open Track option will complete a Capstone Project (PM 512), instead of taking an internship. Students who wish to choose the Open Track must submit written evidence of their ministry & leadership experience to the Academic Dean's office, which will be reviewed for possible approval by the Academic Dean.

Program Learning Outcomes / Objectives

MAML students will demonstrate:

1. a significant knowledge of Scripture as the foundation for what we preach, how we carry out missions, and how we live; a broad-based understanding of the Bible.

2. a clear understanding of, and the ability to share, the gospel.
3. a solid, biblically-informed foundation in Christian theology & doctrine.
4. spiritual disciplines and passion which make for long-term personal spiritual growth.
5. a sensitivity to cultural differences and ethnic diversity which will help build personal relationships and will also facilitate evangelism & ministry outside one's own culture.
6. students will demonstrate substantial insight and practical skills in the area of their concentration / their track (missions-ICS / ministry & leadership / counseling).

In particular, students in the Missions / ICS track will demonstrate:
1. a clear understanding of the gospel of Jesus Christ from an intercultural perspective.
2. sensitivity to cultural and ethnic diversity for building relationships and for ministry.
3. an advanced level of competence in communication and leadership in diverse intercultural settings.

Admission Requirements

The criteria for entrance to the Master of Arts in Ministry Leadership Studies are:
1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. A statement of the applicant's Christian faith.
4. Two letters of recommendation from faculty, employers, or church leaders.
5. Possession of or candidacy for an accredited Bachelor's degree or its equivalent. [Completion of a bachelor's degree (or its equivalent) is required before formally enrolling in the program.]
6. An official transcript from the student's college or university.
7. One recent photograph.
8. A personal interview with a representative of the university.
9. A sense of calling from God for Christian ministry or service.
10. Active church participation.
11. Payment of $100.00 application fee.

MAML Internship Options:

There are three internship options for MAML students. The internship courses are:

PM 501 Internship (one credit)

PM 502 Internship (two credits)
PM 503 Internship (two credits)

Option 1: Students with some prior ministry experience should take PM 501, for one credit.

Option 2: Students with little or no ministry experience should take PM 502 and 503 (four credits total).

Option 3: Students with extensive ministry experience may take PM 501, or, may instead take a substitute course from any of the courses in the MAML program. Those who wish to take a substitute course instead of PM 501 need to submit a request in writing which describes their previous ministry experience. The request will be reviewed by KPU's Academic Dean.

Graduation Requirements   (40 credits required)

To graduate from the MAML degree program, each student is required to have completed a minimum of 40 semester credits with a grade point average (GPA) of 2.5 or above.

The 40 semester credits can be a combination of credits granted for approved transfer credits and course work taken at the Kairos Branch of America Evangelical University.

<u>For students who have transfer credits</u>: the normal maximum that transferred courses can satisfy for the MAML is 50% of the program (20 credits). Normally, at least 20 semester credits must be completed through America Evangelical University / the KPU branch campus.

MAML Potential Fields of Employment:

The MAML program prepares graduates for employment in:
- Missions within one's own culture or in an intercultural setting.
- Ministry leadership (associate pastor, church ministry director, etc.)
- Church planting ministry
- Christian non-profit organizations
- Christian counseling within a church ministry setting

MAML Curriculum, with Three Designed Track Options (40 credits total)

Bible & Theology Core   21 Credits
(required for all MAML students)

Four Bible Courses:

- *If students have not taken the following three foundational Bible courses, they must take them. After that, they will take one of the other three Bible courses listed below (BS 515, BS 604, or BS 627).*

  BS 502 Hermeneutics
  BS 503 Old Testament Introduction
  BS 504 New Testament Introduction

- *Students who have taken or satisfied the three foundational Bible courses above will take the following three Bible courses, and then will choose one additional course from either of the Limited Electives below.*

  BS 515 Pentateuch
  BS 604 The Gospels & the Life of Jesus
  BS 627 New Testament Epistles

Limited Elective – Choose one (or two) of the following church history courses:

  CH 525 Church History I   From the Apostles to the Late Middle Ages
  CH 526 Church History II From the Reformation until Today

Limited Electives – Choose two (or three) of the following theology courses:

  TH 511 Revelation, and Theology Proper
  TH 513 Soteriology and Christology
  TH 516 Ethics, Philosophy, & Worldview
  TH 522 The Person & Work of the Holy Spirit

These are the three designed concentrations / tracks which MAML students may choose:

1. Missions / ICS Emphasis Track 19 Credits	**2. Ministry & Leadership Track 19 Credits**
Internship Course (required)*	**Internship Course (required)***
PM 501 Internship (one credit)	PM 501 Internship (one credit)
See the program description for internships options.	***See the program description for internships options.***
Leadership Elective – Students will take one of the following leadership courses:	**Leadership Elective – Students will take one of the following leadership courses:**
OLMA 501 Foundations of Organizational Leadership	OLMA 501 Foundations of Organizational Leadership
PT 545 Christian Leadership	PT 545 Christian Leadership
Choose three of the following missions courses.	**Ministry Electives – Students will take five of the following ministry courses:**
MS 513 Introduction to Missiology	PT 501 Pastoral Ministry
MS 519 Evangelism & Mission in the Postmodern Era	PT 503 Homiletics (expository preaching)
MS 599 World Religions and Missions	PT 505 Theology & Practice of Worship
MS 637 Power Encounters in Missions & Evangelism	PT 556 Church Planting & Growth
PT 556 Church Planting & Growth	PT 603 Communion with God
Ministry Electives – Students will take two of the following ministry courses:	MS 599 World Religions & Mission
PT 501 Pastoral Ministry	GE 610 Digital Literacy
PT 503 Homiletics (expository preaching)	MC 501 Marriage & Family Counselling
PT 603 Communion with God	MC 509 Inner Healing
GE 610 Digital Literacy	CE 607 Christian Education

3. Christian Counseling Track   19 Credits

Students in the Christian Counseling track with extensive ministry or counselling experience are not required to take an internship course, and will instead take another course from the MAML curriculum; see below under **Internship***.*

Students who take Internship PM 501 (for one credit), will take <u>five</u> *of the following counseling courses.*

Students who take Internship PM 502 and PM 503 (four credits total) will take <u>four</u> *of the following counseling courses:*

MC 501 Marriage and Family Counseling
MC 502 Child and Adolescent Counseling
MC 503 Christian Counseling & Addiction
MC 504 Counseling in Crisis and Trauma Settings
MC 505 Counseling and Holistic Healing: Body, Mind, and Spirit
MC 506 Christian Spiritual Formation; Integrative Holistic Theology
MC 509 Inner Healing

Leadership Elective – Choose one of the following ministry / leadership courses:

PT 501 Pastoral Ministry
PT 545 Christian Leadership

*Internship: from 1 to 4 credits***

PM 501 Internship (one credit)

PM 502 Internship (two credits)

PM 503 Internship (two credits)

** 1. Students with some ministry / counseling experience may select PM 501, for one credit.

2. Students with little or no ministry / counseling experience should take PM 502 and 503.

3. Students with extensive ministry / counseling experience may take PM 501, or, may instead take a course from any of the courses in the MAML program. Those who wish to take an additional course instead of PM 501 need to submit a request in writing which describes their experience. The request will be reviewed by KPU's Academic Dean.

MAML Bible & Theology Electives

For MAML students who already have significant ministry & leadership experience, they do not have to take one of the three designed concentrations; instead, they may choose to round out their previously acquired leadership experience with further Bible, theology, or specific ministry training. This is the "Open Track." The Open Track option requires 19 credits beyond the Bible & Theology core Students in the Open Track may choose courses from the following Bible or theology courses, or may choose ministry & leadership courses from any the three defined tracks, above.

Old Testament	**New Testament**
BS 501 The Authority of the Bible	BS 604 The Gospels and the Life of Jesus
BS 515 Pentateuch, Foundation of the Bible	BS 617 The Book of Acts, the Earliest Church
BS 535 The Book of Psalms *new course*	BS 627 New Testament Epistles
BS 612 OT Israel in the Pagan ANE [OT Hist. Books]	BS 635 The Book of Revelation
BS 614 OT Major Prophets	
BS 619 OT Wisdom Literature	

Theology

Students will have already taken two (or three) of the following four theology courses as part of the 21-credit Bible & Theology core for the MAML. They may elect to take one or more of the rest of those four theology courses, or TH 609 (Issues in Theology), or TH 644 (Apologetics), if they wish:

TH 511 Revelation, and Theology Proper
TH 513 Soteriology and Christology
TH 516 Ethics, Philosophy, & Worldview
TH 522 The Person & Work of the Holy Spirit

TH 609 Issues in Theology, and Theological Debate
TH 644 Apologetics: The Defense of the Faith

Capstone Project *(for students in the Open Track)*

PM 512 Capstone Project (one credit)

Master of Divinity (MDiv)
(24 courses / 72 credits; typically 3 years to complete)

General Description of the Program

The Master of Divinity (MDiv) program is designed to equip students with skills that will help them integrate biblical and theological reflection with hands-on ministry experience to become servant leaders in local church settings, in Christian chaplaincy, in parachurch organizations, as well as in the mission field. The program also prepares students for innovative leadership, redemptive engagement, and transformational service, and trains them to work amidst the contemporary challenges of a changing, diverse, technological world.

Program Learning Objectives

1. Students will have considerable knowledge and understanding of the Bible, and will appreciate the insights that come from its literary features and it historical settings.
2. Students will have a significant and broad comprehension of Christian theology, with an emphasis on conservative evangelical theology.
3. Students will regularly engage in spiritual practices and demonstrate a biblical lifestyle.
4. Students will be equipped to engage in evangelism and ministry in diverse settings.
5. Students will demonstrate cultural awareness and cross-cultural competence.
6. Students will demonstrate competence in the area of their concentration: pastoral ministry & leadership, chaplaincy, or counseling.

The Highlights of the Program

1. EMPHASIS IN BIBLE, MINISTRY, AND MISSION
   The M.Div. Program introduces students to ALL 66 books of the Bible as God's revelation to us. It prepares students theologically and practically for ministry. And it highlights the missiological emphasis of Scripture, the call to proclaim the gospel, that climaxes in the New Testament.

2. CREATIVE AND PERSONAL
   Based on a solid biblical foundation, the program encourages students to be creative in the way that they communicate the unchanging Gospel to the variety of people and cultures in their congregations—professionals, laborers, academics, artists, parachurch workers, and others.   The program fosters learning in a vibrant community of fellow believers, in which our students are mentored and supported as they pursue their vocation.

3. PRACTICAL AND EXPERIENTIAL (Internship required)
   All MDiv students (both pastoral ministry and counseling students) are required to complete the MDiv Internship, comprised of field experience that grants 6 to12 academic credit hours. The M.Div. internship is considered the capstone experience of the program. Internships involve goal setting and evaluation of goal accomplishment, mentoring sessions, and participation in small groups for reflection with other students. In their internship, students put into practice the doctrines and ideas they have been learning, and hone and refine their skills for serving the kingdom.

4. THREE PROGRAM CONCENTRATION OPTIONS:
   Pastoral Ministry Concentration (72 credits)

This concentration prepares students for a wide range of skilled, biblically based pastoral ministry, as well as for leadership in the local church and beyond. It can also be the foundation for further academic work.

Christian Counseling Concentration (72 credits)
The M.Div. in Christian Counseling degree program is designed to prepare students for a ministry of Christian counseling to individuals, couples, and families in a congregational, denominational agency, counseling center, or mission setting.

Chaplaincy Concentration (75 credits)
KPU's Chaplaincy Concentration is consistently taught from a Christian biblical perspective. The Chaplaincy Concentration prepares students to serve as a chaplain in a variety of possible ministry settings, such a serving a fire department, a police force, in a hospital, or others. The concentration provides all of the necessary coursework, along with one Clinical Pastoral Education (CPE) unit of chaplaincy training. (*Some chaplaincy positions may require two, three, or four CPE units.*)
Please Note: The Chaplaincy Concentration MDiv requires a total of 75 credits (rather than the usual 72 credits for an MDiv).

Admission Requirements

The criteria for entrance to the Master's Degree in Divinity are:

1. Completion of KPU's Application Form for Admission.
2. Complete the FAFSA Application form, if you are eligible.
3. A statement of the applicant's Christian faith.
4. Two letters of recommendation from faculty, employers, or church leaders.
5. Possession of or candidacy for an accredited Bachelor's degree or its equivalent. [Completion of a bachelor's degree (or its equivalent) is required before formally enrolling in the program.]
6. An official transcript from the student's college or university.
7. One recent photograph.
8. A personal interview with a representative of the university.
9. A sense of calling from God for Christian ministry or service.
10. Active church participation.
11. Payment of $100.00 application fee.

Learning Community Setting / Cohort-based Online Classes

We offer courses in-person at our campus when schedules and student availability permit. But the main mode of operation is holding scheduled online classes together with fellow students as a "cohort." In our online classes, students watch recorded video lectures during the week at a time that is convenient for them personally, and then meet together once a week in a live online session with the professor and the rest of the cohort.

This online option accommodates leaders and working adults whose responsibilities and schedules do not permit them to enroll in a traditional on-campus college degree program.

The live online class sessions allow students to engage directly with their professors, and the cohort approach gives them the benefit of insights, feedback, and encouragement from fellow-students; it can also result in a valuable and long-lasting support network.

Methods of Instruction

Classes incorporate lectures, instructional work in class, demonstrations, one-on-one tutorials, library research, and comprehensive examinations on the Bible. Except for internships and field trips, all instruction is conducted in a classroom setting.

Graduation Requirements   (72 credits required)

(To Note: The Chaplaincy concentration requires 75 total credits)

Pastoral Ministry or Christian Counseling Concentration Requirements: To graduate from the MDiv program in Pastoral Ministry or Counseling, each student is required to have completed a minimum of 72 semester credits with a Grade Point Average of 2.5 or above.

The 72 semester credits can be a combination of **transfer credits** and course work taken at Kairos Pacific University. Normally, at least 36 semester credits (50% of the program) must be completed through Kairos Pacific University.

Chaplaincy Concentration Requirements: To graduate from the MDiv program in the Chaplaincy Concentration, each student must complete a minimum of 75 semester-credits with a Grade Point Average of 2.5 or above. Those 75 credits consist of the standard MDiv Bible & Theology core (30 credits), plus Bible & Theology Electives (12 credits), plus 21 credits (7 courses) in the Chaplaincy Concentration, and then finally one Clinical Pastoral Education (CPE) unit, worth 12 credit hours.

The total of 42 credits (30 + 12) of Bible and theology courses can be a combination of **transfer credits** and course work taken through Kairos Pacific University. Normally, at least 21 of those 42 credits must be completed through Kairos Pacific University.

MDiv Potential Fields of Employment:

The MDiv program prepares graduates for employment in:

- Ministry leadership (associate pastor, youth pastor, director of church ministries, etc.)
- Senior and preaching pastor positions
- Bible teaching pastor
- Missions
- Chaplaincy
- Christian non-profit Organizations
- Christian Education

MDiv Program Components: (72 credits total / 75 for the chaplaincy concentration)

The three main components in the MDiv program are:
- (1) Required Bible & theology courses (42 credits)
- (2) A program concentration (from 21 to 24 credits)
- (3) An internship (6 credits), or, a Clinical Pastoral Education Unit (12 credits)

(1) Bible & Theology Courses Required for all MDiv Students: (42 credits total)

Biblical/Theological Studies Core: 30 credits

Bible & Theology Electives   12 credits

(2) The Three Concentrations Options:

1. Pastoral Ministry   24 credits
2. Christian Counseling: 24 credits
3. Chaplaincy: 21 credits (of coursework / 7 courses)
                                + 12 credits of Clinical Pastoral Education (CPE)

(3) Internship Courses, or a Chaplaincy CPE Unit

- **Internships in the Pastoral Ministry or the Counseling Concentrations:**

   The normal requirement is that students in these two concentrations will take two internship courses / 6 credits.

However, for students in the Pastoral Ministry concentration who have extensive prior ministry experience: They do not need to take two internship courses; however, they are <u>not</u> granted the six credits for the internship; they must take two other MDiv courses instead. They must document their experience and submit a request to the Academic Dean's office in writing to be allowed to take other courses instead. The final decision rests with the Academic Dean's office.

- **Clinical Pastoral Education for MDiv Students in the Chaplaincy Concentration:** Students in the Chaplaincy Concentration will satisfy their internship requirement with a Chaplaincy Clinical Pastoral Education (CPE) unit; the course # is CP 608. One Chaplaincy CPE unit is the equivalent of four regular internship courses (12 credits). A CPE unit will have approximately 100 hours of classroom / cohort time, and approximately 300 hours in clinical visits.
  Please Note:
  A Chaplaincy MDiv will not be awarded until the CPE unit is completed.

(*The MDiv curriculum begins on the next page.*)

Master of Divinity Curriculum   24 Courses / 72 Credits*

(Reviewed & slightly revised, May 2024.)

[*Please Note: The MDiv Chaplaincy concentration requires 25 courses / 75 credits.]

Common Curriculum Components for All MDiv Students

Biblical/Theological Studies Core   30 Credits

BS 502 Hermeneutics
BS 503 OT Introduction
BS 504 NT Introduction
BS 515 Pentateuch, Foundation of the Bible

BS 604 The Gospels & the Life of Jesus
BS 617 The Book of Acts, the Earliest Church
BS 627 NT Epistles

TH 511 Revelation, and Theology Proper
TH 513 Soteriology and Christology

CH 525 Church History I:
      From the Apostles to the Late Middle Ages

Internship   6 Credits

PM 601 Internship I   (*required*)
PM 602 Internship II   (*required*)

To Note:
Students in the Chaplaincy Concentration will not take KPU's regular MDiv internship courses, but will satisfy their internship requirement with a Chaplaincy CPE unit instead. A Chaplaincy MDiv will not be awarded until at least one CPE unit is completed. See further under the Chaplaincy Concentration and the course descriptions, below.

Elective Bible & Theology Courses   12 Credits
(*choose 4 courses*)

GBL 519 Biblical Greek **
GBL 529 Biblical Hebrew **
**For students who wish to take Greek or Hebrew, we will make arrangements with qualified local faculty or with other approved schools.*

BS 501 The Authority of the Bible
BS 535 The Book of Psalms
BS 612 Old Testament Israel in the Pagan ANE
      (*with emphasis on the OT Historical Books*)
BS 614 OT Major Prophets
BS 619 OT Wisdom Literature
BS 635 Revelation

CH 526 Church History II:
      From the Reformation until Today

TH 516 Ethics, Philosophy, & Worldview
TH 609 Issues in Theology, and Theological Debate

CE 607 Christian Education

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The three MDiv Concentrations are listed on the next page.

MDiv Concentrations

Pastoral Ministry Concentration
24 Credits (choose 8 courses)

TH 522 The Person and Work of the Holy Spirit
TH 644 Apologetics I: The Defense of the Faith
TH 645 Apologetics II

PT 501 Pastoral Ministry
PT 502 Spiritual Formation & Development*
  *Students will normally take either PT 502 or PT 603.
PT 503 Homiletics
PT 504 Church Administration
PT 505 Theology and Practice of Worship
PT 545 Christian Leadership
PT 556 Church Planting & Growth
PT 557 Church Planting & Growth II

PT 602 Preaching Practicum
PT 603 Communion with God*
PT 626 Strategic Spiritual Warfare

MC 509 Inner Healing

GE 610 Digital Literacy

MS 513 Introduction to Missiology
MS 599 World Religions and Mission

Christian Counseling Concentration
24 Credits (choose 8 courses)

MC 501 Marriage and Family Counseling
MC 502 Child and Adolescent Counseling
MC 503 Christian Counseling & Addiction
MC 504 Counseling in Crisis and Trauma Settings
MC 505 Counseling and Holistic Healing: Body, Mind, and Spirit
MC 506 Christian Spiritual Formation; Integrative Holistic Theology
MC 507 Advanced Lifespan Development
MC 508 Counseling and the God-shaped Heart and Brain
MC 509 Inner Healing
MC 510 Christian Counseling & Personality Disorders
MC 511 Drama Therapy & Christian Counseling
MC 512 Transformational Counseling through Story, Drama, Dance, Music, and Art

MC 605 Difference Education and Counseling
MC 608 Neuro - Linguistic Psychology
MC 609 Positive Psychology
MC 610 Quantum Medicine and Transpersonal Psychology

Chaplaincy Concentration
7 required courses / 21 credits,
+ a 12-credit CPE Unit (CP 608)

CP 501 Introduction to Chaplaincy
CP 502 Ministry of Comfort, Hope and Healing
CP 503 Let's Get Clinical
CP 504 Self-Awareness Education

CP 605 The Wounded Healer Principle in Chaplaincy
CP 606 The Calling and Mission of Chaplaincy
CP 607 The Cross Prayer Model

CP 608 Clinical Pastoral Education Unit (12 credits)

Students in the Chaplaincy Concentration will satisfy their internship requirement with a Chaplaincy CPE unit.

One Chaplaincy CPE unit is the equivalent of four regular internship courses (12 credits). A CPE unit will have approximately 100 hours of classroom / cohort time, and approximately 300 hours in clinical visits.

One completed CPE unit will qualify students to serve in many areas of chaplaincy. However, the highest level of chaplaincy qualification (a board-certified chaplain) requires four CPE units. One completed CPE unit will commonly open the doors for a residency program.

Kairos Pacific University and the Chaplaincy Program Director will help chaplaincy students find CPE opportunities.

Kairos Pacific University

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Course Descriptions for the MAML and the MDiv Programs

Biblical Language Courses (GBL)

For students who wish to take Greek or Hebrew, we will make arrangements with qualified local faculty or with an approved school.

GBL 519 Biblical Greek
This course is designed to equip students with the ability to read the NT passages in Greek with the help of a Koiné Greek lexicon.

GBL 529 Biblical Hebrew
This course is designed to equip students with the ability to read the Old Testament texts in Hebrew with a certain degree of confidence.

Biblical Studies Courses (BS)

BS 501 The Authority of the Bible (3 credits)
This course looks at a full range of issues related to the question of the authority of the Bible, from whether biblical manuscripts have been copied carefully, to the question of canon (= which books should be in the Bible), to whether modern translations have deleted verses from the Bible, and more. The course will provide viable answers to these questions, and will give the student confidence in the truthfulness and the trustworthiness of the Bible.

BS 502 Hermeneutics (3 credits)
The 66 books of the Bible are not all written in the same style, in the same genre. In this course, students will develop a working understanding of multiple interpretive insights by which we can understand the variety of books in the Bible soundly. The course will address a number of the more subtle issues involved in careful Bible interpretation. The course also addresses the issue of manuscripts and textual criticism, and introduces the student to the origins and rationale of the "critical" approach of the Bible.

BS 503 Old Testament Introduction   (3 credits)
This course will introduce students to the historical background of the books of the Old Testament, as well as addressing the historical processes of its formation and canonization. The course will address how the Old Testament sets the foundation for reading and understanding the New Testament. It will highlight the importance of the OT covenants for correctly understanding and applying the Old Testament. It will also introduce students to the rationale & effects of the "critical" study of the Old Testament, as well as highlighting conservative replies to it.

BS 504 New Testament Introduction (3 credits)
This course will introduce students to the general historical context of the New Testament, as well as pointing out the specific settings into which many of the NT books were written. It will address the historical processes of its formation and canonization, and will also highlight significant theological contributions of several books of the New Testament. The course will examine how the New Testament interprets the Old Testament, and will also explain the importance of being informed regarding NT manuscripts in order to address the question of whether modern translations have "deleted" parts of the New Testament.

BS 515 Pentateuch, Foundation of the Bible (3 credits)
The Pentateuch as five books that, in fact, make up one book. The Pentateuch sets the stage from which we understand the rest of the Old Testament, and is also the foundation upon which Christian theology is built. Further, the course will highlight the importance of recognizing points of similarity between the Old Testament and the (pagan) worldview of the nations surrounding Israel, as well as the radical differences between them. It will also point out the importance of the covenants in the

Old Testament for understanding what elements of the Old Testament still apply to Christians today, which ones do not, and why. It will also introduce the student to the "critical" study of the Pentateuch.

BS 535 The Book of Psalms (3 credits)
This course presents insights and sets forth the background information which is vital for comprehending and fully appreciating the Psalms. In specific, it will point out the value of being familiar with Israel's history and with the covenants described in the Old Testament for understanding the Psalms. The course will survey the entire book of Psalms, and will focus on selected Psalms. In particular, this course will address the significance of the five-book structure of the book of Psalms. It will also introduce the student to the "critical" study of the Psalms. Finally, it will consider how the Psalms still speak to Christians today.

BS 604 The Gospels & the Life of Jesus (3 credits)
This course addresses the message of Jesus Christ, His person and work, as presented in all four gospels. It will also point out the value of examining & comparing the three Synoptics to identify the distinctive focus of each one.

BS 612 Old Testament Israel in the Pagan Ancient Near-east (3 credits)
Based primarily on a study of the OT Historical Books, this course examines the main events, developments, and lessons to be learned, from the history of Israel and of God's dealings with Israel as recorded in these books. The course devotes particular attention to comparing and contrasting the Old Testament's monotheistic view of God with the pagan worldview. It highlights the different ways they understand the nature of God and especially what God wants from us. It also points out the influence that paganism had on many Israelites, and how that informs how we understand OT passages which reflect that influence. Finally, the course will consider how the OT Historical Books contribute to the overall message of the Old Testament, and then finally, how they apply to Christians today.

BS 614 OT Major Prophets (3 credits)
This course introduces students to the contents and literary qualities of the major prophets. including Isaiah, Jeremiah, Ezekiel, and Daniel, in light of their historical background and their developing theological content.

BS 617 The Book of Acts, the Earliest Church   (3 credits)
This course is on the emergence of the early Christian church as recounted in the Acts of the Apostles. It invites students to pay attention to the historical context of the work, the literary techniques of the author, and the abiding theological lessons for Christian faith and practice today.

BS 619 OT Wisdom Literature (3 credits)
This course introduces to students the biblical wisdom literature in the Books of Job, the Proverbs, and the Ecclesiastes, together with the impact of wisdom literature on the New Testament.

BS 627 New Testament Epistles (3 credits)
This course is designed to equip students with a significant knowledge of Paul's epistles and the NT General Epistles: Hebrews, the epistle of James, 1 & 2 Peter, the three epistles of John, and the epistle of Jude.

BS 631 Selected NT Book(s), in Depth (3 credits)
This course will study a selected NT book, or set of books, in more depth and detail. It will provide the student a rigorous practical example of what is involved in working carefully through NT passages understand them, and then to prepare to preach or teach from them.

BS 635 The Book of Revelation (3 credits)
This course is an in-depth study of the Book of Revelation using the sound interpretive approach to the Bible developed in prior Bible & hermeneutics courses. It will examine the major passages in the Bible that connect to the book of Revelation, with a view toward developing a biblically integrated understanding of the end-times events. The course will also survey and assess the major differing views of Revelation that have been set forth by the Bible-believing community.

Theology Courses (TH)

TH 511 Revelation, and Theology Proper
This course focuses on the biblical doctrine of God: his attributes, and his Trinitarian nature; and also on the doctrine of revelation, inspiration, and Scripture.

TH 513 Soteriology and Christology
This course focuses primarily on two doctrines: (1) How we understand salvation (soteriology), and (2) The central doctrine of the Christian faith: how we understand the person & nature of Jesus Christ (Christology), and how that relates to how he saved us. The course will address these concepts, especially soteriology, in light of a Wesleyan perspective.

TH 516 Ethics, Philosophy & Worldview (3 credits)
This course sets forth a systematic approach to Christian morality & ethics via a thoughtful examination of the pertinent biblical principles and their implications for one's philosophy and worldview, and their combined applications to life in the contemporary world. In particular, the course explores the challenges facing Christians as they encounter today's technological and largely post-Christian culture. The course will address the impact of emergent technologies on the church, as well as the reality of contemporary ethical and theological worldviews in conflict, with a view toward articulating practical principles for leading and discipling others in today's world.

TH 522 The Person and the Work of the Holy Spirit (3 credits)
This course is an in-depth study of the person and work of the Holy Spirit, based primarily on the teachings of Scripture, but also examining the theological conclusions developed over history of the church. The course will address: the role of Holy Spirit in the Old and New Testament eras, the question of how and when Christians receive the Holy Spirit, the nature of the fruit of the Spirit, and the question of the modern-day manifestation of the gifts (esp. tongues, healing, and spiritual deliverance).

TH 609 Issues in Theology, and Theological Debate (3 credits)
This course examines selected issues which have sometimes become divisive among Christians, and encourages students to hear and to thoughtfully understand the "other" positions, and to bear in mind not only their theological logic, but also the history involved. The readings will come from primary sources, from major voices in these debates. The course encourages students to consider whether, on some issues, the Scriptures should be understood as teaching "both-and," rather than a stark "either-or."

TH 644 Apologetics I: The Defense of the Faith (3 credits)
The topics of this course include apologetic method, faith and reason, miracles and natural law, theistic proofs, the problem of evil, creation, and evolution. Course emphasis may be adjusted to the interest of the class.

TH 645 Apologetics II – Contemporary Post-modern Apologetics
Thinking well about Scripture also means being able to answer the hard questions posed in the culture and church today. This course pays special attention to Old Testament controversies that in today's conversation provoke criticism of the Bible as a reliable source of spiritual, theological, and

historical truth. The goal is to expose how scholarly discussions, as well as amateur discussions (those in the media or online environments), often misrepresent these controversial biblical topics.

Historical Theology Courses (CH)

CH 525 Church History I: From the Apostles to the Late Middle Ages (3 credits)
This course is an exploration & examination of the development of Christianity from the Apostolic Period to the Late Middle Ages (just before the Reformation). It addresses them in the context of the larger developments of Western history. Emphasis is placed upon the central historical figures and theological issues, with attention given to their importance for Christian ministry today. Major primary texts and interpretive studies will be read.

CH 526 Church History II: From the Reformation until Today (3 Credits)
This course examines the great events and developments of the Reformation, and then moves forward from there to modern times. It highlights the great doctrinal and practical debates involved in the Reformation, showing their effects to the present day. It also points out the significant connections that events in the history of the church have to contemporary events in Western history. It pays special attention to the doctrinal debates within Protestantism in the 1600s', and finally examines the major developments within Christianity from then until modern times.

Practical Theology Courses (PT, & CE, and one GE course)

PT 501 Pastoral Ministry (3 credits)
This course focuses on the discipline of an applied ministry and seeks to integrate spirituality, theology, and community. This course views ministry as a living and practical experience.

PT 502 Spiritual Formation & Development (3 credits)
This class provides the framework and theological foundation for holistic spiritual development and formation of individuals, family, and community.

PT 503 Homiletics (3 credits)   (*This course was previously listed as PT 645.*)
This course encourages the development of crucial resources, skills, and confidence in communication of the Gospel. Both theological and practical questions about the nature of preaching are explored and discussed.

PT 504 Church Administration (3 credits)
In this course, students will engage with the pastor's responsibilities for the management of ministry, including recognizing needs, planning, organizing, motivating, evaluating, and revising church programs.

PT 505 Theology and Practice of Worship (3 credits)
This course is designed to introduce students to the Biblical, theological, and historical understandings of worship. Students are expected to be able to critically relate these resources to their own worship settings via a thorough analysis of contemporary traditions.

[PT 510 Online Ministry Essentials]   (*This course is now GE 610, Digital Literacy, listed below.*)

PT 538 Organic Church
This course will start with an overview of societal trends that demonstrate clearly this world is changing rapidly and we cannot stop or change that, but must adapt to an expression of church that can thrive in chaos. Then it will explain how the body of Christ can emerge naturally and more fully

represent Christ to the world. // *This courses may be substituted for PT 556, Church Planting & Growth.*

PT 545 Christian Leadership (3 credits)
This course presents students with biblical perspectives on leadership, highlighting where they sometimes align with, and sometimes differ from, the world's assumptions. It introduces students to Christian resources for spiritual growth and effective ministry, and to the disciplines which promote long-term personal spiritual growth.

PT 556 Church Planting and Growth I (3 credits)
This course addresses the principles and procedures of planting churches and helping them grow. It is based on both the underlying biblical principles involved as well as on wisdom gained from experience. This course is commonly taught in coordination with Dynamic Church Planters International (DCPI; their 'Healthy Church Dynamics' and their 'Church Planting Essentials' segments).

PT 557 Church Planting & Growth II (3 credits)
This course moves from the foundations of planting a church to developing the particular skills and insights for equipping a church to become <church planting church>. This course is commonly taught in coordination with Dynamic Church Planters International (DCPI; their 'Churches Planting Churches' and their 'Mentoring Church Planters' segments).

PT 602 Preaching Practicum (3 credits)
This is a course for those students who want to further sharpen their preaching skills in terms of drafting and delivering their sermons by equipping them with an advanced knowledge of biblical, theological foundations of preaching as well as a proficient homiletic practice.

PT 603 Communion with God (3 credits)
A ministry elective course on how to recognize God's voice and differentiate it from all of the other voices that bombard our hearts and minds. This course will help you discern the voice of the Lord within your heart, clearly and consistently, leading to a deeper intimacy with Him as well as greater faith, hope, and joy.

CE 607 Christian Education (3 credits)
An exposition of the biblical and theological foundations for Christian Education, with practical implications for developing an effective Christian Education ministry. This course involves a reflective study of the various theological and philosophical foundations underlying Christian education.

GE 610 Digital Literacy   (*This course was previously listed as PT 510, Online Ministry Essentials.*)
This course is an introduction to computer science for professionals, designed for managers, product managers, founders, and decision-makers. Whereas some computer & online skills courses take a bottom-up approach, emphasizing mastery of low-level concepts and implementing details thereof, this course takes a top-down approach, emphasizing mastery of high-level concepts and design decisions related thereto. Through lectures on computational thinking, programming languages, hardware, internet technologies, web development, technology stacks, and cloud computing, this course empowers you to make technological decisions even if not a technologist yourself. You will emerge from this course with first-hand appreciation of how it all works and all the more confidence in the factors that should guide your decision-making in the marketplace or in ministry. The lectures will be given both in live Zoom sessions as well as video recordings.

PT 626 Strategic Spiritual Warfare.   *** *Dr. Grace: We need a course description for this course.*

[PT 645 Homiletics]   (*This course is now PT 503, listed above.*)

Organizational Leadership Courses (OLMA)

OLMA 501 Foundations of Organizational Leadership: History, Theory, Development,
       and Application (3 credits)
In this course, students will explore the history, theory, and development of organizational leadership from the wisdom literature through the evolution of leadership/management throughout history.

Missiology Courses (MS)

MS 513 Introduction to Missiology (3 credits)
This course introduces the students to the study of missions, with an emphasis on biblical foundations of mission, the communication of the Gospel in varying cultures, the motives, goals, and methods of mission outreach.

MS 519 Evangelism and Mission in the Postmodern Era (3 credits)
This course focuses on the biblical and theological presuppositions of the church growth and concrete strategies of evangelism in the postmodern context.

MS 599 World Religions and Mission (3 credits)
This course introduces students to a comparative study of world religions and equips students to understand and practice the Christian mission and evangelism in a religiously pluralistic context.

MS 637 Power Encounters in Missions & Evangelism (3 credits)
Scripture teaches that the primary means of evangelism is to share the gospel with clarity and conviction, and then to call on the listeners to repent and believe the gospel. But often Christians encounter a reaction that more directly manifests forces of spiritual darkness. And other times, the listeners may ask "*What can your God do? Can he heal someone?*" This course will address such "power encounters" and deliverance ministry and will examine them in light of Scripture and a biblical worldview.

Counseling Courses (MC)

[*These are the counseling courses for the MDiv Christian Counseling Concentration; the course descriptions for the MAC programs (MAC/SUD, MAC/MFT, etc.) are listed separately, after the MAC and MACP programs, below.*]

MC 501 Marriage and Family Counseling (3 credits)
This course introduces current theories and methods of marital and premarital counseling. The course includes studies of mate selection, gender specifics, marriage development and pathology, divorce, as well as different assessment tools and intervention strategies. Emphasis is placed on adult developmental, ethnic, and cultural considerations as well as spiritual development. A broad theoretical and practical foundation for counseling families is provided. The course introduces a survey of current approaches to family therapy with an emphasis on various systemic models of psychological family functioning and psychotherapeutic interventions. The specific issues of marriage, divorce, childbirth, child-rearing, parenting, step parenting, blended families, as well as diversity, poverty, deprivation, and financial and social stress, as well as spiritual development, are reviewed and discussed.

MC 502 Child and Adolescent Counseling (3 credits)
This course provides an understanding of a broad range of childhood and adolescent problems and disorders. The student will learn a variety of therapeutic modalities that will allow the student to

assess the impact of developmental issues, family dynamics, social environments, and multicultural issues in children and adolescents as well as interventions and treatment strategies.

MC 503 Christian Counseling and Addictions (3 credits)
This course explores all aspects of Christian counseling for people struggling with addictions. A range of addictive behaviors are studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. In addition to providing theological perspectives on the addictive process, this class will help participants develop the understanding and skills needed by a Christian counselor and caregiver who seeks to help individuals and families affected by addiction.

MC 504 Counseling in Crisis and Trauma Settings (3 credits)
This advanced course equips Christian counselors and chaplains with an extensive understanding of crisis intervention, trauma counseling, and pastoral care in challenging settings. Students will explore various forms of abuse, life stressors, and end-of-life issues while learning practical interventions using evidence-based techniques and addressing spiritual dimensions of healing. The curriculum emphasizes assessing, intervening, and facilitating the healing of developmental wounds from various traumas, integrating prior knowledge with new skills in crisis intervention and trauma-informed care. Throughout the course, students will enhance their ability to provide pastoral diagnosis, offer appropriate reflective listening, and understand their role in providing comfort, hope, and healing in diverse crisis and trauma settings.

MC 505 Counseling and Holistic Healing: Body, Mind and Spirit (3 credits)
This course is designed to help students learn about the holistic relationship between body, mind, and spirit through evidenced based neuropsychological research. The course explores the relationship between the neurophysiology of the brain and emotional, cognitive, and behavioral functioning. The course also introduces current research and practices of mindfulness and its impact on brain neurophysiology, emotional states, and behavior.

MC 506 Christian Spiritual Formation; Integrative Holistic Theology (3 credits)
This class provides the framework and theological foundation for holistic spiritual development and formation of individuals, couples & families. It is a multi-disciplinary approach that integrates the truth from Psychology and other Social Sciences with the truth from the Revelation of the Bible. This gives students a comprehensive integrative model from which to understand man and empowers students to address the process and practices that our Heavenly Father uses to transform the whole person into the complete and full image of Christ for the glory of God.

MC 507 Advanced Lifespan Development (3 credits)
The purpose of this course is to help students learn and utilize the different lifespan perspectives by focusing on the stages of human development and the effects of developmental issues on individuals, couples, and family relationships, at each stage of the lifespan. This course will discuss the different theories of development i.e. cognitive-developmental, learning theory, psycho-analytic, behavioral, psychosocial, attachment, etc. in an array of cultural contexts. Special attention is given to developmental stressors of economics, ethnicity and race, poor educational achievement, inadequate housing, abuse, and neglect and how they impact intrapsychic and psychosocial development across the lifespan.

MC 508 Counseling and the God-Shaped Heart and Brain (3 Credits)
This course is designed to provide students with an in-depth understanding of the neuroscience of the brain and will teach students counseling skills on aiding clients in learning to differentiate between religious natural law and imposed law. Students will be able to explore how the Biblical record of God's law and tradition slowly changed humanity's conception of God and His law.

Students will discover how neuroscience and Scripture come together to bring healing and transformation to the hearts and lives of individuals.

MC 509 Inner Healing (3 credits)
In this course the students learn the theory and theology behind how to think like an inner- healing practitioner. The students acquire inner-healing models and tools in order to build up a firm foundation on how to apply them. This course also helps students learn the basic skills needed to conduct an inner healing session regardless of the model they use. The students will learn various theories and theology to specific issues and how each one can be applied appropriately and ethically in different situations.

MC 510 Christian Counseling & Personality Disorders (3 credits)
This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality, addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals in terms of Christian counseling and care.

MC 511 Drama Therapy & Christian Counseling (3 credits)
This course explores the theory and practice of creative drama in a Christian educational and therapeutic setting. It demonstrates and offers experiential practice in using the techniques of story dramatization, ongoing drama, pantomime, theatre games, and other informal drama processes with a therapeutic purpose in a Christian Counseling context.

MC 512 Transformational Counseling through story, Drama, Dance, Music, and Art (3 credits)
Students will explore the therapeutic use of movement, art, music, poetry, and drama in individual and group psychotherapy through experiential exercises and special assignments. Digital media, phototherapy, cinema therapy and video therapy will also be a part of the discovery. Students will be invited to find different methods of integrating drama and creative arts therapies in their personal lives and with the clients they serve. Applications to various populations and treatment settings will be demonstrated through personal case histories and videos.

MC 601 Group Therapy (3 credits)
This course introduces the student to the theories and techniques of group counseling and therapy. The student will learn goals, dynamics, process, developmental stages and strategies of group process and therapy. Multicultural, adult developmental and spiritual formation issues will also be discussed.

MC 602 Advanced Psychology (3 credits)
This course is designed to expand on interrelationships between body, neurons, emotions, and cognitions through language phenomena. The language people learned from their family and environments, along with religions have a significant influence on thoughts and emotions and furthermore on their identity, belief system, and capabilities. Throughout this course, students will learn the role of the linguistic central nerve system, neuro-mechanics, and the thought process of language. Students will also learn how to apply these concepts in the healing and recovery process.

MC 603 Cross Cultural Counseling (3 credits)
This course explores cultural values, norms, distinctives, practices, and spirituality of various identified cultures. Students will learn about assessment and intervention strategies for the various identified cultures from a mental health and spiritual formation perspective for individuals, couples, and families.

MC 604 Legal, Ethical, & Moral Issues in Christian Counseling Practice (3 credits)

This course introduces students to legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. Also covered in this course, are contemporary professional ethics and statutory, regulatory, and decisional laws. The course material reviews clinical, and practical considerations that are common in the legal and ethical practice of marriage and family counseling. Students will learn the current legal patterns and trends in the mental health profession as well as confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent. The course is designed to help students understand as well as explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.

MC 605 Difference Education and Counseling (3 credits)
This course is designed to provide the students with an in-depth understanding of the three factors of Difference. Throughout the course, students will discover and learn their own innate difference. Students will gain substantial understanding of the difference of surrounding people, giving them an opportunity to expand their receptivity of those unlike themselves. Students will also learn practical tools that will enable them to grow in their ability to show empathy and patience toward others. The course will equip students to understand their own innate difference disposition that may lead them to solidify their future career or ministry direction. It will encourage students to develop a closer relationship with God as they understand their own shortcomings in their difference.

MC 606 Advanced Multicultural Dynamics in Counseling (3 credits)
This course explores cultural values, norms, distinctives, practices, and the spirituality of various identified cultures in the state of California. Students will learn about and become familiar with cultural competency, sensitivity, as well as with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The class will identify the multicultural development and socialization of cross-cultural interactions, including experiences of race, ethnicity, class, sexual orientation, gender, and spirituality into the psychotherapeutic process. The course will also include assessment and intervention strategies for the various identified cultures and will teach on the effects of socioeconomic and educational status on psychosocial development and treatment. The course approaches cultural and multicultural dynamics from a mental health and spiritual formation perspective for individuals, couples, and families.

MC 607 Holistic Ministry, Spirituality, and Counseling (3 Credits)
This course is designed to help students learn the essential foundation of holistic ministry and spirituality between body, mind, and spirit through the inter-workings of the heart and brain. The course explores the functions of the heart and brain based upon philosophical, psychological, and traditional views, as well as recent discoveries in Neurology, Cardiology, and Quantum Physics. The course will further explore the logic and values that are derived from the theological, physiological, and psychological roots of holistic ministry. This course explores the theological roots of gratitude as a virtue within the Judeo-Christian tradition and will follow scientific dispositional dimensions of gratitude. Students will also learn how to aid people in the pursuit of holistic healing from an eternal perspective.

MC 608 Neuro - Linguistic Psychology (3 credits)
The course is designed to expound on interrelationships between body, neurons, emotions, and cognitions through language phenomena. Students will learn how the formal structures of human language; sociocultural aspects of language use; and the cognitive aspects of language representations, language acquisition, and language processing all work together to help us form our thoughts, emotions, belief systems, and our capabilities as human beings. Students will have the opportunity to acquire skills on how to apply the concepts of neuro linguistics in healing and recovery.

MC 609 Positive Psychology (3 credits)
The course is designed to help students learn the importance of non-cognitive
abilities and their role in character formation that can help a person overcome adversities in order
to help them lead a successful and healthy life. Students will learn the important roles of positive
emotions such as gratitude and joy in nurturing non-cognitive abilities and will have an opportunity
to self-practice those skills. They will also learn the intimate relationship between non-cognitive
skills and the central nervous system such as prefrontal cortex and orbitofrontal cortex.

MC 610 Quantum Medicine and Transpersonal Psychology (3 credits)
In this course students will learn quantum medicine and psychology based on
quantum physics, and transpersonal psychology. Students will be taught the intricate
relationship between body and soul/spirit and the importance of soul/spirit care for
the sake of holistic healing. They will also learn about soul care skills for the
purpose of healing the physical body.

Chaplaincy Courses (CP)

CP 501 Introduction to Chaplaincy (3 credits)
Its emergence as specialized Pastoral Care and Counseling including biblical models; practical
interventions; theology of suffering; range of contexts and venues from military to hospital, while
exploring current challenges to "think outside the box" engaging culture at every turn in shaping the
mosaic face of Chaplaincy.

CP 502 Ministry of Comfort, Hope and Healing (3 credits)
[*May be taught in connection with MC 504,* Counseling in Crisis and Trauma Settings.]
"Soul Physicians." The Chaplain. Theory and Praxis. *Images of Pastoral Care* by Dykstra.
Exploring the metaphors for Chaplain such as "spiritual hitchhiker." Creating our own metaphors.
The distinctions between the role of Pastor and Chaplain? Role plays. Interactive learning.
This course equips Christian counselors and chaplains with an extensive understanding of crisis
intervention, trauma counseling, and pastoral care in challenging settings. It emphasizes assessing,
intervening, and facilitating the healing of developmental wounds from various traumas, integrating
prior knowledge with new skills in crisis intervention and trauma-informed care. Throughout the
course, students will enhance their ability to provide pastoral diagnosis, offer appropriate reflective
listening, and understand their role in providing comfort, hope, and healing in diverse crisis and
trauma settings.

CP 503 Let's get Clinical (3 credits)
Defining and engaging in the "clinical" process. Definitions, terms, dynamics, "evidence-based
outcomes." Community Chaplaincy, healthcare, Palliative, Hospice, Mental Health, Post Traumatic
Stress, Addictions, Moral Injury, Multiple diagnoses, Suicidal ideation. Medical Research project.

CP 504 Self-Awareness Education (3 credits)
Recognition and application of self-awareness education as part of the sanctification process in the
individual and group faith journey. The study of inter-personal relationships as related to the "living
human document." Likely required books include: *Out of the Depths* by Anton Boisen, father of
modern Clinical Pastoral Training. *Feelings Buried Alive Never Die* by Karol Truman. *Recalling Our
Own Stories* by Wimberley. Based on research by the Tavistock Foundation on Interpersonal
Group Dynamics.

CP 605 The Wounded Healer Principle in Chaplaincy (3 credits)
Hurting people hurt people while healed people help the hurting. "Physician, heal thyself." The
essence of pastoral care begins with our own wounds, brokenness, and afflictions. Eye specks and

logs. Naming the pain. Calling out the 'pink elephant.' Standing between life and death. Likely required books include: *When Helping You is Hurting Me* by Carmen Rene Berry. *Struggle Well* by Falke and Goldberg. *Wounded Healer* by Henri Nouwen.

CP 606 The Calling and Mission of Chaplaincy (3 credits)
The student's autobiographical sketch plays a significant role in the connection and bond between the calling and mission emerging from individual experience and Spiritual gifts. The "call" precedes the affirmation ('burning bush'). Analysis of Spiritual Gifts and family genogram illuminate the path. Mission engagement provides a doorway to cross cultural ministry. Learning to connect the dots.

CP 607 The Cross Prayer Model (3 credits)
Definition and application of Jesus' suffering' to our stories of suffering. Using the Cross Prayer model as intervention and as a catalyst for self-examination. Likely required books include: *Straight 2 the Heart Ministry* by Paul Coneff. *Hidden Half of the Gospel* by Paul Coneff. *Brutally Honest* by same author. One book will suffice. There will be practical application and discipling of the prayer methodology in class.

CP 608 One Full Clinical Pastoral Education Unit (12 credits)
The CPE Unit includes class instruction, didactics, case studies, clinical practice of 300 hours as a Chaplain Intern and 100 hours of curriculum-based Clinical Process. *This CPE Unit satisfies Kairos Pacific University's Internship requirement.*

Graduate-level Internships, CPE Units, and the MAML Capstone Project (PM)

Internships for the MAML:
MAML students enrolled in one of the three designed track options will take an internship as part of their program. They will take either one or two internship courses, depending on their prior ministry experience. The internships will be supervised, and will be in the area of their concentration. They are usually taken during a student's second year.

For MAML students who choose and qualify for **the "Open Track" option**, instead of taking an internship, they will normally take PM 512, a one-credit **Capstone Project.**

The MAML internship and capstone project courses are as follows:

PM 501   Internship   (1 credit)

PM 502   Internship (2 credits)

PM 503   Internship (2 credits)

PM 512 Capstone Project (1 credit)
A Capstone Project is a planned ministry endeavor which should reflect and incorporate multiple elements from what the student has learned in the MAML. The project will be supervised by a KPU faculty member or administrator, and evaluated. A proposal for the project must be submitted to the course supervisor in writing in advance. The project may take a variety of forms.
[Possible examples of capstone projects: a sermon series; a membership course for their church; an extensive leadership / biblical training program for new leaders in their church; a new church ministry or a significant reorganization of an existing one; a proposed outreach or a service event or project.]

Internships and CPE Units for the MDiv:

Internships for the Pastoral Ministry or Christian Counseling Concentrations:

Students enrolled in the Pastoral Ministry or the Christian Counseling concentration of the MDiv will take two internship courses. The internships will be supervised, and will be in the area of their concentration. They are usually taken during a student's second or third years.

PM 601 Internship (3 credits; required)

PM 602 Internship (3 credits; required)

Clinical Pastoral Education (CPE) Unit for Students in the MDiv Chaplaincy Concentration:

Students in the Chaplaincy Concentration will not take KPU's regular MDiv internship courses, but will satisfy their internship requirement with a Chaplaincy CPE unit.

CP 608 Clinical Pastoral Education Unit (12 credits)

 This course is also listed under the Chaplaincy courses, above.

This course (CP 608) constitutes one CPE unit. One Chaplaincy CPE unit is the equivalent of four regular internship courses (12 credits). The CPE unit will have both classroom instruction and supervised clinical experience. It will have approximately 100 hours of classroom / cohort time, and approximately 300 hours in clinical visits.

[One completed CPE Unit will qualify students to serve in many areas of chaplaincy. However, the highest level of Chaplaincy qualification (a board-certified chaplain) requires four CPE units. One CPE unit will commonly open the doors for a residency program.]

***
Dr. Grace & Dr. Ross:
This is where all of the new and/or revised counseling programs go.
I have completely deleted <u>all</u> of the others from this draft, including the course descriptions.
Of course, that info <u>is</u> all available in the earlier draft, Draft #06.

Doctor of Ministry Program (DMin)
(3 years, 40 Credits)

Category:	Credits for the Main Courses in the Program	Electives	Final Project / Thesis	Total Credits
# of credits:	34	- -	6	40

1. General Description and Program Objective:

KPU's DMin is designed to equip ordained pastors and missionaries with dynamic and effective pastoral/missional leadership skills for the contemporary postmodern world. To that end, this program provides students with concrete ministerial knowledge and skills necessary for their ecclesial and missional ministries to flourish in the evolving cultural contexts of the contemporary world. The curriculum fosters orthopraxy in today's ever-evolving pastoral and missional settings while being

deeply rooted in the evangelical tradition faithful to the Gospel of Christ. To accomplish this goal, students can choose between three concentrations: Missional Church Leadership, Ministry and Counseling, or, Ministry and Coaching.

2. Student Learning Objectives: Students are expected to:

(1) discover and affirm their God-granted ministerial gifts and visions and to envision a concrete road map of ministry.
(2) foster a vision of ministry rooted in the Bible and the evangelical tradition.
(3) develop their unique tools that are employable for fruitful ministry in the 21st-century ecclesial and missional contexts. As a final project, they will have completed their work by publishing it as a book.

3. Admission Requirements

1. At least three years of significant ministry experience.
2. A completed and signed application form.
3. Two recommendation letters: one from an academic mentor, one from a pastoral mentor.
4. An essay (personal and ministry background with vision statement).
5. A transcript of your undergraduate degree from an accredited institution.
6. A transcript of your M.Div. degree (or its equivalent) from an accredited institution.
7. An overall GPA of 2.5 in graduate study. A student with a GPA below 2.5 may petition for conditional acceptance.
8. A non-refundable application fee.

4. Potential Fields of Employment:

The DMin program prepares graduates for employment in:

- Senior pastor / preaching pastor positions
- Significant leadership positions & staff supervision in a large church / mega-church
- Leadership positions in a large Christian ministry / non-profit organization
- Ministry leadership (associate pastor, director of church ministries, etc.)
- Chaplaincy

5. Program Overview:

Year One (in residence or online) - *Foundation*	Research Writing course, + First two courses with 5-day sessions, + Cohort Presentations at Meetings #1 and #2. : Laying Foundations for Research
Year Two (in residence or online) - *Exploration*	Second two courses with 5-day sessions, + Cohort Presentation at Meetings #3 and #4. : Formulating the Final Project (by fulfilling four course projects to develop and concretize a project or a research topic)
Years Three (in residence or online) – *Immersion*	Focusing on specific topics + Honing a Final Project topic via consultation with a primary mentor; structuring and completing the writing : Completing the Final Project / Thesis

6. Major Components of the Program

1) Advance Course Preparation (4 times)

In each semester, before the 5-day group class sessions take place, students may be assigned preparatory readings by the faculty. If preparatory readings are assigned, students are to devote one day per week in preparation for the upcoming class session. Those required readings will be roughly 2,400-2,500 pages for a four-credit course. The readings provides the theoretical basis for the analysis of practical situations in ministry. Depending on the specific requirements of a particular course, students may be required to write book reviews on two books in those preparatory readings, which they will submit <u>before</u> the 5-day Zoom class session, and also to make a presentation on those readings in that class session.

2) Courses with 5-Day Class Sessions (4 times)

In each year, students will take two courses which have 5-day long class sessions. They may take those class sessions in-residence or online. Students who take the course online may join the sessions live (if possible), or watch them later. By taking these courses, students will acquire an extensive knowledge of the theological and biblical foundations of ecclesial ministry as well as the effective praxis of the Church's missionary identity in pastoral and missional settings.

3) 3-day Zoom Conference Presentations for Peer Review (4 times)

After the 5-day class session for each course, students are required to develop and carry out either research or a ministry project that are related to that course. That assignment is both the assignment for that specific course, but also is intended to contribute toward the student's final project. To that end, they will participate in a 3-day Zoom conference in which students present their research topics or the ministry project so that they can further concretize their final project or research topic through peer reviews. Students must complete this component of their project or research topic (a minimum length of 5,000 words or 20 pages) to advance in the program.

4) Final Project / Thesis (1 time)

A final project constitutes the culmination of their previous learning throughout the program. Students must demonstrate competencies to engage in ministry as scholar-practitioners. In their final project, students are commonly expected to engage with real-world ministerial contexts. In addition to a primary reader, students will be assigned a second reader. These two faculty members form a project committee and guide their students in completing their final projects. Each student must successfully present the completed final project to his/her mentors.

7. The Assessment of Learning Outcomes

Students must have a comprehensive and critical understanding of church leadership in cross-cultural ministry and a concrete blueprint of their ministries within their church and mission field settings. KPU will maintain an evaluation process to make sure that the curriculum meets the needs of students and the overall goals of the program by adopting an effective assessment survey.

Furthermore, for an ongoing systematic evaluation of instructional results, a strict grading policy will be adopted. Each syllabus articulates grading policies, including specific evaluative criteria and methods. The assessment committee will use the outcomes assessment data to develop the curricula.

8. Minimum Acceptable Grades for the DMin Program

The minimum required overall GPA to graduate from the DMin program is a 3.0, a "B".
The acceptable grade range for DMin courses is A, A-, B+, B, and B-. Any course for which a student receives a grade lower than B- will not count toward completing the DMin program. If a student

receives a grade of C+ or lower in a course, the student may request an "academic extension" to attempt bring their work for that course up to a "B-" or better, as described in the next paragraph.

9. An Academic Extension to Improve the Grade in a Course for which a DMin Student Received a Grade of C+ or Lower:

For a DMin course for which a student receives a grade of C+ or lower, the student may be granted an "academic extension." In the academic extension, at the professor's discretion, the student will either re-accomplish the major assignment for the course, or, will be assigned a new and different assignment which would materially contribute to the insights and skills that the student should acquire from the course.

For a DMin student who is granted such an academic extension, they will be charged **the current cost of one credit-hour** for the DMin program (for the AEU main campus: 2025-2026: $550; for the Kairos Pacific University branch campus, 2025-2026: $600). The extension should last no longer than one month, or at most six weeks if over a major academic break. Any such academic extensions of a DMin course must by reviewed and approved by the Academic Dean's office.

The new grade, if higher, will replace the former grade in computing the student's grade-point average, and if the new grade is a B- or higher, the course will count toward completing the DMin program.

> **To Note:** *A student is not to be awarded a higher grade simply for doing more work. The work that is done for an academic extension in the DMin program must demonstrate acceptable doctoral-level quality in order for the student to receive an improved grade.*

10. Academic Probation within the DMin Program:

A student in the DMin program may be placed on academic probation for either of the following two reasons:

1. A student in the DMin whose overall GPA falls below 3.0 will be placed on academic probation.
2. A student in the DMin Program who receives grades of C+ or lower in two courses in the same semester will be placed on academic probation.

DMin students who are placed on academic probation will remain on academic probation until their overall GPA rises to 3.0 or higher. While a student is on academic probation, *as long as the student maintains a 3.0 in their subsequent course work*, they may remain in the DMin program. [However, their overall GPA must reach 3.0 in order to graduate.]

If a student fails to achieve a 3.0 GPA for their current work while they are on academic probation (= they have a semester for which their GPA is less than 3.0), they will be dismissed from the program.

11. The Three Concentration Options (Tracks) for the DMin Program

1) Track I: Missional Church Leadership (40 Credits)

This track is designed to help students to cultivate the ability to critically evaluate their ministries from the theological and practical perspectives of the missional Church. In so doing, they are invited to sharpen relevant ministerial and missionary skills so that their ministries can thrive in the diverse contexts of the contemporary postmodern world.

Missional Church Leadership Sequence of Courses:

Year	Semester	Format of Course	Course Number / # of Credits	Course Title
Year One	Before 1st Semester	At home, online.	DMGM 701 (Online) / 2 credits [Common course]	Introduction to Online Learning and a Research Writing Project (I) *Must be completed before taking DMGM 702.*
	1st Semester	5-Day Class Session	DMGM 702 / 4 credits [Common Course]	Missional Context Analysis (I)
		At home, via a 3-day Zoom session.	DMGM 703 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #1 (I)
	2nd Semester	5-Day Class Session	DMGM 704 / 4 credits	Missional Church and Practice in Postmodern Era (I)
		At home, via a 3-day Zoom session.	DMGM 705 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #2 (I)
Year Two	3rd Semester	5-Day Class Session	DMGM 706 / 4 credits	Missional Culture Making (D)
		At home, via a 3-day Zoom session.	DMGM 707 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #3 (D)
	4th Semester	5-Day Class Session	DMGM 708 / 4 credits [Common Course]	Missional Leadership Change (D)
		At home, & via a 3-day Zoom session.	DMGM 709 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #4 (D)
Year Three	5th & 6th Semesters	At home, + Presentation to Mentors	DMGM 710 / 6 credits	The Completion of the Final DMin Project (M)

Explanations/Notes:

- [Common Course] means all DMin students take these courses.
- After each cohort presentation meeting, students are required to submit their lecture notes, two book reviews, and a research paper.
- I = Introduced, D = Developed and Practiced with Feedback, M = Mastery at the level appropriate for Graduation.

Course Descriptions

DMGM 701 Introduction to Online Learning and a Research Writing Project (2 credits)

In this course, students learn research methods and online learning tools. They are required to complete this course before the first semester kicks off.

DMGM 702 Missional Context Analysis (4 credits)
This course introduces students to the biblical and theological grounds of a missional church and the core theoretical and practical principles for an organic leadership. This course is 5 days long (5 hours each day).

DMGM 703 Cohort Presentations for Peer Review, Session #1 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 702 and concretize the final project topics through Zoom peer-review meetings for **3 days** (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMGM 704 Missional Church and Practice in Postmodern Era (4 credits)
This course focuses on cultivating practical principles of creative, inspiring, and transformative leadership in the context of a postmodern society by learning from the exemplars of the missional church introduced in the lecturer's books: *Re-Form Church* and *Re-New Church*. This course is 5 days long (5 hours each day).

DMGM 705 Cohort Presentations for Peer Review, Session #2 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 703 and concretize the final project topics through Zoom peer-review meetings for **3 days** (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMGM 706 Missional Culture Making (4 credits)
This course equips students with missional imagination and consciousness for living out the identity of the church as a missional movement by making a transformative impact in their ecclesial and missional settings. This course is 5 days long (5 hours each day).

DMGM 707 Cohort Presentations for Peer Review, Session #3 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 704 and concretize the final project topics through Zoom peer-review meetings for **3 days** (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMGM 708 Missional Leadership Change (4 credits)
This course introduces students to the essential theories and principles of church leadership transformation. It equips them with competencies to practice those theoretical foundations in their pastoral and missional settings. This course is 5 days long (5 hours each day).

DMGM 709 Cohort Presentations for Peer Review, Session #4 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 706 and concretize the final project topics through Zoom peer-review meetings for **3 days** (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMGM 710 DMin Final Project / Thesis (6 credits)
In this last stage of this program, students are to complete their final DMin project.

2) **Track II: Ministry & Counseling** (40 Credits) [Currently Not being Offered]

This track equips students with in-depth academic knowledge as well as a broad array of practical skills in Christian Counseling. To that end, the curriculum is designed to help the students address various problems that face families and individuals in today's complicated contexts. By taking the courses provided, students are expected to have the competencies to provide their congregation with effective counseling that is *biblically-grounded* and *missionally-oriented*.

Ministry and Counseling Sequence of Courses:

Year	Semester	Format of Course	Course Number / # of Credits	Course Title
Year One	Before 1st Semester	At home, online.	DMCC 701 (Online) / 2 credits [Common course]	Introduction to Online Learning and a Research Writing Project (I) *Must be completed before DMCC 702.*
	1st Semester	5-Day Class Session	DMCC 702 / 4 credits [Common Course]	Missional Context Analysis (I)
		At home, via a 3-day Zoom session.	DMCC 703 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #1 (I)
	2nd Semester	5-Day Class Session	DMCC 704 / 4 credits	Cognitive Behavioral Therapy and Communication Skills in Christian Counseling (I)
		At home, via a 3-day Zoom session.	DMCC 705 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #2 (I)
Year Two	3rd Semester	5-Day Class Session	DMCC 706 / 4 credits	Difference Education, Spiritual Assessment, and Counseling (D)
		At home, & via a 3-day Zoom session.	DMCC 707 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #3 (D)
	4th Semester	5-Day Class Session	DMCC 708 / 4 credits [Common Course]	Missional Leadership Change (D)
		At home, via a 3-day Zoom session.	DMCC 709 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #4 (D)
Year Three	5th & 6th Semesters	At home, + Presentation to Mentors	DMCC 710 / 6 credits	The Completion of the Final DMin Project (M)

Explanations/Notes:

- [Common Course] means all DMin students take these courses.
- After each cohort presentation meeting, students are required to submit their lecture notes, two book reviews, and a research paper.
- I = Introduced, D = Developed and Practiced with Feedback, M = Mastery at the level appropriate for Graduation.

Course Descriptions

DMCC 701 Introduction to Online Learning and a Research Writing Project (2 credits)
In this course, students learn research methods and online learning tools. They are required to complete this course before the first semester kicks off. This course is identical to DMGM 701.

DMCC 702 Missional Context Analysis (4 credits)
This course introduces students to the biblical and theological grounds of a missional church and the core theoretical and practical principles for an organic leadership. This course is a 5-day-long on-campus course (5 hours each day). This course is parallel to DMGM 702.

DMCC 703 Cohort Presentations for Peer Review, Session #1 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 702 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMCC 704 Cognitive Behavioral Therapy and Communication Skills in Christian Counseling (4 credits)
This course provides students with biblical foundations, theoretical frameworks, and some practical applications for discovering and developing their individual gifts as communicators. Specifically, this course is based on the study of communication theology and theory, as applied to a variety of ministerial contexts. These theological/biblical foundations pave the ground for studying both behavioral therapy (BT) and cognitive behavioral therapy (CBT). While students study the theoretical framework of BT and CBT, they learn to apply specific cognitive and behavioral skills in myriad settings including pastoral care ministry. This course is 5 days long (5 hours each day).

DMCC 705 Cohort Presentations for Peer Review, Session #2 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 704 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMCC 706 Difference Education, Spiritual Assessment, and Counseling (4 credits)
This course provides students with a broad understanding of psychological and spiritual assessment. Emphasis is placed on developing skills in interviewing, understanding and interpreting assessment data and reports, and gaining knowledge of referral questions. Based on these assessments, students are introduced to the "difference counseling" method as an effective way of pastoral consultation. This course is 5 days long (5 hours each day).

DMCC 707 Cohort Presentations for Peer Review, Session #3 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 704 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMCC 708 Missional Leadership Change (4 credits)
This course introduces students to the essential theories and principles of church leadership transformation and equips them with competencies to practice those theoretical foundations in their pastoral and missional settings. This course is 5 days long (5 hours each day). This course is identical to DMGM 708.

DMCC 709 Cohort Presentations for Peer Review, Session #4 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 706 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course. This course is parallel to DMGM 709.

DMCC 710 DMin Final Project / Thesis (6 credits)
In this last stage of this program, students are to complete their final DMin project.

3) Track III: Ministry and Coaching (40 Credits)
Offered through the Kairos Pacific University branch campus.

This track equips students with in-depth academic knowledge as well as a broad array of practical skills in Christian Coaching and Counseling. To that end, the curriculum is designed to help the students address various problems that face families and individuals in today's complicated contexts. By taking the courses provided, students are expected to have the competencies to provide their congregation with effective counseling that is *biblically-grounded* and *missionally-oriented*.

Ministry and Coaching Sequence of Courses:

Year	Semester	Format of Course	Course Number / # of Credits	Course Title
Year One	Before 1st Semester	At home, online.	DMMC 701 (Online) / 2 credits [Common course]	Introduction to Online Learning and a Research Writing Project (I) *Must be completed before DMCC 702.*
	1st Semester	5-Day Class Session	DMMC 702 / 4 credits [Common Course]	A Biblical Theology and Worldview of Why We Work (I)
		At home, via a 3-day Zoom session.	DMMC 703 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #1 (I)
	2nd Semester	5-Day Class Session	DMMC 704 / 4 credits	Christian Ethics and Worldview in Contemporary Cultural Context (I)
		At home, via a 3-day Zoom session.	DMMC 705 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #2 (I)
Year Two	3rd Semester	5-Day Class Session	DMMC 706 / 4 credits	Coaching and Mentoring Strategies and Skills (D)
		At home, via a 3-day Zoom session.	DMMC 707 / 4 credits	Peer-Reviewed Cohort Presentations for Peer Review, Session #3 (D)
	4th Semester	5-Day Class Session	DMMC 708 / 4 credits [Common Course]	Strategic Leadership & Management of Coaching and Mentoring (D)
		At home, via a 3-day Zoom session.	DMMC 709 / 4 credits [Common Course]	Peer-Reviewed Cohort Presentations for Peer Review, Session #4 (D)
Year Three	5th & 6th Semesters	At home, + Presentation to Mentors	DMMC 710 / 6 credits	The Completion of the Final DMin Project (M)

Explanations/Notes:
- [Common Course] means all DMin students take these courses.
- After each cohort presentation meeting, students are required to submit their lecture notes, two book reviews, and a research paper.
- I = Introduced, D = Developed and Practiced with Feedback, M = Mastery at the level appropriate for Graduation.

Course Descriptions

DMMC 701 Introduction to Online Learning and a Research Writing Project (2 credits)
In this course, students learn research methods and online learning tools. They are required to complete this course before the first semester kicks off. This course is identical to DMGM 701.

DMMC 702 A Biblical Theology and Worldview of Why We Work (4 credits)
Three goals of this course: (1) To comprehend how what we do for a living, whether it be running a business or working for someone, fits into God's greater purpose for His creation and the church; (2) To identify factors that have greatly undermined the understanding of God's purpose that have led to unsatisfying work experiences for many; (3) To find spiritual, theological, and practical remedies that would enable us to recover and then implement God's original purpose for work.

DMMC 703 Cohort Presentations for Peer Review, Session #1 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 702 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMMC 704 Christian Ethics and Worldview in Contemporary Cultural Context (4 credits)
This course explores the unique challenges of engaging today's technological, post-Christian culture in light of various biblical models for Christian life and leadership. Students will demonstrate comprehension of emergent technologies, the impact of those technologies on the church, ethical and theological implications of worldviews in conflict, and practical principles to lead and disciple others in today's world.

DMMC 705 Cohort Presentations for Peer Review, Session #2 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 704 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMMC 706 Coaching and Mentoring Strategies and Skills (4 credits)
The course focuses on developing vision, perspectives, tools, and commitments to ensure strategic and theologically-guided ministry in a contextualized coaching/mentoring ministry. This course designs a system for coaching (both individuals and small groups) and mentoring to facilitate leadership development and enhance individual and group performance. The course design is structured to foster a student's discovery, observation, experiences, experimentation, and the adoption of current processes, strategies, and skills for real world coaching and mentoring applications.

DMMC 707 Cohort Presentations for Peer Review, Session #3 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMCC 704 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course.

DMMC 708 Strategic Leadership & Management of Coaching and Mentoring (4 credits)

In this course, students will focus on leadership decision making. Analysis, implementation, and assessment methods for the purposes of strategic planning and organizational change. Students will learn about organizational performance, cultural competency, and change theory.

DMMC 709 Cohort Presentations for Peer Review, Session #4 (4 credits)
In this course, students proceed with further reading to deepen the learning from DMGM 706 and concretize the final project topics through Zoom peer-review meetings for 3 days (3 hours long each day). They are expected to complete this segment of their project by the end of the course. This course is parallel to DMGM 709.

DMMC 710 DMin Final Project / Thesis (6 credits)
In this last stage of this program, students are to complete their final DMin project.

PhD in Organizational and Global Leadership

(40 credits, dissertation; 3 years)

Program Description and Highlights

The Ph.D. in Organizational and Global Leadership equips students to serve effectively and strategically as leaders in diverse organizational contexts. The program does not so much prepare students for a particular field of employment as it prepares them to be skilled and effective leaders in whatever field they are in: education, ministry, government, healthcare, or the private sector.

Students accepted into this program are identified leaders who will learn to provide principled and yet culturally sensitive leadership. The program focuses on imparting organizational leadership skills and principles, and emphasizes guiding organizations toward their vision through ethical and sustainable practices. The program includes proven practices that strengthen both individuals and teams.

From the onset of the first semester, students are required to select their research field and engage in focused exploration, leading towards their eventual dissertation. This early commitment to a research area ensures that students begin the program with a clear direction, enabling them to delve deeper into their chosen subject matter throughout the program. As students progress through the program, faculty advisors and mentors play a pivotal role in guiding and refining their research endeavors, offering insights and feedback.

The early focus on identifying a research field is a defining feature of the Ph.D. program, ensuring that graduates emerge as experts in their respective domains, well-equipped to lead and to make scholarly contributions to pertinent issues in their field. Upon completion of the program, graduates emerge as highly skilled leaders capable of addressing complex challenges in a variety of sectors.

Program Learning Objectives for the PhD in Organizational & Global Leadership:

Graduates of the PhD in Organizational & Global Leadership will be expected to achieve the following objectives:

1. Demonstrate the ability to integrate personal, organizational, and ministry practices that advance leadership and change strategies throughout organizations.
2. Apply changing theories and leadership models that support spiritual growth and Christian service in local and worldwide contexts.
3. Demonstrate the ability to teach and provide cross-cultural leadership in a diverse education sectors and society.
4. Demonstrate the ability to engage in research, data collection and analysis, and produce original contributions that will extend a Christian worldview in the contemporary postmodern world.
5. Assess needs, develop, and deliver strategic leadership initiatives that enhance organizational performance.

Admission Requirements

1. A completed and signed application form.
2. A CV that includes at least 3-5 years of working experience.
3. A statement of the applicant's Christian faith
4. Two recommendation letters: one from an academic mentor, one from a pastoral mentor.
5. An essay (personal and ministry background with vision statement).
6. An undergraduate transcript and a copy of your master's transcript and a copy of the diploma which indicates your master's degree.
7. An overall GPA of 3.0 in graduate study. (Provisional admission status can be granted to an applicant whose GPA is 3.0). A student with a GPA below 3.0 may petition for conditional acceptance.
8. A non-refundable application fee.

A Cohort-based Learning Community with Direct Contact with Professors

The PhD in Organizational and Global Leadership uses a cohort-based approach. In addition to engaging directly with their professors during the online 5-day class sessions, the cohort approach allows students to benefit from the insights, the feedback, and the encouragement of fellow-students. It can also result in a valuable and long-lasting support network.

Graduation Requirements (40 credits required, plus a dissertation)

The PhD in Organizational and Global Leadership requires the student to complete all 40 hours of the program with a GPA of 3.0 or higher, plus submit a completed dissertation. This program is designed with the intention that students will take the entire program intact over its planned three-year structure. Unlike KPU's other programs, the PhD in Organizational and Global Leadership does not envision that credits would be transferred into it from another institution.

Brief Description of the Components and the Flow of the Program

This program is structured over three years. There are a total of eight 5-day online class sessions in the first two years; there are two such classes each semester. In the third year the online class sessions are 3 days each; there is one such class each semester. In addition to the 5-day and 3-day online class sessions, there are four courses spread over the three years that focus on researching and writing the dissertation. The three-year schedule of the program is laid out in detail in a chart, below.

To Note: At the end of each semester, students are required to submit their updated dissertation work (i.e., at the end of OLDR Dissertation Courses I-IV).

(The specific three-year structure of courses for the PhD in Organizational and Global Leadership is on the next page.)

The Sequence of Courses / the 3-year Structure of the PhD in Organizational and Global Leadership

Year	Semester	Format of Course	Course Number / # of Credits	Course Title
Year One	1st Semester	Online/5-Day Class Session	OLDR 9201 /3 credits	Organizational Leadership
		Online/5-Day Class Session	OLDR 9102 / 3 credits	Christian Ethics and Worldview in Contemporary Cultural Context
			OLDR 9901 /2 credits	Dissertation I: Research Design and Tutorial I (Start Drafting a Dissertation Proposal)
	2nd Semester	Online/5-Day Class Session	OLDR 9103 /3 credits	A Biblical Theology and Worldview of Why We Work
		Online/5-Day Class Session	OLDR 9203 /3 credits	Organizational Behavior, Theory, and Designing
Year Two	3rd Semester	Online/5-Day Class Session	OLDR 9104 /3 credits	Strategic Foresight, Thinking and Planning
		Online/5-Day Class Session	OLDR 9204 /3 credits	Research Methodology: Qualitative, Quantitative and Mixed Methods
			OLDR 9902 / 2 credits	Dissertation II: Research Method and Tutorial II (Literature Review). The topic for their dissertation should be finalized at this stage.
	4th Semester	Online/5-Day Class Session	OLDR 9302 /3 credits	Coaching and Mentoring Strategies and Skills
		Online/5-Day Class Session	OLDR 9202 / 3 credits	Strategic Leadership & Management of Global Change
Year Three	5th Semester	Online/3-Day Class Session	OLDR 9903 / 2 credits	Dissertation III: Organizational Culture and Tutorial III
			OLDR 9904 / 2 credits	Dissertation IV: Organizational Leadership Change and Tutorial IV
	6th Semester	Online/3-Day Class Session	OLDR 9905 / 4 credits	Dissertation V: Dissertation Writing; (Complete writing the Defense Draft of their Dissertation)
			OLDR 9906 / 4 credits	Dissertation Defense & the Final Dissertation

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(Course descriptions for the PhD in Organizational & Global Leadership begin on the next page.)

PhD in Organizational and Global Leadership / Course Descriptions

The courses here are grouped by year and listed according to the order in which they are taken in the program as set forth in the chart above.

YEAR 1: THEORETICAL AND CONTEXUTAL STUDY

OLDR 9201 Organizational Leadership (3 Credits)
Students will learn leadership and management theories. The evolution of leadership and management concepts will be explored and applied from a biblical perspective. Students will hone leadership and management skills so that measurable impact can be made throughout various organizational contexts.

OLDR 9102 Christian Ethics and Worldview in Contemporary Cultural Context (3 Credits)
This course explores the unique challenges of engaging today's technological, post-Christian culture in light of various biblical models for Christian life and leadership. Students will demonstrate comprehension of emergent technologies, the impact of those technologies on the church, ethical and theological implications of worldviews in conflict, and practical principles to lead and disciple others in today's world.

OLDR 9901 Dissertation I: Research Design and Tutorial I (Crafting a Dissertation Proposal) (2 Credits)
In this course students will identify a research topic for their dissertation. Students will then create a problem statement that is clear, concise, and practical. This problem statement will guide their subsequent research. Students will form a dissertation committee composed of three faculty members (including external readers), will draft their initial dissertation topic proposal, and present it to their committee for review.

OLDR 9103 A Biblical Theology and Worldview of Why We Work (3 Credits)
Three goals of this course: (1) To comprehend how what we do for a living, whether it be running a business or working for someone, fits into God's greater purpose for His creation and the church; (2) To identify factors that have greatly undermined the understanding of God's purpose that have led to unsatisfying work experiences for many; (3) To find spiritual, theological, and practical remedies that would enable us to recover and then implement God's original purpose for work.

OLDR 9203 Organizational Behavior, Theory, and Design (3 Credits)
Students will gain a comprehensive view of organizational theory and design. Topics will include various leadership styles, workflow designs, human behaviors, motivation, and personality traits.

YEAR 2: TRANSFORMATIVE LEADERSHIP

OLDR 9104 Strategic Foresight, Thinking and Planning (3 Credits)
This course will challenge the student to think differently about where they are today and where they (and their organization) will be tomorrow. Students will be introduced to the full strategy cycle, including strategic foresight, thinking, and planning. Through an applied project, students will demonstrate the ability to scan for trends, develop stories and scenarios, and engage in a strategic planning process.

OLDR 9204 Research Methodology: Qualitative, Quantitative and Mixed Methods (3 Credits)
In this course, students will learn about research methodology, data collection, and statistical analysis. Qualitative, quantitative, and mixed methods (the combination of qualitative and quantitative) will be explored. The respective concepts for each method will be reviewed, including an

introduction to the accompanying research instrument (e.g., software) required to conduct each research methodology.

OLDR 9902 Dissertation II: Research Method and Tutorial II (2 credits)
In this course, students are required to perform extensive literature review and begin to integrate two research papers from Year I into dissertation chapters. They will also finalize their dissertation topic.

OLDR 9302 Coaching and Mentoring Strategies and Skills (3 credits)
The course focuses on developing vision, perspectives, tools, and commitments to ensure strategic and theologically-guided ministry in a contextualized coaching/mentoring ministry. This course designs a system for coaching (both individuals and small groups) and mentoring to facilitate leadership development and enhance individual and group performance. The course design is structured to foster a student's discovery, observation, experiences, experimentation, and the adoption of current processes, strategies, and skills for real world coaching and mentoring applications.

OLDR 9202 Strategic Leadership & Management of Global Change (3 Credits)
In this course, students will focus on leadership decision making. Analysis, implementation, and assessment methods for the purposes of strategic planning and organizational change. Students will learn about organizational performance, cultural competency, and change theory.

Year 3: INTEGRATING RESEARCH RESULTS INTO A DISSERTATION

OLDR 9903 Dissertation III: Organizational Culture and Tutorial III (2 Credits)
In this course, students will build on the work done in OLDR 9104 and OLDR 9204 and work closely with their assigned advisor to adapt a research paper from their classes as a dissertation chapter.

OLDR 9904 Dissertation Writing IV: Organizational Leadership Change and Tutorial IV
           (Proposal Defense) (2 Credits)
In this course, students will build on work done in earlier courses and will work closely with their assigned advisor to develop a research paper from one of their classes into a chapter of their dissertation.

OLDR 9905 Dissertation V: Dissertation Writing (4 Credits)
In this course candidates will complete writing the defense draft of their doctoral dissertation.

OLDR 9906 Dissertation Defense & Final Dissertation (4 Credits)
In this course candidates will defend their dissertation. In addition, students will post their finalized dissertation for public access.

(The Financial Information / Tuition & Fee Schedule begins on the next page.)

Financial Information / Tuition & Fee Schedules

Institutional Financial Aid Options

KPU Does Not Issue Educational Loans

KPU itself does not issue educational loans. Educational loans are readily available through the federal government and through many private financial institutions. For information on educational loans (or grants) through the federal government, see the section **Federal Student Aid (FSA) Policies,** below.

Also, KPU students who are residents of California might be eligible for educational grants through the state of California. See the **"Cal Grants"** section, below.

KPU Scholarships

KPU does grant scholarships. The main factors for awarding scholarships are the following:

- Leadership potential
- Academic excellence
- Financial Need
- Graduate student level
- Full time student status
- Student spouses who are both enrolled

Scholarships are awarded one semester at a time, and need to be renewed each semester. Any student who falls below the minimum GPA required for their paragraph will not be eligible for a scholarship the next semester.

Work-Study Financial Aid

Students who are able to serve KPU in may receive reduced tuition in return for their work. The work can be in a variety of capacities: office work, teaching assistant, helping maintain KPU's website, serving as a small group leader in a course. The amount of tuition reduction will vary from position to position. It will continue as long as the student continues in that work capacity.

Schedule of Current Charges

Fee Schedule	
Application Fee (non-refundable)	$100
Registration Fee (per semester)	$100
Student Activity Fee (per semester) (for students enrolled at least half-time)	$50
Technology Fee (per semester)	$100
Late Registration Fee (Fall, Spring, or Summer)	$50
Audit Fee for Kairos Pacific University Students (per course)	$250
Audit Fee for Outside Auditors (per course)	$350
Service Charge for Returned Check	$40
Transcript Request Fee	$50
Price per copy if Faxed	$10
Fee to Replace Lost or Damaged Diploma	$50
Late Payment Fee	$40
Graduation Fee	$400

Tuition Rates (per credit) ***Grace / Brian, please check these.	
Associate of Arts in Leadership Studies (AALS)	$400
Bachelor of Arts in Leadership Studies (BALS)	$400
Associate of Arts in Computer Science (AACS)	$430
Bachelor of Arts in Computer Science (BACS)	$430
Master of Arts in Ministry Leadership (MAML)	$465
Master of Divinity (MDiv)	$465
Master of Arts in Counseling (MAC/MFT; MAC/SUD)	$400
Master of Arts in Psychology (MACP/LMFT; MACP/LPCC)	$500
Doctor of Counseling	***
Doctor of Ministry (DMin)	***
PhD in Organizational and Global Leadership	$800

Likely Expenses for the First Year of Our Programs

This is for full-time students = undergraduate students enrolled in at least 8 courses per year; graduate students enrolled in at least 6 courses per year.

Associate of Arts in Leadership Studies (AALS)

Tuition (8 courses)	$9,600	(24 credits x $400)
Tuition (10 courses)	$12,000	(30 credits x $400)
Application Fee	$100	(one time)
Registration ($100 each semester)	$200	
Student Activity ($50 each semester)	$100	
Technology Fee ($100 each semester)	$200	
Textbooks	$300	(estimated)
Total (for 8 courses)	**$10,500**	

Bachelor of Arts in Leadership Studies (BALS)

Tuition (8 courses)	$9,600	(24 credits x $400)
Tuition (10 courses)	$12,000	(30 credits x $400)
Application Fee	$100	(one time)
Registration ($100 each semester)	$200	
Student Activity ($50 each semester)	$100	
Technology Fee ($100 each semester)	$200	
Textbooks	$300	(estimated)
Total (for 8 courses)	**$10,500**	

Associate of Arts in Computer Science (AACS)

Tuition (8 courses)	$10,320	(24 credits x $430)
Tuition (10 courses)	$12,900	(30 credits x $430)
Application Fee	$100	(one time)
Registration ($100 each semester)	$200	
Student Activity ($50 each semester)	$100	

Technology Fee   ($100 each semester) $200
Textbooks $300 (estimated)
         Total (for 8 courses)   **$11,220**

Bachelor of Arts in Computer Science (BACS)

Tuition (8 courses) $10,320 (24 credits x $430)
Tuition (10 courses) $12,900 (30 credits x $430)

Application Fee $100 (one time)
Registration   ($100 each semester) $200
Student Activity   ($50 each semester) $100
Technology Fee   ($100 each semester) $200
Textbooks $300 (estimated)
         Total (for 8 courses)   **$11,220**

Master of Arts in Ministry Leadership (MAML)

Tuition (6 courses) $8,370   (18 credits x $465)
Tuition (8 courses) $11,1600 (24 credits x $465)

Application Fee $100 (one time)
Registration   ($100 each semester) $200
Student Activity   ($50 each semester) $100
Technology Fee   ($100 each semester) $200
Textbooks $500 (estimated)
         Total (for 6 courses)   **$9,470**

Master of Divinity (MDiv)

Tuition (6 courses) $8,370   (18 credits x $465)
Tuition (8 courses) $11,1600 (24 credits x $465)
Application Fee $100 (one time)
Registration   ($100 each semester) $200
Student Activity   ($50 each semester) $100
Technology Fee   ($100 each semester) $200
Textbooks $500 (estimated)
         Total (for 6 courses)   **$9,470**

Master of Arts in Counseling (MAC)

Tuition (6 courses) $7,200   (18 credits x $400)
Tuition (8 courses) $9,600   (24 credits x $400)
Application Fee $100 (one time)
Registration   ($100 each semester) $200
Student Activity   ($50 each semester) $100
Technology Fee   ($100 each semester) $200
Textbooks $500 (estimated)
         Total (for 6 courses)   **$8,300**

Master of Arts in Counseling with Marriage & family Therapy (MAC/MFT)

Tuition (6 courses)	$9,000	(18 credits x $500)
Tuition (8 courses)	$12,000	(24 credits x $500)
Application Fee	$100	(one time)
Registration ($100 each semester)	$200	
Student Activity ($50 each semester)	$100	
Technology Fee ($100 each semester)	$200	
Textbooks	$500	(estimated)
Total (for 6 courses)	**$10,100**	

PhD in Organizational and Global Leadership

Tuition (5 courses)	$11,200	(14 credits x $800)
Application Fee	$100	(one time)
Registration ($100 each semester)	$200	
Student Activity ($50 each semester)	$100	
Technology Fee ($100 each semester)	$200	
Textbooks	$500	(estimated)
Total (for 6 courses)	**$13,200**	

Schedules of Estimated Total Expenses for Our Programs:

Associate of Arts in Leadership Studies (AALS) 60 credits

Tuition	$24,000	(60 credits x $400)
Application Fee	$100	(one time)
Registration ($100 each semester)	$400	(four semesters)
Student Activity ($50 each semester)	$200	(four semesters)
Technology Fee ($100 each semester)	$400	(four semesters)
Textbooks (some textbooks can be used for more than one course)	$500	(estimated)
Total	**$25,600**	

Bachelor of Arts in Leadership Studies (BALS) 120 credits

Tuition	$48,000	(120 credits x $400)
Application Fee	$100	(one time)
Registration ($100 each semester)	$800	(eight semesters)
Student Activity ($50 each semester)	$400	(eight semesters)
Technology Fee ($100 each semester)	$800	(eight semesters)
Textbooks (some textbooks can be used for more than one course)	$1,000	(estimated)
Total	**$51,100**	

Associate of Arts in Computer Science (AACS) 60 credits

Tuition	$25,800	(60 credits x $430)
Application Fee	$100	(one time)
Registration ($100 each semester)	$400	(four semesters)
Student Activity ($50 each semester)	$200	(four semesters)
Technology Fee ($100 each semester)	$400	(four semesters)
Textbooks (some textbooks can be used for more than one course)	$500	(estimated)
Total	**$27,400**	

Bachelor of Arts in Computer Science (BACS) 120 credits

Tuition	$51,600	(120 credits x $430)
Application Fee	$100	(one time)
Registration ($100 each semester)	$400	(four semesters)
Student Activity ($50 each semester)	$200	(four semesters)
Technology Fee ($100 each semester)	$400	(four semesters)
Textbooks (some textbooks can be used for more than one course)	$500	(estimated)
Total	**$53,200**	

Master of Arts in Ministry Leadership (MAML) 40 credits

Tuition	$18,600	(40 credits x $465)
Application Fee	$100	(one time)
Registration ($100 each semester)	$300	(three semesters)
Student Activity ($50 each semester)	$150	(three semesters)
Technology Fee ($100 per semester)	$200	(three semesters)
Textbooks (some textbooks can be used for more than one course)	$1,000	(estimated)
Total	**$20,350**	

Master of Divinity (MDiv) 72 credits

Tuition	$33,480	(72 credits x $465)
Application Fee	$100	(one time)
Registration ($100 each semester)	$600	(six semesters)
Student Activity ($50 each semester)	$300	(six semesters)
Technology Fee ($100 per semester)	$600	(six semesters)
Textbooks (some textbooks can be used for more than one course)	$1,500	(estimated)
Total	**$36,580**	

Master of Arts in Counseling (MAC)   40 credits

Tuition	$16,000	(40 credits x $400)
Application Fee	$100	(one time)
Registration ($100 each semester)	$300	(three semesters)
Student Activity ($50 each semester)	$150	(three semesters)
Technology Fee ($100 per semester)	$200	(three semesters)
Textbooks (some textbooks can be used for more than one course)	$1,000	(estimated)
Total	**$17,750**	

Master of Arts in Counseling with Marriage & Family Therapy (MAC/MFT) 66 credits

Tuition	$33,000	(66 credits x $500)
Application Fee	$100	(one time)
Registration ($100 each semester)	$600	(six semesters)
Student Activity ($50 each semester)	$300	(six semesters)
Technology Fee ($100 per semester)	$600	(six semesters)
Textbooks (some textbooks can be used for more than one course)	$1,500	(estimated)
Total	**$36,100**	

PhD in Organizational and Global Leadership   40 credits

Tuition	$32,000	(40 credits x $800)
Application Fee	$100	(one time)
Registration ($100 each semester)	$600	(six semesters)
Student Activity ($50 each semester)	$300	(six semesters)
Technology Fee ($100 per semester)	$600	(six semesters)
Textbooks (some textbooks can be used for more than one course)	$1,500	(estimated)
Total	**$35,100**	

Payment of Tuition & Fees

All tuition and fees per semester are due when a student registers for courses.

For students whose federal student aid (FSA) has not yet come it, the university will commonly allow them to register if all the necessary application work for their FSA work has been completed, and the university believes the student is qualified for and will receive their FSA.

"Cal Grants" (for residents of California)

KPU students who are residents of California might qualify for an educational grant through the state of California. These educational grants are called "Cal Grants." Please Note: Cal Grants are not automatically available to any & every California resident who attends a California college or university. Rather, they are potentially available for students in specified fields of education. In general, they are available for programs which lead to direct employment skills.

Cal Grants are administered by the California Student Aid Commission (CSAC). Information about Cal Grants, including lists of the specifically approved fields of education, may be found at the Cal Grant website: **https://www.csac.ca.gov/cal-grants** .

Federal Student Aid (FSA) Policies

Many of our students receive some form of financial aid through the federal government / the Dept. of education. The form that must be filled out to apply for federal student aid (FSA) is the "FAFSA" (**F**ree **A**pplication for **F**ederal **S**tudent **A**id). It is available online at: http://studentaid.ed.gov.

The university office will help students fill out that application. All information that goes into that application will be kept strictly confidential by the university.

Requirements for Eligibility for Federal Student Aid (FSA)

People are not automatically eligible for FSA just because they are a student at an American university. They must meet several requirements. The requirements for eligibility are the following:

- The student must be a citizen or eligible non-citizen.
- Have a high school diploma or GED.
- Must be enrolling in an eligible educational program.
- Working toward a degree or certificate.
- Making satisfactory academic progress.
- Must not be in default of a previous federal educational loan or Pell grant.
- If a student already has a Bachelor's degree he/she is not eligible to receive Pell grants but educational loans are available.
- Register with the Selective Service (if a male between the age of 18-25)

Use of the Student's Social Security on the FAFSA is Mandatory

The federal Privacy ACT of 1974 requires that students be notified that the disclosure of their social security number is mandatory. The social security number is used to verify students' identities to process the awarding of funds, the collection of funds, and the tracing of individuals who have borrowed funds from federal, state, or private programs.

Federal Grants versus Federal Loans

Federal Student Aid can consist of grants, or loans. Grants do not have to be paid back. Federal student loans do have to be paid back.

Common Features of Federal Student Loans

- The interest rates on federal student loans are usually relatively low.
- There is often a grace period of several months after graduation, or after a student has discontinued their studies.
- If a person is experiencing financial difficulties, repayment can be delayed.
- And if Joe Biden is in office, you actually might not need to pay them back at all.

For Detailed Guidance on FSA

The university office is often able to answer questions related to FSA. More detailed guidance on federal student aid (FSA) is available through their website, mentioned earlier: http://studentaid.ed.gov.

Notice of Student's Right to Cancel Enrollment / Possible Refunds

As part of enrolling into a university in California, a student will sign a formal Enrollment Agreement which identifies the anticipated course of study and spells out the financial costs involved.

[The Enrollment Agreement is a separate document from this catalog.]

But even after a student has signed the Enrollment, they are still free to change their mind and to withdraw from the university. The following spells out the rights that students have in that regard.

NOTICE OF STUDENT'S RIGHT TO CANCEL ENROLLMENT

1. **Student's Right to Cancel:**
2. Any student has the right to cancel their Enrollment Agreement and withdraw from the university at any time. The notice of cancellation must be submitted to the university office, either in writing, or by email.
3. Students who withdraw from the university may be eligible for a refund of their tuition. The refund of tuition to which a student might be entitled is governed by university's **Refund Policies**, summarized on the Enrollment Agreement which you signed, and stated below in detail. **Please note: Cancelling the Enrollment Agreement does *not* relieve the student of the obligation to repay education loans which he or she may have taken out.**
4. If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education at the address and phone number below for information.
5. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.
6. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: www.bppe.ca.gov.
7. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education:

   Bureau for Private Postsecondary Education
   1747 N. Market Blvd., Ste. 225
   Sacramento, CA 95834
   Phone: (916) 574-8900   Toll Free: (888) 370-7589
   Fax: (916) 263-1897
   Online: http://www.bppe.ca.gov

KPU Refund Policies

A student may withdraw from the university at any time. The following policies govern whether or how much of a refund the student will receive for the fees, tuition, and other expenses the student might have paid to KPU.

Fees and Expenses that Will Not Be Refunded

The Application Fee, Registration Fee, Student Government Fee and STRF fees are non-refundable items.

Any books, supplies, or any other items purchased by the student from the university are not returnable. Once received by the student, such items belong to the student and may not be returned for a refund.

Tuition Charges that Were Not Paid By the Student will be Refunded to the Actual Payer.

If a student has paid some or all of their tuition themselves, they may be eligible for a refund of some or all of that tuition.

But any tuition charges that were paid by the government will be refunded to the government.

Similarly, if any portion of the tuition was paid from the proceeds of a loan from a third party, the refund due for that portion shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan, according to the rules & regulations of the Department of Education.

KPU's Tuition Refund Schedule
Any tuition dollars to be refunded will be refunded on a pro-rated basis according to KPU's Tuition Refund Schedule, which is posted on KPU's Enrollment Agreement (a separate document).

Tuition Refunds during the Cancellation Period

The "cancellation period" is the window of time at the beginning of an enrollment period in which a student can withdraw from the university with the result that the university will refund the full amount of the tuition paid for that semester / that session.

The cancellation period for KPU is the first week (= the first seven total days) of the session. If a student cancels a course on or before the end of the first week of the session, 100 percent of the amount paid for tuition will be refunded within 45 days of the day the student notified KPU that he/she was cancelling.

Refunds after Cancellation Period

After the cancellation period, the University provides a pro-rated refund of all funds paid for tuition charges for students who have completed 60 percent or less of the period of attendance. Once more than 60 percent of the enrollment period for the entire course has occurred, no refunds will be issued.   The amount of the pro-rated tuition refund is governed by KPU's Tuition Refund Schedule, which may be found in KPU's Enrollment Agreement, which each student signs and receives a copy.

If the amount that has been paid is more than the amount that is owed for the time the student attended, a refund will be made within 45 days of the date that the informs KPU that he/she is withdrawing.

Student Tuition Recovery Fund, in California (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be repaid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education:

> **Bureau for Private Postsecondary Education**
> 1747 N. Market Blvd., Ste. 225,
> Sacramento, CA 95834

Phone: (916) 574-8900   Toll Free: (888) 370-7589;
Fax: (916) 263-1897
Online: http://www.bppe.ca.gov

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or a representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

Please Note: No claim can be paid to any student without a social security number or a taxpayer identification number.

University Leadership

Board of Directors

John Stupar

Brian Harmon

Joseph Jin

Kien Duong

Sang Hun Roh

Hwan Huh

Grace Kim (President)

Administration

President: Dr. Grace Choi Kim

CFO and Director of University Operations: Mr. Brian Kim

Academic Dean: Dr. Daniel C. Lane

Associate Academic Dean: Mrs. Patrick Ross

IT Manager: Mr. Kyle Yong Kim

Registrar: Mr. Daniel Park

Dean of Students: Dr. Alfred José

Admissions: Dan Park

Assistant Financial Manager: Mr. Joseph Jin

Manager of Social Media: Mr. Clayton Jensen

Admissions Counselor: Ms. Heaven Yun

Librarian: Duck Young Won

Cohort Leaders: Dexter Kilpatrick

KPU Faculty

Regular Faculty:

Dr. Grace Choi Kim   (Kairos Pacific University President and Director of Counseling Programs)
Professor of Counseling and Theological Education
PhD in Theological Education & Counseling, Garrett Evangelical Seminary 2009
MTS   Garrett Evangelical Seminary 1999
MDiv   Trinity Evangelical Divinity 1997
MACE Union Presbyterian Seminary 1993
BA   Seoul Women's University 1988

Mr. Brian Kim   (Kairos Pacific University CFO / Director of University Operations)
Instructor of Economics and Computer Literacy
MS in Information Systems & Enterprise Systems, DePaul University
MBA   DePaul University
BS, Chemical Engineering, Beloit University, WI

Dr. Daniel C. Lane   (Kairos Pacific University Academic Dean and Director of Theological Programs)
Professor of Old Testament
PhD in Old Testament, Trinity International University 2000
MDiv   Trinity Evangelical Divinity School 1987
BA   Indiana University 1974

Dr. Paul Hertig
PhD. Biblical Studies and Intercultural Studies, Fuller Theological Seminary
ThM   Fuller Theological Seminary

MDiv   Fuller Theological Seminary
BA   University of Minnesota

Dr. Patrick Ross (Kairos Pacific University Associate Academic Dean and Director of Professional Programs)
PhD   Business Administration, National University
DMin   Friends International Christian University
MDiv   America Evangelical University
MBA   Friends International Christian University
BA   America Evangelical University

Dr. Kenneth R. Walters, Jr.
Professor of Church History
PhD in Theology, Fuller Theological Seminary
MA Biblical Studies, Vanguard University
BA   Oral Roberts University

Adjunct Faculty:

Dr. David Alabran
Adjunct Professor of Counseling
PhD Clinical Psychology, Azusa Pacific University
MA Marriage & Family Therapy, Azusa Pacific University
BA Psychology, Cal State Univ. Fullerton

Dr. Sheila Austin   (Aenon)
PhD Education Curriculum & Instruction, University of Toledo
Former Dean of the College of Education at Auburn Univ., Montgomery, AL

Dr. Ryun Chang
Adjunct Professor of Theology
Ph. D. in Intercultural Studies, Fuller Theological Seminary 1996
Th.M.   Fuller Theological Seminary 1990
M.A.   UCLA   1989
M.Div. Talbot School of Theology 1988
B.S.   Biola University (Christian Education) 1984

Dr. Neil Cole
Adjunct Professor of Practical Ministry
D.D.   America Evangelical University
MDiv   Grace College & Seminary, Long Beach, CA
Founder & Director of Church Multiplication Associates, 1998 – Present

Dr. Michael Cranford
Adjunct Professor of Philosophy & Ethics
PhD   USC Los Angeles 2007
MA   USC Los Angeles 2002
MDiv   Talbot School of Theology, Biola University 1992
BA   University of California, Irvine 1989

Dr. Kien Duong
Doctor of Medicine, New York Medical College, Valhalla, New York

Dr. John Kent Edwards
Adjunct Professor of Homiletics
PhD Intercultural Studies, BIOLA University
DMin   Denver Conservative Baptist Seminary
MDiv   Tyndale Seminary
B.Th.   Canadian Bible College

Dr. Kevin Grant
Adjunct Professor of Organization & Leadership
Ph. D. in Global Leadership and Entrepreneurship, Regent University
MDiv   Grace Theological Seminary
BA   Cal State Univ., Long Beach

Dr. Jin Han
Adjunct Professor of Counseling
PhD Marriage & Family Counseling, Fuller Theological Seminary

Dr. Linder Howze   (Aenon)
PhD Administration & Leadership, Mississippi State University

Kyle Yong Kim
Instructor of Computer Science
MSCS America Evangelical University (in process)
MAML Kairos Pacific University
Senior Software Development Manager, J2 Global, 2007-2015
University of Illinois (BS in Architecture), 2 yrs., 1988-1989
Eastern IL University (BS in Mechanical Engineering), 2 yrs., 1985-1986

Dr. Ronald E. Man
Adjunct Professor of Worship & Practical Theology
D.Min., Dallas Theological Seminary
Pastor of Worship, 20+ Years, First Evangelical Free Church, Memphis, Tenn.

Dr. Shawn Redford
Adjunct Professor of New Testament
PhD Intercultural Studies, Fuller Theological Seminary
MDiv   Fuller Theological Seminary
MA   Fuller Theological Seminary
BS   Purdue University

Dr. Ryan Reeves
Adjunct Professor of Church History
PhD in Historical Theology, University of Cambridge
MDiv   Reformed Theological Seminary – Orlando
MA   Reformed Theological Seminary – Orlando
BA   Samford University

Mr. Larry A. Sims
Instructor of English and Academic Writing
M.S. in TESOL, California State University, Fullerton, CA

Dr. Mark Virkler
Adjunct Professor of Practical Theology & Spirituality

PhD   Carolina Christian University (Theology)
MT   Miami Christian University
BA   Roberts Wesleyan College

Dr. Geoff Wattoff
Adjunct Professor of Practical Theology / Inner Healing
D.Min., United Theological Seminary, Dayton, Ohio.
MS   Industrial Administration, Carnegie-Mellon University, Pittsburgh, PA 1978
BS   Industrial Engineering, Georgia Institute of Technology, Atlanta, GA   1976

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