



# **Institute of Leadership and Ministry**

## **INLIMI**

**103-24 Roosevelt Ave., Suite 204**  
**Corona Queens, NY 11368**  
***www.inlimi.org***

# **Student Catalog**

## **2020-2025**

## WELCOME

Dear Student,

Welcome to the Institute of Leadership and Ministry!

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

Here at the Institute 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 INLIMI 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, INLIMI 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,

Wilfredo Estrada-Adorno, DMIN, DD

President/CEO 

## **THE HISTORY**

The *Institute 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. INLIMI 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 *Institute 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**

The vision of the Institute of Leadership and Ministry is to be identified among the Hispanic/Latino community as a relevant and redemptive bilingual voice in a changing world - driven by the love, truth, and grace of Christ.

### **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.

## Mission Statement

The Institute of Leadership and Ministry is a bilingual Pentecostal institution of higher biblical education that equips Hispanic/Latino students with spiritual, academic, and cultural capacities to serve effectively in the church and the world.

## 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.



## STATEMENT OF FAITH

This Institute of Leadership and Ministry 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, He 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.

## BOARD OF DIRECTORS



**DRA. HATTIE TIBURCIO**  
President 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 INILIMI. 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**  
Founder President

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 INILIMI 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).



**DORIS E. MAGA**  
Vocal

Doris E. Maga, vocal for the INILIMI Board of Director team, is also 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*.



**DORA  
MALDONADO-MOLINA**  
Vocal

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



**LAYTON CERVANTES**  
Vocal

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



**KARI SAMANTHA VELEZ**  
Recording Secretary

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 been pastoring a church since February 2017, in the state of North Carolina.

## ADMINISTRATION



**DR. WILFREDO ESTRADA ADORNO**  
President/CEO

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, Cohort Coordinator and Faculty

Jose C. Alicea is the assistant for 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**  
Director of Accreditation and Institutional Effectiveness, Faculty, and Digital Library Director

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.



**SELLYNESSE RAMOS**  
Public Relations

Sellynesse 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.



**KARI SAMANTHA VELEZ**  
Administrator

She 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 been pastoring a church since February 2017, in the state of North Carolina.



**ADALIZ GOLDILLA**  
Registrar

Adaliz Goldilla is the Registrar for UNILIMI working at our FL campsite. She is bilingual in Spanish and English. She graduated with her BA in Family Counseling from UNILIMI.

## 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 of 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.



**Jose 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 Biblica Cristiana* (Christian Biblical Church) and founder of *Instituto Médico-psicológico de Atención a la Familia* (Medical-Psychological Institute of Attention to the Family) [IMAF]. 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.



**John Muñiz:** Educational Advisor for UNILIMI and associate professor in various subjects. Executive Pastor of the Second Reformed Church in Jersey City, N.J. He was Dean at Pillar College. He is currently Dean and Vice President of Student Affairs in the Theological University Shemá Israel. Doctor in Ministry from (NYTS). Masters in Divinity from (NBTS). Masters in Public Administration from (MCNY). Masters in Business Administration from (FDU). Bachelor's Degree in Science, Nyack College. Bachelor of Arts from Golden State University.



**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.



**Dr. Ildefonso Caraballo:** Ildefonso Caraballo is a Professor mainly teaching in Puerto Rico. He has a doctorate in Ministry from the McCormick Theological Seminary, a MA in Divinity from Pentecostal Theological Seminary, and a BA in Biblical Interpretation from Universidad Teologica del Caribe, in Puerto Rico.



**Raquel Echevarria:** 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.



**Domingo A. De La Cruz:** Doctor in Pastoral Ministry from the Christian University. Master of Divinity from the Theological Seminary of the Church of God, Tennessee, Bachelors in Theology, 1981, Theological University of the Caribbean, Puerto Rico.





**Kari Samantha Velez:** Bachelor of Arts in Education, Queens College (CUNY). Associate Minister of Children's Ministry.



**José A. Santos, DMin:** 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.



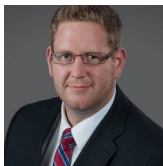
**Karina Cooper:** Journalist with ten years of experience in written and television Works in New York and Panama. She has a master's degree in Marketing and Publicity from the Universidad Latina de Panamá (Latin University of Panama) and a bachelor's degree in the Science of Social Communication from Santa María La Antigua University. She currently is working as a reporter and co-host of an investigative news program *Actualidad Semanal* (Weekly News) with Aliento Vision Hispanic Family Network.



**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.



**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 Biblico Pentecostal*, Trujillo Alto, Puerto Rico. Major: Pastoral Studies. Bachelor's in business administration - *Caribbean University*, Bayamón, Puerto Rico. Major: Accounting.



**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:** has a 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 has a B.A. in Education as well 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.

## **PROGRAMS**

### **Certificate of Leadership and Ministry: (30 Credits)**

### **Diploma in Church Ministries and Leadership: (60 Credits)**

### **Advance Diploma in Church Ministries and Leadership: (120 Credits)**

### **Certificate of Leadership and Ministry: (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.

### **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.

### **Certificate of Leadership and Ministry: (30 Credits)**

Courses required for the Certificate of Leadership and Ministry. (For course dates and availability, visit [INLIMI.org](http://INLIMI.org))

<b>CODE</b>	<b>Creds</b>	<b>COURSE NAME</b>
BIB-001	3	Old Testament Survey
BIB-002	3	New Testament Survey
THE-002	3	Spirituality and Pentecostal Theology
THE-010	3	Theology I
EDU-010	3	Methods of Teaching
MIN-004	3	Introduction to the Basics of the Urban Church Ministry
MIN-006	3	Ecclesial Administration in the context of a cell group
MIN-007	3	Pastoral Counseling Principles
MIN-021	3	Missions
MIN-050	3	Homiletics
<b>Total</b>	<b>30 Credits</b>	

### **Diploma 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.

### **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.

#### **Diploma in Church Ministries and Leadership: (60 Credits)**

<b>CODE</b>	<b>Creds</b>	<b>COURSE NAME</b>
BIB-001	3	Old Testament Survey
BIB-002	3	New Testament Survey
BIB-003	3	Biblical Interpretation (Hermeneutics)
BIB-005	3	Pauline Thought: Spirituality, Theology, Eschatology
BIB-014	3	Ruth and Esther
THE-002	3	Spirituality and Pentecostal Theology
THE-005	3	Introduction to Apologetics
THE-010	3	Theology I
THE-020	3	Theology II
EDU-010	3	Methods of Teaching
MIN-004	3	Introduction to the Basics of the Urban Church Ministry
MIN-006	3	Ecclesial Administration in the context of a cell group
MIN-007	3	Pastoral Counseling Principles
MIN-021	3	Missions
MIN-050	3	Homiletics
GS-001	3	Mathematics and Personal Administration
GS-002	3	Writing and Composition
GS-024	3	Introduction to Sociology
GS-025	3	Introduction to Psychology
GS-030	3	History of Western Civilization from a biblical perspective
<b>Total</b>	<b>60 Credits</b>	

#### **Advance Diploma in Church Ministries and Leadership: (120 Credits)**

The Advance Diploma 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.

## **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.

## Advance Diploma in Church Ministries and Leadership: (120 Credits)

Courses required for the Advance Diploma in Church Ministries and Leadership. (For course dates and availability, visit [INLIMI.org](http://INLIMI.org))

CODE	CREDS	COURSE NAME
BIB-001	3	1. Old Testament Survey
BIB-002	3	2. New Testament Survey
BIB-003	3	3. Biblical Interpretation (Hermeneutics)
BIB-005	3	4. Pauline Thought: Spirituality, Theology, Eschatology
BIB-010	3	5. Wisdom Literature
BIB-011	3	6. Old Testament IV - Major Prophets
BIB-012	3	7. New Testament IV Romans and Galatians
BIB-013	3	8. Old Testament V - Minor Prophets
BIB-014	3	9. Ruth and Esther
BIB-050	3	10. Luke and Acts / Lucas y Hechos.
BIB-060	3	11. Leadership Concepts from a biblical perspective
BIB-070	3	12. Relevance of the book of Revelation, 20 centuries later
THE-002	3	13. Spirituality and Pentecostal Theology
THE-005	3	14. Introduction to Apologetics
THE-010	3	15. Theology I
THE-020	3	16. Theology II
THE-022	3	17. The Holy Spirit in the Church Ministry
THE-040	3	18. Wesleyan Pentecostal Theology
THE-041	3	19. Challenges in contemporary pastoral theology
THE-050	3	20. Christian Ethics
HIS-020	3	21. History of the Church II
EDU-010	3	22. Methods of Teaching
MIN-004	3	23. Introduction to the Basics of the Urban Church Ministry
MIN-006	3	24. Ecclesial Administration in the context of a cell group
MIN-007	3	25. Pastoral Counseling Principles
MIN-020	3	26. Founding Churches from a cell group perspective
MIN-009	3	27. Liturgy and Ministry
MIN-021	3	28. Missions
MIN-050	3	29. Homiletics
MIN-051	3	30. Theories and Concepts of Ministerial Leadership
GS-001	3	31. Mathematics and Personal Administration
GS-002	3	32. Writing and Composition
GS-010	3	33. Critical and Analytical Thinking
GS-020	3	34. Biology and Theology
GS-021	3	35. Art and Culture
GS-022	3	36. Human Growth and Transformation
GS-023	3	37. Human Sexuality
GS-024	3	38. Introduction to Sociology
GS-025	3	39. Introduction to Psychology
GS-030	3	40. History of Western Civilization from a biblical perspective
<b>Total</b>		<b>120 Credits</b>

## **INLIMI course catalog.**

### **STUDY AREA: BIBLE**

<b>Code and Course Name</b>	<b>Course Description</b>
1. BIB-001 Old Testament Survey	This course includes a study of Old Testament history, literature, and theology. The emphasis is on the content of the thirty-nine books that make up the Old Testament canon. Attention will be paid to the transmission of the text and the canonization of the Old Testament. Students will learn about the critical problems and academic methods employed in the modern study of the Old Testament. Attention will also be paid to the inductive study method of the Bible and the practical importance of the Old Testament for today.
2. BIB-002 New Testament Survey / Panorama del Nuevo Testamento	This course includes a general comprehension of the New Testament considering the great themes of Scripture, including the life and ministry of Jesus Christ, grace, the beginning of the church, and missionary life. This panoramic view of the New Testament discusses the uniqueness of each New Testament writer and book, while showing the unity of their contributions to this part of the Bible. In addition, its relevance and challenges for the contemporary church will be identified.
3. BIB-003 Biblical Interpretation (Hermeneutics) / Interpretación Bíblica (Hermenéutica)	This is an introductory course, teaching students a general study on the integration of the theory and practice of biblical hermeneutics with the purpose of improving the use of the Scriptures in different Christian settings (preaching, teaching, counseling, reading of the personal devotional, worship, testimony, etc.). During this academic period, there will be a study of the history, principles and rules of biblical interpretation, and of the different schools of interpretation of the Scriptures. Interpretation of Scripture will be explored from a Latin Pentecostal perspective.
4. BIB-005 Pauline Thought: Spirituality, Theology, Eschatology / Pensamiento Paulino: Espiritualidad, Teología, Escatología.	Panoramic view of the work and life of the apostle Paul. Within Pauline theology, many themes and thoughts are so intertwined with each other that each reader will be able to reach their own conclusions, since Pauline thought is exquisite and very broad.

Which invites reflection and application in the here and now.

5. BIB-010 -Wisdom Literature      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.
6. BIB-011 Old Testament IV - Major Prophets      It is a dynamic approach to the content of the books that relate the historical and ministerial context 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 the five books, students discover how important he is and notice that many of his prophecies have yet to be fulfilled.
7. BIB-012 New Testament IV Romans and Galatians      Systematic study of the letters of the Apostle Paul to the Romans and to the Galatians. They will be studying their similarities and differences, audiences, purpose, and theological themes of greater importance. We will also be studying how these theological issues apply to the situation of the church in the 21st century.
8. BIB-013 Old Testament V - Minor Prophets      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 considering 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.
9. BIB-014 Ruth and Esther      Detailed study of the impact of Ruth and Esther on the Judeo-Christian faith. In this course we will study how God's favor and goodness operate between two women of opposite origin. Moabite Ruth is redeemed within

the people of Israel when she becomes widowed by her Israelite husband. Israelite Esther redeems the Jewish people when she marries the pagan king. In the end we will apply how the lives of these two women impact the conduct of the Pentecostal church.

10. BIB-050 Luke and Acts /  
Lucas y Hechos.

Study of the New Testament works of Luke: the Gospel according to Luke, and the Book of Acts of the Apostles. The political, social, and theological context of both writings will be studied. In addition, we will study their history and outstanding characters from the perspective of the Pentecostal experience.

11. BIB-060 Leadership  
Concepts from a biblical  
perspective / Conceptos de  
Liderazgo desde una  
perspectiva bíblica.

This course examines the content of leadership from a biblical and theological perspective. Major biblical principles that take into account the purpose and character of leadership will be inspected. Leadership themes in the Old and New Testaments will be studied within their historical-scriptural context, and in terms of contemporary understanding of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament.

12. BIB-070 - Relevance of the  
book of Revelation, 20  
centuries later

This course will focus on guiding students to do an exhaustive and careful reading of the book of Revelation. The intention is that by reading, students will identify the purpose, structure, main 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 tones 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 the worship, hope, life, and evangelization ministry of the church.

## STUDY AREA: THEOLOGY

Code and Course Name	Course Description
13. THE-002 Spirituality and Pentecostal Theology / Espiritualidad y Teología Pentecostal.	This course is an introduction to the study of the roots, origins, and challenges of the initial period of the Pentecostal movement. Particular attention will be paid to the different Pentecostal currents that have impacted the Americas.

14. THE-005 Introduction to Apologetics	This is an introductory course so that Christian students can begin to understand the roots of their faith. The apologetics student will learn how to defend his or her faith using biblical foundations by giving evidence of the masterful work of our Creator.
15. THE-010 Theology I	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.
16. THE-020 Theology II	This course is a continuation of the Introduction to Theology I. 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.
17. THE-022 The Holy Spirit in the Church Ministry	Study of the work of the Holy Spirit in the life of the church. This course offers an understanding of the work of the Holy Spirit in the life of the Church, emphasizing the formation of the believer for service.
18. THE-040 Wesleyan Pentecostal Theology	This course examines the major Christian doctrines from the perspective of Wesleyan Pentecostalism. It emphasizes knowing the history and theological basis of the Wesleyan Pentecostal movement and how its roots extend to the life and theology of John Wesley. It analyzes the key doctrines of the movement, as well as identifies similarities and differences between Wesleyan Pentecostalism and the other Protestant traditions.
19. THE-041 Challenges in contemporary pastoral theology	In this course, the student will study and critically analyze the contemporary challenges faced. Christian faith within culture. Will evaluate the impact of society on the formation of beliefs and values and how these systems, values and structures form the context for the pastoral ministry. Within this context, the interaction between social forces will be analyzed and pastoral care with attention to the participation of the church in the discussion and action related to important topics such as: (1) life in the public square, (2) the experience of discrimination women's ministry and (3) other issues of importance to effective pastoral ministry.



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|--|---|
| 20. THE-050 Christian Ethics /<br>Etica Cristiana.   | This course will examine: (1) the fundamentals of ethics; (2) contexts of contemporary ethical decisions; (3) methods of the moral decision process; (4) the relationship of norms informed by the biblical text, the relationships of values and virtues with society; (5) the role of the church in context; and (6) the application of the selected themes to the daily life of the believer and the church.                 |
| 21. HIS-020 History of the<br>Church II (from the Reform<br>to the 21 Century) / Historia<br>de la Iglesia II (de la reforma<br>al siglo 21) | This course will include a panoramic view of the history of the Christian church from the Protestant Reformation, its development and influence on society, culture and politics. It also includes the most important theological currents and their consequences in the contemporary church. This is a course that will take place virtually through the ZOOM platform, synchronously and/or online using the Populi platform. |

### **STUDY AREA: MINISTRY**

- | <b>Code and Course Name</b>  | <b>Course Description</b>  |
|--|--|
| 22. EDU-010 Methods of<br>Teaching / Métodos de<br>Enseñanza.  | This course comprises a panoramic view of Christian education in light of the basic ministries of the church. Consequently, it explores the Bible, theology, Christian history, and experience from a Wesleyan point of view. This course aims to relate basic principles such as psychology, learning, educational philosophy, among other fields of knowledge. The process of Christian education does not occur out of nowhere; typically, learners spend most of their time in a general social context. Christian education is really an interdisciplinary area, which looks for its guidelines in many directions. |
| 23. MIN-004 Introduction to the<br>Basics of the Urban Church<br>Ministry / MIN-004<br>Introducción a los<br>fundamentos del ministerio<br>en una iglesia urbana | This course includes the study of the ministerial mission of the church in large cities. It presents the biblical rationale for any ministry, so that it is efficient and effective in the parts in which it is implemented. Identify model resources and strategies endorsed by scholars of urban missions. The conferences will emphasize a comprehensive ministry that serves all the needs of the urban community.   |
| 24. MIN-006 Ecclesial<br>Administration in the context   | In this course we will review the administration principles revealed in the Word of God. Jesus Christ,   |

of a cell group / Administración eclesial en el contexto celular	the chief administrator, administers the body of Christ. We will look at the fundamentals and practices of a good management of the church from a cell group context, understanding that the administrator of the church is the local pastor, the person God has chosen. We will examine the organization and leadership models and we will develop them from a Pentecostal context.
25. MIN-007 Pastoral Counseling Principles	An advanced level course that equips believers and leaders within the different contextual variables of the ministry to provide help to those in need with the biblical tools necessary to solve personal and family problems, etc. according to the most accepted standards. Demonstrates effective counseling with a methodology design preceding the Word of God.
26. MIN-009 Liturgy and Ministry	This course is an introductory course to liturgical practice with an emphasis on the Pentecostal tradition. We will explore the history, theology, and development of church liturgy and worship. Additionally, we will analyze biblical examples and how they 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.
27. MIN-020 Founding Churches from a cell group perspective / Plantación de Iglesias desde la perspectiva celular.	In this course students will learn how to establish churches, with a clear idea of how to find a Christian congregation complying with the Great Commission. =, making disciples that will make their best effort to expand the kingdom of God on earth. The biblical, theological, and practical foundations will be reviewed, for a healthy, practical, and strategic foundation. The profile of the planter will be taught. Different methodologies and principles will be explored to take into consideration in this important calling. Every student will present a practical church plantation project of a church.
28. MIN-021 Missions	This course is intended to form a biblical perspective, familiarize students with missions as a powerful instrument of God. The study begins from patriarchal times to apostolic times and up to the present, positively affecting communities and nations. The

- challenge for the church is to strengthen this important area before the Great Commission of our Lord Jesus Christ is fulfilled.
29. MIN-050 Homiletics / Homiletica. This course includes 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 the anointing, we must take time to prepare the sermon. Emphasize the parts and types of sermons used in Christian ministry.
30. MIN-051 Theories and Concepts of Ministerial Leadership / Teorías y Conceptos del Liderazgo Ministerial. This course is a general study on the integration of ministerial / pastoral and leadership theory and practice in the Hispanic Pentecostal context. This is a Leadership course that will discuss the different theories and concepts of leadership from a ministerial and ecclesiastical perspective, applicable to your ministerial context. Emphasis will be placed on those concepts that help open a ministry according to divine design, providing models that prepare the leader / pastor, impacting leadership and decision-making in your ministry. In addition, the culture and identity of the ministry context will be examined to better understand the dynamics of leadership.

### **STUDY AREA: GENERAL STUDIES**

<b>Code and Course Name</b>	<b>Course Description</b>
31. GS-001 Mathematics and Personal Administration	<p>Course designed to help the student review and strengthen the basic skills of Mathematics and the application of these to daily life. In addition, it will attend the acquisition of a historical panorama of mathematics. Special emphasis will be given to the development and management of a personal budget by the student.</p> <p>Given the need to apply mathematics to daily life, the student will be provided the opportunity to acquire mastery of the basic skills of Mathematics, reviewing and consolidating concepts of addition, subtraction, multiplication and division and also develop a personal finance plan accordingly with your needs.</p>
32. GS-002 - Writing and Composition	<p>The Writing and Composition course is one that prepares the student to write correctly and with as few errors as possible. In addition, it is a basic course that allows the student to learn skills in how to prepare</p>

academically acceptable essays. In this course the Turabian style will be discussed.

33. GS-010 - Critical and Analytical Thinking

In this course, we will study and exercise skills in critical and analytical thinking. The primary objective of this course is for the student to think more clearly and analytically about his/her beliefs and for the student to be more effective in building the corresponding rational arguments. The student will develop various strategies for formulating and evaluating arguments, and will develop the expertise to recognize and avoid common barriers to critical thinking, including prejudice, group thinking, and ideology.

34. GS-020 Biology and Theology

This course offers the student the opportunity to establish a dialogue between Theology and Biology as different and interrelated human disciplines. The experience obtained in this course will lead the student to have useful knowledge to face the controversy that sometimes exists between religion and the pure sciences. The course is investigative in nature, so the student will experience how to solve the problem by exercising her experience in the search for answers to existing questions in relation to biology and theology.

35. GS-021 Art and Culture

This three-credit course in general culture provides a framework for art as a social expression and culture as an agent of change. The dynamics of traditional, popular, and academic culture and its interrelation with the ecclesiastical community, the christian ministry and the individual knowledge of the students will be studied. We will examine diversity, education, and visual culture in different contexts: the art world, popular media and the different cultural settings where these experiences are manifested. Finally, we will be analyzing how culture and art affect and impact ministerial and ecclesiastical life.

36. GS-022 Human Growth and Transformation

This course is prepared for students to gain knowledge and understanding of how people grow and develop throughout the life cycle. It encompasses an in-depth discussion of the different theories and discoveries that have expanded our understanding of the elements that influence the physical, cognitive and psychosocial development of the individual. It also encompasses an in-depth discussion of the elements that can affect our

health and well-being, for example, the stress and conditions that arise from it. In addition, in the end it provides alternatives for the management of these situations both from a biblical and psychosocial perspective.

37. GS-023 Human Sexuality

This course will study different aspects of human sexuality from a biblical perspective. It will explore genetics and stages of human growth and understand human sexuality according to the Bible. Philosophies, ideologies, and current trends related to the subject under study and their impact on society will be analyzed.

38. GS-024 Introduction to Sociology

This course involves the study of society; the groups of individuals that comprise it and of the different institutions that compose it. Study human beings and the interaction with their environment or social systems. In this case, Sociology will be studied as the science that studies social phenomena and processes and how these phenomena affect the environment that surrounds us. This course will give students a more accurate perception of the social, individual, and collective development of the human being as a member of a complex society.

39. GS-025 Introduction to Psychology

The course is a general study of the psychological processes of the human being, which include access to the mind and behavior. The history of psychology will be studied in general terms, while it is intended to offer the knowledge of the different theories and models that explain human manifestations, as well as the main currents of classical and contemporary psychological thought and other related topics. , such as human development, mental health, intelligence, psychological disorders, among others.

40. GS-030 History of Western Civilization from a biblical perspective

This course studies the most representative aspects of Western culture, making an analysis of its origins. The study will lead the student on a scenic journey through the critical analysis of great works of literature, philosophical, artistic and religious. It will end with an analysis of how the Bible focuses on the cultural trends of the Western world.

**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 Institute 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 Institute 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 institute that have been approved by the governing board and define the university's admission policies. These standards should represent the general policy of the Institute 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 INLIMI board of directors, through its Academic Affairs Delegation, also participates in the verification function of the admission processes.

The office of the president of INLIMI, 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 INLIMI 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 Institute 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 Institute 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).**

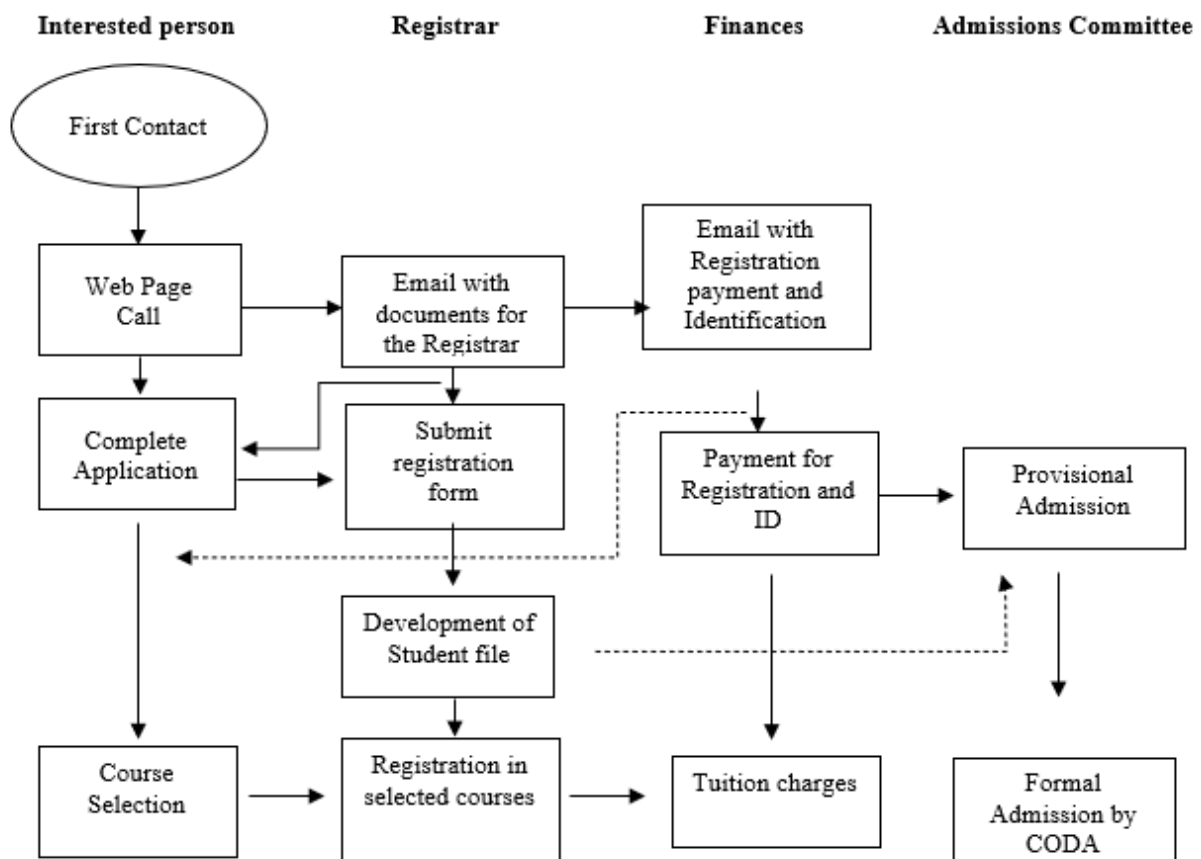
Pluralistic integration in the selection process. The selection of students does not rest on unilateral action. First, there are concrete, clearly established rules by which the admissions committee (CODA) should be governed. These standards must intentionally be published in the different media that 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 Inlimi'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 we will be describing the steps to be followed by CODA during the application evaluations of the board to the university.

### The INLIMI 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 Institute of Leadership and Ministry.



General criteria for admission as a student of INLIMI:

1. Have completed all parts of the application and submitted it for admission to the Institute 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 INLIMI.
3. Submit a recent photo.
4. Show proof that the student has finished high school.

Specific Admission Criteria for INLIMI 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 INLIMI.

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 INLIMI Admissions Committee. The time the student will have to complete his/her record will be 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 INLIMI. 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 institute 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 institute authorities.

## **INLIMI'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
- **Registration**            \$ 25.00 one time fee
- **Graduation Fee**        \$150.00
- **Platform Fee**            \$10 per module or course

### **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 75%

Withdrawal during the third week 50%

Withdrawal during the fourth week 25%

**No refund will be made after the fourth 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 Institute of Leadership and Ministry (INLIMI) 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	✓

## **NON-DISCRIMINATION POLICY**

INLIMI does not discriminate on the basis of race, gender, handicap, age, class, veteran status, or national/ethnic origin in the administration of any of its policies, including admissions, educational programs, and financial aid. It is the policy of the Institute in its common life and classroom to use inclusive language and to exercise respect and Christian love toward each member of the INLIMI community. INLIMI, as part of the Aliento de Vida church, recognizes homosexuality (as well as adultery, fornication, etc.) as an unscriptural lifestyle which precludes church membership, ministerial credentials, and participation in INLIMI.

## **REASONABLE ACCOMMODATION POLICY**

The Institute 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 the way things are normally done that allow 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 institute, reasonable accommodation should not include not having a computer, internet, or not entering the 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.

## **INLIMI's Complaint and Grievance Procedures**

### **COMPLAINT POLICY:**

This policy is intended to provide fair and prompt consideration to all staff complaints. The Institute encourages all staff to use the complaint procedure without fear of prejudice or retaliation within the limits of the preview process and with the assurance that his/her confidence will be respected.

It is the policy of the Institute to provide an effective and timely method for staff to bring forth workplace issues and concerns. These issues and concerns may include working conditions, performance, policies, procedures, or problems with co-workers or supervisors. This complaint policy does not apply to complaints about employment actions based on internal and external departments and/or Institute reorganization, financial necessity or budget determinations, and termination from employment. Complaints about harassment as defined by the University's

policies on Prohibited Discrimination and Sexual and other Unlawful Harassment will be investigated and resolved according to that policy, not this one. Copies of these policies are available in the Department of Human Resources.

## **DEFINITIONS:**

1. Complaint: An issue brought forth by a staff member concerning the workplace which may include, but is not limited to, working conditions, performance, policies, procedures, or problems with co-workers or supervisors. A complaint is not an issue that is a “grievance” as defined below. The Complaint Procedure is not a vehicle to alter Institute, School or College, or local unit policy.
2. Grievance: A complaint of a staff member concerning termination of employment of that staff member who has passed the introductory period and/or concerning any other adverse employment action directly affecting the staff member and which the staff member believes is a violation of written Institute policy or is a violation of federal or state employment laws or regulations.
3. Staff: Regular full-time or part time Institute employees, excluding faculty and Union employees.

## **PROCEDURES:**

Only a regular full-time or part-time staff member, i.e. one who has completed his/her introductory period, is entitled to initiate the Complaint Procedure: Staff members in their new hire introductory periods may follow steps one and two in the Informal Complaint Procedure. Human Resources will keep all expressions of concern, the results of fact-finding and the terms of the resolution confidential. In the course of fact finding and resolving the matter, some dissemination of information to others may be necessary or appropriate. Retaliation of any kind by an employee of the Institute against another employee, as a result of that employee seeking resolution under these procedures in good faith, cooperating in an investigation, or otherwise participating in the process, is prohibited and may be the basis for disciplinary action, including termination. Supervisors will provide the staff members involved in the complaint adequate time away from their duties for proper due process.

## **Informal Complaint Procedure**

1. Staff who have work-related concerns are encouraged to discuss them with their supervisor as soon as possible after the event(s) that cause the concern. The supervisor should address the issue within three (3) working days.
2. If the concern is not resolved with the staff member's supervisor, the staff member may bring the issue to Human Resources. Human Resources will mediate and facilitate a solution satisfactory to all parties.
3. If the parties cannot reach a satisfactory conclusion, the staff member may choose to file a formal complaint with Human Resources. (Human Resources will notify all parties if it appears that a satisfactory conclusion is not likely.)

## **Formal Complaint Procedure**

### *Written Complaint*

1. Staff members must submit all formal complaints in writing. The document should describe the incident or complaint and the evidence upon which it is based. The document should describe the issue with specific facts, including: personnel involved, events, dates and other information relating to the complaint. The complaint should be marked "Personal and Confidential" and addressed to the Director of Human Resources. The document should be filed as soon as possible, and within 20 days of when Human Resources has notified the parties that a satisfactory resolution is not likely.
2. Human Resources records all written complaints and sends the staff member a written acknowledgement that the complaint was received and is under review.

### *Human Resources Inquiry/Investigation*

3. Human Resources (or the Director's designee) investigates the complaint, meeting separately with the staff member and others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The investigation is completed within ten (10) working days from the date Human Resources receives the written complaint.
4. Within ten (10) working days after the conclusion of the investigation, Human Resources will prepare a written report of the investigation and findings; written notification to the

complainer and the individual or supervisor against whom the complaint is made, that the investigation with recommended resolution is complete.

#### *Appeal of Decision*

5. All parties have the right to appeal the complaint resolution. Either party may file a written appeal to the Director of Human Resources within ten (10) working days of the decision. If no appeal is filed during that time, the terms of the resolution will be recorded and signed by the parties and the Director of Human Resources.
6. The Director of Human Resources will render a final decision normally within ten (10) working days following receipt of the appeal.

### **GRIEVANCE POLICY:**

This policy is intended to provide fair and prompt consideration to staff grievances. It provides an opportunity to resolve disputes concerning adverse employment actions including termination of employment. The Institute encourages all staff to use the grievance procedure without fear of prejudice or retaliation within the limits of the preview process and with the assurance that his/her confidence will be respected.

It is the policy of the Institute to provide an effective and timely method for staff to bring forth employment issues and concerns. This grievance procedure is intended to resolve those issues or conflicts regarding a staff member's belief that an adverse employment action, including termination from Institute employment, violated Institute policy or violated state or federal law. This grievance policy is the exclusive means of determining if such an action is in violation of Institute policy. This policy does not apply to complaints about working conditions, performance, policies, procedures, or problems with co-workers or supervisors. Complaints of this nature are addressed in the Institute's Complaint Procedure.

Complaints about harassment as defined by the Institute's policies on Prohibited Discrimination or Sexual and other Unlawful Harassment will be investigated and resolved according to that policy. Copies of these policies are available in the Department of Human Resources and on the Human Resources website at [www.inlimi.org](http://www.inlimi.org).



## **PROCEDURE:**

Only a regular full-time or part-time staff member, i.e., one who has successfully completed his/her new hire introductory period, is entitled to use the Grievance Procedure. Grievances by two or more employees, related to the same incident, may be consolidated for purposes of the Grievance Procedure by mutual agreement between the Institute and the staff members with the grievances.

### *Step 1 – Initial Resolution of Grievance*

The staff member with the grievance will discuss the issue with the supervisor responsible for the employment action. A representative from Human Resources may be present for the discussion. This discussion should take place within five (5) working days after learning of the action or decision being grieved. The staff member and supervisor shall attempt in good faith to discuss the grievance and resolve it. Where resolution of a grievance is not possible, the staff member may proceed to the next step of the grievance process.

### *Step 2 – Department Head Review*

If the matter is not satisfactorily resolved in Step 1, the staff member may file a written grievance with the head of the department in which the grievance arose within five (5) working days after the initial discussion. If the department head is the staff member's direct supervisor, the written grievance should be addressed to the department head's supervisor. The document should describe the grievance with specific facts, including: the reason for the grievance, personnel involved, events, dates, the remedy requested, and other information relating to the grievance. A copy of the grievance should be provided to the Director of Human Resources. The department head or designee will review the grievance and meet with the staff member(s), supervisor and others who may have knowledge of the decision or action, as appropriate. The department head should inform his/her supervisor of the pending grievance. This review will take place within five (5) working days of receiving the grievance. The department head or designee shall provide the staff member(s), supervisor, his/her own supervisor and the Director of Human Resources a written decision regarding the grievance within five (5) working days after completing the review.

### *Step 3 – Department of Human Resources Review*

If the matter is not resolved, the staff member may file an appeal with the Director of Human Resources. This appeal should be filed within five (5) working days of receipt of the department head's decision in Step 2. The written appeal should include the written grievance submitted to the department head in Step 2, the basis for the appeal, and why the department head's decision should be reviewed. The Director of Human Resources or his designee will review the appeal, and meet with the staff member(s), supervisor and others who may have knowledge of the decision or action, as appropriate. The Director will review the appeal within ten (10) working days after receiving the written appeal. The Director of Human Resources shall provide the staff member, supervisor, and department head a written decision regarding the appeal within five (5) working days after completing the review.

### *Step 4 – Neutral Arbitration*

Neutral arbitration allows the staff member and the Institute to each present their case to an independent, impartial professional arbitrator for final disposition. If the staff member disagrees with the decision in Step 3, he/she may file a written request for neutral arbitration with the Director of Human Resources. The request must be submitted within twenty (20) calendar days of receipt of the determination of the Step 3 appeal. If the staff member does not request neutral arbitration, then the written decision at Step 3 shall be final and binding as to any and all allegations of a violation of Institute policies. In order for neutral arbitration to be considered, the grievance must concern the termination of employment or an adverse employment action (after the successful completion of the introductory period of employment). The staff member must maintain the action was a violation of written University policy or a violation of federal or state law. The staff member and the Director of Human Resources will sign a written agreement within fourteen (14) calendar days to initiate the request to proceed with arbitration, and that the arbitrator's decision is final and binding and judgment thereon may be entered in court. A neutral arbitrator will be selected by mutual agreement of the staff member and the Director of Human Resources. If they cannot agree on an arbitrator, they will jointly submit the matter to the American Arbitration Association ("AAA"). AAA will select an arbitrator from its employment panel of arbitrators experienced in university employment

matters. Staff may learn more about AAA at its website: [www.adr.org](http://www.adr.org). The arbitrator will conduct the review according to the Employment Dispute Rules of AAA North Carolina. The arbitrator will determine the dispute and schedule hearings as appropriate. Within thirty (30) calendar days of completing the hearings, the arbitrator will issue a written decision, which shall be final, binding and conclusive upon the parties. The decision is binding in any state or federal court with jurisdiction. The staff member and the Institute will equally share the cost of the professional fees of the arbitrator, unless the arbitrator awards otherwise pursuant to the law.

## **OTHER ISSUES RELATING TO COMPLAINTS AND GRIEVANCES**

### *Other Forums*

If at any time before or during this procedure the staff member files a complaint or grievance in another forum, the Institute 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 Registrar.

## **STUDENT EVALUATION OF THE COURSE:**

Every student will have the opportunity to complete a course evaluation. This evaluation will be available during the last week of the duration of said course. Each teacher is responsible for showing their students how to complete the course evaluation. In the event that a professor does not inform the student how to complete the evaluation of the course, he or she should contact the office of the academic dean as soon as possible.

## **POLICY FOR WITHDRAWING FROM THE COURSE:**

When any student wishes to withdraw from the current course, follow the following procedure:

- 1). You must contact the registrar's office in writing requesting to be withdrawn from the course in question.
- 2) The student will receive a written communication verifying that the withdrawal

has been processed. 3). Any withdrawal must be requested before the fourth week of classes. 3). Refunds will be made in accordance with the policy published in the INLIMI student catalog; a drop in the first week of classes will receive a 90% refund; a drop in the second week will receive a 25% refund. After the second week there will be no refund. 4). Everyone and every student who does not request their withdrawal within the established time will be responsible for the total cost of their class and must pay off their debt before being registered or registered in a next course.

#### **POLICY FOR THE DELIVERY OF FINAL ASSIGNMENTS:**

Tardiness in the delivery of final assignments during the academic year are not to be considered for grade after the published due date and a "zero" will be recorded in the grade book. If a student has an excuse, which he / she would like to be taken into account, the student must fill out an Appeal Extension of Assignment Term form at [unilimi.org](http://unilimi.org).

#### **PLAGIARISM AND DECEPTION POLICY:**

Plagiarism consists of (1) using someone else's ideas without giving credit; (2) citing material from published or unpublished works, whether purchased or can be copied, 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 should 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 something similar, will face, at a minimum: (1) Faculty discipline on the first offense, along with a "Report of Plagiarism/Cheating", presented; (2) the Academic Affairs discipline for recidivism. For the second offense, the student will receive an "F" for the course. For the third offense, students will be dismissed from the institution. Keep in mind that first serious offenses can be dealt with more harshly than just skipping homework or testing.

### **ATTENDANCE POLICY:**

Students are expected to attend all class sessions and to be punctual for each session. If a student is absent more than 25% of class time in a quarter, it will be an automatic withdrawal. Students with problems beyond their control that have affected 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 missed. NOTE: A charge for directed research must apply.

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 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 (bathing or drinking water), they should not exceed 10 minutes of absence. A student who leaves before the instructor dismisses the class will be considered truant.

Mission 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.

### **TECHNOLOGICAL DELAY POLICY:**

In the event of a communications breakdown 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 teacher absence.

**POLICY FOR THE USE OF THE VIRTUAL ROOM:**

Online classes and cohorts should be considered a college campus or classroom and students should act accordingly. Students are to remain with their camera open and their microphone muted. Students who have their cameras turned off will be considered absent that day. Food should not be eaten during school 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 Study Plan is subject to change. The teacher will try to communicate them to the students in time.