



University of Leadership and Ministry

UNILIMI

Student Catalog 2020-2025

94 Technology Drive

Garner, NC 27529

NORTH CAROLINA

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WELCOME

Dear Student,

Welcome to the University of Leadership and Ministry!

I am delighted to welcome you for the 2020-2025 academic years. Thank you for selecting UNILIMI in order to prepare you in the areas of Christian leadership, education and ministry.

Here at the University of Leadership and Ministry we are dedicated to forming exceptionally qualified and professional Christian leaders, who will be both willing and able to fulfill the Great Commission of our Lord Jesus Christ:

“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.” -Matthew 20:19

At UNILIMI we believe it is vital to increase the laborers for the harvest. The Word of God states, “the harvest truly is plentiful, but the laborers are few”. It is for this reason that we have developed an intensive, yet practical and well structured program that meets the needs of individuals who are very busy but also very eager to learn more about God, his Word and who are willing to go wherever God may send them.

Our focus areas in this institution include Biblical Theology, Family Pastoral Care, Effective Leadership and Ministry skills, accompanied with a formation in character and discipline, group work and much more.

Moreover, UNILIMI contributes to the general well-being of our ministers by providing our students with qualified, professional and authentic resources embodied by our faculty.

In the undying love of Christ, I wish you the most resounding success.

Sincerely,

Dr. Wilfredo Estrada-Adorno

THE HISTORY

The *University of Leadership and Ministry* originated in the heart of Pastor Victor Tiburcio, who yearned for a more intensive and unadulterated preparation of the leadership team that surrounds him. This later evolved into a greater desire to educate the masses that function as the body of Christ here on earth. UNILIMI got its humble beginnings in 2006 as the *Institute of Leadership and Ministry*, which operated under the vision of training and equipping Leaders in ministry, the development of disciples with wholesome hearts and a great attitude towards service, supported by a leadership team that is willing and available.

As a result we have seen hundreds of men and women flourish and impact others with their experience of transformational leadership for the Kingdom of God. The *University of Leadership and Ministry* was therefore created to fulfill the need for ministers to be trained at a higher level, with an innovative and revolutionary vision for the practical exercise of ministry.

Vision Statement

UNILIMI's vision is to be a theological higher education institution with a relevant, healing, and redemptive Pentecostal voice in a changing world.

Mission Statement

UNILIMI's mission is to spiritually, academically and culturally train men and women in the ministry of the Pentecostal gospel, to serve with integrity in the local church and in the world.

Institutional Academic Goals

1. Strive to secure a place as a Pentecostal voice in a changing world.
2. Pursue to become a redeeming community in a dying world.
3. Develop academic programs that equip students to serve people in need with a Christian driven love.
4. Become a relevant academic alternative that offers the students meaningful education for ministry programs for the local church.

5. Pursue to develop an environment where the students participate in Christian ministerial activities that promote qualitative life.

Institutional Program Outcomes

1. **Pentecostal:** Equip the students with a comprehensive knowledge of the doctrines of the Holiness-Pentecostal interpretation of the Christian Faith.
2. **Biblical Higher Education:** Equip the students with a comprehensive college level knowledge of the content of the Scriptures.
3. **Equip Hispanic/Latino students with spiritual competencies:** Prepare students to demonstrate effective obedience to God under the Lordship of Jesus Christ in the power of the Spirit to convert goals and commitments into action.
4. **Equip Hispanic/Latino students with academic competencies:** Train Latino ministers in academic competencies to effectively serve the Church and the world.
5. **Equip Hispanic/Latino students with leadership competencies:** Combine life and learning in such a way that the students may acquire the maturity and leadership competencies needed to develop a better understanding of the nature and causes of injustice and take actions to promote a better world and carry out the mission of the Church in the world.
6. **Equip Hispanic/Latino students with cultural competencies:** Pursue a community of faith, worship and study, nurturing covenantal relationships and creating awareness of the world mission and global diversity of the Church.
7. **Equip Hispanic/Latino students to serve effectively in the church and the world:** Prepare men and women to serve as Spirit-filled ministers in the Hispanic communities' churches, in which they are called to serve in today's world.

UNILIMI Institutional Objectives:

1. **Pentecostal:** Equipping students with a comprehensive knowledge of the doctrines of the Holiness-Pentecostal interpretation of the Christian faith.
2. **Biblical:** Equipping students with a comprehensive, college-level knowledge of the content of the Scriptures.

3. **Spiritual:** Provisioning students with spiritual capabilities.
4. **Academic:** Providing students with academic expertise.
5. **Leadership:** Equipping students with leadership skills.
6. **Cultural:** Helping students develop cultural maturity.
7. **Service:** Enable students to serve effectively in church settings and secular contexts.

As a result of its Vision and Mission, and to achieve the institutional objectives, UNILIMI will function in such a way that its administration, faculty and staff:

1. It strives to prepare men and women to serve as Spirit-filled ministers in the Hispanic community churches they are called to serve in today's world.
2. It promises a total commitment to the Word of God, the Bible, as the revelation of the Eternal God to humanity, and as the standard of faith and conduct for God's people.
3. Affirm the lordship of Christ and the constant guidance of the Holy Spirit to pursue effective ministry.
4. It defends the centrality of the Christian community for the edification of the faithful and the evangelization of the world.
5. Help students integrate academic competencies with their faith-based praxis and experiences into meaningful everyday community life.
6. Demonstrate commitment to the spiritual, doctrinal, and ethical emphases of the Pentecostal Christian Church, as expressed in its tenets of faith.
7. Prepare men and women to serve as Spirit-filled ministers in the churches of the Hispanic communities, in which they are called to serve in the world today.

Student Learning Outcomes (SLO)

After finishing a degree with the University of Leadership and Ministry (UNILIMI) the students will be able to:

1. Demonstrate comprehensive knowledge of the Bible and the theological content of the Pentecostal faith.
2. Exhibit an obedient character to God's calling under the Lordship of Jesus Christ in the power of the Spirit.
3. Commit themselves to the spiritual and ethical Christian values of the church.

4. Display maturity and the professional competencies needed to carry out the mission of the Church in the community they serve.
5. Demonstrate the skills to serve the local church through preparation and delivery of sermons, sound pastoral care responsibility, effective teaching ministry, and liturgical and leadership abilities under the anointing of the Holy Spirit.

Rubric on how to evaluate the Student Learning Outcomes (Content, Craft and Character)

Knowledge	Character	Critical thinking	Research and communication	Practice
0 to 20 pts	0 to 20 pts	0 to 20 pts	0 to 20 pts	0 to 20 pts
Demonstrates complete knowledge of the Bible and the theological content of the Pentecostal faith expressed verbally as well as written.	Identifies, evaluates, and acts personally and ministerially, using the knowledge acquired and understands how it interconnects with the spiritual, theological, environmental, and social perspectives of ministry to create better ecclesiastical conditions.	Recognizes and critically scrutinizes the information received to carry out the mission of the Church in the world.	Demonstrates the disposition and proficiencies to strategize, gather, arrange, create, refine, analyze, and evaluate the credibility of researched information and ideas relevant to the topic of study.	Demonstrates extraordinary abilities in ministerial functions such as sermons, pastoral care, effective teaching ministry, liturgical skills, and leadership.

STATEMENT OF FAITH

This Christian Theological School operates under the standards of the Word of God (the Bible) and we believe that:

- The Word of God, the Bible, is the revelation of the Eternal God to mankind, it is our standard of faith and conduct, and it does not contain errors in its original words. In the Bible, we find everything man needs to be saved; we learn about the will of God and how to live a good life for Him. Jn 2 Tm. 3:16-17; 1 Pt. 1:23-25.
- We believe that there is only one God, who exists and reveals Himself in three persons: God the Father, God the Son, and God the Holy Spirit. Dt. 6:4; Mat. 3:16-17; 28:19; 1 Co. 8:4; Gl. 3:20; 1 Tm. 2:5.
- We believe in the deity of our Lord Jesus Christ. Jn. 1:1;20:28; Cl. 2:9-10; Tt. 2:13; Ph. 2:5-8; Hb. 1:8.
- We believe in the corporal resurrection of our Lord Jesus Christ, His ascension to heaven, and His Lordship over the church, the universe, and all human activity. He will come a second time for His church. Jn. 20:27; 24:36; 45-46; 9:28; Lk.24:50-53; Act. 1:9-11; Eph. 4:15-16; Mat. 16:18; 1 Co. 6:20.
- We believe that we are saved by grace through repentance and faith in Jesus Christ, justified through Him. Ro. 11:6; Gal. 2:16; 2 Tt. 1:9; 5:4; Eph. 2:8-9.
- We believe in the baptism of the Holy Spirit, according to Acts 2:1-4;11 which is for all believers. Jl. 2:28; Luk. 24:49; Jn. 7:38-39; Act. 10:44-46; 19:6; 1 Co. 14:18
- We believe in the current validity of biblical gifts and ministries for the edification and improvement of the saints. 1 Co. 12:8-11; Eph. 4:11-12; 1 Pt. 4:10-11.
- We believe that the Church is the Body of Christ, called to praise God, to be the agency of evangelization and salvation worldwide for the fulfillment of the Great Commission, integrated by all those who are redeemed through His precious blood. Mat.28: 19-20; Luk. 24:47; Mk. 16:14-18; Jn. 20:19-23.
- We believe that Jesus Christ will return a second time to establish the millennial reign of peace. Mat. 24:27; 42; Luk. 21:27; Act. 1:10-11; 1 Thes. 4:16-17; Heb. 9:28; 2 Pt. 3:8-9; Rv. 1:7.
- We believe in the final judgment and the creation of new heavens and a new world. Mat. 16:27; 25:31-46; Jn. 5:22; 27; Act. 17:30-31; Ro. 2:6-16; 2 Thes.1:5-10; 2 Pt 3:1-13; Rv. 20:11-15. Is. 65:17-25; Jl. 2:18-27; Ro. 8:19-21; Rv. 21:1.
- We believe that the days of creation are literally 24 hours and not millions of years; that in the book of Genesis, although presented in a simple way, provides a trustworthy timeframe for the investigation of origin and the history of life on Earth and the Universe. Ge. 1

- We believe that the Flood was a global event exactly as it is narrated in the book of Genesis. Gn. 7:11-12; Mat. 24:37-39; Eph. 5:31.
- We believe in the formation of Matrimony between one man and one woman, just as the Bible states it, in order to give origin to a family as the first institution for the formation and protection of all human beings, a crown of God's creation. Gn. 2:22-24; 24; Mat. 19:4-6.
- We believe that humans were created in the image and likeness of God. Gn. 1:26-27.
- We believe in the five-fold gospel, that is: (1) Jesus saves, (2) Jesus sanctifies, (3) Jesus baptizes with the Holy Spirit, with the initial physical evidence of speaking in other tongues, (4) Jesus heals, and (5) Jesus comes back again. Jn 3:16; Act. 4:11-12; 1 Tim. 1:15; Luk. 19:10; Heb. 10:10;14; 13:12 Ro. 12:1; Mat. 3:11; Act. 2:4; Is. 53:5; Rv. 1:7.

CAMPUS: We are an online Institution of Higher Education.

North Carolina

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Kissimmee, FL.

José C. Alicea

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BOARD OF DIRECTORS



DRA. HATTIE TIBURCIO

Chairman of the Board of Directors

Hattie Tiburcio graduated from UMD with a Doctor of Law (JD), Master's in Ministry, Master's in Christian Studies from Southeastern Baptist Theological Seminary (SEBTS), and a Bachelors in Theology (UNEV). She was the President of UNILIMI. She is the Founder and Pastor along with her husband, Rev. Dr. Victor Tiburcio, the Senior Pastor of the Aliento de Vida Church, in New York. Professionally, she is a Lawyer, and finds time to teach a course, once in a while.



DR. VÍCTOR TIBURCIO

Liaison to the Board of Directors

Dr. Victor A. Tiburcio has a BA in Social Communication from Universidad Autonoma de Santo Domingo (UASD) and from Universidad Central del Este (UCE). He also has an MA in Christian Studies from Southern Baptist Theological Seminary (SEBTS), and a Certification in Field Traumatology from the University of South Florida (USF).



JAIME TAMAY

Vocal and Treasurer

Jaime Tamay is vocal and treasurer of UNILIMI. He graduated with a B.A. in Accounting and is in the process of completing an M.A. in Accounting from Queens College (CUNY). He also is one of the marriage ministry leaders for the Aliento de Vida church.



RUTH SHEPHARD

Vocal

Graduated with a B.A. in Clinical Psychology from UNEV. Works hand in hand with her husband as Associate Minister for young marriages.



BARRY DEONARINE

Vocal

Barry Deonarine, vocal for the UNILIMI Board of Directors team, is engaged in the general practice of law, representing clients in areas such as real estate and civil litigation, with an emphasis on criminal defense. He graduated from Harvard College with a B.A. in English and American Literature and Language and also graduated from Stanford Law School as J.D. (Juris Doctor).



DORA MALDONADO-MOLINA

Vocal

Dora Maldonado-Molina, vocal for the UNILIMI Board of Directors, has a B.A. in English language arts from Hunter College, an A.S. in Physical Therapy from LaGuardia Community College. She is in the process of obtaining her M.A. from Hunter College in Early Childhood Education.



LAYTON CERVANTES

Vocal

Layton Cervantes, vocal for the UNILIMI Board of Directors team, studied Aviation and Architecture in Farmingdale University and also studied Architecture in the Institute of Design and Construction.



JOSEFA RIVAS

Secretary

Graduated from the Dominican Dental University in 1992. Graduated from New York College of Dentistry in 1997. Residency program at Woodhull hospital from 2002 to 2003. She has been in private practice from September 2004 to present.

ADMINISTRATION



**DR. WILFREDO ESTRADA
ADORNO**
President

Wilfredo Estrada Adorno graduated from Emory University in Atlanta, Georgia with a Master's in Divinity (1973) and a Doctorate in Ministry (1982). He was the director for the Center of Latin Studies in the Pentecostal Theological Seminary (PTS) where he currently teaches as the Professor of Practical Theology and Latin Studies. He is an ordained bishop of the Church of God in Cleveland, Tennessee. He has been granted doctorates as *Honoris Causa*, by the South American seminary (SEMISUD) of the Church of God and the Evangelical Seminary of Puerto Rico. He also serves as an adjunct professor for Gordon-Conwell Seminary and Asbury Theological Seminary. Doctoral Thesis: The reconciliation of Charismatic Pastors and College Professors in the Educational Service for the Ministry. He is the author of various books.



PROF. JOSE ALICEA
Academic Dean

Jose C. Alicea is the academic dean and cohort coordinator and faculty. He has a B.A. in Pastoral Studies. He has been a Professor for several institutions and has been part of several organizations for many years, such as the Church of God for 40 years as active member, leader, and minister. He also served as President of the Student Council of the *Colegio Biblico Pentecostal de Puerto Rico*.



DR. JOSÉ A. SANTOS HORTA
Dean of Accreditation and
Institutional Effectiveness

José Santos has a Doctor in Ministry, MDiv, MCM. from the Pentecostal Theological Seminary (PTS) in Cleveland, TN. Bachelor's degree in Leadership from Lee College in Cleveland, TN.; a specialist in Leadership. His doctoral thesis was written under the topic: "How to integrate a mentoring program among Hispanic Pentecostal Pastors." He is an adjunct professor in the Center for Latino Studies for the Pentecostal Theological Seminary (PTS), SUM Bible College, and Theological Seminary of Oakland, CA. He is the coordinator for the Global Institute for Ministries and Training in both Latin America and the United States.



ADALIZ GOLDILLA
Dean of Enrollment and Registry

Adaliz Goldilla is the Registrar for UNILIMI who initially worked at our FL campsite, but has recently traveled to work from New York. She is bilingual in Spanish and English. She graduated with her BA in Family Counseling from UNILIMI.



KARI SAMANTHA VELEZ
Dean of Administration and Finance

Samantha graduated with a B.A. in Education from Queens College (CUNY). She served as Associate Minister of the Children's Ministry for many years in NY. Along with her husband, Angel Velez, they have currently pastoring a church since February 2017, in the state of North Carolina. Bilingual in Spanish and English.



MICHELLE CERVANTES
Accounts Receivable Officer

Finished her High School studies and entered the University of Leadership and Ministry in 2020, completing her Certificate of Ministerial Studies in 2021. She is currently studying and preparing to complete her associate degree at UNILIMI.



DORIS E. MAGA
Director of the Ministerial Formation Program

Doris E. Maga, is an Associate Minister in the Couples' Ministry for the Aliento de Vida church. She has a diploma in biblical studies with a specialization in Pastorship from Damascus School of Ministry to the Damascus Council, Inc. She has a NY License in financial services. She also graduated as a technician and engineer in programming and analysis from the University of Panama.



ANNA M. BOCANEGRA
Corridor Coordinator

Rev. Anna María Bocanegra has a MACM: Master of Arts in Church Ministries with a concentration in Latino Studies, completed in 2021, she received the Practical Theology Award. A Bachelor's degree DWPM: Diploma in Wesleyan-Pentecostal Ministry (CLS), completed in 2018, she received the Academic Excellence Award. Both degrees from the Pentecostal Theological Seminary (PTS) in Cleveland, TN. She has an A.S. in Digital Imaging Technology completed in 2012. Ordained Minister since 2003. She is a Bible Institute Director and Professor since 2001, to present in the Central District in Dallas, Texas.



Sellynese Ramos
Public Relations

Sellynese Ramos is currently obtaining a B.A. in Applied behavior science from Ashford University. She worked for several years as secretary of the liaison church, Iglesia Aliento de Vida, and currently is one of the associate youth pastors for the teen ministry of the church.

FACULTY



Hattie Tiburcio

Lawyer, Doctor in Law (JD) Masters in Law (UMD) Masters in Ministry and Bachelors in Theology (UNEV), a Master's in Ministry, and a Master's in Christian Studies from Southeastern Baptist Theological Seminary (SEBTS).



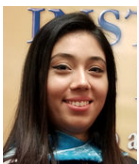
Victor Tiburcio

Dr. Victor A. Tiburcio has a BA in Social Communication from Universidad Autonoma de Santo Domingo (UASD) and from Universidad Central del Este (UCE). He also has an MA in Christian Studies from Southern Baptist Theological Seminary (SEBTS), and a Certification in Field Traumatology from the University of South Florida (USF).



Wilfredo Estrada Adorno

B. A. Lee University, Cleveland, Tennessee, 1966, with a concentration in Christian Education, B. A. In Education, University of Puerto Rico, 1967, focused on Education and Sociology, M. Div. from Emory University, Atlanta, Georgia, 1973, with a concentration in New Testament Studies, Doctor of Ministry, Emory University, Atlanta, Georgia, 1982, focused on theological formation for Christian ministry, D. D, in Letters, (*Honoris Causa*) Evangelical Seminary of Puerto Rico, 2002, Doctor in Social Theology (*Honoris Causa*) SEMISUD, Quito, Ecuador, 2003, Doctor of Divinity (*Honoris Causa*), Asbury Theological Seminary, Wilmore, Kentucky, 2018. He has served the church as a pastor, teacher, chaplain and administrator. He has authored several books, among them: *Cántico borincano de esperanza: Historia de la distribución de la Biblia del 1898 al 1998*, 2000, *Pastores o políticos con sotanas: Pastoral de la guardarraya en Vieques*, 2003, *El síndrome de la imprudencia: Mi experiencia en un cambio de administración gubernamental*, 2009, *100 años después: La ruta del pentecostalismo puertorriqueño*, 2017, *El fuego está encendido: Infancia del pentecostalismo puertorriqueño y su impacto en la sociedad*, 2016, *Oh poder pentecostal!: Adolescencia, temprana madurez e impacto social del pentecostalismo puertorriqueño*, 2016, *Antonio Collazo: Un verdadero Apóstol*, 2017 y *Sueño celestial: Himnología, espiritualidad y teología pentecostal*, 2019.



Kari Samantha Vélez

Bachelor of Arts in Education, Queens College (CUNY). Associate Minister of Children's Ministry. In the process of obtaining an MA in Theological Studies from Gordon Conwell Theological Seminary.



José A. Santos Horta

Doctor of Ministry, Pentecostal Theological Seminary, Cleveland, TN 2017; Masters of Divinity (Leadership), Pentecostal Theological Seminary, Cleveland, TN 2013; Masters of Arts in Church Ministries, Pentecostal Theological Seminary, Cleveland, TN 2011; Bachelor of Science in Church Leadership, Lee University, Cleveland, TN 2007.



José C. Alicea

Professor of New Testament and Systematic Theology. Master's Degree in Pentecostal Theology from the Pentecostal Theological University. Bachelor of Arts concentration in Pastoral Studies, Pentecostal Bible College of Puerto Rico. Former director of Academic Affairs, Latin American College of Theology and Ministry.



Doris E. Maga

Doris E. Maga, is an Associate Minister in the Couples' Ministry for the Aliento de Vida church. She has a diploma in biblical studies with a specialization in Pastorship from Damascus School of Ministry to the Damascus Council, Inc. She has a NY License in financial services. She also graduated as a technician and engineer in programming and analysis from the University of Panama.



Adaliz Goldilla

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Anna M. Bocanegra

Rev. Anna María Bocanegra has a MACM: Master of Arts in Church Ministries with a concentration in Latino Studies, completed in 2021, she received the Practical Theology Award. A Bachelor's degree DWPM: Diploma in Wesleyan-Pentecostal Ministry (CLS), completed in 2018, she received the Academic Excellence Award. Both degrees from the Pentecostal Theological Seminary (PTS) in Cleveland, TN. She has an A.S. in Digital Imaging Technology completed in 2012. Ordained Minister since 2003. She is a Bible Institute Director and Professor since 2001, to present in the Central District in Dallas, Texas.

ADJUNCT FACULTY



José Dunker

Director of our Masters in Christian Family Counseling, is a Doctor (UASD), Psychiatrist (U. of Madrid, Spain), Public Health Expert (UCMM), Educator (ADRU) Family Therapist (UASD). Was Rector of the National Evangelical University (UNEV). President of the Dominican Society of Psychiatry, Pastor of *Iglesia Bíblica Cristiana* (Christian Biblical Church) and founder of *Instituto Médico-psicológico de Atención a la Familia* (Medical-Psychological Institute of Attention to the Family) [IMAFa]. He is the author of 20 books on theology, medicine, psychology, sociology and family therapy. He is the founder of the new three-dimensional framework.



Doris Byas

Doctor of Medicine from the Autonomous University of Santo Domingo (UASD), Specialty in Psychiatry, Father Billini Psychiatric Hospital, the Autonomous University of Santo Domingo (UASD), Masters in family therapy Institute of Human Sexuality, the Autonomous University of Santo Domingo (UASD), Certification in Cognitive Therapy from Beck Institute, University of Pennsylvania, Certification in Structural Therapy, Philadelphia Child and Family Training Center, Friends Hospital, Philadelphia, Pennsylvania



Raquel Echevarría

Professor in Puerto Rico with a doctorate in Biblical Studies from I.U. ISEDET in Argentina. She also has an M.A. in Theology from Columbia Theological Seminary, and an M.A. in Divinity from Pentecostal Theological Seminary, and a B.A. in Psychology.



Luis Felipe Fernandez

Main pastor of Fuente de Salvación church in Jersey City, New Jersey USA. Graduate of Nyack College, New York, USA, in Theology and Business Administration. Graduate of the DeVos Urban Leadership Initiative. Diploma in Urban Youth Ministry from Fuller Seminary in Pasadena, CA. Diploma in Advanced Leadership. Northeast Regional Coordinator of e625 specialties USA, in Latin America. Was recently elected to the Board of Education of Jersey City, NJ.



José Raúl Febus-Paris

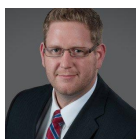
PhD (candidate) in Theology - *Protestantse Theologische Universiteit*, (PThU) Amsterdam. Master of Divinity - *Pentecostal Theological Seminary*, Cleveland, Tennessee. Bachelor of Arts - *Colegio Bíblico Pentecostal*, Trujillo Alto, Puerto Rico. Major: Pastoral Studies. Bachelor's in business administration - *Caribbean University*, Bayamón, Puerto Rico. Major: Accounting.



Doctorate in Education – Counseling, Doxa International University Hialeah, Florida, 2003; Bachelor in Education - Information Technology and Telecommunications, National College of Business and Technology Bayamón, Puerto Rico, 2003; Professional Certificate in Educational National College of Business and Technology, National College of

Angie Navas

Business and Technology Bayamón, Puerto Rico, 2001; Master of Arts in Education, School of Theology Cleveland, Tennessee, 1986; Bachelor of Theology – Education Major, Pentecostal Biblical College of Puerto Rico Río Piedras, Puerto Rico, 1996; Education classes for children with slight impediments (37 credits), Accreditations, Certificates, and Licenses: 1994 Metropolitan University Río Piedras, Puerto Rico; 2016 Gifted Orange County Public School; 2010 ESOL - Orange County Public School; 2006 Orange County Public School Professional Certification Foreign Language –Spanish; 2005 Education Department – Puerto Rico Computer Uses Resource Teacher and Teacher-Specialist in Educational Technology.



Joseph Owen

Director and main speaker for the hispanic ministry of *Answers in Genesis*. He has a B.A. in Theology from the Seminario Bautista Dominicano and he is in the process of obtaining his M.A. in Christian Studies from Southeastern Seminary.



Samuel Perez-Rivera

Doctorate in Theology from Universidad Evangélica de las Américas, a doctorate in Christian Counseling and Psychology from the International University of Coral Springs, and a M.A. in Divinity from the Evangelical Seminary of Puerto Rico.



Elsa Trinidad

M.A. in Education with a specialization in educational technology in instructional systems (CUPR). She also has a B.A. in Education from Universidad Teologica del Caribe.



Nelson Trinidad

Bilingual professor and Bishop Minister who has a M.A. in Guidance and counseling in Education from Universidad Teologica del Caribe- Puerto Rico, and he has a B.A. in Christian Education from Universidad Teologica del Caribe, Puerto Rico.

FACULTY BY INVITATION



Yadetzi Rodríguez

M. Theological studies of the National University of Costa Rica.
M. Theological Studies: Vision International University, West Palm Beach, FL.
M. Arts in Theological Studies: SEMISUD. Quito, Ecuador.
Bachelor of Theology and Religious Sciences. Autonomous University of Quito.
Undergraduate Degree in Pastoral Theology. SEMISUD. Quito, Ecuador.



Pablo A. Jiménez

Pablo A. Jiménez is the Pastoral Leader of Movimiento La Red, a faith community that meets through social media. The Network's headquarters are in Winter Park, Florida. Jimenez holds a Doctor of Ministry from Columbia Theological Seminary in Decatur, GA.
Author of several books, he has taught in various seminaries in Latin America, the Caribbean and the United States, both in English and Spanish. He has several web pages, among which www.pablojimenez.com & www.predicar.net stand out. In addition, he is the producer and maintainer of Let's Preach, a podcast dedicated to preaching, leadership, and pastoral theology.



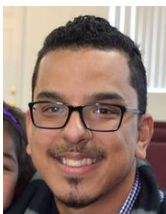
Reinaldo Gracia

Adjunct Professor at Centro para Estudios Latinos
Adjunct Professor Latino Ministry Formation Program at Asbury Theological Seminary
Studies Ph.D at Asbury Theological Seminary
Studied M.Div. Theology at Pentecostal Theological Seminary



Luz Zenaida Ortiz-Arce

Worked at AETH Asociación para la Educación Teológica Hispana
Studied Business at Universidad Interamericana de Puerto Rico



Joseph Alicea

Studies at William Jessup University
Studied at International Academy of Design & Technology – Orlando



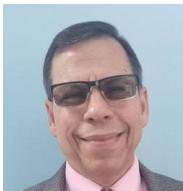
María M. Sheffey

Studied Mathematics at Universidad de Puerto Rico Recinto de Mayagüez
Studies D.Min. Doctor of Ministry at Virginia Bible College
Studied Counseling at Pentecostal Theological Seminary
Studied M. Div. at Pentecostal Theological Seminary
Studied BA at Universidad Teologica Del Caribe



Ruth Shephard

Graduated with a B.A. in Clinical Psychology from UNEV. Works hand in hand with her husband as Associate Minister for young marriages.



José G. Torraca

Bishop of the Church of God
BA in Biblical Interpretation of the Theological University of the Caribbean
Certified as a Pre and Marital Counselor by Life Innovation Ministry
Certified as a Professional Marriage Coach from the Interamerican University of Puerto Rico



Reinaldo Burgos

Ordained Minister of the Methodist Church
BA Social Sciences from the University of Puerto Rico
Master of Divinity from the Evangelical Seminary of Puerto Rico
Adjunct Professor of the Interamerican University of Puerto Rico
Chaplain of the Interamerican University of Puerto Rico, Guayama Campus
Certified Pre and Marriage Counselor from Life Innovation Ministry
Certified as a Professional Marriage Coach by the Interamerican University of Puerto Rico,



Noemí González

Works at Aliento de Vida church
Studied Business Administration at Queens College, City University of New York
Graduated from Flushing High School, NY.



Miriam Urrutia



Víctor Manuel Tiburcio

Digital creator
Director of Programming at Aliento Vision
Studies at Gordon-Conwell Theological Seminary
Studied Documentary Production at Hunter College
Graduated from Francis Lewis High School, NY.

PROGRAMS

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

College Level Certificate: (30 Credits)

1. Certificate in Leadership and Ministry

Associate of Arts Degrees in Leadership and Ministry: (60 Credits)

1. Christian Leadership (12 concentration credits)
2. Ecclesiastical Ministry (12 concentration credits)
3. Christian Apologetics (12 concentration credits)
4. Christian Education (12 concentration credits)
5. Pastoral Care (12 concentration credits)
6. Community Chaplaincy (12 concentration credits)
7. Woman's Christian Ministry (12 concentration credits)

Bachelor of Arts Degrees in Leadership and Ministry: (120 Credits)

1. Christian Leadership (24 concentration credits)
2. Ecclesiastical Ministry (24 concentration credits)*
3. Christian Apologetics (24 concentration credits)
4. Christian Education (24 concentration credits)
5. Pastoral Care (24 concentration credits)
6. Community Chaplaincy (24 concentration credits)
7. Woman's Christian Ministry (24 concentration credits)

*Could be achieved by Traditional and Non-traditional (Competency Based Education).

Master in Arts Programs: (42 credits)

- a. Pentecostal Studies (15 credits)
- b. Christian Pastoral Family Care (15 credits)
- c. Christian Apologetics (15 credits)

College Level Certificate: (30 Credits)

This certificate is designed to offer continuing education to pastors and lay leaders to help them efficiently serve the community where they minister. The study program provides a basic understanding of the content of the Christian faith, culture, and the environment in which the students interact to meet the needs and demands of the community sectors they serve. The full-time student can complete the program in one year.

Courses in Bible and Theology for the Certificate Program (12 credits or its equivalence)			
CODE	COURSE DESCRIPTION	CREDITS	AREA
BIB-100	Old Testament Survey	3	Bible
BIB-101	New Testament Survey	3	Bible
THE-100	Theology I	3	Theology
THE-200	Theology II	3	Theology

Program Learning Outcomes

1. The curriculum is designed to produce students with comprehensive knowledge of the Bible and the theological content of the Pentecostal faith.
 - a. To comply with this outcome, a comprehensive assessment test will be administered at the beginning and the end of the programs to measure the students' progress in their Scriptures and Theology knowledge.
2. The curriculum will provide educational experiences that prepare students to be obedient to God under the Lordship of Jesus Christ in the power of the Spirit.
 - a. To comply with this outcome, students will be placed in practical contexts of ministries that combine praxis and experience.
3. The curriculum will furnish opportunities for spiritual development and ethical commitment to the Christian values of the church.
 - a. To comply with this outcome, students will be required to demonstrate the values of their Christian Faith in their walk of life.
4. The curriculum will combine life and learning in such a way that the students will acquire the maturity and professional competencies needed to carry out the mission of the Church in the world.

- a. To comply with this outcome, students will be required to submit a journal of supervised ministries done in their different contexts of ministries.

Associate of Arts Degrees in Church Ministries and Leadership: (60 Credits)

This program is designed to develop professionals from a Christian ministerial perspective to intervene with society, community organizations and to offer students the necessary knowledge of the Christian faith, culture, and the environment in which they interact to meet the needs and demands of different community sectors. This is a sixty-hour credits program. The full-time student can complete the curriculum in two years. The program provides the necessary skills so that its graduates can provide a professional quality service of church ministries and leadership to the Hispanic community in the United States and other Hispanic/Latino contexts.

Required Courses in Bible and Theology for the A.A. Program (15 credits)			
CODE	COURSE DESCRIPTION	CREDITS	AREA
BIB-102	Biblical Hermeneutics	3	Bible
BIB-100	Old Testament Survey	3	Bible
BIB-101	New Testament Survey	3	Bible
THE-302	Pentecostal Theology and Spirituality	3	Theology
THE-203	Introduction to Apologetics	3	Theology

Required Courses in General Studies for the A.A. Program (15 credits)			
CODE	COURSE DESCRIPTION	CREDITS	AREA
GS-099	Competencies on Information and Technology	3	General Studies
GS-103	Thinking and Critical Analysis	3	General Studies
GS- 201	Biology and Theology	3	General Studies
GS-240	Human Growth and Transformation	3	General Studies
GS-322	History of Western Civilization	3	General Studies

Program Learning Outcomes

1. The curriculum is designed to produce students with comprehensive knowledge of the Bible and the theological content of the Pentecostal faith.

- a. To comply with this outcome, a comprehensive assessment test will be administered at the beginning and the end of the programs to measure the students' progress in their Scriptures and Theology knowledge.
2. The curriculum will provide educational experiences that prepare students to be obedient to God under the Lordship of Jesus Christ in the power of the Spirit.
 - a. To comply with this outcome, students will be placed in practical contexts of ministries that combine praxis and experience.
3. The curriculum will furnish opportunities for spiritual development and ethical commitment to the Christian values of the church.
 - a. To comply with this outcome, students will be required to demonstrate the values of their Christian Faith in their walk of life.
4. The curriculum will combine life and learning in such a way that the students will acquire the maturity and professional competencies needed to carry out the mission of the Church in the world.
 - b. To comply with this outcome, students will be required to submit a journal of supervised ministries done in their different contexts of ministries.

Baccalaureate of Arts Degrees in Church Ministries and Leadership: (120 Credits)

The Bachelor of Arts in Church Ministries and Leadership provides an overall understanding of biblical, theological, ministerial and social sciences studies to prepare students for intercultural ministerial work and effective leadership in the church and the world.

Courses in Bible and Theology for B. A. Programs (30 credits)			
CODE	COURSE DESCRIPTION	CREDITS	AREA
BIB-102	Biblical Hermeneutics	3	Bible
BIB-100	Old Testament Survey	3	Bible
BIB-101	New Testament Survey	3	Bible
BIB-103	New Testament (Luke & Acts)	3	Bible
BIB-403	Study of the books of Ruth & Esther	3	Bible
THE-100	Theology I	3	Theology
THE-201	Theology II	3	Theology
THE-203	Introduction to Apologetics	3	Theology

THE-305	Christian Ethics	3	Theology
HIS-202	History of the Church II	3	History

Courses in General Studies for B. A. Programs (30 credits)

CODE	COURSE DESCRIPTION	CREDITS	AREA
GS-099	Competencies on Information and Technology	3	General Studies
GS-104	Mathematics and Personal Administration	3	General Studies
GS-103	Thinking and Critical Analysis	3	General Studies
GS-201	Biology and Theology	3	General Studies
GS-240	Human Growth and Transformation	3	General Studies
GS-241	Human Sexuality	3	General Studies
GS-300	Introduction to Sociology	3	General Studies
GS-204	Arts, Culture and Religion	3	General Studies
GS-302	Introduction to Psychology	3	General Studies
GS-322	History of Western Civilization	3	General Studies

CORE COURSES

Required CORE Courses for B. A. Programs (24 credits)

CODE	COURSE DESCRIPTION	CREDITS	AREA
BIB-101	Hermeneutics	3	Bible
BIB-203	Luke & Acts	3	Bible
BIB-403	Ruth & Esther	3	Bible
THE-302	Pentecostal Theology and Spirituality	3	Theology
HIS-202	History of the Church Reform to the Present	3	History
MIN-235	Leadership and Ministry	3	Ministry
MIN-450	Pastoral intervention in crisis situations	3	Ministry
THE-222	The Holy Spirit in Church Ministry	3	Theology

Program Learning Outcomes

1. The curriculum will provide for the development of a community of faith, worship and study, nurturing covenantal relationships conscious of the worldview of the Church.

- a. To comply with this outcome, students will be required to submit a report of their engagement in community service activities to demonstrate their sensitiveness for the global diversity and mission of the Church.
2. The curriculum will provide for ascertainment and development of gifts, passions, and sense of calling through hands-on ministry, service learning and intellectual studies opportunities.
 - a. To comply with this outcome students will be immersed in on-going experiential ministerial services and leadership activities in local church settings.
3. The curriculum will endeavor to prepare men and women to serve as Spirit-filled ministers and leaders in the Hispanic communities' churches, in which they are called to serve in today's world.
 - a. To comply with this outcome students will be invited to serve in local church settings to demonstrate their ministerial and leadership commitment.
4. The curriculum will strive to bring students to the knowledge of the Word of God, as the revelation of the Eternal God, and as the standard of faith and conduct to mankind.
 - a. To comply with this outcome students must demonstrate a profound and diligent knowledge of the Word of God that triggers a coherent worldview for thinking and living, by submitting a ministerial report of their projects in local church settings.
5. The curriculum will provide for passionate participation in God's global mission and Kingdom priorities.
 - a. To comply with this outcome students will be required to get involved in activities that promote the global mission and priorities of the church.

TRAINING , OVERCOMING AND MINISTERIAL EQUIVALENCE PROGRAM (PASEM)

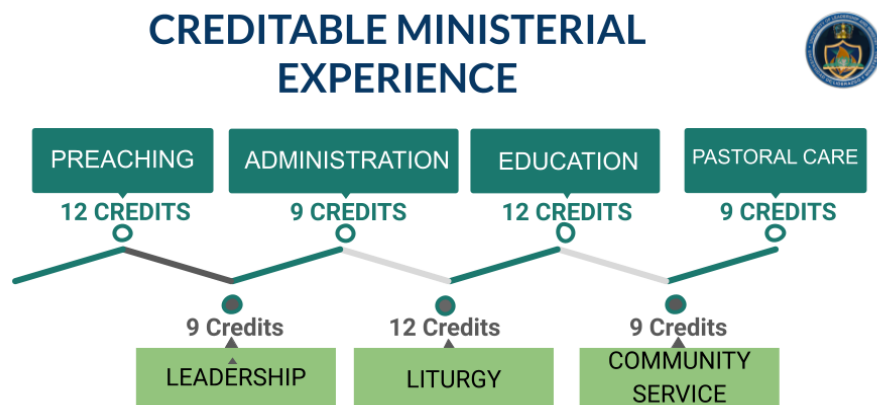
PROGRAM DESCRIPTION

Introduction

The PASEM program is an education project for ministers, pastors, evangelists and missionaries, in which the ministries may receive university credits based on the experience acquired in the different areas of Christian ministry work.

This program offers the Bachelor of Arts in Pastoral Ministry (BA) degree to ministers, pastors, evangelists, and missionaries. The study program includes: (1) evaluation of ministerial service and experience and (2) academic work, based on the latest accelerated adult education techniques.

Up to 75 college credits may be credited for ministerial experience. These practical ministerial work credits are broken down into the following areas: (1) preaching (12 credits); (2) education (12 credits); (3) administration (9 credits); (4) community services (9 credits); (5) liturgy (12 credits); (6) leadership (9 credits) and (7) pastoral care (9 credits).



1

Participants:

1. PASEM is an accelerated education program for adults of the University of Leadership and Ministry (UNILIMI), designed for ministers, pastors, evangelists, teachers, and missionaries who meet the following criteria:
2. Be active in your ministry with more than 5 years of experience.
3. Be willing to set aside one Monday a week for a period of 24 months (2 years).
4. Have a serious commitment to your education and training
5. Do your academic homework according to the class calendar.
6. Be over 25 years old. (It depends on the age that the full ministry began)
7. Successfully pay the costs of your education.

Study strategy:

PASEM participating ministers will be required to prepare an Educational Portfolio. The Educational Portfolio is a tool to help the student of the adult accelerated education program with the aim of compiling a file that contains information and evidence about their experiences, knowledge, skills, abilities, education and achievements. Each minister in the PASEM program will be assigned a mentor teacher to guide them through the process of compiling her portfolio.

Brief explanation of the different scenarios of ministry service

1. Preaching Folder: In this folder the minister may submit the material that reflects how over the years, he has been developing his homiletical work.
 - a. Material you can include in this folder
 - i. Written sermons and sermons outlined by his own that he has preached for the past 5 or more years.
 - ii. Certificates from seminars and workshops he has taken over the past 20 years on homiletics
 - iii. Certificates of homiletics courses taken in Bible institutes.
 - b. By making the portfolio the students will successfully accumulate 15 credits
2. Education Folder: In this folder the minister may submit the material that reflects how over the years, he has been developing his teaching work in the local church.
 - a. Material you can include in this folder
 - i. Notes from classes he has taught for the past 5 or more years.
 - ii. Certificates of seminars and workshops that he has taken during the last 5 or more years on Christian education
 - iii. Certificates of courses on Christian education, taken in Bible institutes during the last 20 years.
 - b. By making the portfolio successfully, you will accumulate 10 credits
3. Educational Administration Folder: In this folder the leader or minister may submit the material that reflects how, over the years, he has been developing his work as an administrator in the local church.
 - a. Material you can include in this folder
 - i. Documents on budgets and administrative matters of the work in the church during the last 5 or more years.
 - ii. Certificates of seminars and workshops you have taken in the last 5 or more years on church administration

- iii. Certificates of courses in ecclesial administration, taken in Bible institutes during the last 5 or more years.
 - b. By making the portfolio successfully you will accumulate 10 credits
- 4. Community Service Educational Folder: In this folder the minister may submit the material that reflects how, over the years, he has been developing his work as a leader and servant of the community where the church is located.
 - a. Material you can include in this folder
 - i. Documents on proposals for community service in the church community for 5 or more years.
 - ii. Certificates from seminars and workshops he has taken on community service over the past 20 years.
 - iii. Documents showing his work in community programs he has served with his church. These can be, but are not limited to: certificates of appreciation, thank you letters, etc.
 - iv. Certificates of courses in community service, taken in Bible institutes during the last 20 years.
 - b. By making the portfolio successfully, you will accumulate 10 credits
- 5. Educational folder on liturgy: In this folder, the minister may submit the material that reflects how, over the years, he has been developing his work as a spiritual leader and organizer of the church's liturgy of worship.
 - a. Material you can include in this folder
 - i. Programs of the cultic activities on the different activities of worship in the church during the last 20 years.
 - ii. Certificates from seminars and workshops he has taken on community worship and liturgy over the past 20 years.
 - iii. Report of books on worship and liturgy read in the last 20 years
 - iv. Certificates of courses on worship and liturgy, taken in Bible institutes during the last 20 years.
 - b. By successfully completing the portfolio, you will accumulate 10 credits.
- 6. Educational portfolio on leadership: In this folder the minister can submit the material that reflects how over the years, he has been developing his work as a spiritual leader and organizer of the ministry in the church and the community.

- a. Material you can include in this folder
 - i. Strategic planning projects and other organizational ministry programs in the church and community for the past 20 years.
 - ii. Certificates from seminars and workshops he has taken on Christian and community leadership over the past 20 years.
 - iii. Report of books on leadership read in the last 20 years.
 - iv. Leadership course certificates taken at Bible colleges and other institutions for the past 20 years.
 - b. By making the portfolio successfully, you will accumulate 10 credits
7. Educational portfolio on counseling: In this folder the minister may submit the material that reflects how over the years, he has been developing spiritual caregivers of his faith community.
- a. Material you can include in this folder
 - i. Reports on your project of pastoral care in the church and the community, during the last 20 years.
 - ii. Certificates of seminars and workshops he has taken on Christian and community pastoral care over the past 20 years.
 - iii. Report of books on pastoral care and counseling, read in the last 20 years
 - iv. Certificates of courses in pastoral care and counseling, taken in Bible institutes and other institutions during the last 20 years.
 - b. By making the portfolio successfully you will accumulate 10 credits

PASEM educational process

First phase: Evaluation of ministerial experience. The student will register for the PASEM program at UNILIMI and will have six (6) months to prepare their educational portfolio in the seven (7) areas described above, under the supervision of one of the UNILIMI teachers. After finishing the first phase of the program, you will move on to the second phase of the program.

Second phase: Academic work. The PASEM program student will begin the second stage of the program, enrolling in the next forty-five (45). She will have twenty-four (24) months (2 years) to complete the academic phase of PASEM.

The first group of the PASEM program will start in August 2020.

DESCRIPTION OF THE EDUCATIONAL PORTFOLIO

Introduction

This educational evaluation instrument is designed to validate educational experiences and ministerial practices of prospective students, for academic credits at the University of Leadership and Ministry (UNILIMI). The language used in it is inclusive. The Educational Portfolio includes credits for life experience and prior education at non-accredited institutions. The validation at the level of the academic programs of UNILIMI will be granted according to the academic quality of the courses. People who qualify for these credits will be people over 25 years of age who can demonstrate at least three (3) years of experience in a Christian ministry.

Validation of learning experiences through the Educational Portfolio

The University of Leadership and Ministry has taken as an educational initiative to offer learning opportunities through non-traditional academic programs. To meet this goal it is planned to create flexible modalities in accordance with modern education. The Educational Portfolio is one of these non-traditional forms of education.

This non-traditional education project was born as a response to meet the ministerial preparation needs of those pastors who have been active in the ministry and who have been trained in reputable but not accredited institutions. Furthermore, a considerable number of lay people who wish to acquire their ministerial education, but cannot do so on the traditional schedule of most ministerial schools.

The concept of non-traditional education arises as an alternative, with the objective that the student achieves his educational and occupational goals, with adjustments to his personal circumstances and in his particular social environment. This flexibility responds to the principle that each human being learns in different ways throughout his life.

Some students, upon admission to an educational institution, possess college-level knowledge and skills as a result of their life experiences. Offering university credits to students who have been trained in the work environment and outside the academic environment, is to recognize the validity of these experiences as forms of learning. The learning obtained from these experiences, whether through previous non-university studies, through employment or through participation in community organizations and institutions, must be documented, organized and articulated in such a way as to facilitate its evaluation. This learning could be validated, if it is equivalent to that acquired in some of the courses of the UNILIMI study program. Using this instrument (the Educational Portfolio) the student could validate up to sixty (75) credits of the UNILIMI baccalaureate programs.

The Education Portfolio allows the student to reduce the time it would normally take to complete a ministerial academic degree. In line with these principles, UNILIMI has established norms and procedures that will allow the evaluation of learning experiences through this Educational Portfolio.

The Educational Portfolio

The Educational Portfolio is a file compiled by the student that contains information and evidence about their experiences, knowledge, skills, abilities, education and achievements. The assigned teacher will determine the minimum number of pages required in the Educational Portfolio. This will be delivered in digital format and in this way will allow the student to scan

images of their diplomas, certificates, photos, articles, presentations, as well as present audios and videos, among other materials and documents.

Evidence that can be included in the Educational Portfolio

The presentation of the evidence included in the educational portfolio will be the sole responsibility of the student, who will take into consideration the terminal objectives of each class. The experiences and documents in the educational portfolio must be related to the last twenty (20) years of the student's life experience. Here are some of the documents that might be accepted:

- Diploma certificates from continuing education, vocational courses, trainings, and seminars taken
- Evaluation of your performance by your supervisor
- Letters from employers or supervisors, evidencing their labor performance
- Recordings
- Summarize, which include in a concise and precise way the work experiences, tasks performed and time of duration in each job or occupied position, abilities and special skills that you have, workshops, seminars or short courses taken, languages that you master, use and management of technology, awards or recognitions received, and travel related to the position or employment. In an annex to the summary, you must include a description of the tasks performed in the jobs that are related to the objectives of the classes you want to validate.
- Description of tasks in the positions held, by means of verbatim citations of official regulations of the company or agency, for which the student will manage an authorization or copy of the description of duties of the position, which includes the signature of the corresponding authorities.
- Professional licenses that are consistent with the requirements of the class to be validated.
- Essays, monographs or articles written for other courses or published in newspapers, bulletins or professional magazines that are related to the class.
- Projects or proposals in which you have participated and the work carried out.
- Acknowledgments received from organizations, clubs, educational or professional associations.
- Description of the link between the knowledge and skills acquired by the student in their employment and in other experiences (travel, volunteer service, writing papers, projects, proposals, among others) and the terminal objectives and topics of the course.
- Appropriate use of the Turabian style in the bibliographical references of the critical reflection.
- If the evidence available in the Educational Portfolio is insufficient to validate the required learning, the student may be offered other opportunities, such as: face-to-face study, contract study with web support, online courses, written tests, among others.

Additional documents that may include the Educational Portfolio:

- Pastoral responsibilities:
- Religious Activities: chaplaincy, pastorate, youth ministry, radio ministry.
- Counseling: drugs, alcohol, marital, youth, crisis intervention.
- Administration: budgeting, fundraising, personnel administration, public relations.
- Oratory: preaching (homiletics), campaigns.
- Education (teaching): academy, courses taught, institute and Sunday school teacher.

- Recreation Leader - In church, community, or youth camps.
- Simultaneous interpreter.
- Worship leader (liturgical): musical instruments, reading music

Examples of what can be validated

- Evening or weekend institute: 3-credit or 1-credit college-level course.
- Supervised Ministerial Program: 6 credits at the university level.
- Certificate in Christian Ministries: 1 credit for every three credits received; if the courses were accredited, credit will be given for everything

Academic standards

- Academic credit is awarded only for acquired learning and not for experiences unrelated to the requested course (s).
- Academic credit can be awarded only for learning equivalent to the teaching level of UNILIMI academic programs.
- Learning needs to have an appropriate balance between theory and required practical application.
- The determination of the levels of competence and the corresponding granting of credits must be done by expert teachers who have mastery of the particular subject.
- Credits must correspond appropriately and proportionally to the academic context in which they are awarded and accepted.

Administrative and academic standards

- They must be separated from each other; an administrative committee or a finance office and an academic committee. This is done to avoid conflicts of interest. The one who makes the qualification for the degree, should not intervene in the collections.

Administrative process

- The Academic Dean of UNILIMI will consult the expert professors in the field to determine the courses that qualify for this modality.
- The standards and procedures for assessing learning will be accessible and widely publicized.
- The student will pay a charge equivalent to 50% of the regular cost of one (1) credit (\$ 50) for the seventy-five (75) credits (\$ 1,875) that will be validated in the Educational Portfolio. These charges will be exclusively for the services inherent to the evaluation process.

Evaluation process through the Educational Portfolio

- The educational portfolio has the purpose of evaluating in a uniform and objective way the modality of recognition of academic credits through the educational strategy of the portfolio. The Instrument has two types of evaluation, namely: comparison and content.
- With the comparison, it is only intended to determine whether or not the student has submitted the evidence requested in the criteria.
- The content evaluation allows evaluating the degree or level of quality with which the student meets the criteria.

- During the evaluation process, the professor will make recommendations to the student, according to the dates established in the calendar. The student will deliver her educational portfolio, no later than the last of the six (6) month period that was granted to him to make his Educational Portfolio.
- The teacher will use the Educational Portfolio to make his evaluation in a uniform and objective way.
- The professor will submit the results of his evaluation to the Academic Dean of UNILIMI, who will endorse the validation and send it to the Registrar's Office, for the corresponding official action.
- When the evaluation of the Educational Portfolio is unfavorable, the professor or in his absence, the Academic Dean of UNILIMI, will inform the student of the reasons for this decision.
- The Educational Portfolio is considered approved with a percent of 70% (C) or more. The grade the student will receive will be P (passed) or NP (not passed).
- Once a decision is made, the student will be notified of the academic reasons for the decision.

DESCRIPTION OF THE MASTER OF ARTS PROGRAMS OF THE UNIVERSITY OF LEADERSHIP AND MINISTRY

ADMISSION PROCESS

1. Complete and submit the online admission application, for the master's program in Pentecostal Studies.
 - a. Choose the Master's option, under the program option you request.
2. Pay the \$50 non-refundable application fee payable to the University of Leadership and Ministry (must accompany the Application for Admission).
3. Academic evidence that you completed your baccalaureate/bachelor's degree
 - a. Transcript of credits from a post-secondary institution.
4. An autobiographical letter describing the applicant's personal background, Christian experience, ministry calling, and reason for applying for this program.
5. A letter of recommendation presented on the printed forms provided by the University of Leadership and Ministry.
6. A digital photo of the shoulders up with a clear, smooth background.
7. Students must have a minimum GPA of 2.0 to be admitted to the Master's Program.

Description of the program:

The Master of Arts program at the University of Leadership and Ministry is constituted to provide skills and mastery in three different pentecostal concentrations: (1) Pentecostal Studies, (2) Christian Pastoral Family Care, and (3) Christian Apologetics. Through participation in the program, the student will be able to create a complete structure of studies of the fundamental theological themes of Pentecostal theology and its related concentrations to engage in constructive dialogue with other theological traditions.

The Primary Purpose of The University of Leadership and Ministry is to offer a curriculum in Pentecostal theology that represents the theological principles of the full gospel. In addition, it emphasizes the importance of Pentecostal spirituality and worship as part of the process of theological articulation of the five fundamental theological principles of classical Pentecostalism.

The program consists of 14 courses which are designed to be completed in a period of between 18 and 24 months. Students must previously complete a *Postgraduate Studies Integration Seminar*, where they refine research, writing and writing skills in a way that meets the requirements established for our master's program.

To be eligible for the Master of Arts program, the UNILIMI Admissions Committee will review the applications submitted and evaluate each one carefully before inviting candidates to join the program. Those accepted will receive an official letter from the Academic Dean of UNILIMI.

Program Objectives:

Upon completion of the Master of Arts program the student will:

1. Develop a comprehensive understanding of the theological foundations of the full Pentecostal gospel.

2. Acquire a deep knowledge of the topics pertinent to the fields of Pentecostal theology: Christology, soteriology, pneumatology, spirituality, ecclesiology and Pentecostal eschatology.
3. Acquire competent knowledge in the area of each of the concentrations.
4. Sharpen highly competent pedagogical and investigative skills to prepare the student for the ministry of theological education.

REQUIREMENTS FOR THE MASTER IN ARTS PROGRAM

The Master of Arts program (42 credits) is an academic program that trains our students to research and teach Pentecostal theology, and effectively perform in areas of family pastoral care and/or christian apologetics. The schedule below attempts to help students become familiar with the program in the following key areas:

Area I: Pentecostal Biblical Studies (9 credits)

Area II: Historical and Pentecostal Theological Studies (12 credits)

Area III: Pedagogy of Theological Education (6 credits)

Area IV: Concentrations (15 credits)

Total: 14 Required Courses. (42 credits)

BREAKDOWN OF COURSES BY AREAS OF STUDY.

Below, we offer a synopsis of the different areas of study that comprise the entire program.

Area I - Pentecostal Bible Studies (9 credits)

Scriptural revelation is the starting point and foundation of the kerygmatic discourse of the Christian church. Our statement of faith states that: "The Word of God, the Bible is the revelation of the Eternal God to man, our rule of faith and conduct, and that it contains no errors in its originals. It is all that the human being needs to be saved, to know the will of God and to live a pleasant life before Him." Our master's program emphasizes serious exegetical analysis of scripture contextualized within the original culture and history empowers the student for the interpretation of the biblical text for the contemporary church.

The educational objectives of the master's program for the area of Biblical Studies are:

- a. Assist the student in the acquisition of the necessary skills for the correct interpretation and understanding of the scriptures.
- b. Raise student awareness of the transcendence of personal probity and emphasize that integrity is born from solid biblical foundations and reflected in spiritually sound personal relationships.
- c. Stimulate the development of a sensitivity towards the person of the Holy Spirit in every aspect of daily and ministerial life by aiming especially towards anointed preaching and teaching of the Word of God.

Area II - Historical and Pentecostal Theological Studies (12 credits)

The life and history of the Christian church is a testament to how, with the illumination of the Holy Spirit, the Church has established the Word as its authoritative revelation. For this reason it

is important for the student to know how the interpretation and understanding of the Bible has influenced his own history and theology in each era. By understanding the development of church history and theology, the student will have tools to understand the new contemporary theological currents while developing a strong and theologically informed ministry regarding Pentecostal theology.

The educational objectives of the master's program for the area of historical and Pentecostal theological studies are:

- a. Teach the theological tenets of the full gospel: Christ saves, sanctifies, baptizes, heals, and comes again and how these principles have been in effect in church history and Pentecostal church formation from the 20th century to the present.
- b. Instill the importance of a historical and informed understanding of the doctrines and ministries of the Church in today's world.
- c. Provide a strong theological foundation that can be applied to the contextual needs facing Christian leadership, emphasizing a commitment to service to a multicultural church that has a global mission.
- d. Model and emphasize the importance of the intrinsic connection that exists between doctrine and spiritual formation.
- e. Demonstrate how sound doctrine makes the practice of ministry truly relevant when theology and practice are properly integrated.

Area – III Pedagogy of Theological Education (6 credits)

The University of Leadership and Ministry, is aware of the responsibility of preparing skilled men and women, both in knowledge and practice. UNILIMI intentionally seeks that its master's program represents the areas in which Christian ministry is performed.

The objectives of the Pedagogy of Theological Education program at the master's level are:

- a. Foster lifelong commitment to discipleship, characterized by communion with the community of faith.
- b. Promote integral education in a local congregation that is reflected in the life of worship and the habitual practice of spiritual disciplines.
- c. Provide the faith community with a curriculum that will enrich the student's spiritual and personal life for the healthy performance of ministry in the Church.

Area IV - Concentrations (15 credits)

UNILIMI's Master of Arts concentrations are aimed at providing students with the opportunity to develop specific knowledge and skills in building a relevant Pentecostal theology, Christian pastoral family care, and Christian apologetics that reflect the Wesleyan Pentecostal tradition and heritage. It offers a contextual vision that responds to the needs of the contemporary church in its different geographical and cultural contexts of ministry.

The objectives of the Personal Training for Ministry program at the master's level are:

- a. A clear understanding of the Christian theological tradition from a coherent articulation of Wesleyan Pentecostal theology and spirituality.

- b. Demonstrate the knowledge and theological proficiencies essential to do and teach theology in the context of the local church and its immediate community.
- c. Develop a critical reflection on personal history and the history of the church as a community of faith using the biblical and theological paradigms provided in the revelation.

CONCENTRATION IN PENTECOSTAL STUDIES (MEP)

GENERAL PROGRAM CONSIDERATIONS

The Master's program in Pentecostal Studies at the University of Leadership and Ministry is perceived as the educational arm where the body of Christ prepares to exercise the gift of teaching. In addition to their studies, we expect our students to participate in various activities that impart solidity and where they can integrate the knowledge acquired. These activities can be, but are not limited to: student meetings, spiritual retreats (where permitted), reflection groups, mentoring, prayer meetings and other similar activities.

The following requirements must be fulfilled:

1. Maintain a minimum grade of 70% (C) in the courses taken.
2. Meet all the requirements to obtain your degree in a period not exceeding 6 years from initiation.
3. If the student has taken an equivalent course and can verify it, he/she may request replacement for up to four (4) courses.
4. Students who are unable to maintain at least a 2.0 GPA within the first three courses will be considered at-risk.
5. Failure to maintain at least a 2.0 GPA after five courses will result in being academically withdrawn from the program.

PRELIMINARY PREPARATION

The master's program in Pentecostal studies seeks to expand and ground those knowledge and experiences to which students have been exposed. Since theological study requires the student to be biblically formed and theologically grounded, it is recommended that undergraduate students be satisfactorily trained in the areas of Bible, theology and history, ministry, and general culture. They must also demonstrate proficiency in researching and writing written papers. A prior study of biblical languages would be highly desirable.

Students admitted to this program must complete a full-day seminar on the topic: "Seminar on Integration to Postgraduate Studies"

1. CON-700 Seminar on integration into postgraduate studies. This will be a mandatory seminar for all students admitted to the master's program. The topics will be as follows: time management, how to access and use research resources; use and manner of citing reference sources; Importance of developing critical thinking.

MENTORSHIP IN MINISTRY.

It is a priority of the MEP program that each student is ready to develop an effective ministry. For this reason, each student will be assigned a mentor with whom they will have to evaluate their academic and ministerial experience. During each step from the moment of their application, the student will be evaluated, in their intellectual, academic, emotional and spiritual capacities.

This mentoring process will cover different areas in student life:

1. Capacity and aptitude for ministry. The student will exhibit a pastoral and ministerial attitude and behavior in the context within which he serves and works.
2. Application and practice. The area of ministerial formation is an integral part of the master's program in Pentecostal studies. The student will have to integrate his knowledge into the practice of ministerial life.
3. Academic background. The student will have acquired a solid knowledge base of Pentecostal theology and will be able to articulate them properly in the different contexts within which he serves and works.
4. Development and presentation of the academic and ministerial portfolio. At the end of the program, the student will have presented a portfolio that documents their entire academic day consisting of their research, work carried out and reports of ministerial actions.

COURSE DESCRIPTION

The following are the 14 courses leading to the University of Leadership and Ministry's Master of Pentecostal Studies:

AREA I - PENTECOSTAL BIBLE STUDIES

1. **BIB-500 – Pentecostal Exploration of the Old Testament:** This course comprises a panoramic study of the Old Testament rediscovering the biblical and theological bases that presuppose the fulfillment of Pentecostal outpouring in the New Testament, in the church and in history. It emphasizes the pneumatology revealed in the Pentateuch, the earlier and later prophets. It closes with the promise of the spirit foretold by the post-exilic prophets and its implications for the contemporary church.
2. **BIB- 501 - Pentecostal Exploration of the New Testament:** This course comprises a panoramic study of the New Testament from the Pentecostal perspective. It emphasizes how the theological basis is broadened and the promises that predict Pentecostal outpouring into the early church and history are fulfilled. We will be studying the Pentecostal principles expressed by the different biblical authors and how these are applied in the New Testament metanarrative. In the end there will be an integration between the context of the New Testament and the contemporary church.
3. **BIB- 502 – Pentecostal interpretation of the Bible.** This course aims to establish the fundamentals that equip the student with the tools and skills for a thorough and productive study of the Bible in any ministry context. The goal of this course is to provide students with a solid foundation for committed and fruitful study of the Holy Scriptures. The course provides a broad context in which students will be able to adapt

what they have learned to the various ministry environments in which they serve and operate.

4. **BIB-504/THE-XXX The presence of the Spirit in the Old Testament.** This course studies the history of the revelation of the holy spirit in the Old Testament from the Pentecostal perspective.

AREA II - HISTORICAL AND PENTECOSTAL THEOLOGICAL STUDIES (12 HOURS)

1. **THE- 601 – An Agenda for Pentecostal Theological Studies in the Current Decade:** This course comprises an affirmation of Pentecostal hermeneutic methodology where a theology can be articulated that embraces and affirms the received Pentecostal tradition, while offering a place for novelty and constructive thinking. It emphasizes a ministerial formation that responds to the social and educational proposal of the gospel of Jesus Christ. In the end it culminates with the affirmation about the pastoral function from theology and not from the social sciences.
2. **THE- 602 – Pentecostal Analysis of Systematic Theology:** This course facilitates a study of the theological method, the revelation, existence, and attributes of God; the Trinity; the inspiration and canon of Scripture; human nature; original and present sin; creation and providence. It will be emphasizing how these themes interact with each other from the quintuple tradition of Pentecostal theology.
3. **THE- 603 – Pentecostal Spirituality and Pneumatology:** This course introduces the student to the basic principles of Pentecostal spirituality, emphasizing how that spirituality and theology is produced and reflected through worship, preaching, and Christian service. The course explores how the Pentecostal church articulated through spiritual chants and disciplines the theological convictions that emerged from the experience of conversion and baptism with the Holy Spirit. It addresses the fundamental themes of the whole gospel: Salvation, sanctification, healing, baptism, and coming of Jesus Christ.
4. **THE- 604 – History of Christian Thought:** This course provides a contact with the basic ideas of Christian theology by looking at it from the lens of biblical revelation, historical progression, and its place in the contemporary church. It will wrap around the major themes of Christian theology and analysis of how these themes have been redefined by Pentecostal discourse. Attention will be paid to how our beliefs on these issues should shape the approach to theological, social, and ethical issues facing the Pentecostal church today.

AREA III - PEDAGOGICAL MINISTERIAL TRAINING (6 HOURS)

1. **MIN- 700 – Pedagogy of theological education**
2. **MIN- 701 – MPS Portfolio:** This is a reflection course where all the work done during the student's academic day will be reviewed. Throughout the program, students will have mentors assigned who will help them in the process of preparing the portfolio that they will present at the end of the program. This course closes the courses required to obtain the academic degree.

3. **MIN- 702 Pentecostal Ecclesiology: Understanding the Missio Dei:** Study of the development and execution of the great commission through history.
4. **THE-605 Contextual Theology** Study of the foundations of Pentecostal theology from the social, political, cultural and religious context of the communities in which the theologian interacts.

AREA IV - CONCENTRATION IN PENTECOSTAL THEOLOGY (15 CREDITS)

1. **THE- 801– Historical and Theological Roots of the Holiness and Pentecostal and Wesleyan Movements:** This course studies a renewed historical perspective of the origins of Pentecostalism, its Wesleyan roots, and the holiness movement. It aims to understand the history and key convictions of Pentecostalism. Similarities and divergences between the Pentecostal movement and the other Christian traditions are also identified. The most important Christian doctrines are explored from the perspective of the Wesleyan and holiness movement, giving particular attention to the theme of social holiness.
2. **THE- 802- Pentecostal Christology:** This course presents a biblical, historical, and theological investigation of the person and work of Christ, and the importance of that doctrine in realizing the church's discipleship mission. The main topics include incarnation, life and ministry, atoning death, resurrection, and ascension. In addition, the Christological elements of Pentecostal teachings are explored: Christ saves, heals, baptizes, sanctifies, and comes.
3. **THE- 803- Pentecostal Soteriology:** Study of Salvation from the Perspective of Pentecost. Study how Pentecostal revival enunciates the call to salvation through proclamation emphasizing the practical dimension that salvation imposes. Study the provisions of God's grace, Christ's work in the Atonement, justification, regeneration, and sanctification and their relationship to the Holy Spirit's ministry to salvation (Seal, dwelling, and baptism).
4. **THE- 804- Pentecostal Eschatology:** This course will examine eschatology from a broad point of view that includes the Old and New Testaments. It includes the study of the influence of different contemporary interpretations of apocalyptic eschatology on the Pentecostal tradition: dispensationalism, early/late rain movements, and promise theology. Lately, the function of eschatology within modern Pentecostalism and the possibility of a Pentecostalism that transcends current interpretations will be analyzed.
5. **THE- 804- Exploring the Doctrine of the Trinity from a Pentecostal Perspective:** This course provides a penetrating study of the doctrine of the Trinity, its scriptural foundation, its advancement in church history, and its influence on the theology and practices of contemporary Christianity. They will be considered as the doctrine of the trinity relates to the other branches of theological study and their importance to ministerial practice.

CONCENTRATION IN CHRISTIAN PASTORAL FAMILY CARE -MAPA- (15 CREDITS)

The concentration in Christian Pastoral Family Care (MAPA) is designed to equip students with the knowledge and the necessary skills to exercise comprehensive, and compassionate pastoral care based on the teachings of Scripture. The program emphasizes the in-depth study of pastoral care for the family, meaningful reflection, and the application of theory to practice.

The focus of the Master's Degree in Christian Pastoral Family Care is the interdisciplinary component that includes a biblical, theological, cultural, historical, psychological, and sociological analysis of the family institution. To achieve the final objectives, the reflection models offered by pastoral and practical theology are used in conjunction with the analysis of family psychology and sociology within the cultural and spiritual context of the student.

CONCENTRATION LEARNING OBJECTIVES

1. Develop a commitment to the application of biblical knowledge and theological foundations learned in the exercise of the functions of pastoral care to the family.
2. Recognize the theories and content of contemporary Pentecostal pastoral care and the human development of people and be able to apply this knowledge in pastoral performance.
3. Demonstrate the ability to listen empathically and maintain responsibility for using and transmitting these skills in life and pastoral ministry.
4. Participate in a family pastoral care program at a local church or para-ecclesiastical ministry.

REQUIREMENTS OF THE CONCENTRATION IN CHRISTIAN PASTORAL FAMILY CARE -MAPA (42 CREDITS)

The MAPA program is an academic degree that trains our students to research in the areas of study that meet the needs of the Christian family and how to fulfill those needs. The following outline will help students become familiar with the program. This program consists of the following areas of study:

Area I: Pentecostal Biblical Studies (9 credits)

Area II: Historical and Pentecostal Theological Studies (9 credits)

Area III: Ministerial formation (9 credits)

Area IV: Concentration in pastoral family care (15 credits)

Total: 14 Required Courses. (42 credits)

The following requirements must be fulfilled:

Maintain a minimum grade of 70% (C) in the courses taken.

Meet all the requirements to obtain your degree in a period not exceeding 6 years from initiation.

If the student has taken an equivalent course and can verify it, he may request replacement for up to four (4) courses.

Students who are unable to maintain at least a 2.0 GPA within the first three courses will be considered at-risk.

Failure to maintain at least a 2.0 GPA after five courses will result in being academically withdrawn from the program.

Students admitted to this program will be required to complete a full-day seminar on the topic: "Postgraduate Integrated Studies Seminar"

1. CON-700 Seminar on integration into postgraduate studies. This will be a mandatory seminar for all students admitted to the master's program. The topics are the following: Time management, How to access and use research resources; The use and manner of citing reference sources; Importance of developing critical thinking.

COURSE BREAKDOWN

The following are the 14 courses leading to the *University of Leadership and Ministry's* Master of Pastoral Care:

AREA I - PENTECOSTAL BIBLE STUDIES

1. **BIB-500 – Pentecostal Exploration of the Old Testament:** This course comprises a panoramic study of the Old Testament rediscovering the biblical and theological bases that presuppose the fulfillment of Pentecostal outpouring in the New Testament, in the church, and in history. It emphasizes the pneumatology revealed in the Pentateuch, the earlier and later prophets. It closes with the promise of the spirit foretold by the post-exilic prophets and its implications for the contemporary church.
2. **BIB- 501 - Pentecostal Exploration of the New Testament:** This course comprises a panoramic study of the New Testament from the Pentecostal perspective. It emphasizes how the theological basis is broadened and the promises that predict Pentecostal outpouring into the early church and history are fulfilled. It studies the Pentecostal principles expressed by the different biblical authors and how these are applied in the New Testament meta-narrative. In the end, there will be an integration between the context of the New Testament and the contemporary church.
3. **BIB- 502 – Pentecostal interpretation of the Bible.** This course aims to establish the fundamentals that equip the student with the tools and skills for a thorough and productive study of the Bible in any ministry context. The goal of this course is to provide students with a solid foundation for the committed and fruitful study of the Holy Scriptures. The course provides a broad context in which students will be able to adapt what they have learned to the various ministry environments in which they serve and operate.

AREA II - HISTORICAL AND PENTECOSTAL THEOLOGICAL STUDIES

1. **THE-602 – Pentecostal Analysis of Systematic Theology:** This course facilitates a study of the theological method, revelation, existence, and attributes of God; the Trinity; the inspiration and canon of Scripture; human nature; original and present sin; creation and providence. It will be emphasizing how these themes interact with each other from the quintuple tradition of Pentecostal theology.

2. **THE-603 Spirituality and Pentecostal pneumatology.** This course introduces the student to the basic principles of Pentecostal spirituality, emphasizing how that spirituality and theology are produced and reflected through worship, preaching, and Christian service. The course explores how the Pentecostal church articulated through spiritual chants and disciplines the theological convictions that emerged from the experience of conversion and baptism with the Holy Spirit. It addresses the fundamental themes of the whole gospel: Salvation, sanctification, healing, baptism, and the coming of Jesus Christ.
3. **THE- 604 – History of Christian Thought:** This course provides contact with the basic ideas of Christian theology by looking at it from the lens of biblical revelation, historical progression, and its place in the contemporary church. It will wrap around the major themes of Christian theology and analysis of how these themes have been redefined by Pentecostal discourse. Attention will be paid to how our beliefs on these issues should shape the approach to theological, social, and ethical issues facing the Pentecostal church today.
4. **HIS-605 Historical analysis of pastoral care.** This course presents a historical perspective on pastoral care using the precedent set in history as a guide to current counseling ministry. He researches the pastoral care of the different periods of the church. Students will learn about the biblical pattern established by the early church. Historical figures such as Chrysostom, Augustine, the Cathars, Albigensians, Waldensians, and reformers such as Luther, Calvin, and others will be studied. You will also look at the post-reform movements such as the Anabaptists, Puritans, and Methodists until the 20th and 21st centuries. In the end, a synthesis will be made as these historical groups have influenced the pastoral care of the Pentecostal tradition.
5. **THE-609 The Mediation of the Spirit in Pastoral Care.** This course emphasizes and recognizes the work of the Holy Spirit in accompaniment and pastoral care. It investigates and discusses the ways in which the Holy Spirit works in people through pastoral care. These forms are: Enabling to discern; direct the spiritual circle, as well as the parishioner; ministering to the parishioner through a spiritual experience; giving discernment to the spiritual circle when there is a need for liberation; Move both the parishioner and the spiritual caregiver towards the development of a healthy spiritual life.
6. **THE-605 The Theology of Pastoral Care.** This course introduces the student to the importance of pastoral theology and leadership with special attention to the church's commitment to the broader cultural environment and contemporary issues facing today's Christian leaders. The course is not limited solely to issues related to pastoral work in the office but covers those cultural issues that require an assertive pastoral response in the different contexts of ministerial service.
7. **THE-754: Pentecostal Eschatology.** This course will examine eschatology from a broad point of view that includes the Old and New Testaments. It includes the study of the influence of different contemporary interpretations of apocalyptic eschatology on the

Pentecostal tradition: dispensationalism, early/late rain movements, and promise theology. Lately, the function of eschatology within modern Pentecostalism and the possibility of a Pentecostalism that transcends current interpretations will be analyzed.

AREA III - MINISTERIAL TRAINING

- 8. MIN-650 Pastoral care from the Pentecostal perspective.** This course focuses on the Pentecostal pastoral care model with an emphasis on spiritual healing, as well as physical healing, based on the Pentecostal principle that "Christ heals." With a compassionate and soteriological approach, the following points are discussed: Helping patients find meaning in their suffering and addressing their spirituality. Compassion involves companionship, "suffering with." Pastoral care becomes the companionship of the day. Healing can be experienced as acceptance and peace with life. "Man is not destroyed by suffering; it is destroyed by senseless suffering" (Victor Frankl)
- 9. MIN-610 Pastoral care in crisis situations.** This course starts from the premise that knowing how to face a crisis is the paramount integral development of the human being. It studies and investigates the different episodes of people's lives that are potentially destructive. It offers training and practice with different scenarios where theoretical knowledge and pastoral intervention techniques will be applied to various types of crises. Questions of faith that emerge during crisis events will be explored.
- 10. MIN-700 Pedagogy of theological studies.** This course presents, within the combination of teaching and learning, a theological framework where faculty and students exchange pedagogical capacities. Students will be exposed to a dynamic characteristic of the sciences of education, with the object of studying topics such as the revelation of God in Christ, the testimonies of its interpretation and transmission in history, and pastoral accompaniment. The topics discussed in this course will lead to learning how to teach the concept of divine cohabitation as a fundamental Pentecostal theological key that promotes a better understanding, both pedagogically and theologically.
- 11. MIN- 701 – MPS Portfolio:** This is a reflection course where all the work done during the student's academic journey will be reviewed. Throughout the program, students will have mentors assigned who will help them in the process of preparing the portfolio that they will present at the end of the program. This course finalizes the required courses to obtain the academic degree.

AREA IV – CONCENTRATION

- 12. MIN-501 Biblical Bases of Pastoral Care.** This course discusses the biblical foundations underlying pastoral care. The student emphasized that, in order to form a theology appropriate to the practice of pastoral care, the foundation that affirms that scripture is divinely inspired must first be laid. Reference is made to biblical examples and writings that establish the theological and practical principles of pastoral care established in the holy scriptures.
- 13. MIN-552 Pastoral accompaniment in clinical contexts.** This course introduces the student to the environment to be found as part of the care team for the patient and his

family. It also presents the importance of knowing the different disciplines that affect the medical and spiritual care of the patient. It addresses ways to provide spiritual care at the "bedside", without interrupting the clinical process. These forms of pastoral care are: witnessing, compassion for the death of a loved one, the practice of ordinances, prayer, guidance, and the role of the minister as part of the healing team.

- 14. MIN-510 Integral health in marriage.** This course focuses on how to apply and teach the main topics related to biblical marriage. It will introduce students to models of pastoral care that seek to reveal functional and dysfunctional patterns of marriage union while presenting avenues of intervention to assist the couple in crisis who are experiencing varying degrees of danger and opportunity. The course should allow the student to think intelligently about relationships and the importance of covenant commitment in marriage, from biblical, academic, functional, and experiential perspectives.
- 15. MIN-706 Pastoral accompaniment of sexuality.** It focuses on the pastoral challenge that the new models of contemporary sexuality pose. It deals with this delicate subject from a biblical and theological perspective applied to the contemporary pastoral and ecclesiastical context. Topics discussed in this course include gender identity, sexual orientation, the cultural idea of sexuality, sexual ethics, dysfunction, and sexual violence. Emphasis will be placed on the biblical model of sexuality with applications to pastoral counseling and congregational contexts.
- 16. MIN-707 Pastoring children and adolescents.** This course studies the biblical foundation of faith development and establishes the theological basis for ministry to children and adolescents. It includes the practical and necessary components that respond to the urges of the spirituality of childhood and adolescents as integrally complete people in their stage of life. It will be used as a reference to the Bible, theology, history, and the contributions of the disciplines of education and child development as references to develop a practical vision tempered to the child and adolescent development of the Christian life. Emphasis will be placed on the importance of transmitting the values set forth in the Holy Scriptures.
- 17. MIN-705 A biblical pastoral care in response to the models of the modern family.** This course examines the different contemporary family proposals. It raises the urgency of establishing a biblical-theological rationale that supports the arguments established in the sacred scriptures about the constitution of marriage and its influence on the pastoral accompaniment of the family.

MENTORING

The mentors assigned to the students in the UNLIMI's Master of Arts program are UNILIMI professors. The task of the mentor is to guide the student to achieve their best performance, offer suggestions, and give feedback on the student's writing as needed.

CONCENTRATION IN CHRISTIAN APOLOGETICS (MANA) (15 CREDITS)

The University of Leadership and Ministry's Master's program in Christian Apologetics prepares our students to communicate and defend the Christian faith in respectful, reverent, compassionate, and intellectual ways. The program promotes personal and spiritual development through the study of biblical revelation, spiritual practices, and academic strength. Students will receive a theological foundation through the study of the essential principles of the faith and critical analysis of issues pertinent to biblical apologetics. The end result of defending the faith is to proclaim the lordship of Jesus Christ and that people may receive the divine gift of salvation.

CONCENTRATION LEARNING OBJECTIVES

1. Develop a commitment to spreading the gospel through persuasive and intelligent advocacy of biblical teachings.
2. Defend the biblical principles of the sanctity of life, the original design of marriage, and the purity of human sexuality.
3. Communicate the truths of the gospel biblically, theologically, historically, and respectfully, while always being prepared to present the defense with meekness and reverence to anyone who demands a reason for the hope we proclaim (1 Peter 3:14–15).
4. Build an environment of dialogue that does not compromise the principles and values of the Pentecostal Christian faith, but that develops meaningful connections seeking peace with others by fostering spaces for authentic dialogue.
5. Develop an effective strategy for the loving defense of the gospel that responds to the needs of contemporary culture.

REQUIREMENTS OF THE CONCENTRATION IN CHRISTIAN APOLOGETICS -MANA (42 CREDITS)

1. The following outline will help students become familiar with the program. This program consists of the following areas of study:
 - a. **Area I:** Pentecostal Biblical Studies (9 credits)
 - b. **Area II:** Historical and Pentecostal Theological Studies (9 credits)
 - c. **Area III:** Ministerial Formation (9 credits)
 - d. **Area IV:** Concentration in Christian Apologetics (15 credits)
 - i. **Total:** 14 Courses required. (42 credits)
2. Students admitted to this program will be required to complete a full-day seminar on the topic: "Postgraduate Integrated Studies Seminar"
 - a. **CON-700 Seminar on integration into postgraduate studies.** This will be a mandatory seminar for all students admitted to the master's program. The topics will be as follows: time management, how to access and use research resources; use and manner of citing reference sources; the importance of developing critical thinking.

COURSE BREAKDOWN

The following are the 14 courses leading to the University of Leadership and Ministry's Master's Degree in Christian Apologetics:

AREA I - PENTECOSTAL BIBLE STUDIES

- 1. BIB-500 – Pentecostal Exploration of the Old Testament:** This course comprises a panoramic study of the Old Testament rediscovering the biblical and theological bases that presuppose the fulfillment of Pentecostal outpouring in the New Testament, in the church, and in history. It emphasizes the pneumatology revealed in the Pentateuch, the earlier and later prophets. It closes with the promise of the spirit foretold by the post-exilic prophets and its implications for the contemporary church.
- 2. BIB- 501 - Pentecostal Exploration of the New Testament:** This course comprises a panoramic study of the New Testament from the Pentecostal perspective. It emphasizes how the theological basis is broadened and the promises that predict Pentecostal outpouring into the early church and history are fulfilled. We will be studying the Pentecostal principles expressed by the different biblical authors and how these are applied in the New Testament meta-narrative. In the end, there will be an integration between the context of the New Testament and the contemporary church.
- 3. BIB- 502 – Pentecostal interpretation of the Bible.** This course aims to establish the fundamentals that equip the student with the tools and skills for a thorough and productive study of the Bible in any ministry context. The goal of this course is to provide students with a solid foundation for the committed and fruitful study of the Holy Scriptures. The course provides a broad context in which students will be able to adapt what they have learned to the various ministry environments in which they serve and operate.
- 4. BIB-503 / APL-505 Fundamentals and Methodology of Biblical Apologetics.** This course introduces the student to the main areas in the study of Christian apologetics, foundations and purpose of apologetics, biblical foundations, and demonstrable reasons justifying trust in the Bible and the integrity of the Christian faith. It will introduce the student to the main arguments that object to the Christian faith and how to respond to them. Finally, the student will develop the necessary skills to courageously communicate the Christian faith within a context of respect for the position of those who do not believe equally.

AREA II - HISTORICAL AND PENTECOSTAL THEOLOGICAL STUDIES

- 5. THE- 602 – Pentecostal Analysis of Systematic Theology:** This course facilitates a study of the theological method, the revelation, existence, and attributes of God; the Trinity; the inspiration and canon of Scripture; human nature; original and present sin; creation and providence. It will emphasize how these themes interact with each other from the quintuple tradition of Pentecostal theology.
- 6. THE-603 Spirituality and Pentecostal pneumatology.** This course introduces the student to the basic principles of Pentecostal spirituality, emphasizing how that spirituality and theology are produced and reflected through worship, preaching, and Christian service. The course explores how the Pentecostal church articulated through spiritual praise and disciplines the theological convictions that emerged from the experience of conversion and baptism with the Holy Spirit. It addresses the fundamental themes of the whole gospel: Salvation, sanctification, healing, baptism, and the coming of Jesus Christ.
- 7. THE- 604 – History of Christian Thought:** This course provides contact with the basic ideas of Christian theology by looking at it from the lens of biblical revelation, historical progression, and its place in the contemporary church. It will wrap around the major themes of Christian theology and analysis of how these themes have been redefined by Pentecostal discourse. Attention will be paid to how our beliefs on these issues should shape the approach to theological, social, and ethical issues facing the Pentecostal church today.
- 8. THE-754: Pentecostal Eschatology.** This course will examine eschatology from a broad point of view that includes the Old and New Testaments. It includes the study of the influence of different contemporary interpretations of apocalyptic eschatology on the Pentecostal tradition: dispensationalism, early/late rain movements, and promise theology. Lately, the function of eschatology within modern Pentecostalism and the possibility of a Pentecostalism that transcends current interpretations will be analyzed.

AREA III - PEDAGOGICAL MINISTERIAL TRAINING

- 9. MIN-700 Pedagogy of theological studies.** This course presents, within the combination of teaching and learning, a theological framework where faculty and students exchange pedagogical capacities. Students will be exposed to a dynamic characteristic of the educational sciences, with the object of studying topics such as the revelation of God in Christ and the testimonies of its interpretation and transmission in history. The topics discussed in this course will lead to learning how to teach the concept of divine cohabitation as a fundamental Pentecostal theological key that promotes a better understanding, both pedagogically and theologically.
- 10. MIN- 701 – MPS Portfolio:** This is a reflection course where all the work done during the student's academic day will be reviewed. Throughout the program, students will have mentors assigned who will help them in the process of preparing the portfolio that they will present at the end of the program. This course finalizes the courses required to obtain the academic degree.

AREA IV – CONCENTRATION (15 credits)

- 11. MIN-699 World Mission and Apologetics.** This course studies the challenges that the contemporary church faces in carrying out the mandate of the great commission to different individuals and in different cultures. It focuses on the interconnection that exists between the different ministerial fields and the different disciplines of study necessary to be able to carry out effective work in the mission of the church. It studies the convergence of theology, apologetics, anthropology, comparative religions, missions, hermeneutics, and an efficient evangelistic methodology to present the Gospel to individuals and cultures. It invites the student to expand the perspective and scope of a relevant and contextualized apologetics ministry.
- 12. MIN-706 Pastoral accompaniment of sexuality.** The course provides a concrete foundation for Christian sexual behavior. It focuses on the pastoral challenge that the new models of contemporary sexuality pose and treats this delicate issue from the biblical and theological perspective applied to the contemporary pastoral context. Through historical and personal evaluation of biblically established values, the variety of sexuality issues that flow in the ministry setting is addressed, using the Holy Scriptures as principles for Christian sexual morals and teachings. It includes a component for the education and guidance of young people and children.
- 13. APL-610 Truthfulness and Necessity of Miracles.** This course studies the meaning of miracles within church history and different cultures. It discusses the meaning of miracles in the Bible, their occasion, and their purpose. It will also be considering the place of miracles within modern theological movements and philosophers, both those who affirm them and those who deny them. At the end we visit the position of the Pentecostal church, specifically the teaching of divine healing: "A miracle that can be explained ceased to be a miracle. "
- 14. APL-611 Theodicy: The Difficulty of Responding to the Problem of Evil.** This course introduces students to the different interpretations of "the mystery of evil" that have arisen in the Christian church. It investigates the influence of philosophy and how evil has been interpreted since the times of ancient Israel. It discusses the Christian perspective that emerges in the New Testament as a response to evil and suffering. Some of the traditional attempts to reconcile faith with the existence of evil are also discussed. It examines some of the arguments that deny the existence of God from the inexplicable human suffering and how to respond to them. Finally, the course concludes by examining some contemporary exponents of the subject and the way they have defined it.
- 15. APL-700 Apologetics and Spiritual Formation.** This course facilitates the relationship between apologetics and spiritual life by integrating the theoretical component with practical spirituality in the development of the apologist's ministry. It emphasizes the fact that the practice of disciplines provides the scholar with data for study and a ministry focused on proclamation and service. The loving defense of the faith requires, in addition to an intellect inspired by the Holy Spirit, a mature character that reflects the image of Christ. The people of Jesus of Nazareth and the apostle Paul will be studied as examples of apologists who cultivated their spirituality. The course will end with a look at the

writings of some Christian philosophers and their contributions to the subject of spiritual discipline.

16. THE-650 Testimony as public theology. This course empowers our students to know how to communicate the Christian faith within the contemporary cultural environment. The student will be trained on how to think and respond assertively to the postmodernist and skeptical arguments of the present tense. The primary purpose is for the student to know how to announce without apology the truth of divine revelation. The student will make an oral presentation defending the authority of a previously assigned topic.

17. MIN-650 The church responded to contemporary moral challenges. An in-depth study of the moral issues facing contemporary society. It trains students to understand and know how to handle the moral problems they face in daily life. Critical issues such as abortion, sexual morality, homosexuality, situational morality, war, discrimination, and capital punishment, among others, will be discussed. It will end with a presentation of morality and conduct supported by the Word of God.

COURSE DESCRIPTION

Course Key:

COM: Communications and Languages

BIB: Bible

EDU: Christian Education

GS: General Studies

THE: Theology

HIS: History of the Church

MIN: Ministry

Area I - General Studies:

GS-099: Competencies of Information and Technology: (3 credits) Introduces students to the fundamental concepts in information technology (IT) that provide the technical underpinning for state-of-the-art applications. A perspective on the range of information technology is presented. Historical development and social implications of efforts in information technology form an integral part of the course.

GS-104: Mathematics and Personal Administration: (3 credits) This course will introduce students to the basic concepts of mathematics: numbers whole and natural; Operations with fractions and decimals. Algebra operations will be included and geometry. It will also include a statistical component and the preparation of a budget personal and ministerial.

GS-103: Thinking and Critical Analysis: (3 credits) The purpose of this course is to develop thinking skills. We live in a society where mass-media produces a lot of information. Not all of it is true or well-grounded in fact. The key challenge in an information age is to know how to judge the quality of the information, opinions, and arguments that we are exposed to on a daily basis. This includes the ideas, arguments and assertions that we see, hear or read in the news, in

coursework, on the job and in all human relations. Critical thinking is a fundamental leadership competency. Leaders are often presented with information from a variety of sources and about areas where they have no expertise.

GS-201: Biology and Theology: (3 credits) Designed as a basic course, for students and non-specialists, in science and religion, this course brings together current advances in both areas in a fruitful dialogue and interchange. The student will engage in theological reflection on recent advances in the biosciences in a way that shows the challenge of modern biological science to theology.

GS-204: Art, Culture and Religion: (3 credits) In this course we study the history of expressive and material cultures around the world, with particular emphasis on industrialized nations. Course topics include the study of social identification, and the production, consumption, and reception of cultural forms. Using historical and ethnographic scholarship as well as primary sources (literature, films, pictures, and music), students will study and apply theories of popular culture and aesthetic hierarchy; explicate the historical contexts of various artistic movements; discuss cultural imperialism; address problems of cultural appropriation, creativity, and identity; and examine cultural expressions of social differences and deviance.

GS-240: Human Growth and Transformation: (3 credits) This course is intended for psychology students as well as for students in disciplines that require knowledge and understanding of how people grow and develop throughout the lifespan. The course provides an in-depth discussion of theoretical perspectives and research findings that have helped to increase our knowledge and understanding of factors that influence our physical, cognitive, and psychosocial development.

GS-241: Human Sexuality: (3 credits) This course will introduce students to various aspects of human sexuality. The framework for this course is based in psychology and the social sciences, so the material we cover will include biological, cultural, and historical viewpoints. This course will help students understand key terms and dimensions of human sexuality, and to evaluate major theories and issues in this area. It is my hope that through this course, you will better understand and respect yourself and others.

GS-300: Introduction to Sociology: (3 credits) This introductory course in sociology has been designed to provide you with a basic understanding of the questions sociologists ask. Over the course of the semester we will be covering the major fields of the discipline such as social theory, inequality, the family, deviance and social movements. Taking this class will prepare you for more advanced work in these various sociological subfields. The readings also introduce you to the different methods sociologists use to answer their questions.

GS-302: Introduction to Psychology: (3 credits) The purpose of this course is to introduce students to the topics and issues that psychologists study, the research methods they employ, their major findings, and the ways in which psychologists apply the research findings to the solution of personal and societal problems. Also, this course provides students with the basic terminology and principles that enable them to take more advanced courses in psychology if they wish to learn more about some particular area.

GS-322: History of Western Civilization: (3 credits) This course studies the most

representative aspects of Western culture, making an analysis of its origins. The study will lead the student into a panoramic journey through the critical analysis of great original literary, philosophical, artistic and religious works.

Area II - Biblical Studies:

BIB-100 Old Testament I (3 credits): A general introduction to the Old Testament, with special attention to the first five books of the Bible, better known as the Pentateuch or Torah, emphasizing the origins, early history of humanity and the people of Israel. Examines the concepts of inspiration, revelation, canonicity and infallibility of the Scriptures.

BIB-101 New Testament I (3 credits): Presents a study of the four Gospels and an Introduction to the New Testament. The approach seeks for students to gain a perspective of the Gospels that serves as a foundation for understanding the life and ministry of Jesus Christ and the differences between the Synoptic Gospels.

BIB-102 Hermeneutics (3 credits): An introduction to the basic principles of biblical interpretation, emphasizing the application of these in personal studies, providing an important basis for the preparation of preaching and teaching of the Holy Scriptures.

BIB-103 New Testament II Contextual Analysis of The Acts of the Apostles (3 credits): an examination of the history of the early church and its connection to the apostolic ministry, mainly that of Paul's. The purpose, structure and message of the book of Acts are analyzed. The student will focus specifically on the work of the Holy Spirit in those early years. Similarly, geographical and historical aspects of nature that come to frame the apostolic and missionary work for the evangelization of the world known at that time and its implications and impact on the work of the current church.

BIB-106 New Testament III Analysis of the Pauline Epistles (3 credits): Throughout this course students examine practical ways the content, subject matter, possible dates, contexts and purposes of each of the Pauline letters. I and II Corinthians, Ephesians, Philippians, Colossians, I and II Thessalonians, I and II Timothy, Titus, and Philemon. The students will understand that the writings of the Apostle Paul are almost half of the New Testament and that they disclose much of Christian theology.

BIB-200 Exegesis of the Gospel according to Mark: (3 credits) This course will focus on guiding students to do a thorough and careful reading of the Gospel of Mark. The intent is that through reading students will identify the purpose, structure, main themes, and theology of the book of the Gospel of Mark. The course will study and analyze the following topics: (1) The kingdom of God, (2) hope and (3) the theological nuances of the content of the Gospel of Mark and its relevance to the life of the church in times of prosperity. and of crisis. The objective of the course is to emphasize the importance of the Gospel of Mark for evangelization and the life and hope of the church.

BIB-203: New Testament (Luke and Acts): (3 credits) Study of the theology of Luke in the narrative of the life of the Christian faith related as a research work to Theophilus. The beloved doctor recounts the life of Jesus Christ within a panorama of coexistence with the poor and marginalized. The birth of the Christian Church is the story that is observed with more emphasis.

BIB-206 Wisdom Literature: (3 credits) This course will include a panoramic vision of the sapiential books contained in the sacred writing. These books are: Job, Psalms, Proverbs, Ecclesiastes, Songs and Lamentations. We will also take a look at the apocryphal or deuterocanonical books or passages with a view to assessing their ethical content and theological value. We will also study the most important theological concepts and how they are reflected in the pages of the New Testament. This course will be carried out in person, online and in a synchronized way.

BIB-207 Old Testament IV - Major Prophets: (3 credits) It is a dynamic approach to the content of the books that recount the historical context. Ministerial and significance in the current of the greatest prophets whose writings are: Isaiah, Jeremiah, Lamentations, Ezekiel and Daniel. With the message of these four prophets and his five books, students discover how important it is and note that many of his prophecies are yet to be fulfilled.

BIB-208 New Testament IV - Romans and Galatians: (3 credits) It is a study in which the cultural, historical and doctrinal context is examined in a practical way. In the Epistles to the Romans and Galatians, trying to guide the student to identify the biblical message of these letters and apply it to the current time.

BIB-209 Old Testament V - Minor Prophets: (3 credits) In this subject the student will focus on the prophetic writings of the Old Testament by the twelve Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi. The study of these prophecies is from the punishment of Israel, because of his sin, but with a promise of restoration. It will continue with the approaching of the messianic prophecies. Also taking into account the fulfillment of prophecies as in the case of those deported to exile in Assyria and Babylon. Likewise, repentance and conversion of Israel to the end of time.

BIB-213 Study of the Book of Jeremiah: (3 credits) The Book of the Prophet Jeremiah: Leadership, Theology, Exile, Suffering, and Hope for a Society in Crisis.

BIB-214 The Gospels and the Social World of Jesus: (3 credits) This course invites students to a study of the life of Jesus, our Savior, within its social context. The student will know the historical, cultural, economic, social, religious and political context in which he lived. The biographical books or gospels are these four that we find in the New Testament canon, namely: Matthew, Mark, Luke, and John. These books summarize the life, teaching, work, death and resurrection of Jesus and they serve as the basis for the vast majority of doctrines of Christianity.

BIB-240/MIN-240 - Biblical Foundations of Chaplaincy: (3 credits) This course is designed to familiarize students with the biblical basis that supports the ministry of chaplaincy and consolation to those who suffer. Special attention will be given to the consolation ministry of Jesus, recorded in the Gospels.

BIB-290: Women's Ministry in the New Testament: (3 credits) This course studies women's leadership in the New Testament. Discuss how women were instrumental in the ministry of Jesus and the apostle Paul. Study the recognition given to the ministry of women in the book of Acts and explain those New Testament passages that seem to contradict it. It will culminate with an application of these principles to the 21st century Pentecostal church.

BIB-311 Eschatology: (3 credits) This course takes students through the books of Daniel and Revelation, the study and analysis of the final events or the latest things about the kingdom of God, the Second Coming of Christ, death and the Last Judgment.

BIB-328 Preaching on the Book of Psalms: (3 credits) This course collects the meaning, the experiential situation and the culture of the Hebrew people that is manifested through their songs and worship music. Helps the student understand the human situation of biblical times and apply it to their present context.

BIB-342 General Epistles: (3 credits) A study of the Universal or General Letters or Epistles: Hebrews, James; 1st, 2nd and 3rd Peter; 1st, 2nd and 3rd John and Jude. These epistles of great importance allow students to obtain firsthand information concerning the environment of the time, life and thinking style of the church in its early years. You will discover the marked Jewish accent, specifically James and Jude, and the way each author makes his approach to Christianity, without departing from the fundamentals.

BIB-343 The vision of hope in the history of salvation: (3 credits) This course addresses how the theme of Christian hope emerges from the very beginning of humanity. It exposes how salvation and hope are the same story of divine love. Motivates the student to make an evaluation of the different theological thoughts that deal with the subject and how it has influenced Pentecostal theology. It concludes with a recapitulation about the process of Judeo-Christian hope with its progressive manifestation from promise to hope and from hope to fulfillment.

BIB-345: Preaching on the letter to the Philippians: (3 credits) In this course the student is motivated to develop a homiletical vision of the letter of the Apostle Paul to the Philippians. In addition, an application of the principles of life that motivated the apostle to face suffering with integrity is carried out. It ends with the design and preparation of a repertoire of sermons to be preached to the Church.

BIB-355 /THE-355: Pauline Thought: Spirituality, Theology, and Eschatology: (3 credits) Panoramic study of Pauline Theology and its place in the New Testament, emphasizing their development in the different epistles. Study the fundamental doctrines ex. God, Grace, redemption and the end of time. It culminates with the impact and application of Pauline thought in the contemporary Church.

BIB-358/THE-358: The Relevance of the Book of Revelation 20 Centuries Later: (3 credits) This course will focus on guiding students to do a thorough and careful reading of the book of Revelation. The intent is that through reading students will identify the purpose, structure, major themes, and theology of the book of Revelation. The course will study and analyze the following topics: (1) worship, (2) hope, and (3) the theological undertones of the book's content and its relevance to the life of the church in times of prosperity and crisis. The objective of the course is to recover the importance of the book of Revelation for worship, hope, life and the ministry of evangelization of the church.

BIB-403: Study of the Books of Ruth and Esther: (3 credits) Detailed study of the impact of Ruth and Esther on the Judeo-Christian faith. In this course we will study how the favor and goodness of God operate between two women with an opposite origin. Moabite Ruth is

redeemed within the people of Israel when she is widowed by her Israelite husband. Israelite Esther redeems the Jewish people when she joins in marriage with the pagan king. At the end we will apply how the lives of these two women impact the conduct of the Pentecostal church.

HIS-100 History of the Church I: (3 credits) This is a course in which a general tour is done, an elementary way in the history of the Christian church starting from the apostolic church, its expansion among the Gentiles, the imperial persecutions, the development of sects and heresies, the imperial church, emergence and development of the papacy, birth and rise of the Muslims, the Crusades, the Renaissance and the Reformation, etc.

HIS-202 History of the Church II: (3 credits) In this course the students will make a deeper study of the History of the Church, stopping at four key areas: History of the Protestant Reformation, its protagonists and the significance of this movement, 1. The Inquisition and the Counter Reformation. 2. Origins of Christianity .3. Surge of Pentecostal denominations and development of the movement. 4. History of Christianity in Latin America.

HIS-400: History of the Pentecostalism: (3 credits) This course will examine the historical context of the pentecostal movement, including the historical backgrounds of Pentecostalism, the initial growth of Pentecostalism in North and Latin America, its global developments in Pentecostalism, as well its contributions to contemporary theological discourse

THE-100 Theology I: (3 credits) In this course, students become familiar with basic biblical doctrine. Topics to study are: the value of the study of systematic theology; The Holy Scripture; the being of God; the Trinity and fall of the human race from the pentecostal perspective.

THE-200 Theology II: (3 credits) This course is a continuation of Theology I course. The focus of this course will be in the following basic doctrines: the doctrine of Jesus Christ, the doctrine of salvation, and the doctrine of the Holy Spirit from the pentecostal perspective.

THE-203: Introduction to Apologetics: (3 credits) This is an introductory course for Christian students to begin to understand the roots of their faith. The student of apologetics will learn how to defend his faith with scriptural basis giving evidence of the masterful work of our Creator.

THE-222: The Holy Spirit in the Ministry of the Church:(3 credits) Study of the work of the spirit in the life of the church. This course offers a comprehensive study of the work of the Holy Spirit in the life of the Church, emphasizing the preparation of the believer for service.

THE-300 Challenges and Opportunities of Urban Ministry: (3 credits) This course emphasizes the importance of discerning the ministerial call in the context of city life and how to develop an effective witness in that space. Together, they explore the sociocultural factors and theological premises that converge and influence ministerial approaches to the unique contexts and circumstances of urban populations. They will be examining different ecclesiological projects in order to identify the effective models in the various situations. It will culminate with both a theological and sociological analysis of the urban population in which the student works.

THE-302: Pentecostal Theology and Spirituality (3 credits) This course is an introduction to the study of the roots, origins and challenges of the initial period of the Pentecostal movement. Special attention will be given to the different Pentecostal currents that have impacted the

Americas.

THE-303 Theology and Pastoral Work (3 credits): This course aims to make students recognize that the fundamental support of the authority of the pastoral work is in the Word of God, which we will give meaning and value now and for eternity. The student will have a clear reality and knowledge of the one true God, His people and the fulfillment of His purposes on human beings, to carry out the work entrusted to it. The aspect of what is going on and intellectual training. The scope is highlighted with practical assignments.

THE-304 Sects and Heresies (3 credits): This course will comprise two areas of apologetic study: the world's major religions and cults. It will be understood as a cult, those religious movements that claim to believe in Jesus of Nazareth, but transcendently deviate from biblical Christianity. From the perspective of the course, the religions of the world are considered to be those currents of religious thought that have little or no commitment to Jesus as do some of the cult groups. Although some have a favorable opinion of Jesus of Nazareth, these religions have faith structures that may currently be different from Christianity. Some examples are Islam, Hinduism and Buddhism, etc.

THE-305 Christian Ethics (3 credits): In this course the student will start theologically and biblically knowing certain principles very appropriate for our time. Avoiding extremes, maintaining balance when making decisions about moral and spiritual kinds. An approach that includes the Old and New Testaments, the teachings of Jesus and the epistles will. Also address the problems that arise in everyday life and how to apply the teachings of ethics and bioethics.

THE-310/EDU-310: Theology of Christian Education: (3 credits) The course studies the biblical and theological bases of "Christian education", emphasizing its relationship with spiritual formation and spiritual disciplines.

THE-354 Apologetics and Spiritual Life: (3 credits) In this intensive course, we will introduce the student to apologetics in church history, its contributions, and its harms. Apologetics for the 21st century has come into vogue in the church mostly in the wrong way. The student of this course will learn how to approach apologetics in a biblical way as well as learn a few basic points in rhetoric, all in a way that glorifies Christ.

THE-400: Latin American Pentecostal Theology: A Wesleyan Perspective on Revealed Truths (3 credits) This course focuses on the study of Latino Pentecostal theology from a revealed Wesleyan perspective. Biblical themes and doctrines of the work of systematic theology will be discussed, seeking in a practical way to answer the questions of the faith of the contemporary believer. After this course students will have a broader knowledge and vocabulary of the topics discussed, having a better theological understanding of the faith and life of the Pentecostal church.

THE-404: Hymnology, Worship and Pentecostal Liturgy (3 Credits): A study of hymnology, worship and liturgy of the Pentecostal cult and its importance in preserving Pentecostal spirituality and theology. The importance of hymnology in the course of history and its relevance to worship in the church will be analyzed. Pentecostal hymnology will be analyzed in detail and how it has helped to preserve the content of the fivefold gospel (Christ saves, Christ sanctifies, Christ baptizes, Christ heals and Christ comes).

THE-414: Biblical Theology of the Family: (3 credits) In this course the original family project will be studied from the biblical perspective, the effect of the fall and the restoration from the work of redemption. We will look at the different family patterns in both the Old and New Testaments. At the end of this course, the graduate will be able to claim the conjugal and family biblical project, in comparison with other arrangements, especially in postmodern thought.

Area III - Ministry

COM-306: The art of listening and active communication. (3 credits) This course is designed to practice the art of listening deeply to other people, getting in touch with one's own needs and desires, exercising self-listening, communicating our needs and desires as clearly and effectively as possible, and opening the conflicts of any relationship, looking for the way that the different ways of feeling or thinking can coexist with each other. It is, therefore, about discovering and sharing different paths to live our relationships with authenticity. Special attention will be paid to developing in students the ability and sensitivity to listen and respond constructively to patients and interviewees.

EDU-100 Christian Education (3 credits): This course is an introductory course to the educational practice of the church. It is to create awareness about the importance of pastors, leading pastors and educators of the church assuming a greater commitment with the planning of Christian education. The educational ministry is essential for the preservation and development of the church. Therefore, planning must assume full responsibility and be carried out in the best possible way.

EDU-203 Creative Education: (3 credits) This course provides an introduction to the intervention of education for postmodern society, within the context of the ministry of the local church. study level It is the basis of a baccalaureate (licenciatura) program. The course will explore how to teach in a society where people value brevity. The intention is to provide the student with different techniques and skills on how to teach and reach people with technology. This task will be undertaken with the vision of providing the student with educational models with effective tools using the resources for generation. To achieve the objectives, Lectures, readings, educational examples will be used, and skills for creative teaching will be shared with the student.

EDU-204/BIB-204: Christian Education and the Ministry of Jesus of Nazareth: (3 credits) This course includes a panoramic view of the educational ministry of Jesus, as recorded in the four gospels. They will be analyzing his methods, strategies and how Jesus of Nazareth used the objects of everyday life, to teach the unknown, through a simple conversation through parables, questions, answers, proverbs, compare and contrast. It will end by identifying the applications and challenges of such methods and strategies and their impact on the contemporary Pentecostal church.

THE-310/EDU-310: Theology of Christian Education: (3 credits) The course studies the biblical and theological bases of "Christian education", emphasizing its relationship with spiritual formation and spiritual disciplines.

MIN-100 Homiletics I (3 credits): This course is a practical instruction for students to learn how to effectively communicate the Word of God and make them aware that aside from the call and anointing, we must spend time preparing the sermon.

MIN-101 Christian Marriage and Family (3 credits): This analysis is done from a biblical perspective on all matters related to marriage and family. Studies each of the parties within their respective roles and responsibilities, and how to interact within the home, church and society. All this in order to work towards healthier families.

MIN-109 Liturgy and Ministry in the Local Church: (3 credits) This course is an introductory course in liturgical practice with an emphasis on the Pentecostal tradition. We explore the history, theology, and development of church liturgy and worship. In addition, we will analyze biblical examples and how these have been transformed due to the different theological expressions, the context in which it is practiced, generational diversity and contemporary challenges. Finally we will study and propose a Latin Pentecostal liturgy.

MIN-200 Pastoral Care: (3 credits) Caring for parishioners from the perspective of the Christian faith. One of the most important jobs of the minister is pastoral care; comfort, advise and guide people in reconciling relationships with God and with others. Today's people are looking for a minister that separates their names and cares about their pain and anguish. The purpose of pastoral counseling is to lead people into a healthy relationship with God and lead them to an abundant life. Our attitude in studying this material should be one of serving our fellow man, and not learning to manipulate or embarrass him.

MIN-205 Methods and styles of contemporary preaching: (3 credits) This module is a study of the different styles involved in biblical preaching, with an emphasis on advanced expository techniques. Special attention is given to order, structure, style, and creative management in the development and delivery of sermons.

MIN-206: Community Service Ministries: (3 credits) This course promotes student participation in difficult situations that affect their community and how to contribute to their improvement. Students will be required to participate in community service in an effort to understand the critical issues facing society. The goals are to assimilate new skills and perfect old ones, increase interests, challenge capacities, realize potentials and discover first-hand the social problems that we all face.

MIN-235: Leadership and Ministry: (3 credits) This course focuses on how to apply the basic principles of church leadership and administration. Topics include: relating to people, organizations, oneself, and colleagues; handle administrative functions; and train leaders/servants for effective ministry. Students will create visual projects and apps for leadership development and transformational discipleship

MIN-236: Personal Life of a lider: (3 credits) This course is designed to equip persons to serve effectively as reflective leaders. This course takes a comprehensive overview of factors inherent to the practice of Christian leadership. We will explore the mental, emotional, social, and spiritual factors that contribute to successful ministry. Students will learn and develop the skills necessary to maintain a spiritually healthy and balanced personal life and will be equipped to

handle the rigors of ministry.

MIN-237: Team Leadership and Conflict Management: (3 credits) This course will focus on developing and sustaining ministerial and church work teams, emphasizing decision making, conflict resolution, and how to manage and overcome hostility in the work environment. In addition, time will be devoted to improving both individual and collective communication skills. Its ultimate goal is to develop leaders with the ability to operate efficiently in handling common situations, as well as crises.

MIN-260: Introduction to Women's Ministry: (3 credits) Study of the development of women's ministry both in the Bible and in history. The facts will be studied, as well as the circumstances in which the woman played a role of important and instrumental leadership recorded in the Word of God. Women who have been instrumental in the historical development of the Church and Pentecostalism will also be reviewed.

MIN-305: Human Rights and Latin American Pastoral Care: (3 credits) This course has been designed to highlight human rights and human dignity. The course will pay special attention to contemporary contexts in Latin America where human rights are violated, in order to learn how to deal effectively with the manner and form of conflict resolution and contribute to the development of a culture of peace for all.

MIN-306 Pastoral Counseling (3 credits): In this course of pastoral counseling will be analyzed in the light of the Scriptures, theories related to human consciousness. The different techniques and methods of counseling situations that arise in the process of counseling are addressed. It will also dedicate a space to everything related to marriage, separation, sex, dating, childhood and adolescence, which are the issues that are presented more often the counselor, dependence on alcohol, drugs and emotional problems. In such situations, the student is prepared with the help of the Holy Spirit and knows how to act and find a Christian solution.

MIN-307 Church Administration (3 credits): The Body of Christ appears here as the entity conformed by the people and the various structures. Jesus Christ is set as the ultimate administrator. Presenting fundamentals and practices of good management, adapting to the reality or context of each particular church, presenting the pastor as its administrator at all times.

MIN-309 Missions (3 credits): This course is intended to form a biblical perspective, familiarize the students with the missions as powerful instruments of God. From apostolic times to the present, positively affecting communities and entire nations today. The challenge to the church is to strengthen this important area before the Great Commission of our Lord Jesus Christ is fulfilled.

MIN-330: AMS Pastoral Accompaniment: Same-Sex Attraction: (3 credits) In this course, it offers a biblical, theological and compassionate proposal to the style of behavior adopted by homosexual communities in all its expressions. It will seek to offer the ever-present biblical and theological alternative of forgiveness and restoration to the original model established in the beginning by the creator God. .

MIN-350: Pastoral Care for the Immigrants: (3 credits) This course introduces students to the importance and value of understanding the social, economic, legal and cultural realities that new

immigrants find when they arrive on this country; defines commonly used legal immigration terminology; and identifies and briefly explains the major categories and classes of immigration. It will give special attention to issues such as: urban and rural ministries and racial/ethnic concerns in the congregational setting, and develop students' abilities on how to address these issues properly and pastorally.

MIN-356/GS-105: Give to Caesar what is Caesar's: The Christian and his civic duty: (3 credits) This ministry course includes the study of the Christian's relationships with his community, his city, and his government. It discusses the civic privileges and responsibilities that the church should know about both individually and collectively. It covers topics such as suffrage, taxes, citizenship, earthly authority, and political tolerance in a troubled and divided society.

MIN-399: Foundations of Pentecostal Preaching: (3 credits) This course offers practical instruction in preaching based on the Pentecostal reading of the Scriptures. Emphasizes the interpretation of the Fivefold Gospel and how it translates to the congregation from the Christian pulpit. Students will develop their own style while relating it to their experience within Pentecostal spirituality. It will end with a practical sermon project based on the homiletical exposition of the scriptures within the Pentecostal experience of ministry.

MIN-405 Leadership and Administration of Pastoral Children's Ministry (3 credits): This seminary is directed to making students see the importance of developing a good leadership (compassionate and exemplary) and administration of children's ministry in the local church or institution, defining the components and basic tasks, the planning, organization and evaluation of programs and educational ministries, including the selection, training and supervision of the personnel. Finally, it seeks a harmonious execution of the basic leadership principles with those of administration and planning applied to children's ministry.

MIN-410: Supervised Pastoral Ministry: (3 credits) In this part we help the student finalize their ministry Project by practicing it in the way made possible committed with the pastoral supervision and delegated leaders and those authorized to do the part of supervision in the execution of certain assignments as part of their project. The student must also do a presentation of their final work defending it before the designated professors to accompany and evaluate them in order to be graded.

MIN-414 Leadership and Ministry Pastoral Youth Ministry (3 credits): This course deals with the process of formation and the life of a leader, the scenes and practices of leadership with the challenge of modeling a life identified and molded by Christ in an integrated manner with the passion of the Holy Spirit and the personal disciplines that allow us to be the most effective possible, leading and equipping others.

MIN-431 Organization and Developments of Ministries (3 credits): A study of the dynamics of leadership development both in the leader's own life and in the organization of ministry. It involves the study of legal responsibilities when establishing a ministry. It also discusses the personal implications that a person has as a leader or founder of ecclesiastical ministries.

MIN-433 Chaplaincy I (3 credits): This course provides a conceptual overview of the nature

and history of chaplaincy ministry, including the identity, purpose, and issue of human suffering in the context of chaplaincy. The various types of institutional chaplaincy will be addressed and their commonalities, distinctives and expectations will be explored.

MIN-434 Chaplaincy II (3 credits) This course is a continuation of the previous Chaplaincy I course. It addresses a description and understanding of the different types of community and institutional Chaplaincy. It will also present examples of the different types of pastoral intervention in crisis scenarios. These can be: Natural disasters, loss of home, personal situations, death of loved ones, loss of jobs, health and other extreme situations.

MIN-439: Ethical and Legal Bases of the Chaplaincy: This course will examine the professional ethics in the performance of the ministry of chaplaincy from its different angles. It helps the student to better equip himself in his professional service areas. It emphasizes the legal and moral responsibility that the chaplain assumes in contact with the community for which he serves.

MIN-450: Pastoral Intervention in Crisis Situations: (3 credits) Help pastors and leaders to deal with pastoral needs. This course is designed to help students counsel in times of crisis and trauma in Latin American chaplaincy ministry contexts. It will include an overview of helping relationships in crisis situations, using the skills to listen and respond appropriately and building spiritual resources to respond and intervene in times of crisis. It attempts to help students develop the basic skills necessary to be effective Christian chaplains in these cases. It attempts to create in students a conviction that God's Word in counseling can help people find meaningful answers to life's crises and traumas.

MIN-453: Ceremonies and components of the structure of Christian worship. (3 credits) This course includes an in-depth look at the structure and components of Christian worship. Emphasis is placed on the design and planning of the cultic activity of the Church. It also raises the need to organize ecclesiastical ceremonies that are relevant according to the occasion. Student exercise and preparation of the different ecclesiastical ceremonies.

Area IV: Ministry Formation:

MIN-240 Supervised Ministry - 1 (1 credit) This is a study intended to involve so that the participating students can engage in the effective practice of what will be the fulfillment of their ministerial call. This course includes studies of the Bible, our Pentecostal heritage, and the Latino/Hispanic socio-cultural context where we live together and minister.

MIN 241 Supervised Ministry - 2 (1 credit) This course is a ministerial learning course that encompasses five components, one of the 6 components of our institutional ministerial formation program. Provides an integrated study of ministry and character development shaped by the values and virtues of the kingdom of God. The course includes the educational activities of the main categories in spiritual theology. It emphasizes how to understand and practice the spiritual disciplines through the use of personal knowledge and corporate disciplines.

MIN-340 Supervised Ministry - 3 (1 credit) This is a ministerial learning course that encompasses one of the 6 components of our institutional ministerial formation program. This

course provides an integrated study of ministry and character development shaped by the values and virtues of the kingdom of God. The course includes the educational activities of the key areas in spiritual theology. It emphasizes how to understand and practice the spiritual disciplines using personal knowledge and corporate disciplines. As a one-credit course, it is required to complete 5 hours of class, completed in 3 sessions of an hour and a half each.

MIN-341 Supervised Ministry - 4 (1 credit) This course is a practical instruction for students to learn how to effectively communicate the Word of God and make them aware that, in addition to the call and anointing, we must spend time preparing the sermon.

MIN-441 Supervised Ministry - 5 (1 credit) This course emphasizes the importance of pastoral care for believers and non-believers from the perspective of the Christian faith. It emphasizes the student's responsibility to respond positively to the needs of the community he or she serves.

MIN-442 Supervised Ministry - 6 (1 credit) This course emphasizes the importance of the church and its administrative structures within the biblical and theological context. Jesus Christ is established as the supreme administrator. He presents the exercises of good management, within the context of each local church, adapting to the reality or context of each church in particular, presenting the pastor as his administrator at all times.

Credit Transfer:

Transfer of credits earned at another institution will be based upon the subject material that corresponds to the curriculum of "University of Leadership and Ministry (UNILIMI)". We will not accept credits that do not relate to our curriculum. Credits with a **Grade Point Average** less than 2.0 are not transferable. The number of transferable credits will be determined by the Academic Dean. The student will then be informed of the number of credits that transferred. University of Leadership and Ministry (UNILIMI) will not approve more than 90 credits for the bachelors. Students wishing to transfer credits to another institution may do so by making a formal request to the Director of University of Leadership and Ministry (UNILIMI) accompanied by the name and address of the institution. A transcript of the student's grades and credits will be mailed directly to the institution.

**GUIDELINES FOR ADMISSION
POLICIES AND PROCEDURES
OFFICE OF THE ACADEMIC DEAN
AUGUST 06, 2021**

Summary of admission policies and procedures.

This written document establishes the manner in which the admission policies of the University of Leadership and Ministry have been established and must be carried out. The primary objective of these policies is to safeguard the integrity of the admission process. This admission process to the University of Leadership and Ministry can be divided into three parts. First, the **normative phase** of the process. Second, the **operational phase** of the admissions process. Third, the **verification phase** of the admissions process.



The normative phase of the process comprises the essential provisions in the policy for the admission of students. These provisions establish the “who” of our admissions process and how those provisions will be informed and applied to individuals applying for admission to the university. The normative phase contains the determinations of the university that have been approved by the governing board and define the university's admission policies. These standards should represent the general policy of the University of Leadership and Ministry.

The operational phase involves the process through which the provisions established as policy are converted into executions in order to distinguish between the candidates who have applied and to attract those candidates who best meet the ministerial expectations of the university. This operational process involves the participation of different sectors of the academic community, such as registration, finance, and academic effectiveness.

The verification phase involves the constant evaluation of the effectiveness of the admission policies. In addition, this phase monitors if these admission policies are being applied in compliance with the established objectives. This phase intentionally reviews, through the metrics provided by the admissions and finance office, what has been the response to the admission policies. The student retention factor will be an important factor in verifying admissions policies. Through this review process a rationale is provided for potential modification of the admissions policy when necessary. It is also reaffirmed that the admissions policy rules stipulated by the administration are fully observed. The UNILIMI board of directors, through its Academic Affairs Delegation, also participates in the verification function of the admission processes.

The office of the president of UNILIMI, or the person delegated for this function, will supervise that all actions carried out during the admission process comply with all the established norms.

Therefore, the president of UNILIMI must be informed of the actions of the faculties and in turn, he will inform the faculty of the general policies of the University in the matter of admissions.

GENERAL RULES FOR ADMISSION POLICIES

The University of Leadership and Ministry has delegated the implementation of the policies to the admissions committee. People involved in the process are expected to conduct themselves in accordance with certain university-wide principles or regulations that govern these bodies:

1. The admission policy must be in accordance with the general policies of the university.
2. The criteria for the admission of applicants must correspond to the educational mission of the university.
3. Admission policies must comply with the standards and criteria imposed by the accrediting and certifying agencies.
4. Admission policies must be in accordance with the privacy laws of the United States.
5. Admission policies must be clearly explicit so that the people in charge of their application can faithfully carry out their responsibilities.
6. The selection of the admissions committee is the sole and exclusive prerogative of the university administration and its board of directors and will not be in the hands of any group outside the university.

ADMISSIONS COMMITTEE

The Admissions Committee (CODA) of the University of Leadership and Ministry is the center of the operational phase of the process. It is composed of three members representing the administration and the faculty. The appointment will be the prerogative of the president and the board of directors of the university. The president and the board of directors of the university may replace any member of said committee when deemed necessary. This committee will meet at least once prior to each class section to consider applications from incoming students. The designated person will document the determinations regarding the admission applications of the candidates.

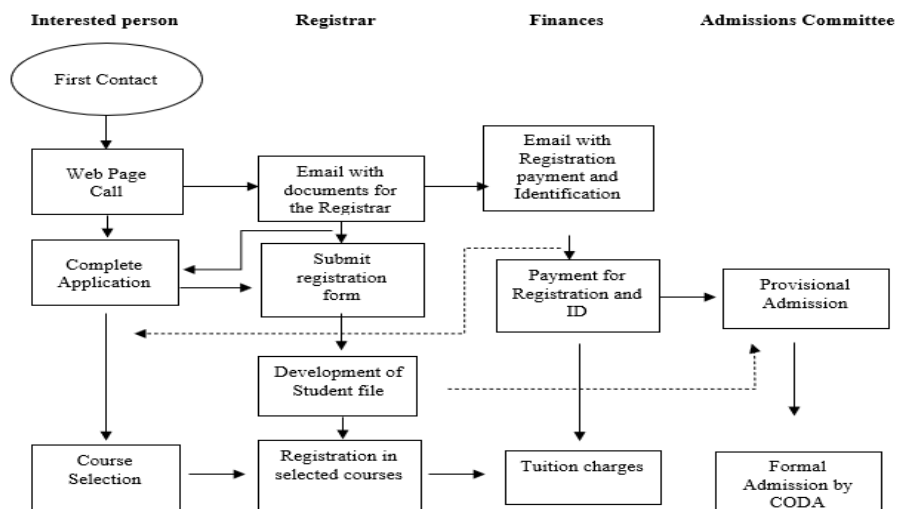
RESPONSIBILITIES OF THE ADMISSIONS COMMITTEE (CODA).

Pluralistic integration in the selection process. The selection of students does not rest on unilateral action. First, there are concrete, clearly established rules by which the admissions committee (CODA) should be governed. These standards must intentionally be published in the different media that the university uses to communicate with the general public. In addition, they will be shared with the administration and faculty. “Applicant” applications will be retained and protected in accordance with the privacy and confidentiality laws of the United States of America.

Secondly, the opinion of Unilimi's faculty should be considered collectively in case there is any expression in relation to admission policies. The final decision to accept or reject an applicant will be made by the Admissions Committee (CODA). Educational principles are fundamental in the development of admissions policies. Any other elements that influence or affect the mission of the university should be reflected in the admissions policies. Later in this manual the steps to be followed by CODA during the application evaluations of the board to the university will be described.

The UNILIMI ADMISSION PROCESS Flowchart

THE ADMISSIONS PROCESS FLOWCHART



ADMISSIONS CRITERIA FOR CONSIDERATION BY THE COMMITTEE:

When considering admission applications, the admissions committee shall apply general and specific criteria for admission as a student at University of Leadership and Ministry.

General criteria for admission as a student of UNILIMI:

1. Have completed all parts of the application and submitted it for admission to the University of Leadership and Ministry.
2. Have made the registration and corresponding payment(s) of the fees in accordance with the rules previously established by the administration of UNILIMI.
3. Submit a recent photo.
4. Show proof that the student has finished high school.

Specific Admission Criteria for UNILIMI Students:

1. Have an approval or pastoral letter that witnesses the christian character of the applicant.
2. A brief essay, no more than two pages, double-spaced, 12 font size, where the student will describe the reasons why he/she wants to study the Word of God and his/her desire to serve in the christian ministry.
3. Have taken the biblical knowledge exam required by UNILIMI.

Any applicant who does not complete the specific admission requirements may be enrolled in their classes with provisional admission. This determination will be made at the discretion of the academic dean or his representative and with the consensus of the UNILIMI Admissions Committee. The student will have to complete his/her record in no more than five (5) weeks.

GUIDELINES FOR THE DIRECTION OF ADMISSION PROGRAMS

At times, the enrollment period in a large number of higher education institutions is very busy. On such occasions the academic dean may occupy an additional staff to process the applications efficiently. Therefore, the following guidelines are provided for the processing of individual applications:

1. Applicants are responsible for the integrity of their records in relation to the requirements for admission to UNILIMI. All formal communication must be in writing and documented in the student's admission file. Applicants may receive a courtesy call if necessary to conform to the written communication. The admissions staff may, on the basis of the documents submitted by the applicants, make a preliminary estimate of the final decision on their applications.
2. Applicants' files are strictly confidential. Only personnel authorized by the academic dean may have access to such records. This individual safeguard does not extend to actions on behalf of the university in the processing of applications. Information about the approval or disapproval of applications may be informed using the discretion of the informed staff of the institution without violating the principle of confidentiality.
3. The people who besides the student participate in the completion of the application, when necessary, will be answered with a sense of urgency and courtesy, taking into account the confidentiality policies of the admissions procedures. Some scenarios for this guide may be:
 - a. People who send letters of recommendation. Such letters will be part of the student's record.
 - b. Members of the faculty or administration involved in promoting the university. These members should be careful not to intervene in the admissions process or comment on any candidate to influence the admissions committee's decision.
 - c. When a person of influence with the university recommends a candidate, that recommendation will be considered in light of the established admissions policies. These individuals may give general information on admissions processes, but should at all costs avoid reaching conclusions prior to the admissions committee's determination.
 - d. A member of the administrative or teaching community, as long as they do not participate in the admissions process, may be consulted about the admissions process. We suggest that such a member of the administrative or teaching community refer such inquiries to the competent admissions officer for an authorized response.
 - e. Final determinations on applicants will be made by a minimum of three (3) people designated as the admissions committee. The only exception to this rule will be when the applicant has not completed all the required documents then the academic dean or his representative may issue a provisional admission to give the applicant time to finalize their application for admission.
 - f. Notification of the final decision on an application must first be sent to the applicant. The academic dean has discretionary power to disclose to others the decision reached. This must be documented in the student's record.
 - g. The files of applicants for admission, as well as those enrolled, must be kept for at least 5 years.

Supervision Responsibility

The process of verifying that the admissions processes are being effective is a task that occurs at all levels involved in the admission process. It will be the responsibility of the president of the university and the board of directors to promote and provide the corresponding evaluation instruments.

This supervision process will determine that existing admissions policies meet the university's objectives or if they should be amended. Similarly, procedures will be implemented for constant verification by those who have the responsibility of supervising the process. The results produced during the supervision process will be reported to the corresponding university authorities.

UNILIMI's Policy/ Procedures for determining Credit Hours

One college credit hour is considered when a student completes at least one hour of class per week (in a classroom or online), accompanied by about two hours of out-of-classroom work (may include but not limited to homework, discussions, quizzes, labs, etc.) in a total of 4-8 weeks (depending if course is Intensive or Regular).

Tuition

- **Certificates** \$100.00 per module or course
- **Associates** \$150.00 per module or course
- **Bachelors** \$150.00 per module or course
- **Masters** \$300 per module or course
- **Registration** \$10.00 per module or course
- **Digital Library** \$10.00 per module or course
- **Platform Fee** \$20.00 per module or course (\$40 for MA program)
- **Graduation Fee** \$100.00 one time fee for Certificate Program
- **Graduation Fee AA** \$150.00 one time fee for Associates Program
- **Graduation Fee BA** \$200.00 one time fee for Bachelors Program
- **Graduation Fee MA** \$300.00 one time fee for Masters Program
- **Admission** \$25.00 one time fee (\$50 for MA Admissions)
- **Student ID** \$10.00 one time fee

Student Refund Policy

No refund will be made for registration or examination fees. Refunds on tuition will be made as follows:

- Prior to first class 100%
- Withdrawal during the first week 90%
- Withdrawal during the second week 25%
- **No refund will be made on or after the third week.**

All tuition, book fees, and other financial obligations must be paid in full before diplomas and transcripts are issued.

Grading

The goal of the University of Leadership and Ministry (UNILIMI) is to provide a performance-based degree program, which identifies knowledge skills and outcomes required to

demonstrate achievement. Students are given a variety of ways to acquire and demonstrate the required competencies. Grades for completed courses are recorded using the symbols, definitions and grade points shown below:

Grading Scale

LETTER	MINIMUM SCORE	NUMERIC EQUIVALENCY	AVERAGE FINAL SCORE	FAILURE
A	95.00	100.00	4.00	
A-	90.00	94.00	3.70	
B+	85.00	89.00	3.30	
B	83.00	84.00	3.00	
B-	80.00	82.00	2.70	
C+	77.00	79.00	2.30	
C	74.00	76.00	2.00	
C-	70.00	73.00	1.70	
D+	68.00	69.00	1.00	
D	64.00	67.00	1.00	
D-	60.00	63.00	1.00	
F	0.00	59.00	0.00	✓

Cum Laude: 3.70 – 3.79 GPA
Magna Cum Laude: 3.80 – 3.89 GPA
Summa Cum Laude: 3.90 – 4.00 GPA

University of Leadership and Ministry Non-Discrimination Policy

The University of Leadership and Ministry (UNILIMI), does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

EQUAL OPPORTUNITY POLICY FOR STUDENTS

UNILIMI does not discriminate on the basis of race, color, sex, national or ethnic origin, disability, age or veteran status in admissions, treatment or access to its programs and activities, or in the administration of educational policies, scholarships, loan programs, athletics or other University programs. In addition, UNILIMI does not discriminate based on religion, except as necessary to comply with UNILIMI's Standard of Personal Conduct and Statement of Christian Community and Mission.

EQUAL EMPLOYMENT OPPORTUNITY

UNILIMI does not discriminate in employment in its programs or activities on the basis of race, color, national or ethnic origin, sex, disability, age or veteran status.

UNILIMI's Complaint and Grievance Procedures

If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Process and submit their complaint to the following mailing address:

*North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
140 Friday Center Drive, Chapel Hill, NC 27515-2688*

Student Complaint Process

In compliance with state regulations and the rules promulgated by the U.S. Department of Education, The University of North Carolina is committed to implementing a student complaint process that is fair, timely, and effective. This policy establishes a process by which students can initiate complaints against a post-secondary institution offering programs in the state of North Carolina when all other forums at the institutional level have been exhausted. The University of North Carolina General Administration, serving as the clearinghouse for complaints concerning post-secondary institutions that are authorized to operate in North Carolina, will act upon those complaints within its purview and forward all other complaints to the appropriate agency.

Complaints against UNC Constituent Institutions

The North Carolina General Assembly established the University of North Carolina Board of Governors as the body responsible for the oversight of the University of North Carolina, its

constituent institutions and other post-secondary institutions licensed to operate in North Carolina. The Board of Governors has formal and informal involvement with, and control over, the complaints and appeals that arise at its constituent institutions. In addition to direct involvement, the Board of Governors has also delegated authority to the constituent institutions and to the President of the University of North Carolina to receive complaints and to act on them accordingly. Student complaints are routinely resolved at the institutional level. If there is no specific policy to appeal to the University of North Carolina Board of Governors, the President's staff at UNC General Administration maintains an open student complaint process "to review and appropriately act on complaints concerning the institution." Students from all constituent institutions may utilize the application form provided by the UNC General Administration Office of Postsecondary Education Complaints to submit these complaints.

Complaints against Licensed Institutions, Independent Colleges and Universities, and State Community Colleges

Complaints received against post-secondary institutions licensed in the state of North Carolina, state community colleges, and the 36 statutorily-recognized independent colleges and universities will be forwarded to the appropriate agency for action. Students may utilize the application form provided by the UNC General Administration Office of Postsecondary Education Complaints to submit these complaints for processing

Student Complaint Process

- Step 1. Have you filed a complaint at your institution? If yes, proceed to the next step. If not, please refer to your institution's student complaint process. You must exhaust all opportunities for resolution with the appropriate persons at your institution before filing a complaint with the Office of Postsecondary Education Complaints.
- Step 2. Using the student complaint form [click here](#), submit all relevant information and supporting documentation regarding your complaint to the North Carolina Office of PostSecondary Education Complaints, C/o Student Complaints, 910 Raleigh Rd., Chapel Hill, NC 27515-2688 or email your complaint to: studentcomplaint@northcarolina.edu.
- Step 3. Once received by the Office of Postsecondary Education Complaints, complaints will be forwarded to the appropriate staff or agency for investigation as follows:
 - Complaints against any of the 17 UNC constituent institutions will be forwarded to the Office of Academic and Student Affairs at UNC General Administration
 - Complaints against any of the 58 state community colleges will be forwarded to the North Carolina Community College System
 - Complaints against any of the 36 independent colleges and universities will be forwarded to the North Carolina Independent Colleges and Universities
 - Complaints against any licensed North Carolina institution will be forwarded to the Licensure Division of UNC General Administration
 - Complaints against out-of-state institutions authorized to operate in the state of North Carolina will be forwarded to the Licensure Division of UNC General Administration

- Step 4. Students will be notified of the investigation results and/or resolution of the complaint.

REASONABLE ACCOMMODATION POLICY

The University of Leadership and Ministry has a reasonable accommodation policy for students who, for justified reasons, request it:

1. Reasonable accommodations are modifications or arrangements to tasks, the environment, or routines, allowing people with disabilities or limiting situations to have the same opportunity to participate in the academic program.
2. Reasonable accommodation must not compromise the essential objectives of a course. Nor may they undermine the academic standards or the integrity of the study program
3. Reasonable accommodation should be viewed as an alternative way to meet the requirements of the course by removing or reducing barriers related to the disability or limiting situation.
4. Since ours is an online university, reasonable accommodation should not include no computer, no internet, or no class

The interested student must request that a reasonable accommodation be granted and each case must be evaluated individually by the university based on its merits. Once the matter has been considered, both the student and the teacher will be informed of the decision made. Any determination will be strictly confidential.

OTHER ISSUES RELATING TO COMPLAINTS AND GRIEVANCES

Other Forums

If at any time before or during this procedure the student files a complaint or grievance in another forum, the University reserves the right to discontinue the complaint or grievance proceedings if, in its judgment, it determines that continuation will not conclude the matter with finality or will be unnecessarily duplicative.

Procedure Changes

Changes to these procedures may be made as needed. Requests for changes should be directed to the Academic Dean or Student Dean.

STUDENT EVALUATION OF THE COURSE

Every student will have the opportunity to complete an evaluation of the course. This evaluation will be available throughout the last week of the course. Every professor is responsible for advising the student about completing the evaluation of the course, and of showing the students where to access the evaluation. If a professor does not inform the students of this evaluation, the student shall inform the Academic Dean or Student Dean's office as soon as possible.

WITHDRAWAL POLICY:

When a student decides to withdraw from a course, they must do the following:

- 1) The student must inform the office of the Dean of Registrar through writing, soliciting to withdraw from the current course registraduria@unilimi.org.

- 2) The student will receive a response through writing verifying that the withdrawal has been processed.
- 3) Any withdrawal from a course must be solicited before the third week of class.
- 4) The reimbursements will be made according to the withdrawal policy in the UNILIMI student catalog; a withdrawal in the first week will receive 90% refund; a withdrawal in the second week will receive 25% refund. After the second week there will be no refund issued.
- 5) Any student who does not request a withdrawal from a course, will be responsible for the total cost of the course and shall pay off the debt before registering for a future course.

FINAL ASSIGNMENT SUBMISSION POLICY:

Late submissions of final assignments throughout the academic year cannot be graded after the published due date and the published grade will be a "0". If a student has a valid excuse that they would like to be taken into consideration, the student must complete an extension form for this assignment at www.unilimi.org

PLAGIARISM AND CHEATING POLICY:

Plagiarism consists of: (1) using someone else's ideas without giving credit; (2) citing material from published or unpublished works, whether purchased or copied material, or oral presentations without giving proper citation; (3) paraphrasing published or unpublished material, written or oral, without proper citation; (4) another student's paper copy with or without the student's permission.

Materials, whether published or not, purchased or copied from another writer must be identified by the use of quotation marks or block citation and documentation with the specific citation of the source. Paraphrased material must also be attributed to the original author.

Cheating is engaging in dishonest behavior, such as: (1) allowing another student to copy your paper; (2) the use of notes or other material when taking an unauthorized exam; (3) a copy of the answers to the examination questions; (4) engaging in obtaining unauthorized copies of exam questions (including assisting another person in doing so); (5) calling answers to an exam. Students who have copied and submitted another person's class assignments and/or assignments as their own, or submitting assignments as a result of themselves but have been made by someone else, are guilty of plagiarism and are cheating.

Any student found guilty of plagiarism or cheating as described above, or similar, will face the following, at a minimum: (1) The faculty disciplines on the first offense, along with a presented plagiarism/cheating report; (2) the Academic Affairs discipline for recidivism. For the second offense, the student will receive an "F" for the course. (3) For the third offense, students will be dismissed from the institution. Keep in mind that the first serious crimes can be treated more harshly than simply skipping the assignment or test.

ATTENDANCE POLICY:

Students are expected to attend all class sessions and to be on time for each session. If a student is absent for 25% of class time in one quarter it will be an automatic withdrawal. Students with problems beyond their control that have impacted their attendance (for example: National Guard, death of a family member, documented health problems, etc.) may request to be allowed to submit a research paper that will replace the time of class that was lost.

NOTE: A penalty is applied for directed research.

Students who are 15 minutes late for each class session will be considered absent. A student may be late for the first half of a class session and be counted present for the second half. A student may be present for the first half of a complete class session and be counted absent for the second semester if the student does not return from vacation or leaves before the end of the class.

Due to the nature of the digital classroom, online students should prevent any technical difficulties by logging in 5 minutes early.

If a student needs to leave the classroom for personal reasons (bathroom break or drinking water), they should not exceed 10 minutes of absence. A student who leaves before the instructor dismisses the class will be considered absent.

Missionary trips and ministry activities will not count as excused absences and should not be scheduled to interfere with class attendance. Exceptions include responsibilities in ministry that involve unavoidable circumstances such as officiating at funerals.

POLICY FOR TECHNOLOGICAL DELAY:

In the event of an interruption in communications during the online class meeting, students must wait in the online environment for at least 20 minutes, using the time to study. Students can log out after 20 minutes of the teacher's absence.

POLICY FOR THE USE OF THE VIRTUAL CLASSROOM:

Cohorts and online classes should be considered a college campus or classroom and students should act accordingly. Students are to remain with their camera on and their microphones muted. Students who have their cameras off will be considered absent that day. Food should not be eaten during course hours and drinks should be limited to water only. Students are to dress appropriately for class, not walk or talk during class outside of discussion.

NOTE: This Curriculum is subject to changes. The Professor will communicate any changes in time to the students.