**kairos project**

For too long, theological education has been separated into various sections of the Church. Seminaries, churches, ministry organizations, clinical training processes, and more have been operating separately from one another. At Sioux Falls Seminary, we believe theological education should be a system in which multiple partners participate in the holistic development of individuals.

Theologically-informed outcome-based education is a fresh expression of education at Sioux Falls Seminary. It empowers students and creates new opportunities for integrating competency-based theological education, experiential learning, and traditional learning experiences. It also opens the door to new ways of thinking about the developmental journey of students and enables schools, churches, ministries, and businesses to work together in extraordinary ways.

The Kairos Project track facilitates flexible learning through contextually integrated educational moments and adaptable assignments. It is designed specifically for individuals who are actively engaged in ministry and/or desire to integrate their faith and work. Students move toward outcome-based Christian maturity under the supervision of a mentor team, by the direction of faculty, and through participation in a cohort-based community of learning. This track allows students and mentor teams to customize course work in light of needs, ministry context, and prior learning or experiences.

**why students love kairos**

- It is affordable, accessible, and relevant.
- A flat monthly tuition fee gives students access to nearly every learning module, event, and resource provided by Sioux Falls Seminary, including those offered outside of the Kairos Project.
- It offers a lot more than a series of online courses. It is accessible regardless of where students live, work, or serve in ministry. Learning is rooted in the student’s context, whether a church, a non-profit organization, or a business, and students are supported by a mentor team that understands their specific context.
- Study and practice of ministry can be integrated in unique and powerful ways. Because of its design, it requires students to think integratively.

**how it works**

With the exception of intensives on the main campus each October and April, coursework is typically completed in context. Therefore, learning occurs in a non-linear, distance learning fashion. And, as a result, success is heavily dependent upon a student’s ability to be an intrinsically-motivated learner.

**Kairos Project Tracks**

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Divinity</td>
<td>79</td>
</tr>
<tr>
<td>M.A. in Christian Leadership</td>
<td>43</td>
</tr>
<tr>
<td>M.A. (Bible &amp; Theology)</td>
<td>40</td>
</tr>
<tr>
<td>M.A. in Counseling</td>
<td>62+</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>31</td>
</tr>
</tbody>
</table>

Students seeking additional structure or desiring to supplement or enhance in-context work may participate in any of the seminary’s learning modules. Some commonly taken in a more traditional format include those in

**Partnership Option**
Students may also enhance or customize learning through a number of different ministry organization partners. This provides students with the opportunity to focus on a particular area or discipline as they progress toward achievement of program outcomes.

**Denominational Tracks**
Students can customize their educational experience at both the learning module and assignment levels. This means they can not only substitute courses but also substitute or adjust assignments within all courses. In this way, experiences can be shaped by a denominational or contextual ethos while still pursuing a degree from the seminary.

**contextually-integrated moments**
As much as possible, learning should happen within the student’s ministry context. This means that students complete their degree programs by playing out their seminary education within the ministry workplace, whether a church, a non-profit organization, or a business. Like a Venn diagram with deeply overlapping circles, the seminary sphere and ministry sphere (and any other sphere) should intersect greatly.

**mentor teams**
Kairos Project students are under the supervision of a mentor team that journeys with them throughout their studies. The team is comprised of a faculty mentor, a ministry mentor, and a personal mentor. Mentors should encourage mentees and help them process life. However, their principal role is to evaluate progress toward the program outcomes. In other words, mentors do things like help students order their lives to find contextually-integrated educational moments, design adapted assignments, and, most importantly, review completed assignments. Through the master assessments, the three mentors must make sure that each outcome has been achieved. This provides a well-rounded view of students instead of a one-dimensional faculty-to-student view.

Mentor teams are attentive to student progress. They help students stay on course, keep tabs on assignment completion rates, spur students toward greater activity and efficiency, and assist in finding intersecting areas of theological education, ministry, and other spheres of life.

**participation in a cohort-based community of learning**
Community develops quite naturally as students and mentors experience educational life together. Deep mentor relationships, opportunities for worship and fellowship, and informal, but meaningful relationships that form over shared interests and contexts contribute to this. Students, regardless of program, attend the same intensive gatherings, sometimes meet in recurring student groups, and experience educational life together.

**outcome-based christian maturity**
The Kairos Project is thoroughly oriented toward outcomes, which are integrated learning goals representing critical features of Christian fullness. Each degree program has prescribed learning outcomes. Everything within a program moves toward achieving the major markers of maturity. Assignments do not exist for their own sake but as ways to quantify demonstrable movement toward the outcomes.

**getting started**
Students seeking to complete their programs through the Kairos Project must meet the admission requirements for the program to which they are applying. In addition to the application process and requirements, an interview is required and determines acceptance. After acceptance into the Kairos Project, students will work with the Office of Enrollment Management to begin the orientation process through the self-paced Outcome Zero course. Students can begin Outcome Zero at any time. It covers the essentials, providing an orientation to the seminary and the Kairos Project. Once students successfully complete the course work, they are ready to participate in their first intensive and begin work with their mentor team.

From there, students begin and end all courses when best suited for them and set the pace for the number of courses taken at any one time. Dates for upcoming intensives are available by calling the seminary.